VALLEY VIEW
SECONDARY SCHOOL

EVERY STUDENT MATTERS

Curriculum Guide

Years 7 to 12

2026

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

CONTENTS

HOW TO USE
THIS CURRICULUM GUIDE

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

The Curriculum Guide provides students and families with information regarding the learning programs offered at Valley View Secondary School (VVSS) and specific course descriptions of subjects within these programs. Students and families are encouraged to explore the guide to plan possible options and pathways of study.

COUNSELLING PROCEDURES

VVSS places a strong emphasis on the importance of an inclusive course counselling process where students, families and staff are all involved in providing specialist advice regarding the selection of courses. Parents and caregivers are invited to discuss student requirements with course counselling leaders at any time. Students should select courses that suit their abilities, their interests and their post-school aspirations.

The course counselling process includes:

- Student Wellbeing for Learning sessions for students to focus on Pathway Education and the course selections
- A subject Information evening where families are invited to participate in presentations by Learning Area Leaders about specific subject pathways
- Interviews for students and families
- Potential re-counselling in late Term 4 based on a review of student achievement and recommendations.

SUBJECT AVAILABILITY

Subjects offered in this guide are dependent on the number of student selections. If a subject chosen by a student does not proceed, the student will be advised and supported to select an alternative.

MATERIALS AND SERVICES CHARGES

Curriculum budgets are prepared annually according to the Department Act. Some subjects incur a subject charge to cover additional costs beyond the standard curriculum delivery. These charges are mentioned in the guide where applicable.

Please note that whilst every effort has been made to provide accurate information, minor changes may be necessary to content in response to unforeseeable circumstances.

PRINCIPAL'S WELCOME

Dear Families,

Welcome to the Valley View Secondary School 2026 Subject Guide. This Curriculum Handbook is designed to provide you with comprehensive information about the subject choices and diverse curriculum offerings at our school.

Together with the individual counselling process in Term 3, this guide is an essential resource for your student to make informed decisions regarding subject selection and future pathways in study and employment.

At Valley View Secondary School, we have a dedicated team of key personnel available to support students throughout this process, including Mentor Group Teachers, Subject Teachers, Year Level Leaders, Youth Workers, and more. We also encourage students to engage in discussions with their families about their aspirations and future pathways.

We believe in keeping options open for all students, ensuring they have the maximum choices for subject selection, tertiary pathways, and career opportunities. The decisions made in Senior School can significantly influence post-school options, tertiary education, and employment prospects. Therefore, subject selections should align with each student's goals and aspirations.

Please note that VET courses will be provisionally approved during Term 4, with confirmation in December. Final assessment grades and student numbers within subjects will determine subject availability. This may necessitate additional counselling to consider changes to subject choices.

I wish you every success as you explore the vast opportunities and subjects offered at Valley View Secondary School.

Regards,

Nathan Cini
Principal

WHO CAN HELP YOU

VALLEY VIEW SECONDARY SCHOOL
EVERY STUDENT MATTERS

Throughout the year you may require specific information about subjects. For many enquiries your first contact will be the Mentor Group teacher. For additional information we recommend that you contact the following staff members

Learning Area Leader Support Team

The Arts	Noeleen Curran
English / Literacy	Elizabeth Burke
Health and PE	Nikki Hofmaier
HASS / Languages	Caitlin Jaensch
Mathematics / Numeracy	Ankita Kathpal
Science / STEM	Dylan Milton
Technologies	Tony Zimbardi

Additional Areas / Subject Specific Support Team

Inclusive Education	Helen Hanwit-Arney
Design & Technology	Tom Rose
Digital Technologies	Aashima Nagpal
Food Technology	Ben Taylor
Drama (Theatre)	Jaz Taylor
Media Arts/ Creative Arts/ Visual Arts	Andrew Clarke
Music	Sean Tanner
Psychology	Nakita Axon
SACE, VET and Pathways	Renee Blatch
Flexible Learning Options (FLO)	Rebecca Morrison
Cross - disciplinary	Renee Blatch

Executive Support Team

Principal	Nathan Cini
Deputy Principal	Peter Voudantas
Assistant Principal - Teaching & Learning	Jessica Brook
Assistant Principal - Wellbeing	Nakita Axon
Business Manager	Julie Collings-Wells

House Support Team

Conditions for Learning Leader	Rebecca Archer
Year 7 Leader	Simon Bradtke
Year 8 Leader	Matt Neale
Year 9 & 10 Leader	Jaz Taylor
Senior year Leader	Rebecca Morrison

MIDDLE SCHOOL
Year 7 to 10 Program

VALLEY VIEW SECONDARY SCHOOL
EVERY STUDENT MATTERS

VVSS Middle School program enables all students to study a comprehensive curriculum. Rigorous learning programs are developed in line with the Australian Curriculum.

The Australian Curriculum is designed to develop:

- successful learners
- confident and creative individuals
- active and informed young people who are ready to take their place in society.

The VVSS Year 7 curriculum will be delivered as an integrated approach for all 2-year band Australian Curriculum subjects. This means that students in Year 7 may have a chance to work alongside Year 8 students to collaboratively achieve the outcomes at the students' highest level.

YEAR 7 - OVERVIEW

The year is divided into 2 semesters– Semester 1 and Semester 2. All students study 7 subjects in each semester, a total of 14 subjects for the year (see below).

Year 7 curriculum pattern

<table>
<tr><td rowspan="5">English</td><td rowspan="5">Maths</td><td rowspan="5">Science</td><td rowspan="5">HASS</td><td rowspan="5">Italian</td><td rowspan="2">Health & PE</td><td>Food Tech</td></tr>
<tr><td>Visual Arts</td></tr>
<tr><td>Design Technology</td><td>Music</td></tr>
<tr><td>Digital Technology</td><td>Drama (Theatre)</td></tr>
<tr><td>Literacy</td><td>Numeracy</td></tr>
</table>

Year 7 compulsory subjects. All students must complete:

- A full year of English, Mathematics, Science, Italian and HASS (including History, Geography, Civics and Citizenship, Economics and Business)
- 3 terms of the Arts - 1 term each of Music, Drama (Theatre), Visual Arts (2-year band)
- 3 terms of Technology - 1 term of Design Technologies, 1 term of Digital Technology, 1 term of Food Technology (2-year band)
- 1 semester of Health and Physical Education (HPE) (2-year band)
- A full year of 55-minute Literacy Master Class and 55-minute Numeracy Master Class.

MIDDLE SCHOOL
Year 7 to 10 Program

VALLEY VIEW SECONDARY SCHOOL
EVERY STUDENT MATTERS

YEAR 8 - OVERVIEW
The year is divided into 2 semesters– Semester 1 and Semester 2. All students study 7 subjects in each semester, a total of 14 subjects for the year (see below).

Year 8 curriculum pattern

<table>
<tr><td rowspan="3">English</td><td rowspan="3">Maths</td><td rowspan="3">Science</td><td rowspan="3">HASS</td><td rowspan="3">Italian</td><td>Health & PE</td><td>Choice</td></tr>
<tr><td>Choice</td><td>Choice</td></tr>
<tr><td>Literacy</td><td>Numeracy</td></tr>
</table>

Year 8 compulsory subjects. **All students must complete:**

- A full year of English, Mathematics, Science, Italian and HASS (including History, Geography, Civics and Citizenship, Economics and Business)
- 1 semester of Health and Physical Education (HPE) (2-year band)
- A full year of 55-minute Master Class in Literacy and 55-minute Master Class in Numeracy.

Year 8 choice subjects

Students select 3 semesters from the following options:

The Arts (maximum of two semesters)
- Music
- Drama (Theatre)
- Visual Arts (includes ceramics)

Technologies (maximum of two semesters) This includes exposure to technologies in timber, metal, jewellery, textiles, food, robotics and programming.
- Design Technologies
- Digital Technology
- Food Technology.

MIDDLE SCHOOL
Year 7 to 10 Program

VALLEY VIEW SECONDARY SCHOOL
EVERY STUDENT MATTERS

YEAR 9 - OVERVIEW
The year is divided into 2 semesters– Semester 1 and Semester 2. All students study 7 subjects in each semester with a total of 14 subjects for the year (see below).

Year 9 curriculum pattern

SEM 1	English	Maths	Science	History	Choice	Choice	Choice
SEM 2				Health & PE	Choice	Choice	Choice

Year 9 compulsory subjects. All students must complete:

- 2 semesters of English, Mathematics, Science
- 1 semester of History
- 1 semester of Health and Physical Education (HPE).

Year 9 choice subjects

- Languages
  - 2 semesters of Italian
- Technologies
  - up to 2 semesters of Design Technologies
  - up to 2 semesters of Digital Technologies
  - up to 2 semesters of Food Technologies
- The Arts
  - 2 semesters of Music
  - up to 2 semesters of Drama (Theatre)
  - up to 2 semesters of Visual Arts
  - 1 semester of Media Arts
- HASS
  - 1 semester of Economics and Business
  - 1 semester of Civics and Citizenship
  - 1 semester of Geography
- Health and Physical Education
  - 1 semester of Outdoor Education
- Mathematics
  - 1 Semester of Financial and Business Mathematics

MIDDLE SCHOOL
Year 7 to 10 Program

VALLEY VIEW SECONDARY SCHOOL
EVERY STUDENT MATTERS

YEAR 10 - OVERVIEW
The year is divided into 2 semesters– Semester 1 and Semester 2. All students study 7 subjects in each semester with a total of 14 subjects for the year (see below).

Year 10 Curriculum Pattern

<table>
<tr><td>SEM 1</td><td rowspan="2">English</td><td rowspan="2">Maths</td><td rowspan="2">Science</td><td>Stage 1 Workplace practices</td><td>Health & PE</td><td>Choice</td><td>Choice</td></tr>
<tr><td>SEM 2</td><td>History</td><td>Exploring Identities & Futures (EIF)</td><td>Choice</td><td>Choice</td></tr>
</table>

Year 10 compulsory subjects. All students must complete:

- 2 semesters of English, Mathematics and Science
- 1 semester of History
- 1 semester of Health and Physical Education A (HPE)
- 1 semester of SACE Stage 1 Exploring Identities and Futures (EIF).

Year 10 choice subjects

- Languages
  - 2 semesters of Italian
- Technologies
  - up to 2 semesters of Design Technologies
  - up to 2 semesters of Digital Technologies
  - up to 2 semesters of Food Technologies
- The Arts
  - 2 semesters of Music
  - up to 2 semesters of Drama (Theatre)
  - up to 2 semesters of Visual Arts
  - 1 semester of Media Arts
- HASS
  - 1 semester of Economics and Business
  - 1 semester of Civics and Citizenship
  - up to 2 semesters of Geography
- Health and Physical Education
  - 1 semester of Outdoor Education
- Mathematics
  - 1 Semester of Financial and Business Mathematics

SENIOR SCHOOL
Year 11 and 12 Program

VALLEY VIEW SECONDARY SCHOOL
EVERY STUDENT MATTERS

THE SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

The purpose of SACE is to recognise and validate the successful completion of senior secondary education, equipping students with knowledge, skills and capabilities for further education, employment and active participation in society. It aims to provide a comprehensive and balanced education that fosters lifelong learning, enhances employability and promotes personal growth.

The certificate is based on two stages of achievement: Stage 1 (Year 11) and Stage 2 (Year 12). Students can study a wide range of subjects and courses as part of the SACE. Each subject or course completed successfully earns credits towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Each semester of work in any subject is the equivalent of 10 SACE credits.

MINIMUM SACE REQUIREMENTS	
Stage 1 English	20 Credits
Stage 1 Mathematics	10 Credits
Exploring Identities and Futures (EIF) (Undertaken in Year 10)	10 Credits
Stage 2 AIF (Activating Identities and Futures)	10 Credits
Stage 2 Subjects (3 full year subjects)	60 Credits
TOTAL CREDITS	**200**

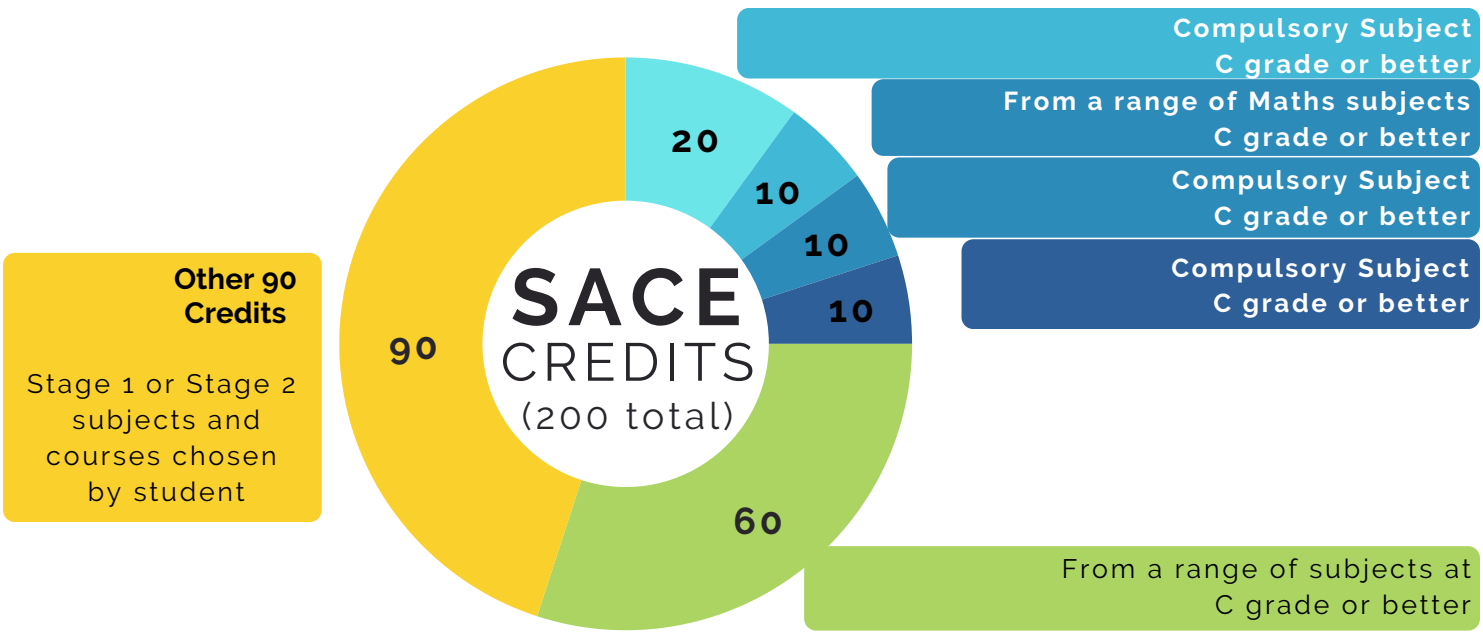
Many students achieve additional credits through studying VET or Community learning for their extra curricular activities outside of school.

Assessment at Stage 1 is school-based, however all compulsory areas of learning are subject to moderation by the SACE Board of South Australia.

Assessment at Stage 2 is a combination of school-based tasks and 30% external assessment. The external assessment may include exams, practical projects, investigations, research and presentations.

For more information, visit WWW.SACE.sa.edu.au

** Students seeking an ATAR for University entry require 90 Stage 2 credits (4 Stage 2 subjects, where one subject can be a VET Certificate 3). This is usually 80 subject credits plus the 10 credit Research Project.*



SENIOR SCHOOL
Stage 1 Overview

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

STAGE 1 - OVERVIEW
The year is divided into 2 semesters– Semester 1 and Semester 2. All students study 7 subjects in each semester with a total of 14 subjects for the year (see below). Exceptions occur when students select VET courses.

Stage 1 Curriculum Pattern

SEM 1	English	Maths	Choice	Choice	Choice	Choice	STUDY
SEM 2		Choice	Choice	Choice	Choice	Choice	STUDY

Stage 1 compulsory subjects. All students must complete:

- 2 semesters of English
- 1 semester of Mathematics
- 1 semester of Research Practices (RP).

Naming conventions for Stage 1 subject selections			
Subject code name	**Semester 2 (A, 1 or 1R)**	**Semester 2 (B, 2 or 2R)**	**Description**
Letters after subject (eg A and B)	Subject A	Subject B	Subject A is a **prerequisite** for studying Subject B. Students can choose subject A but cannot choose subject B **without** a subject A.
Numbers after subject (eg 1 and 2)	Subject 1	Subject 2	There are **no prerequisites**. Students can choose subject 1 and/or subject 2. Students do not have to choose subject 1 to study subject 2.
Please note that Stage 1 Mathematics has 4 subject offerings. These are Mathematics A, B, C and D.			

SENIOR SCHOOL
Stage 2 Overview

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

STAGE 2 - OVERVIEW
The year is divided into 2 semesters– Semester 1 and Semester 2. Students study up to four year-long subjects dependent upon their pathway.

Stage 2 curriculum pattern

<table>
<tr><td>SEM 1</td><td>AIF</td><td rowspan="2">Choice</td><td rowspan="2">Choice</td><td rowspan="2">Choice</td><td rowspan="2">Choice</td><td>STUDY</td><td>STUDY</td></tr>
<tr><td>SEM 2</td><td>Home Study (By Negotiation)</td><td>STUDY</td><td>STUDY</td></tr>
</table>

Stage 2 compulsory subjects. **All students must complete:**

- AIF
- a minimum of 3 Stage 2 subjects.

STUDENT PATHWAYS

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

Vocational Education and Training (VET)

VET is a nationally accredited training program that provides students with career skills while still at school. It is assessed as units of competency. 70 nominal hours in a VET course generally equate to 10 credits. Certificate II courses typically earn SACE Stage 1 credits, while Certificate III courses earn SACE Stage 2 credits. Specific credits and levels are available on the VET Recognition Register via the SACE website.

VET at Valley View Secondary School

VET pathways are available for Year 11 and 12 students. Interested students can apply for VET courses linked to their career pathways and can access various off-site options delivered by Registered Training Organisations (RTOs). Students must travel independently to host sites, with training typically occurring one day per week. Course length varies by qualification and delivery method.

Flexible Industry Pathways (FIPs)

FIPs are industry-endorsed pathways from secondary school to employment in key growth sectors in South Australia. They include:

- concurrent SACE and VET studies
- Certificate II and III VET qualifications
- SACE employability skills training
- industry- specific licenses like White Card and First Aid.

FIPs ensure students are job-ready upon completion and provide a skilled workforce. Pathways are reviewed annually, and students may explore FIPs via the Student Pathways website. Course fees are heavily subsidised by the state government, generally not exceeding $300 with further subsidies for school card students.

Adherence to VET readiness Orientation reports (VETRO) timelines for expressions of interest and applications is crucial.

For more information, please contact Renee Blatch, (VET Leader).

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

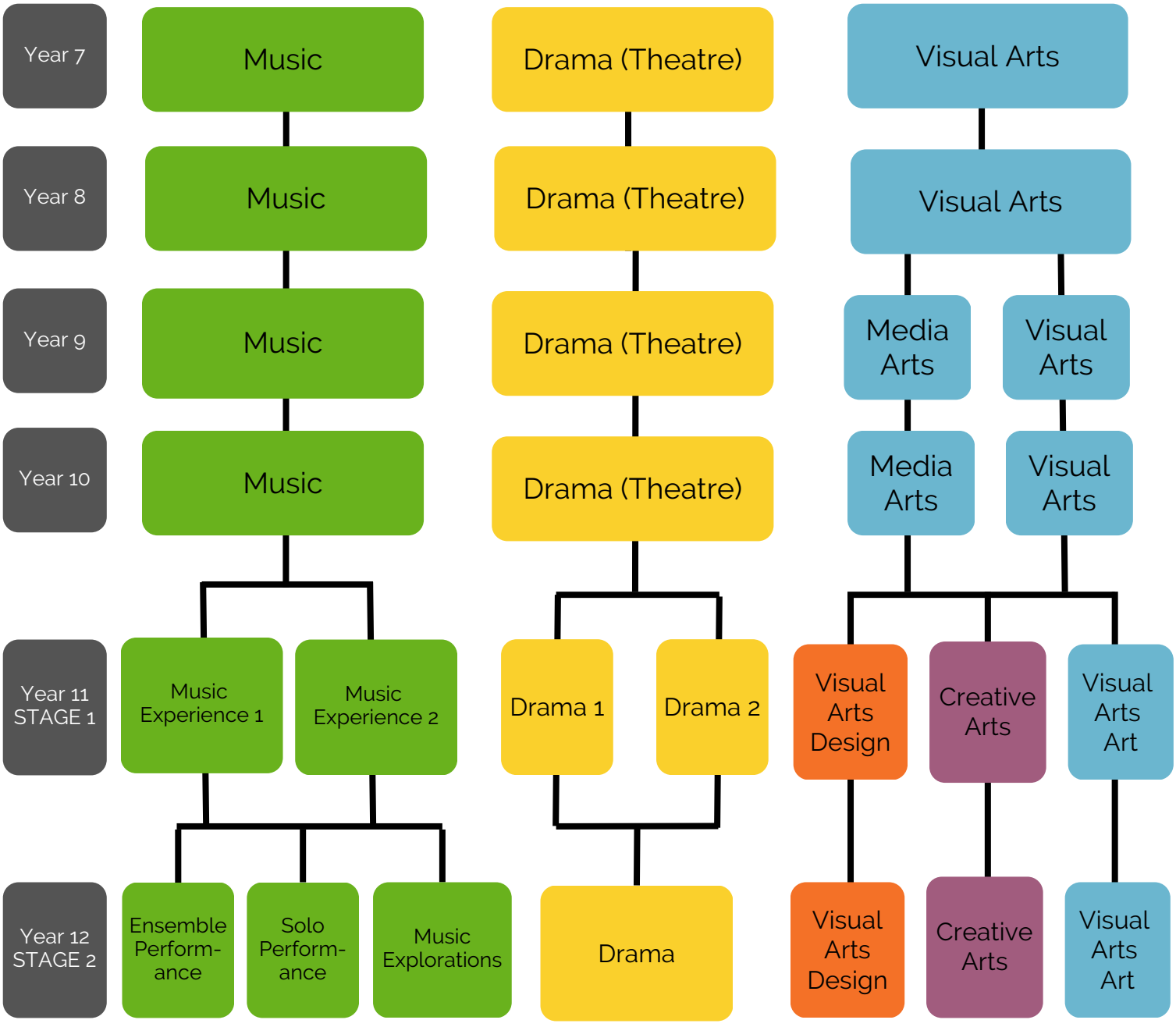
THE ARTS

Curriculum Guide

Years 7 to 12

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

THE ARTS
subject paths



IMPORTANT INFORMATION FOR STUDENTS INTENDING TO STUDY MUSIC AT VALLEY VIEW

Music education fosters progression, growth, and the unlocking of creative potential while cultivating a lifelong passion for the subject. For each year that students study music, they refine their skills, expand their repertoire, and develop a profound appreciation for music as an art form.

The following guidelines are in place to ensure music students are supported to achieve success:

- foundational music education that includes exposure to different instruments and basic music theory for Year 7 and Year 8 students
- a commitment to a full year of continuous study from Year 9 onwards as a prerequisite for music at Year 12.

VVSS acknowledges that some students pursue music studies outside of school. Students who have not experienced continuous music education may join the VVSS music program at any time by undertaking and successfully completing a performance and theory test.

Year 7 and 8 Music

Students identify and manipulate rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing.

Students will:

- identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions
- evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers
- manipulate the elements of music and stylistic conventions to compose music
- interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills
- use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

Year 9 and 10 Music

In Years 9 and 10, students continue to develop their aural skills as they build on their understanding and use of the elements of music, along with building their capacity working within an ensemble, as they control tone and volume in a range of styles using instrumental and vocal techniques.

Essential background: C grade or better is required in Year 9 Music to be eligible to enrol in Year 10 Music.

Students will:

- analyse different scores and performances aurally and visually
- evaluate the use of elements of music and defining characteristics from different musical styles
- use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions
- interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles
- interpret and perform music with technical control, expression and stylistic understanding
- use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences
- use knowledge of the elements of music, style and notation to compose, document and share their music.

Stage 1 Music Experience 1

Length 1 semester
SACE credits 10
Preferred background: Year 10 Music (C grade or better)

Course description
Music Experience is designed for students with emerging musical skills and provides opportunities for them to develop their musical understanding and skills in creating and responding to music.

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

- performance (60%)
- composition (20%)
- music theory (20%)

Additional course counselling information
Students cannot study any Stage 2 Music course without completing Stage 1 Music Experience 1 or 2 with a C grade or better.

Stage 1 Music Experience 2

Length 1 semester
SACE credits 10
Preferred background: Year 10 Music (C grade or better)

Course description
Music Experience is designed for students with emerging musical skills and provides opportunities for them to develop their musical understanding and skills in creating and responding to music.

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

- performance (60%)
- music analysis (20%)
- music theory (20%)

Additional course counselling information
Students cannot study any Stage 2 Music course without completing Stage 1 Music Experience 1 or 2 with a C grade or better.

Stage 2 Music (Performance – Ensemble)

Length 1 semester
SACE credits 10
Essential background: Stage 1 Music Experience 1 or 2 (C grade or better)

Course description
Students develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music. Students analyse their repertoire, and critique strategies to rehearse and develop their performances and contribute and collaborate as effective members of an ensemble. They apply their knowledge and understanding of the style, structure, and conventions appropriate to the repertoire, in developing and refining their musical performances, their musical imagination, and their own ideas about and appreciation of music.

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

- performance (30%)
- performance and discussion (40%)
- performance portfolio (30%)

Stage 2 Music (Performance - Solo)

Length 1 semester
SACE credits 10
Essential background: Stage 1 Music Experience 1 or 2 (C grade or better)

Course description
Students develop and extend their practical music-making skills through performing works for instrument(s) and/or voice. They apply their musical understanding, skills, technique, and accuracy in refining and performing music, and in developing stage presence and skills in engaging an audience. Students analyse their chosen repertoire, and critique strategies to develop their performances, and reflect on and evaluate their performances as a soloist. They apply their knowledge and understanding of the style, structure, and conventions appropriate to their chosen repertoire, in crafting their musical performances, developing their musical imagination, and in communicating their own ideas about and appreciation of music.

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

- performance (30%)
- performance and discussion (40%)
- performance portfolio (30%)

Stage 2 Music Explorations

Length 2 semesters
SACE credits 20
Essential background: Stage 1 Music Experience 1 or 2 (C grade or better)

Course description
Students develop musical literacy and engage critically and creatively with music through responding to their own and others' works. This subject is flexible in its design, allowing individual and collaborative exploration options in performing, composing, arranging and exploring music technology. Through practical application of their understanding of musical elements, students learn to analyse and deconstruct music, manipulate sound and create musical works that express their ideas and emotions.

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

- musical literacy (30%)
- exploration portfolio and commentary (40%)
- creative work (performance or composition) (30%)

Year 7 and 8 Drama (Theatre)

In Year 7 and 8, students engage and explore drama techniques through theatre games and discussion. Students learn the art of movement for the stage using safe practices and theatre etiquette. Theatre games allow students to gain skills in the practical application of devising, refining, acting, and performing for an audience. In Year 7, students analyse Superhero characters, as well as create and perform scenarios and develop specific improvisation skills in the style of Commedia dell'Arte. In Year 8, experiences are extended through group devised theatre, image stimulus scriptwriting, storytelling, augmented theatre and slapstick comedy. Dance will also be introduced as an element of performance.

Students will:

- work in a collaborative ensemble to devise, rehearse and perform short plays to an audience.
- apply different performance styles and conventions to convey status, relationships and intentions.
- use performance skills and design elements to shape and focus theatrical effect for an audience.

Year 9 Drama (Theatre)

In Year 9, students refine and extend their understanding and use of role, character, relationships and situation, and maintain focus and manipulate space and time, language, ideas and dramatic action.

Students will:

- analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view
- use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints
- develop and sustain different roles and characters for given circumstances and intentions
- perform devised and scripted drama in different forms, styles and performance spaces
- collaborate with others to plan, direct, produce, rehearse and refine performances
- select and use the elements of drama, narrative and structure in directing and acting to engage audiences
- refine performance and expressive skills in voice and movement, including choreography, to convey dramatic action.

Year 10 Drama (Theatre)

In year 10, students develop their confidence across creating, performance and responding. They continue to use drama processes in purposeful and creative ways that are informed by their engagement with the work of living performers and drama-makers. This awareness of diverse drama practices, genres and styles informs their own drama practice.

Students will:

- explore and respond to drama works, performances, practices and contexts from a range of cultures, times and places
- develop practices and skills that build and extend creative practices for creating and performing drama using the elements of drama such as role, situation, language, place, movement, time, character, relationships, voice, tension, space, mood/atmosphere, contrast, symbol, and focus
- build and extend critical practices by taking opportunities to reflect on, evaluate or respond to their own work and the work of others
- create drama in improvised, devised and scripted forms such as process drama, puppetry, object theatre, short- or long-form improvisation, play building and devising, scripted drama/script interpretation
- present and perform drama in informal and/or formal settings, using acting skills, choreography and/or movement, and working in an ensemble to perform drama for familiar and unfamiliar audiences.

Stage 1 Drama

Length 1 semester
SACE credits 10
Essential background: Nil

Course description
Students acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual.
Students analyse texts and other materials, performances, and their own learning. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in their own ideas.

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

- investigations (40%)
- folio (30%)
- performance (30%)

Additional course counselling information
It is strongly recommended that students intending to study Stage 2 Drama complete Stage 1 Drama.

Stage 2 Drama

Length 2 semesters
SACE credits 20
Preferred background: Stage 1 Drama (C grade or better)

Course description
Students learn to develop and apply the contemporary skill of consciously switching between a creative, imaginative, and playful mindset to generate original ideas and possibilities and a logical, analytical, and evaluative mindset to examine the quality and viability of these ideas and possibilities. Through the development of this essential skill, students investigate creative opportunities, explore the meaning and value of dramatic ideas, and imagine potential futures.

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

- group production (40%)
- evaluation and creativity (30%)
- creative presentation (30%)

Year 7 and 8 Visual Arts

Visual arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience.

Students will:

- analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making
- explain how an artwork is displayed to enhance its meaning
- evaluate how they and others are influenced by artworks from different cultures, times and places
- plan their art making in response to exploration of techniques and processes used in their own and others' artworks.

Year 9 and 10 Visual Arts

Visual Arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience.

Students will:

- evaluate how representations communicate artistic intentions in artworks they make and view
- evaluate artworks and displays from different cultures, times and places
- analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas
- identify influences of other artists on their own artworks
- manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Year 9 and 10 Media Arts

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media.

Students will:

- analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute.
- evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning
- evaluate how social, institutional and ethical issues influence the making and use of media artworks
- produce representations that communicate alternative points of view in media artworks for different community and institutional contexts
- manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style
- collaboratively apply design, production and distribution processes.

Stage 1 Visual Art - Design

Length 1 semester
SACE credits 10
Essential background: Year 10 Visual Arts and Media Arts (C grade or better)

Course description

Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. The focus of this subject is based around graphic design and photography. The use of computers will be a key feature of assessments. Students will use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions. They will learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

Assessment

Students demonstrate evidence of learning through the following assessment types:

- folio (40%)
- practical (30%)
- visual study (30%)

Additional course counselling information

It is strongly recommended that students intending to study Stage 2 Visual Arts or Creative Arts complete Stage 1 Visual Arts.

Stage 1 Creative Arts 1 and 2

Length 1 semester
SACE credits 10
Essential background: Year 10 Visual Arts and Media Arts (C grade or better)

NB: Stage 1 Creative Arts is offered in Semester 1 and 2 with the same assessment structure. Students can select both 1 and 2 and will have the opportunity to explore a variety of mediums to complete different artworks.

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

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

- product (50%)
- inquiry (25%)
- skills (25%)

Additional course counselling information
It is strongly recommended that students intending to study Stage 2 Creative Arts complete Stage 1 Creative Arts and/or Stage 1 Visual Art Design.

Stage 2 Creative Arts

Length 2 semesters
SACE credits 20
Essential background: Stage 1 Creative Arts, Stage 1 Visual Arts and/or Visual Arts - Design (C grade or better)

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

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

- product (50%)
- inquiry (25%)
- skills (25%)

Stage 1 Visual Art 1 and 2

Length 1 semester
SACE credits 10
Essential background: Year 10 Visual Arts and Media Arts (C grade or better)

NB: Stage 1 Visual Arts is offered in Semester 1 and 2 with the same assessment structure. Students can select both 1 and 2 and will have the opportunity to explore a variety of mediums to complete different artworks.

Course description
Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form**.**

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

- folio (40%)
- practical (30%)
- visual study (30%).

Additional course counselling information
It is strongly recommended that students intending to study Stage 2 Visual Arts complete Stage 1 Visual Arts.

Stage 2 Visual Arts

Length 2 semesters
SACE credits 20
Essential background: Stage 1 Visual Arts or Stage 1 Visual Arts - Design (C grade or better)

Course description
Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

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

- folio (40%)
- practical (30%)
- visual study (30%)

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

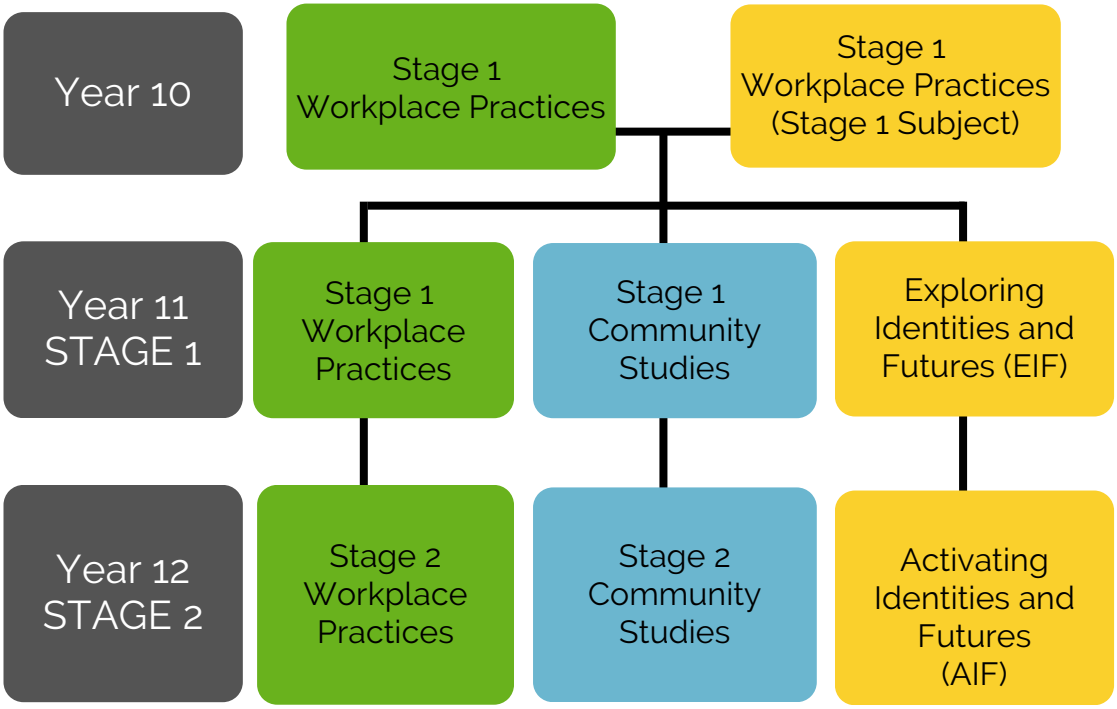
CROSS-DISCIPLINARY

Curriculum Guide

Years 7 to 12

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

CROSS - DISCIPLINARY
subject paths



Stage 1 Exploring Identities and Futures

Length 1 semester
SACE credits 10
Essential background: compulsory subject.

Course description
Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.
EIF prepares students for their SACE journey and the knowledge, skills, and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

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

- AT1- exploring me and who I want to be
- AT2- taking action and showcasing my capabilities.

Additional course counselling information
This is a compulsory stage 1 subject, and students must achieve a C grade or better.

Stage 1 Community Studies

Length 1 semester
SACE credits 10
Essential background: not applicable.

Course description
Students develop an individual program of learning based on their interests, knowledge and skills. Self motivation and independent learning is essential.
Each student prepares a contract of work to complete the community activity.

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

- contract of work, including evidence of learning and presentation
- reflection.

Stage 1 Workplace Practices

Length 1 semester
SACE credits 10
Essential background: not applicable.

Course description
Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about their own personal skills and abilities in relation to the world of work, workers' rights and responsibilities and career planning. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject must include the undertaking 15-30 hours of employment, vocational education and training (VET) and/or work experience / volunteering.

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

- folio (40%)
- performance (40%)
- reflection (20%).

Stage 2 Workplace Practices

Length 2 semesters
SACE credits 20
Essential background: not applicable.

Course description
Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of work to society, future trends in the world of work, workers' rights and responsibilities and career planning. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject must include the undertaking of at least 30-60 hours of employment, vocational education and training (VET) and/or work experience / volunteering.

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

- folio (25%)
- performance (25%)
- reflection (20%)
- external Investigation (30%).

Stage 2 Activating Identities and Futures

Length 1 semester
SACE credits 10
Essential background: compulsory subject.

Course description
The purpose of Activating Identities and Futures (AIF) is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, create and /or plan to progress an area of personal interest towards a learning output. Eligible students who require additional modifications can be enrolled in AIF Modified,

Assessment
Students demonstrate evidence of learning through Assessment Type 1, Portfolio (35%) and Assessment Type 2, Progress checks (35%).
In the **Portfolio,** students explore ideas about a Personal Learning Goal, focusing on its value and purpose. They select strategies to progress their learning, seek perspectives to build understanding and obtain feedback from teachers, peers, and experts. Students demonstrate agency, self-regulation, and metacognitive skills in progressing and reflecting on their learning processes.
Progress checks enable students discuss their learning progress and goals using Portfolio examples as evidence. They evaluate the impact of strategies, perspectives, and feedback used at each point, explaining, and appraising their decisions. The quality of discussions and use of evidence will indicate adequate time and resource management.

External assessment
Assessment type 3: appraisal (30%).
Students showcase their learning progress or attainment of their Learning Goal, appraising its value and purpose. They evaluate the impact of strategies, perspectives, and feedback, identifying key factors that support their learning progress.

Additional course counselling information
This is a compulsory Stage 2 subject, and students must achieve a C grade or better.

Stage 2 Community Studies

Length 2 semesters
SACE credits 20
Essential background: not applicable.

Course description
Students develop an individual program of learning based on their interests, knowledge and skills. Self-motivation and initiative are essential.

Each student prepares a contract of work to undertake a community activity in one of the following six areas of study:

- arts and the community
- communication and the community
- foods and the community
- health, recreation, and the community
- science, technology, and the community
- work and the community.

Assessment
The following assessment types enable students to demonstrate their learning in Stage 2 Community Studies:

- school assessment (70%)
  - contract
  - evidence of learning
  - presentation
- external assessment (30%)

Additional course counselling information
Community Studies is a non-Tertiary Admission subject. Students completing Community Studies will not be eligible for an ATAR.

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

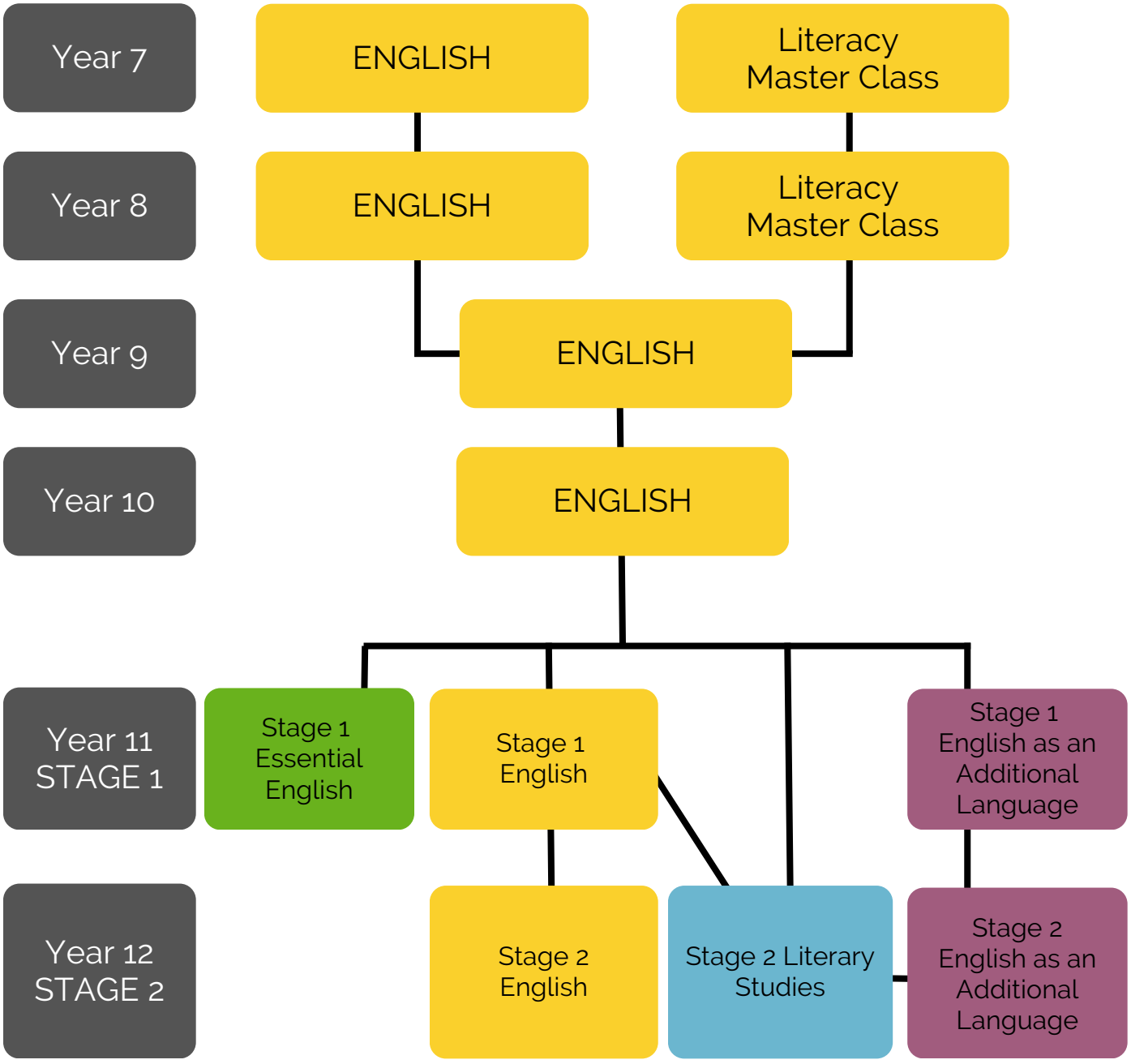
ENGLISH

Curriculum Guide

Years 7 to 12

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

ENGLISH
subject paths



Year 7 and 8 Literacy Master Class

Length full year
Lessons 55-minute block, weekly

These classes support students in developing the knowledge and skills to read and comprehend confidently. Students will read individually and in small groups with a focus on:

- responding to specific texts
- exploring language and content
- interpreting and analysing identified texts.

Time is also given to:
- progressing grammar knowledge
- enhancing knowledge of sentence structure
- advancing word knowledge
- increasing understanding of vocabulary.

Students participate in different reading roles through Literature Circles.

Assessment
Students will undertake DIBELS and NGRT assessments which will be used as a diagnostic tool to support the customisation of students learning. NAPLAN and PAT data will also be accessed to support individual planning and literacy development. Assessments occur throughout the year. Students requiring additional support in developing phonological awareness and decoding are identified through these assessments.

Year 7 and 8 English

Students are provided with opportunities to read and interpret a wide variety of literature, and create texts to influence their audience.

Students will:
- read and interpret a range of challenging fiction texts
- compare, analyse and question ideas and information in texts
- create texts for different purposes and audiences
- write a series of well-organised paragraphs to present an argument or convey information
- read online texts and use a range of software to create texts
- recognise and use a wide range of language features such as sub-headings
- know and use a wide range of words, including those from technical and literary language
- make connections between texts
- give presentations that include visual and digital features.

Year 9 and 10 English

Students develop and justify their own interpretations of texts, such as poetry and novels. They create a wide range of texts to communicate complex ideas by experimenting with language, text structures and images.

Students will:
- read a range of challenging fiction that explores themes and issues
- compare and contrast ideas in different texts, justifying their own interpretations
- navigate and analyse online texts
- talk about the way they select language features and vocabulary when creating texts
- explain different viewpoints and perspectives using logical arguments
- create written and multimodal texts such as speaking to a prepared PowerPoint presentation
- edit and refine their own work and provide constructive feedback to peers.

Stage 1 Essential English

Length 2 semesters in total
SACE credits 20 (2x10)
Essential background: completion of Year 10 English.

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

Students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Assessment
Students demonstrate evidence of learning through the following assessment types:
- Responding to texts (50%)
- **C**reating texts (50%).

6 assessments are required for 20 credits.

Additional course counselling information
Students must achieve a C grade or better in **both** semesters of Stage 1 Essential English to meet the compulsory literacy requirement of the SACE.

Stage 1 English

Length 2 semesters
SACE credits 20 in total (2x10)
Essential background: Year 10 English (C grade or better).

Course description
Stage 1 English has an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry, and drama texts. Stage 1 English prepares students for Stage 2 English.

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

- Responding to texts (25%)
- Creating texts (25%)
- Intertextual Study (50%).

Additional course counselling information
Students must achieve a C grade or better in **both** semesters of Stage 1 Essential English to meet the compulsory literacy requirement of the SACE.

Stage 1 English as an Additional Language

Length 2 semesters
SACE credits 20 in total (2x10)
Essential background: Year 10 English (C grade or better).

EAL is designed for students who speak English as a second or additional language or dialect, and whose English language proficiency is restricted.

Students seeking to enrol in an English as an Additional Language subject are required to apply to the Learning Area leader.

Course description
Students exchange information through speaking and writing in a variety of situations and contexts. There is a focus on comprehension, interpretation and language features, to improve communication for different purposes. Skills learnt are transferable to other subject areas.

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

- Responding to texts - 50%
- Interactive study - 25%
- Language study. - 25%

Stage 1 EAL leads on to Stage 2 EAL.

Stage 2 English

Length 2 semesters
SACE credits 20
Essential background: Stage 1 Essential English (A grade) or English (C grade or better).

Course description
Students expand and deepen their analysis of interrelationships between author, text, and audience. Students explore the purpose of text, its applications of text conventions and stylistic choices, positioning the audience to respond to ideas and perspectives. They have opportunities to reflect on personal values and those of others, by responding to aesthetic and cultural aspects from the contemporary world, the past, and from Australian and other cultures.

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

- Responding to texts (30%)
- Creating texts (40%)
- Comparative analysis essay (30%).

Stage 2 English Literary Studies

Length 2 semesters
SACE credits 20
Essential background: Stage 1 English (B grade or better).

Course description
This subject focuses on the skills and strategies of critical thinking needed to interpret texts. Students encounter different opinions, the reasoning behind conventions and language features to formulate personal views. Students learn to construct logical and convincing arguments and consider a range of critical interpretations of texts.

Students develop an understanding of the power of language and produce responses that show the depth and clarity of their understanding. They extend their ability to sustain a reasoned critical argument by developing strategies that allow them to weigh alternative opinions against each other through evidence.

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

- Responding to texts (50%)
- Creating texts (20%)
- External assessment text study (30%).

Stage 2 English as an Additional Language

Length 2 semesters
SACE credits 20
Essential background: Stage 1 EAL or equivalent English.

NB: To enrol in EAL, you will be required to apply for eligibility with the Learning Area Leader.

Course description
This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and text creation. Students become confident in using a variety of texts for purposes across all Stage 2 subjects.

The subject focuses on the following key areas:

- communication skills and strategies
- comprehension skills and strategies
- language and text analysis skills and strategies
- text creation skills and strategies.

Assessment
Students demonstrate evidence of learning through the assessment types listed below.
School assessment (70%):

- Academic literacy study
- Responses to texts.

External assessment (30%):

- Examination.

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

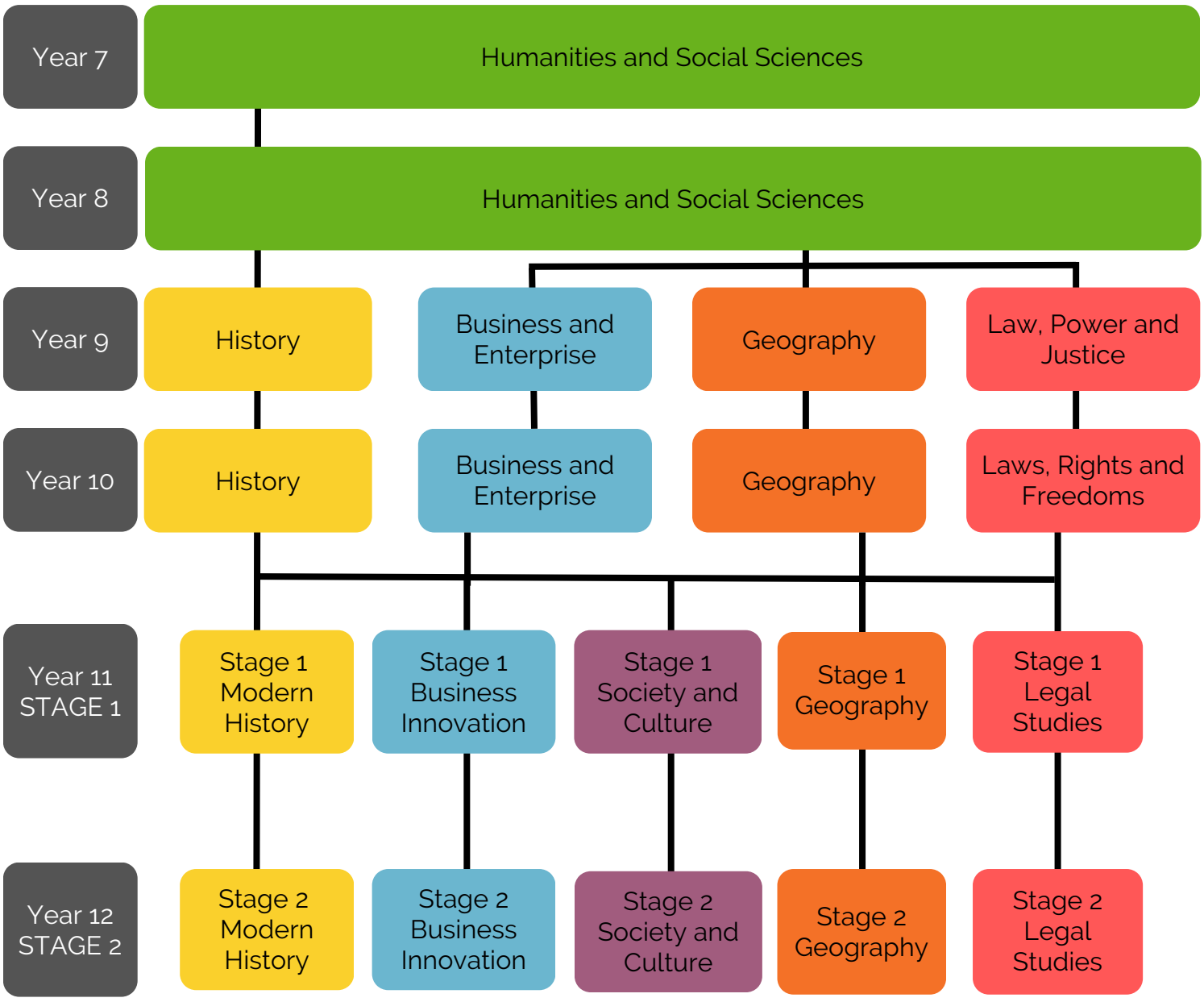
HUMANITIES AND SOCIAL SCIENCES

Curriculum Guide

Years 7 to 12

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

HUMANITIES AND SOCIAL SCIENCES
subject paths



Year 7 and 8 HASS

Humanities and Social Sciences encourage curiosity by guiding students to explore human and physical worlds across the past, present, and future. Through learning about diverse experiences, cultures and values, students develop a clearer understanding of their identity and place in the world. This knowledge helps them make informed decisions and actively contribute to a better future.

Year 7

- in **History**, students explore how early societies and ancient civilisations were shaped, and how beliefs, values and past actions continue to influence identities and cultures.
- in **Geography**, students examine how natural resources such as water influence liveability, and how social, cultural and economic factors shape the use and sustainability of environments.
- in **Civics and Citizenship**, students explore how Australia's government and legal systems function, how they support democratic principles and enable informed, responsible civic participation.
- in **Economics and Business**, students examine how successful businesses and entrepreneurs meet consumer needs and analyse the characteristics and factors that contribute to business success.

Year 8

- in **History**, students explore medieval to pre-modern societies from 650 CE to 1750 CE, focusing on how values, beliefs and cultures shaped these societies.
- in **Geography**, students investigate how natural processes shape landscapes and how people value, manage and respond to environmental challenges. They explore urbanisation and migration, and consider different strategies for sustainable living.
- in **Civics and Citizenship**, students explore how laws are developed and shaped by society. They examine the roles and responsibilities of active citizens and explore how diverse perspectives influence civic participation and decision-making.
- in **Economics and Business**, students investigate how adaptability, innovation and market awareness support successful outcomes in business and enterprise.

Year 9 History

Students investigate the making of the modern world from 1750 to 1918 — a period marked by significant social, political, economic and technological change. Students analyse a range of sources to examine how these developments shaped the modern world and continue to influence societies today.

Topics of Study:

- World War I (1914–1918)
  - Causes, events and consequences
  - Australia's involvement and experiences
  - Historical interpretations and perspectives
- Making a Nation (1750–1914)
  - European imperial expansion in Australia
  - Impact of colonisation
- The Industrial Revolution (1750–1900)

Year 9 Business and Enterprise

Students explore the principles of business and entrepreneurship in a modern, interconnected world. Students will investigate how entrepreneurs and businesses take risks, adapt to change, and stay competitive. By investigating real-world issues, students build their financial literacy and communication skills, while considering how business decisions impact people and places. Students will be able to apply their learning to their own business or product idea.

Topics of study:

- Entrepreneurial thinking
- Business strategies
- Contemporary issues and future trends in business

Year 9 Geography

Students explore the interconnections between people, places and environments at local, regional and global scales. Students investigate how natural systems such as biomes support food production and the significant challenges these systems face. They examine environmental pressures, human impacts, and the sustainability of food production systems, while considering the social and economic factors influencing food security.

Topics of Study:

- Biomes and Food Security
  - biome characteristics and threats
  - challenges to food production and security
- Geographies of Interconnection
  - global connections through trade, technology, migration
  - effects on people, places and environments

Year 9 Law, Power and Justice

Students examine Australia's legal and political systems, focusing on how power is exercised and justice is delivered in a democracy. Students explore the role of courts and the Constitution, and investigate real-world legal and civic issues that shape fairness, rights, and equality. Through analysing diverse perspectives and media influence, students develop skills in research, critical thinking and communication. They evaluate how individuals and communities participate actively and responsibly to promote justice and improve wellbeing.

Topics of Study:

- Justice in the Courtroom
- Power and the Constitution
- Media, Bias and Public Opinion
- Rights, Diversity and Fairness
- Civic Action and Participation

Year 10 History

Students explore the significant global events, movements, and ideologies that shaped the modern world from 1918 to the present. Through the study of conflict, rights, and transformation, students develop a deeper understanding of Australia's place in the world and how past events continue to influence contemporary society. Students build key historical skills including source analysis, evaluating different perspectives and constructing evidence-based arguments.

Topics of Study:

- The Interwar period (1918- 1939)
- World War II (1939- 1945)
- The aftermath of war and the emergence of human rights frameworks
- The fight for civil rights in Australia and globally

Year 10 Business and Enterprise

Students explore entrepreneurship through social enterprise. Students will research community needs and develop innovative business ideas that create positive social impact. They will build practical skills in planning, communication, and collaboration as they design their own social enterprise. Students identify the elements of an effective business pitch and apply these skills to their own business ideas.

Topics of Study:

- Entrepreneurship and social enterprise
- Research methods and community engagement
- Business planning and marketing

Year 10 Geography

Students explore the complex and changing relationships between people, places and environments. Students investigate global and national patterns of inequality, examining the social, economic and environmental factors that influence quality of life around the world. They consider the role of governments, organisations and communities in improving wellbeing and creating more equitable futures. Students will investigate how both natural processes and human activities drive environmental change and the impacts of these changes on landscapes, ecosystems and communities. They will evaluate sustainable strategies for managing these changes into the future. Learning is extended beyond the classroom through meaningful fieldwork opportunities.

Topics of Study:

- Environmental Change and Management
- Geographies of Human Wellbeing

Year 10 Laws, Rights and Freedoms

Students examine how laws and institutions in Australia and around the world protect, and sometimes challenge, the rights and freedoms of individuals and communities. They analyse key international obligations and decisions, including those of the High Court. Students evaluate strategies that support a resilient democracy and consider how they can engage with civic issues. Students will develop skills in ethical decision-making to communicate perspectives on the challenges and responsibilities of active citizenship.

Topics of Study:

- Global Democracy and Australia's Role
- Laws that Protect Rights and Freedoms
- The High Court and Constitutional Cases
- Threats to Democracy and Civic Resilience
- Civic Action and Advocacy

Stage 1 Modern History 1 and 2

Length 1 semester*
SACE credits 10
Essential background: Year 10 HASS or English (C grade or better).

*Students can choose to study either 1 or 2 semesters of Modern History. If considering this subject in Stage 2, it is advisable to undertake a full year program.

Course description
Students explore changes within the world since 1750, examining developments and movements, and their short-term and long-term consequences for societies, systems, and individuals. Students explore the impacts of these developments and movements and investigate ways in which people, groups, and institutions challenge political structures and social organisations, to transform societies.

Topics of study may include:
- Imperialism
- Decolonisation
- Indigenous peoples
- Social movements
- Revolution

Assessment
Students demonstrate evidence of learning through the following assessment types:
- historical skills (70%)
- historical study (30%)

Stage 1 Business Innovation

Length 1 semester
SACE credits 10
Essential background: Year 10 HASS or English (C grade or better).

Course description
Students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. They consider the opportunities and challenges associated with start-up and existing businesses and consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on global and local communities.

Assessment
Students demonstrate evidence of learning through the following assessment types:
- business skills (70%)
- business pitch (30%)

Stage 1 Society and Culture 1 and 2

Length 1 semester*
SACE credits 10
Essential background: Year 10 HASS or English (C grade or better).

*Students can choose to study either 1 or 2 semesters of Society and Culture.

Course description
Students investigate how societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. Students develop the ability to influence their own future by acquiring skills, values, and understanding that enable them to participate effectively in contemporary society.

Topics of study may include:
- current social or cultural issues
- prejudice and discrimination in society
- popular culture and the media

Assessment
Students demonstrate evidence of learning through the following assessment types:
- source analysis (50%)
- group task (30%)
- investigation (20%)

Stage 1 Geography

Length 1 semester
SACE credits 20
Essential background: Year 10 HASS or English (C grade or better).

Course description
Students continue to develop their understanding of connections between people, places and environments and the challenges that result from these relationships. Students will use inquiry methods and fieldwork to explore natural and built environments and propose solutions to real-world issues.

Topics of study may include:
- urban and rural places
- hazards
- contemporary issues

Assessment
Students demonstrate evidence of learning through the following assessment types:
- geographical skills and application (70%)
- fieldwork (30%)

Stage 1 Legal Studies 1 and 2

Length 1 semester*
SACE credits 20
Essential background: Year 10 HASS or English (C grade or better).

*Stage 1 Legal studies is offered in Semester 1 and 2. If considering this subject in Stage 2, it is advisable to undertake a full year program.

Course description
Students examine the concepts of rights, fairness, justice and power, primarily through the study of contemporary Australian issues. Providing responses to questions, students must evaluate, analyse and apply legal principles, processes, evidence and cases in various contexts. Students begin to build understanding of the foundations of Australian laws. They study the construct of laws and how power, influence and views are developed.

Assessment
Students demonstrate evidence of learning through the following assessment types:
- analytical response (30%)
- inquiry (30%)
- presentation (40%)

Stage 2 Modern History

Length 2 semesters
SACE credits 20
Essential background: Stage 1 Modern History or another HASS Stage 1 subject (C grade or better).

Course description
Students investigate and examine the growth of modern nations in a period of rapid global change. Students study one nation in depth, exploring its social, political, and economic development, as well as its responses to internal and external challenges. They also investigate interactions between nations since 1945, analysing political and economic relationships, shifts in power, and the impact of these dynamics on the contemporary world.

Topics of study may include:
- The Soviet Union
- Germany
- The changing world order
- The struggle for peace in the Middle East
- Australia's relationship with Asia and the South Pacific Region

Assessment
Students demonstrate evidence of learning through the following assessment types:
- historical skills (50%)
- historical study (20%)
- exam (30%)

Stage 2 Business Innovation

Length 2 semesters
SACE credits 20
Essential background: Stage 1 Business Innovation or another HASS Stage 1 subject (C grade or better).

Course description
Business Innovation uses design thinking and assumption-based business planning tools to promote a human-centred approach to innovation and the transformation of business products, services, and processes. Students 'learn through doing', using design thinking to anticipate, find, and solve problems. Students work collaboratively in uncertain environments to identify problems or customer needs, generate and explore ideas and solutions, and make decisions based on incomplete information.
Students engage with complex, dynamic, real-world problems, to identify and design, test, iterate, and communicate viable business solutions.

Assessment
Students demonstrate evidence of learning through the following assessment types:
- business skills (40%)
- business model (30%)
- business plan and pitch (30%)

Stage 2 Society and Culture

Length 2 semesters
SACE credits 20
Essential background: Stage 1 HASS (C grade or better).

Course description
Students gain critical insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups. They develop the skills to critically analyse a range of viewpoints and issues and extend their awareness of the connections between, and the interdependence of, societies and cultures.
Students use inquiry processes to explore concepts in local, national and global contexts. They learn to challenge their own thinking and develop skills in presenting opinions supported by evidence.

Topics of study may include:
- Youth Culture
- Social Ethics
- People and Power
- Rights and Freedoms

Assessment
Students demonstrate evidence of learning through the following assessment types:
- folio (50%)
- interaction (20%)
- investigation (30%).

Stage 2 Geography

Length 2 semesters
SACE credits 20
Essential background: Stage 1 Geography or another HASS Stage 1 subject (C grade or better).

Course description
With our environment having an ever-increasing impact on our society, this subject is at the core of future studies and jobs in Australia. Students focus on the transforming world and fieldwork through the study of 5 topics: environmental change (ecosystems and people and climate change), social and economic change (population change, globalisation and transforming global inequality. Students undertake a fieldwork camp as a compulsory component at a cost of approximately $100.00 per student.

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

- geographical skills and application (40%)
- fieldwork (30%)
- exam (30%)

Stage 2 Legal Studies

Length 2 semesters
SACE credits 20
Essential background: Stage 1 Legal Studies 1 and/or 2, English or HASS subjects (C grade or better)

Course description
Students study the Australian Legal System and are prepared to discuss law and our society. Students respond to changes in society and how laws evolve to solve tensions. Students learn to evaluate evidence to make decisions and recommendations about legal processes. Students examine competing rights and responsibilities and develop an understanding that laws control people and legal entities. They examine the balance between fairness and efficiency via the legal system along with how power is dispersed across government bodies and the legal system. Students also learn how effective legal systems aim to provide certainly and flexibility

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

- folio (40%)
- inquiry (30%)
- exam (30%)

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

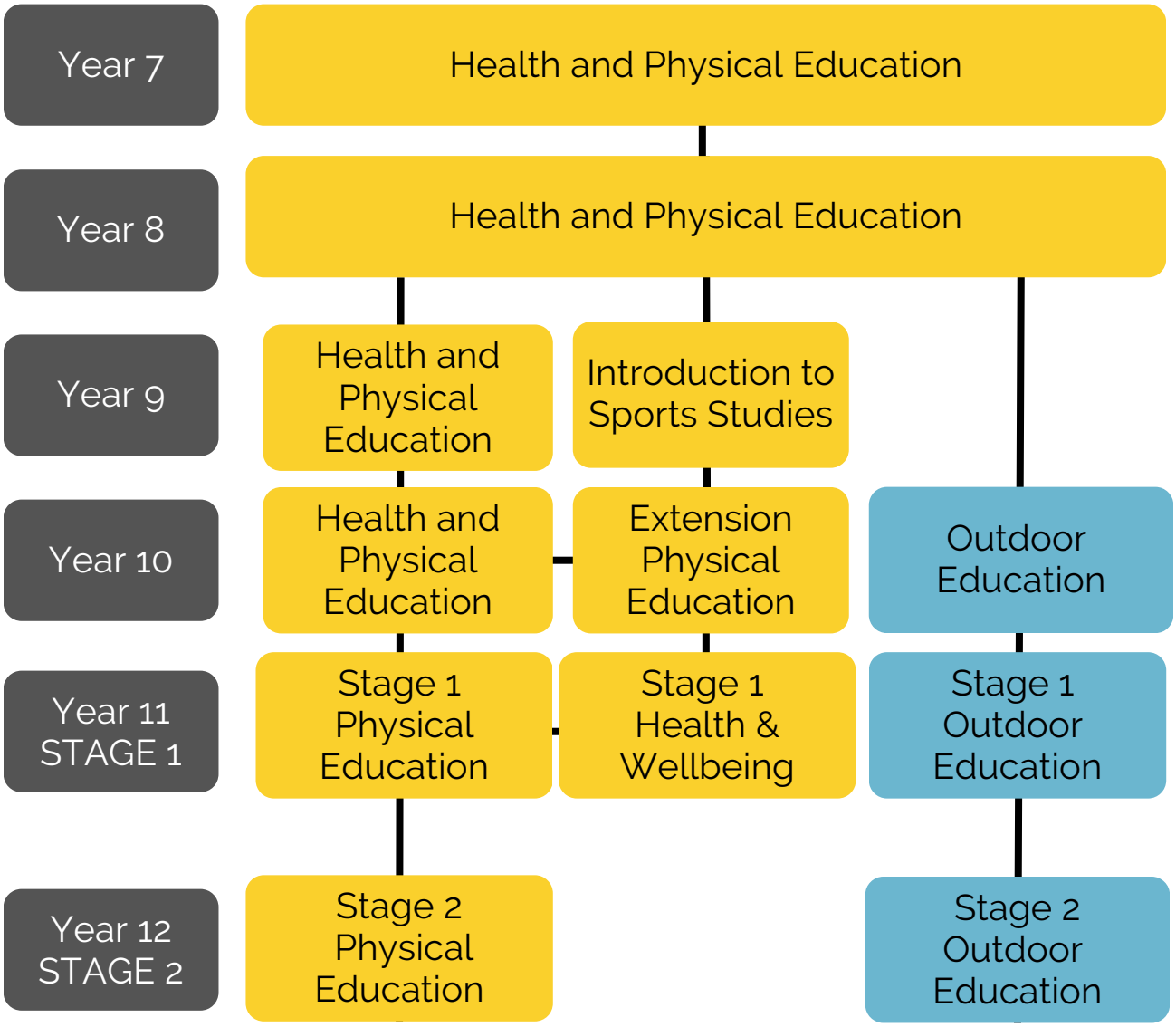
HEALTH AND PHYSICAL EDUCATION

Curriculum Guide

Years 7 to 12

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

HEALTH AND PHYSICAL EDUCATION
subject paths



Year 7 and 8 Health and Physical Education

Length: Single semester in year 7 & 8

Students engage through a curriculum that promotes physical activity, health knowledge and personal development. There is a strong focus on developing fundamental movement skills, understanding key health concepts and fostering positive relationships and resilience.
Students are encouraged to participate in a variety of physical activities and learn about the importance of maintaining a healthy lifestyle.
Students will:

- develop coping, assertive communication, problem-solving and refusal skills.
- value difference and develop empathy.
- modify rules so that activities are safer, fairer and more inclusive.

Year 9 and 10 Health and Physical Education

Length: Single semester in year 9 and 10.

In Year 9 and 10 students further develop their understanding of health, safety and physical activity. There is a strong emphasis on developing advanced movement skills, critical thinking around health issues, and strategies for managing personal and social challenges. Students are also encouraged to participate in a range of diverse physical activities and explore impacts lifestyles choices may have on wellbeing.

Students will:

- learn about options for managing safety (including CPR)
- understand positive relationships and what should be done when a relationship is not respectful
- judge whether sources of health information are reliable and useful
- propose ways to counter prejudice and prevent violence and harassment
- evaluate food and nutrition information and create their own fitness plans
- promote health and wellbeing messages in their community.
- use feedback to improve their movement skills.

Year 9 - Introduction to Sports Studies

Length: 1 semester

Year 10 Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others health, wellbeing, safety and physical activity participation across their lifespan.

Students will:

- explore performance improvement in a range of sports
- engage in the application of more specialised movement concepts through a variety of practical activities and sporting concepts
- cover topics such as relationships and body image
- learn about various sports.

Year 10 - Physical Education Extension

Length 1 semester

Course description
Students will explore participation in and performance of human physical activities. Students will collect and analyse evidence to explore their own physical capabilities and investigate factors that influence and improve participation/performance, allowing them to draw connections between their theoretical and practical understanding.

Assessment
Students demonstrate evidence of learning through the assessment types:

- training principals
- strength and conditioning
- biomechanics
- psychology of sporting performance

Additional course counselling information
It is strongly recommended that students intending to complete Stage 1 Physical Education study Physical Education Extension in year 10.

Stage 1 Physical Education

Length 1 semester
SACE credits 10
Essential background: Year 10 HPE (C grade or better desirable but not essential).

Course description
Students explore the participation in and performance of human physical activities. Students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. Physical activities can include sports, theme-based games, fitness and recreational activities.

Assessment
Students demonstrate evidence of learning through the following assessment types:
AT1: Performance Improvement (50%)
AT2: Physical Activity Investigation (50%)

Additional course counselling information
It is strongly recommended that students intending to study Stage 1 Physical Education have completed year 10 Physical Education Extension.
Students who intend to study Stage 2 Physical Education are strongly recommended to complete Stage 1 Physical Education.

Stage 1 Health & Wellbeing

Length 1 semester
SACE credits 10
Essential background: Year 10 HPE (C grade or better desirable but not essential).

Course description
Students develop the knowledge, skills and understandings required to explore and understand influences and make decisions regarding health and wellbeing.
They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals, communities and global society.

Assessment
Students demonstrate evidence of learning through the following assessment types:
AT1: Practical Action (60%)
AT2: Issue Enquiry (40%)

Stage 2 Physical Education

Length 2 semesters
SACE credits 20
Essential background: Stage 1 Physical Education (C grade or better).

Course description
Through physical education, students explore the participation in and performance of human physical activities. Students will explore concepts such as biomechanics, exercise physiology and skill acquisition with a view to enhance performance and understanding.
The course encouraged critical analysis and reflection on personal and community health and promoting lifelong engagement in physical activity.

Assessment
Students demonstrate evidence of learning through the assessment types listed below.

- AT1: Diagnostics (30% - 2 tasks with a weighting of 15% each)
- AT2: Self-Improvement Portfolio (40%)
- AT3: Group Dynamics, External (30%)

Additional course counselling information
It is strongly recommended that students intending to complete stage 2 Physical Education complete stage 1 Physical Education.

Year 10 Outdoor Education

Length 1 semester

In year 10, students focus on how they can participate in a variety of physical activities designed to challenge them physiologically, behaviourally and socially in diverse contexts and environments. The content supports students to develop knowledge, understandings and skills to assess hazards and manage risks.

There are four main concepts that underpin Outdoor Education:

- skills and knowledge
- human/ nature relationships
- conservation and sustainability
- health and well-being.

Students are required to engage in a variety of outdoor activities in a natural environment to show competence in all four areas to be successful in this course.

Additional course counselling information:
Cost: $200.00
Students and Parents/Caregivers must complete a consent form and commitment to pay subject fees during the course counselling process to be accepted into this subject. Students are expected to participate in an overnight outdoor experience and hike.

Stage 1 Outdoor Education

Length 1 semester
SACE credits 10
Essential background: Year 10 Outdoor Education (C grade or better).

Course description
Stage 1 Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, and teamwork skills. They evaluate and reflect on their own learning progression and skill development, work in groups and their connections to and with relationships with nature.

Assessment
Students demonstrate evidence of learning through the following assessment types, undertaking a minimum of 3 assessment tasks:

- **AT1: About natural environments (40%)** Students complete 2 tasks, each with a weighting of 20%,
- **AT2: Experiences in Natural Environments (60%).** Students complete 2 tasks based on camp experiences involving planning and evidence collection and their personal experience and skill development.

Additional course counselling information
Cost: $400
Students and Parents/Caregivers must complete a consent form and commitment to pay subject fees during the course counselling process to be accepted into this subject. Students are required to fully participate in all outdoor activities to be successful in this subject.

It is recommended that students intending to select Stage 1 Outdoor Education consider studying Year 10 Outdoor Education.

Stage 2 Outdoor Education

Length 2 semesters
SACE credits 20
Essential background: Stage 1 Outdoor Education (C grade or better).

Course description
Through experiential learning and the study of 3 focus areas; (environment and conservation, planning and management and personal and social skill development), students develop skills, knowledge and understanding of safe and sustainable outdoor experiences including preparation, planning, managing risk, leadership, decision making and self-reliance.

Assessment
Students demonstrate evidence of learning through the following assessment types, undertaking a minimum of 3 assessment tasks, all of which consist of practical and theory components:
About natural environments (20%)
Students develop an understanding of and explore environmental issues of past or current potential human impacts on natural environments.
Experiences in natural environments (50%)
Students undertake two tasks that include documenting evidence collected and annotated when planning, experiencing and reflecting on outdoor activities or journeys in natural environments.
Connections with natural environments (30%)
Students undertake one task, based on their experiences in natural environments, independently choosing an area of interest to further investigate and explore connections with natural areas.

Additional course counselling information
Cost: $600.00
Students and Parents/Caregivers must complete a consent form and commitment to pay subject fees during the course counselling process to be accepted into this subject. Students participate in 2 camps, outdoor experiences and hikes. Students need to fully participate in outdoor activities to be successful in this subject

Students intending to select Stage 2 Outdoor Education are recommended to study Stage 1 Outdoor Education.

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

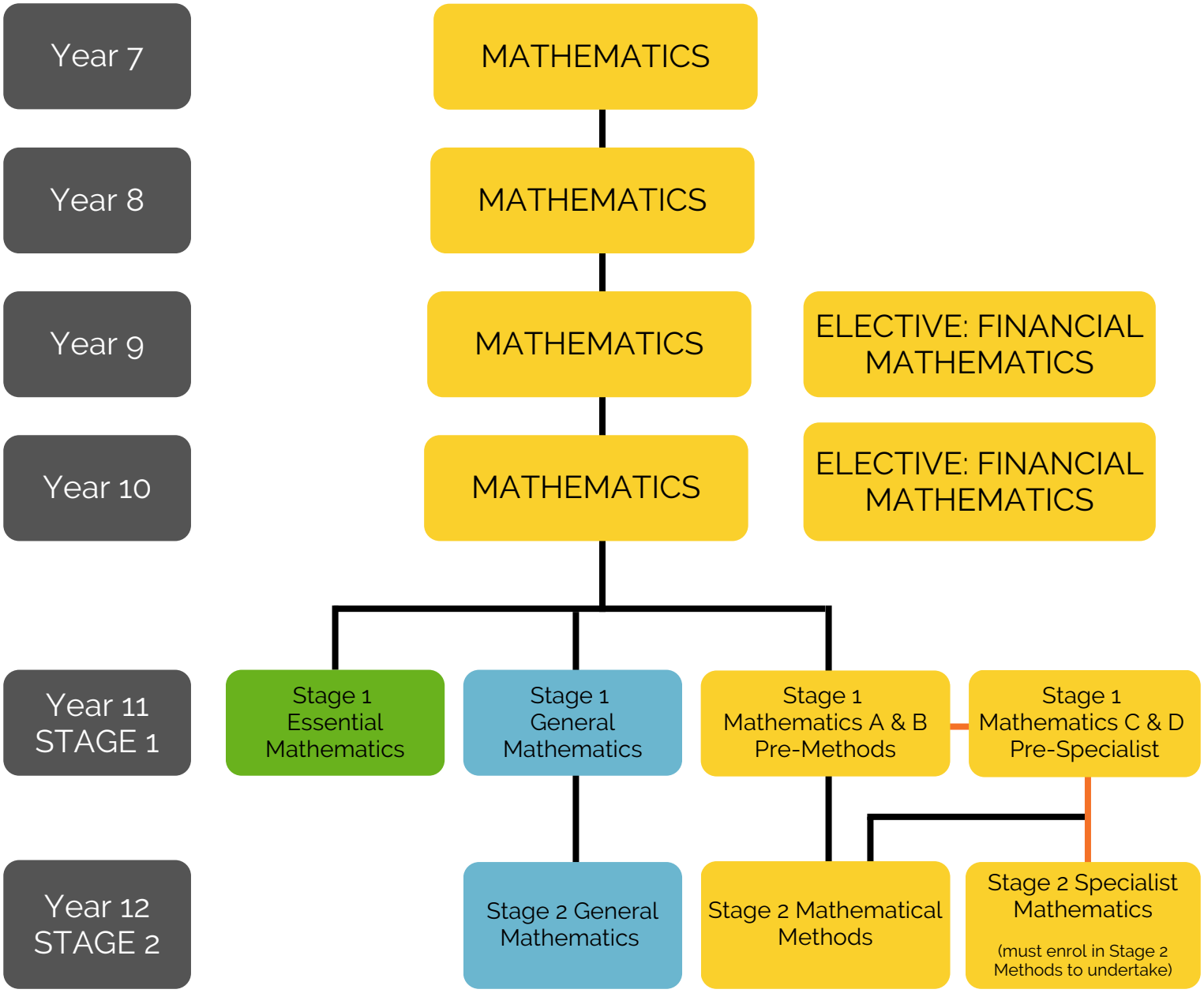
MATHEMATICS

Curriculum Guide

Years 7 to 12

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

MATHEMATICS
subject paths



Year 7 and 8 Numeracy Masterclass

Length full year
Lessons 55-minute block, weekly

Students will develop mastery of numeracy skills to their individual highest level. "Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. It involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully." (Australian Curriculum, general capability, Numeracy).

Students will progress through the Big Ideas in Number which is developed on the following 6 key elements:

- trusting the Count: developing flexible mental objects for the numbers 0 to 10
- place value: moving beyond counting by ones, the structure of the base 10 numeration system
- additive to Multiplicative thinking: moving from a count of equal groups (eg, 1 six, 2 sixes, 3 sixes, 4 sixes, …) to a constant number of groups (eg, 6 ones, 6 twos, 6 threes, 6 fours, 6 fives …), the key to understanding rational number and developing efficient mental and written computation strategies in later years
- partitioning: the missing link in building common fraction and decimal knowledge, understanding and confidence
- proportional reasoning: extending what is known about multiplication and division beyond rule-based procedures to solve problems involving fractions, decimals, per cent, ratio, rate and proportion
- generalising: skills and strategies to support equivalence, recognition of number properties and patterns, and the use of algebraic expressions.

Assessment
Students will complete diagnostic numeracy assessments which will be used to support the customisation of students learning.
NAPLAN and PAT data will also be accessed to support individual planning.

Year 7 Mathematics

In year 7, students make connections between whole numbers and index notation and the application of square numbers and square roots. They explore measurement and relationships of angles formed by a transversal crossing of a pair of lines. They use fractions, decimals and percentages and their equivalence and express one quantity as a fraction or percentage of another. Students identify issues associated with collection of continuous data, calculate mean, mode, median and range for data sets, and describe the relationship between median and mean in data displays.

Students will:

- strengthen their understanding of concepts by describing patterns in uses of indices with whole numbers and recognise equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane and connecting the laws and properties of numbers to algebraic terms and expressions
- build their fluency skills through calculating accurately with integers representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms
- solve problems in authentic situations using numbers and measurements, identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- engage their mathematical reasoning skills through the application of number laws to calculations, applying known geometric facts to draw conclusions about shapes and interpreting data displays.

Students require a scientific calculator.

Year 8 Mathematics

In Year 8, students extend their knowledge of numbers to include irrational numbers. They deepen their understanding of algebra and carry out the four operations to simplify algebraic expressions. Students solve problems involving area and volume, develop geometric reasoning skills and apply these to establish properties of familiar shapes, and consider the impact of statistical sampling on the mean of a data set.

Students will:

- strengthen their understanding of concepts by describing patterns in numbers, connecting rules between equations and graphs and explaining the purpose of conducting statistical investigations
- build their fluency skills through calculations involving decimals, recognising equivalence of decimals and fractions, simplifying algebraic expressions and evaluating perimeters and areas of shapes, and volumes of three-dimensional objects
- solve problems through modelling situations involving ratios, profit and loss and areas and perimeters
- engage their mathematical reasoning skills through the justification of results and use of congruence to deduce properties of triangles.

Students require a scientific calculator.

Year 9 Financial Mathematics

Financial Mathematics is a one semester practical subject that focuses on applying mathematical skills to real-life financial situations. Students explore topics such as budgeting, earning income, taxation, loans, interest, and managing expenses. Through hands-on tasks and real-world scenarios, students develop their numeracy and problem-solving skills to make informed financial decisions in everyday life. Students will:

- ·work collaboratively to investigate and solve real-world financial problems through group tasks and projects.
- ·apply mathematical strategies to explore income, budgeting, saving, taxation, loans, and financial planning.
- ·use numeracy skills and financial modelling tools (such as spreadsheets) to analyse data and make informed financial decisions.
- ·develop and present financial plans or case studies that demonstrate understanding of personal or business finance.
- ·confidently communicate financial concepts using correct terminology and justify solutions with evidence and reasoning.

Year 9 Mathematics

In Year 9, students represent numbers using scientific notation. They deepen their understanding of algebra through the application of index laws to simplify expressions. Students solve problems involving composite areas and volume, and are introduced to the concepts of Pythagoras' Theorem and trigonometry. They conduct investigations including the collection of data and present this data using a variety of appropriate displays.

Students will:

- strengthen their understanding of concepts by describing relationships between graphs and equations and explaining the use of relative frequencies to estimate probabilities
- build their fluency skills by listing outcomes for experiments, familiarising themselves with the Cartesian plane and calculating areas of shapes and surface areas of prisms
- solve problems through modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures and collecting data to investigate a chosen issue
- engage their mathematical reasoning skills to evaluate reports in the media and develop strategies for the investigation of similar shapes.

Students require a scientific calculator.

Year 10 Mathematics

In Year 10, students consolidate their understanding of algebra to include simplification of expressions including fractions. They solve problems involving composite solids and form geometric proofs. They investigate bivariate data and present this through the use of displays including scatter plots to comment on relationships between the variables.

Students will:

- strengthen their understanding of concepts by connecting equations of relations and their graphs and comparing simple and compound interest in financial contexts
- build their fluency skills through using a range of strategies to solve equations and using calculations to investigate the shape of data sets
- solve problems through finding unknown lengths and angles using trigonometry and investigating independence of events
- engage their mathematical reasoning skills through the formulation of geometric proofs and interpreting and evaluating media statements and comparing data sets.

Students require a scientific calculator.

Year 10 Financial Mathematics

Financial Mathematics is a one semester practical subject that focuses on applying mathematical skills to real-life financial situations. Students explore topics such as budgeting, earning income, taxation, loans, interest, and managing expenses. Through hands-on tasks and real-world scenarios, students develop their numeracy and problem-solving skills to make informed financial decisions in everyday life. Students will:

- ·work collaboratively to investigate and solve real-world financial problems through group tasks and projects.
- ·apply mathematical strategies to explore income, budgeting, saving, taxation, loans, and financial planning.
- ·use numeracy skills and financial modelling tools (such as spreadsheets) to analyse data and make informed financial decisions.
- ·develop and present financial plans or case studies that demonstrate understanding of personal or business finance.
- ·confidently communicate financial concepts using correct terminology and justify solutions with evidence and reasoning.

Stage 1 Essential Mathematics A

Length 1 semester
SACE credits 10
Essential background: recommendation required from Year 10 Mathematics teacher.

Course description
Essential Mathematics A offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications and measurement and geometry. In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

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

- Folio (40%)
- Skills and applications tasks (60%).

Additional course counselling information
Students must achieve a C grade or better to meet the compulsory numeracy requirement of the SACE.

Students require a scientific calculator.

Stage 1 Essential Mathematics B

Length 1 semester
SACE credits 10

Course description
Essential Mathematics B offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including financial management, business applications, measurement, and statistics in social contexts.
Essential Mathematics emphasises developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

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

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

- folio (40%), 2 investigations
- skills and applications tasks, (60%); 2 assessments.

Additional course counselling information
Students must achieve a C grade or better to meet the compulsory numeracy requirement of the SACE.

Additional costs:
Students require a scientific calculator.

Stage 1 General Mathematics A

Length 1 semester
SACE credits 10
Essential background: Year 10 Mathematics (C grade or better).

Course description
General Mathematics A 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. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and statistical investigation process.

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

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

- Mathematical investigation (35%), 1 investigation
- Skills and applications tasks (65%), 3 tests.

Additional costs
Graphics calculator - $266 (purchased from school brand new):

- Casio fx-CG20AU or
- Casio fx-CG50AU or
- Casiofx-1AU
- Graphics calculators are required for those intending to pursue Mathematics at Stage 2. They may be purchased second-hand through external providers.

Additional course counselling information
Students must achieve a C grade or better to meet the compulsory numeracy requirement of the SACE.
Students intending to study Stage 2 General Mathematics must satisfactorily complete Stage 1 General Mathematics A and B.

Stage 1 General Mathematics B

Length 1 semester
SACE credits 10
Essential background: Stage 1 General Mathematics A (C grade or better).

Course description
General Mathematics B 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. These topics cover a diverse range of applications of mathematics, including the statistical investigation process, modelling using linear and non-linear functions, discrete modelling using networks and matrices and trigonometry.

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

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

- mathematical investigation (35%), 1 investigation
- skills and applications tasks (65%), 3 tests.

Additional costs

- Graphics calculator - $266 (purchased from school brand new - price subject to change):
  - Casio fx-CG20AU or
  - Casio fx-CG50AU or
  - Casio fx-1AU

(Graphics calculators are required for those intending to pursue Mathematics at Stage 2. They may be purchased second-hand through external providers.)

Additional course counselling information
Students must achieve a C grade or better to meet the compulsory numeracy requirement of the SACE.
Students intending to study Stage 2 General Mathematics must satisfactorily complete Stage 1 General Mathematics A and B.

Stage 1 Mathematics A (Pre-Methods)

Length 1 semester
SACE credits 10
Essential background: Year 10 Mathematics (B grade or better).

Course description
General Mathematics A develops an increasingly complex and sophisticated understanding of mathematical models and their uses in modelling the physical world. Topics include functions and graphs, polynomials and trigonometry.
Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.
Stage 2 Mathematical Methods can lead to tertiary studies of 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.
Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Assessment
Students demonstrate evidence of learning through the following assessment types:
- mathematical Investigation (25%), 1 investigation
- skills and Applications Tasks (75%), 3 tests.

Additional costs
Graphics Calculator - $266 (purchased from school brand new - price subject to change):
- Casio fx-CG20AU or
- Casio fx-CG50AU

(Graphics calculators are required for those intending to pursue Mathematics at Stage 2. They may be purchased second-hand through external providers.)

Additional course counselling information
Students intending to study Stage 2 Mathematical Methods must complete Stage 1 Mathematics A and B. Students intending to study Stage 2 Specialist Mathematics must complete Stage 1 Mathematics A, B, C and D.

Stage 1 Mathematics B (Pre-Methods)

Length 1 semester
SACE credits 10
Essential background: Stage 1 Mathematics A (C grade or better).

Course description
Mathematics B develops an increasingly complex and sophisticated understanding of calculus, statistics and using mathematical models. By using functions and their derivatives, 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. Topics include counting and statistics, growth and decay and introduction to differential calculus.
Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.
Stage 2 Mathematical Methods can lead to tertiary studies of 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.
Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Assessment
Students demonstrate evidence of learning through the following assessment types:
- Mathematical investigation (25%), 1 investigation
- Skills and applications tasks (75%) 3 tests.

Additional costs
Graphics calculator - $266 (purchased from school brand new - price subject to change):
- Casio fx-CG20AU or
- Casio fx-CG50AU

(Graphics calculators are required for those intending to pursue Mathematics at Stage 2. They may be purchased second-hand through external providers.)

Additional course counselling information
Students intending to study Stage 2 Mathematical Methods must complete Stage 1 Mathematics A and B. Students intending to study Stage 2 Specialist Mathematics complete Stage 1 Mathematics A, B, C and D.

Stage 1 Mathematics C (Pre-Specialist)

Length 1 semester
SACE credits 10
Essential background: Year 10 Mathematics (B grade or better). Enrolment in Mathematics A.

Course description
Mathematics C develops an increasingly complex and sophisticated understanding of mathematical arguments and proofs. Topics include arithmetic and geometric sequences and series, geometry and vectors in the plane.
Stage 1 Mathematics C provides the foundation for further study in mathematics in Stage 2 Specialist Mathematics.
Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Assessment
Students demonstrate evidence of learning through the following assessment types:
- Mathematical investigation, 35% - 1 investigation
- Skills and applications tasks, 65% - 3 tests.

Additional costs
Graphics calculator - $266 (purchased from school brand new - price subject to change):
- Casio fx-CG20AU or
- Casio fx-CG50AU

(Graphics calculators are required for those intending to pursue Mathematics at Stage 2. They may be purchased second-hand through external providers.)

Additional course counselling information
Mathematics C is designed to be studied in conjunction with Mathematics D. Students intending to study Stage 2 Specialist Mathematics must complete Stage 1 Mathematics A, B, C and D.

Stage 1 Mathematics D (Pre-Specialist)

Length 1 semester
SACE credits 10
Essential background: Stage 1 Mathematics A and Stage 1 Mathematics C (C grade or better). Enrolment in Mathematics B.

Course description
Mathematics D develops an increasingly complex and sophisticated understanding of using mathematical models. Topics include further trigonometry, matrices and real and complex numbers.
Stage 1 Mathematics D provides the foundation for further study in mathematics in Stage 2 Specialist Mathematics.
Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Assessment
Students demonstrate evidence of learning through the following assessment types:
- Mathematical investigation (35%), 1 investigation
- Skills and applications tasks (65%), 3 tests.

Additional costs
Graphics calculator - $266 (purchased from school brand new - price subject to change):
- Casio fx-CG20AU or
- Casio fx-CG50AU

(Graphics calculators are required for those intending to pursue Mathematics at Stage 2. They may be purchased second-hand through external providers).

Additional course counselling information
Mathematics D is designed to be studied in conjunction with Mathematics C.
Students intending to study Stage 2 Specialist Mathematics complete Stage 1 Mathematics A, B, C and D.

Stage 2 General Mathematics

Length 2 semesters
SACE credits 20
Essential background: Stage 1 General Mathematics A and B (C grade or better).

Course 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 topic. 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.

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

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

- Mathematical investigations (30%), 2 investigations
- Skills and applications tasks (40%), 5 tests
- External examination (30%).

Additional costs

- Graphics calculator - $266 (purchased from school brand new - price subject to change):
  - Casio fx-CG20AU or
  - Casio fx-CG50AU

(May be purchased second-hand through external providers).

- Revision guide - $33 approx.

Stage 2 Mathematical Methods

Length 2 semesters
SACE credits 20
Essential background: Stage 1 Mathematics A and B (C grade or better).

Course 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.

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

Assessment.
Students demonstrate evidence of learning through the following assessment types:

- mathematical investigation (20%), 1 investigation
- skills and applications tasks (50%), 6 tests
- external examination (30%).

Additional costs

- Graphics calculator - $266 (purchased from school brand new - price subject to change):
  - Casio fx-CG20AU or
  - Casio fx-CG50AU

(May be purchased second-hand through external providers)

- Revision guide - $33 approx.

Stage 2 Specialist Mathematics

Length 2 semesters
SACE credits 20
Essential background: Stage 1 Mathematics A, B, C and D (C grade or better).

Course description
Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs and using mathematical models. It includes the study of functions and calculus.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

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

- mathematical investigations (20%), 1 investigation
- skills and applications tasks (50%), 6 tests
- external examination (30%).

Additional costs

- Graphics calculator - $266 (purchased from school brand new - price subject to change):
  - Casio fx-CG20AU or
  - Casio fx-CG50AU

(May be purchased second-hand through external providers)

- Revision guide - $33 approx.

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

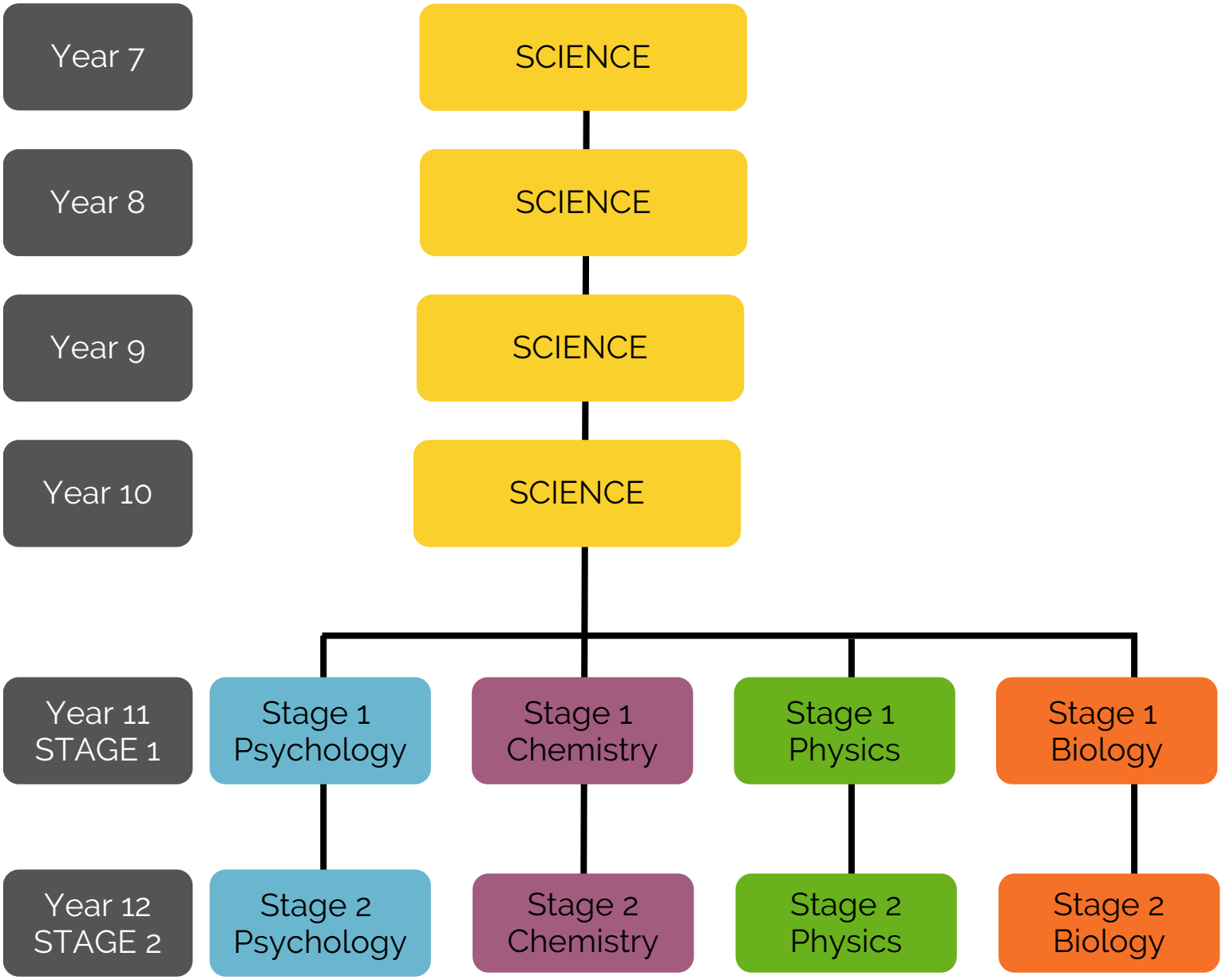
SCIENCE

Curriculum Guide

Years 7 to 12

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

SCIENCE
subject paths



Year 7 Science

In Year 7, students build their scientific understanding through a variety of topics. Each topic will focus on a big idea that enables students to develop deeper curiosity to learn more.

Students will:

- Be introduced to working in a laboratory setting and familiarise themselves with various pieces of scientific equipment including learning to use a bunsen burner.
- investigate the 3 key states of matter and how particles interact in each state.
- They will design and carry out a scientific investigation around separation techniques.
- investigate the relationships in the Earth-Sun-Moon system and apply this to a model the create to predict and explain events.
- consider the effects of multiple forces when explaining changes in an objects motion and apply this to the design of paper helicopters
- develop STEM Skills through participation in a crystal growing investigation.

Year 8 Science

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at an organ level and explore the organisation of a body system in terms of flows of matter between interdependent organs.

Students will:

- begin to classify different types of energy and describe the role of energy in causing change/transfer in systems. This knowledge will then be applied in the designing and building of a Rube Goldberg Machine.
- learn to distinguish between elements, molecule sand compounds and explore different examples of chemical and physical change in a variety of chemical reactions and processes.
- use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations.
- understand and explain the timescales and processes involved in transforming between different types of rocks. Also developing an understanding of the fluid nature of our planet and the tectonic plates we live on.
- continue to develop STEM skills through a variety of scientificinvestigations and fieldwork .

Year 9 Science

In Year 9, students continue to develop a wider understanding of a variety of science concepts and inquiry skills. Students will be introduced to the notion of the scientific design process in designing and carrying out 2 scientific investigations exploring conservation of mass and reaction time.

Students will:

- explore body systems such as the nervous, endocrine and reproductive and identify how changes impact the body.
- deepen their understanding of protons, and neutrons, and use this to explain different types of nuclear decay..
- learn that matter can be rearranged through different types of chemical reactions.
- deepen their understanding of energy transfer by exploring this transfer at a waves and particle level.
- explore these concepts as they relate to the global carbon cycle.
- continue to develop STEM skills.

Year 10 Science

In Year 10, students build on their knowledge and skills in readiness for Stage 1 and 2 Science opportunities. A focus in year 10 is around a deeper awareness of the key Science as a Human Endeavour concepts of Development, Influence, Application and Limitation and Communication and Collaboration. Students will also develop an understanding around the scientific processes involved in deconstructing a scientific problem.

Students will:

- explore the key characteristics and traits shared through DNA, Genes and Chromosomes.
- explore the theory of evolution to explain a possible way animal and plant species have evolved.
- develop a more sophisticated understanding of atomic theory to understand patterns and relationships within the periodic table.
- Investigate through a design and deconstruct task the factors that influence the rate of a chemical reaction.
- explore the origin of our solar system through the Big Bang Theory and the life cycle of stars like our Sun.
- understand that motion and forces are related by applying physical laws and can be modelled mathematically.
- continue to develop STEM skills.

Stage 1 Biology 1

Length 1 semester
SACE credits 10
Essential background: Year 10 Science (C grade or better).

Course description
The study of Biology involves inquiry into the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own species, other species and their environments. Students investigate biological concepts from 2 or more of the following topics: Cells and Microorganisms, Multicellular Organisms, Infectious Disease and Biodiversity and Ecosystems.

In addition to extending their knowledge and understanding of biological systems and interactions, science inquiry skills are developed through a range of practical investigations. An emphasis on the Science as a Human Endeavour strand enables students to gain an understanding of the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

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

- investigations Folio (60%)
- skills and applications folio (40%).

Additional course counselling information
It is strongly recommended that students intending to study Stage 2 Biology complete Stage 1 Biology 1.

Stage 1 Biology 2

Length 1 semester
SACE credits 10
Essential background: Completion of Stage 1 Biology 1 (C grade or better).

Course description
Concepts addressed in Biology 2 are distinct from, but complement, those studied in Stage 1 Biology 1.
The study of Biology involves inquiry into the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own species, other species and their environments. Students investigate biological concepts from 2 or more of the following topics: Cells and Microorganisms, Multicellular Organisms, Infectious Disease and Biodiversity and Ecosystems.

In addition to extending their knowledge and understanding of biological systems and interactions, science inquiry skills are developed through a range of practical investigations. An emphasis on the Science as a Human Endeavour strand enables students to gain an understanding of the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

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

- investigations folio (60%)
- skills and applications folio (40%).

Additional course counselling information
It is strongly recommended that students intending to study Stage 2 Biology complete Stage 1 Biology 2.

Stage 1 Chemistry A

Length 1 semester
SACE credits 10
Essential background: Year 10 Science (C grade or better).

Course description
The study of Chemistry enables students to extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. Students investigate concepts from topics: Materials and their atoms, Combinations of atoms and Molecules.

An emphasis on the Science as a Human Endeavour strand enables students to consider the benefits and risks of chemical knowledge to society, and the capacity of chemical knowledge to inform public debate on social and environmental issues, such as mining and environmental chemistry, which seeks to reduce the environmental impact of chemical products and processes. Science inquiry skills are developed through a range of practical investigations. Studies in Chemistry may inspire students to pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

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

- investigations folio (60%), design and deconstruct investigation and a science and human endeavour research task
- skills and applications folio (40%), 2 topic tests.

Additional course counselling information
Successful completion of Stage 1 Chemistry A is an essential requirement for enrolment in Stage 1 Chemistry B.

A scientific calculator is required.

Stage 1 Chemistry B

Length 1 semester
SACE credits 10
Essential background: Stage 1 Chemistry A (C grade or better).

Course description
Concepts addressed in Chemistry B complement and extend, those studied in Stage 1 Chemistry A. The study of Chemistry enables students to extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. Students investigate concepts from the following topics: Mixtures and solutions, Acid and bases, and Redox reactions.

An emphasis on the Science as a Human Endeavour strand enables students to consider the benefits and risks of chemical knowledge to society, and the capacity of chemical knowledge to inform public debate on social and environmental issues, such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes. Science inquiry skills are developed through a range of practical investigations. Studies in Chemistry may inspire students to pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

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

- investigations folio (50%), design and deconstruct investigation and a science and human endeavour research task
- skills and applications folio (50%), 2 topic tests.

Additional course counselling information
Successful completion of Stage 1 Chemistry A and B is an essential requirement for enrolment in Stage 2 Chemistry.

A scientific calculator is required.

Stage 1 Physics A

Length 1 semester
SACE credits 10
Essential background: Year 10 Science and Mathematics (C grade or better).

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

In Stage 1 Physics A students will study:

- linear motion and forces exploring fundamental concepts and relationships in motion such as displacement, velocity, acceleration, and the principles on which each is founded. Students consolidate their understanding of forces and the effect that forces have on the motion of objects, using Newton's Laws of Motion.
- electric circuits, the concept of electric charge and the requirements for electric current. They are introduced to the concepts of potential difference, current, resistance, electric power, and efficiency.
- heat, the concepts of energy, its transformations, transfer, and conservation by focusing on heat. Students explore the concepts of heat, temperature, thermal energy, and the different methods heat transfers within a system.

Science inquiry skills are developed in a variety of practical and problem-solving activities, and when designing and conducting investigations. Students will explore the interaction between science and society recognising that physics impacts on many aspects of contemporary life. Exploring the work of physicists in producing innovative solutions to everyday and complex problems may inspire students to pursue pathways in physics, For example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and exploration of the universe.

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

- investigations folio (50%), practical investigations, Science as a human endeavour task
- skills and applications tasks (50%), 2 topic tests.

Additional course counselling information
Successful completion of Stage 1 Physics A & B is essential for enrolment in Stage 2 Physics. Successful completion of Stage 1 Physics A is essential for enrolment in Stage 1 Physics B.
A scientific calculator is required.

Stage 1 Physics B

Length 1 semester
SACE credits 10
Essential background: Stage 1 Physics A (C grade or better)

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

In Stage 1 Physics B students will study:

- energy and momentum. The concept of energy is used as a means to explain and predict the behaviours of different objects under different physical conditions, while through the subtopic covering momentum, students will extend their understanding of the relationship that exists between force and the motion of an object.
- waves and light. Students will develop understanding of how the wave model can be used to describe, explain, and predict the transfer of energy through matter and space.
- nuclear models and radioactivity. Students will build on their understanding of the basic structure of the nucleus and the uses of radiation to develop an understanding of the concepts involved in the complex structure of the nucleus, stable and unstable nuclei, radioactivity, nuclear fission, and nuclear fusion.

Science inquiry skills are developed in a variety of practical and problem-solving activities, and when designing and conducting investigations. Students explore the interaction between science and society recognising that physics impacts on many aspects of contemporary life. Exploring the work of physicists in producing innovative solutions to everyday and complex problems may inspire students to pursue pathways in physics, For example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and exploration of the universe.

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

- investigations folio (50%), practical investigations: Science as a human endeavour task
- skills and applications tasks (50%), 2 topic tests.

Additional course counselling information
Successful completion of Stage 1 Physics A and B is an essential requirement for enrolment in Stage 2 Physics.
A scientific calculator is required.

Stage 1 Psychology 1

Length 1 semester
SACE Credits 10
Essential Background: Year 10 Science (C grade or better).

Course Description
The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures. Psychology is a science subject and is based upon psychological principles used to understand our own behaviour and that of others. It has a direct relevance to our personal and social lives.

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

- investigations folio (60%), practical investigations, Science as a human endeavour task
- skills and applications tasks (40%), assignments, topic tests, exams.

Stage 1 Psychology 2

Length 1 semester
SACE Credits 10
Essential Background: Year 10 Science or another Stage 1 science (C grade or better).

Course Description
The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures. Psychology is a science subject and is based upon psychological principles used to understand our own behaviour and that of others. It has a direct relevance to our personal and social lives.

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

- investigations folio (60%), practical investigations, Science as a human endeavour task
- skills and applications tasks (40%), assignments, topic tests, exams.

Additional course counselling information
Completion of Stage 1 Psychology 1 is not an essential requirement for the completion of Stage 1 Psychology 2.

Stage 2 Psychology

Length 2 semesters
SACE credits 20
Essential background: Successful completion of Stage 1 Psychology 1 or 2 (C grade or better).

Course description
Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; psychology offers ways of intervening to advance the well-being of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology. An inquiry approach to psychology enables students to define the scope of their learning by identifying investigable questions, designing their research using scientific approaches, using data, and analysing and critiquing their findings. The skills learnt through psychology include being a critical consumer of information; identifying psychological processes at work in everyday experiences; applying knowledge to real-world situations; investigating psychological issues; and being an effective communicator.

Assessment
Students demonstrate evidence of learning through the following assessment types:
- investigations folio (30%), design and deconstruct investigation, Science as a human endeavour task
- skills and applications tasks (40%)
- external exam (30%).

Additional course counselling information
Psychology study guide to be purchased - $40 approx.

Stage 2 Physics

Length 2 semesters
SACE credits 20
Essential background: Successful completion of Stage 1 Physics A & B (C grade or better).

Course description
The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macro-cosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years. By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies and innovations.

Through further developing skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the complex ways in which science interacts with society. They explore how physicists develop new understanding and insights and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.

Assessment
Students demonstrate evidence of learning through the following assessment types:
- investigations folio (30%), design and deconstruct investigation, Science as a human endeavour task.
- Skills and applications tasks (40%), 3 topic tests
- external exam (30%).

Additional course counselling information
Physics study guide to be purchased - $40 approx.
A scientific or graphics calculator is required.

Stage 2 Biology

Length 2 semesters
SACE credits 20
Essential background: Successful completion of Stage 1 Biology 1 and/or 2, (C grade or better).

Course description
The study of Biology involves inquiry into and application of understanding regarding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments. Students investigate biological systems from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understandings to evaluate the impact of human activity on the natural world.

In Biology, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students also pursue scientific pathways, for example, in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.

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

- investigations folio (30%), practical investigations: Science as a human endeavour (SHE) task
- skills and applications tasks (40%), topic tests
- external exam (30%).

Additional course counselling information
Biology study guide to be purchased - $40 approx.

Stage 2 Chemistry

Length 2 semesters
SACE credits 20
Essential background: Successful completion of Stage 1 Chemistry A and B (C grade or better).

Course description
In Chemistry, students learn how the physical world is chemically constructed, the interaction between human activities and the environment, and how human beings use the planet's resources. They explore the dynamic nature of scientific understanding and its development with new evidence and the application of new technologies. Students consider examples of benefits and risks of chemical knowledge, and the capacity of chemical knowledge to inform public debate on social and environmental issues.
Chemistry study helps students make informed decisions about interacting with and modifying nature by exploring strategies and possible solutions to address major current and future challenges (for example, in energy use, global food supply, and sustainable food production).

Investigation is integral to the learning and understanding of concepts, as students use scientific methods to test ideas and develop new knowledge. Science inquiry skills are fundamental to students investigating the social, ethical and environmental impacts and influences of the development of scientific understanding and the applications, possibilities and limitations of chemical science.

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

- investigations folio (30%), titration practical, Science as a human endeavour (SHE) task and a design and deconstruct practical
- skills and applications tasks (40%), 4 x topic tests
- external exam (30%).

Additional course counselling information
Chemistry study guide to be purchased - $40 approx.
A scientific or graphics calculator is required.

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

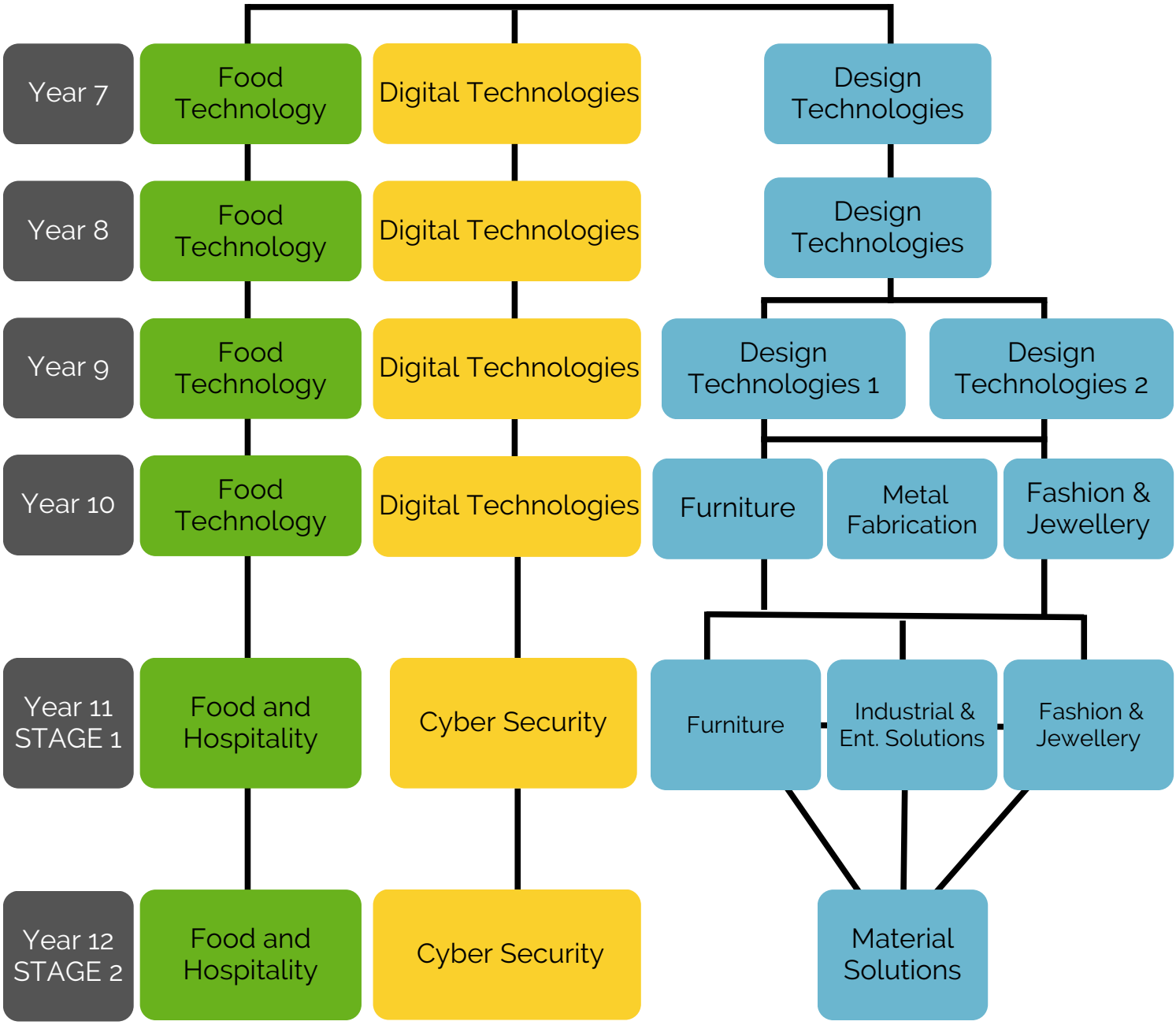
TECHNOLOGIES

Curriculum Guide

Years 7 to 12

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

TECHNOLOGIES
subject paths



Year 7 Design Technologies

In Year 7 students develop knowledge, skills and understanding in a range of Technologies subjects.

In Design Technologies they create and represent design ideas using a variety of hands-on skills/ techniques. Students are introduced to materials and equipment to safely and efficiently produce solutions.

Year 8 Design Technologies

In Year 8 Design Technologies students learn about engineering principles, incorporate CNC equipment/ systems within project design and will work with some/all of the materials below:

- timber
- metals
- textiles.

Year 9 Design Technologies 1

In Year 9 Design Technologies 1 students will design, produce and evaluate ideas with a focus on the use of different materials in the contexts of jewellery and metal fabrication.

Year 9 Design Technologies 2

In Year 9 Design Technolgies 2 students will design, produce and evaluate ideas with a focus on the use of different materials in the contexts of electronics and furniture construction.

Year 10 Design Technologies - Furniture

In Year 10 Design Technologies Furniture, students will cover:

- furniture making
- wood joinery skills and techniques
- design process with purpose
- Use computer aided design software to create 2D & 3D project plans

Year 10 Design Technologies - Metal Fabrication

Year 10 Design Technologies Metal Fabrication typically includes:

- MIG welding, machining and metal fabrication skills
- Use appropriate hand and power tools
- Practical skills applied while constructing projects
- Course has an engineering focus

Year 10 Design Technologies – Fashion and Jewellery

In Year 10 Design Technologies Fashion and Jewellery students will focus on:

- additive manufacturing
- sewing skills
- fashion design
- CAD 3D printing and laser cutting
- exploration of composite materials, processes and skills.

Stage 1 Material Solutions - Furniture Construction

Length 1 semester
SACE credits 10
Essential background: Year 10 Design Technologies (C grade or better).

Course Description
Students develop the ability to initiate, create and develop products or systems in response to a design brief. They learn to use tools, materials and systems safely and competently to complete a product. Students analyse the impacts of technology, including consequences for individuals, society and the environment. They use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. Contexts include metals, plastics, wood, composites, ceramics, and textiles.

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

- specialised skills task (40%)
- design process and solution (60%).

Additional course counselling information

- It is strongly recommended that students intending to study Stage 2 Material Solutions complete Stage 1 Material Solutions.
- A fee might apply depending on student project selection.

Stage 1 Industrial & Entrepreneurial Solutions – Composite Materials

Length 1 semester
SACE credits 10
Essential background: Year 10 Design Technologies (C grade or better).

Course description
This context involves designing solutions to meet industry requirements, or entrepreneurial products that meet a need or solve 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 using wood, steel and plastics.

Assessment
Students demonstrate evidence of learning through the following assessment types:
- specialised skills task (40%)
- design process and solution (60%).

Additional course counselling information
- It is strongly recommended that students intending to study Stage 2 Material Solutions complete Stage 1 Material Solutions.
- A fee might apply depending on student project selection.

Stage 1 Material Solutions - Fashion and Jewellery

Length 1 semester
SACE credits 10
Essential background: Year 10 Design Technologies (C grade or better).

Course description
This context involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product line using appropriate composite materials. Students produce outcomes that demonstrate the knowledge and skills associated with using techniques, processes, additive manufacturing technologies and materials such as metals, resins, ceramics and textiles.

Assessment
Students demonstrate evidence of learning through the following assessment types:
- specialised skills task (40%)
- design process and solution (60%).

Additional course counselling information
- It is strongly recommended that students intending to study Stage 2 Material Solutions complete Stage 1 Material Solutions.
- A fee might apply depending on student project selection.

Stage 2 Material Solutions

Length 2 semesters
SACE credits 20
Essential background Stage 1 Material Solutions and/or Industry and Entrepreneurial Solutions 1 or 2 (C grade or better).

Course description
This context involves using a wide range of manufacturing technologies such as tools, machines, equipment and systems to design and create functional products. Students develop and apply knowledge and skills in machining, welding, joining methods and safe work practices. Students will use design software and work with materials like metals, woods and composites to solve real-world design problems.

Assessment
Students demonstrate evidence of learning through the following assessment types:
- specialised skills tasks (20%)
- design process and solution (50%)
- resource study (30%).

Additional course counselling information
- A fee might apply depending on student project selection.

Year 7 Digital Technologies

In Year 7 Digital Technologies, students develop their computational thinking and create a range of digital solutions. This includes:

- surveys and quizzes using Microsoft Forms.
- robotics, using programming
- communicating and collaborating online with an understanding of cyber-safety and legal responsibilities
- application of Hypertext Markup Language (HTML) skills to structure a webpage, add content, insert images and Cascading Style Sheets (CSS) to change the style of a website.

.

Year 8 Digital Technologies

In Year 8 students will develop computational thinking. This includes key concepts of abstraction, data collection, representation, interpretation, specification, algorithms and implementation to create digital solutions. Students will focus on:

- Arduino robotics computer programming
- data analysis with advanced Excel such as data validation, conditional formatting, formulas and functions, IF function, and spreadsheet protection.
- the fundamentals of computer networks, different network topologies, protocols, and the properties of Wi-Fi.
- understanding Cryptography, Encryption and Cyber Security
- website design using advance HTML and CSS.

Year 9 Digital Technologies

In Year 9 Digital Technologies students continue to develop their computational thinking and create a range of digital solutions, such as:

- websites and robotics, using programming
- online communication and collaboration with an understanding of cybersecurity and legal responsibilities
- modelling cyber threats, cyber security best practices and mitigation strategies
- designing a digital game following a problem-solving process to design, build and evaluate a digital game
- website design using advance HTML, CSS and JavaScript.

Students will learn about relational database management systems (RDBMS) and will model and query entities and their relationship with SQL query. They will implement, modify and debug modular programs, applying selected algorithms and data structures, including in an object-oriented programming language.

Students will be introduced to 3D printing, its applications, and relevance to the future of technology and industry.

Year 10 Digital Technologies

In Year 10 Digital Technologies 1 students will explore fundamental tools of a data analyst, transform, organise and visualise data with spreadsheet tools such as Excel. They will learn:

- to query data from a relational database using SQL
- Python coding game design robotics
- IoT and Digital transformation (analysing and creating a network using Cisco Packet tracer).

Students will:

- develop, modify, and troubleshoot modular programs by utilising selected algorithms and data structures, including an object-oriented programming language.
- develop cyber security threat models and explore a software, user or software supply chain vulnerability.

Stage 1 Digital Technologies - Cyber Security

Length 1 semester
SACE credits 10
Essential background: To continue in Semester 2, students need a Semester 1 grade of C or better/ or equivalent knowledge.

Course description
In Stage 1 Digital Technologies students create practical and innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems.
Students undertake a study into networking and cyber security, exploring solutions to threats. Students will:

- develop an understanding of cyber security, its potential impacts and the most common threats, attacks and vulnerabilities.
- analyse firewall logs and identify different types of logs, such as data filtering logs, traffic logs, threat logs, unified threat logs, and URLs gaining insights into potential threats.
- develop an understanding of network communication protocols and create a simulated network using packet tracers.
- develop understanding of networking by covering the basic concepts and skills needed to set up and manage a small office or home office (SOHO) network. Students will apply these skills to configure an existing network that conforms to basic security needs. They will use basic troubleshooting tools and techniques to test the connectivity and reliability of connections.
- analyse patterns and relationships in data sets and draw conclusions. They will develop and apply program design skills to create and evaluate digital solutions
- provide an analysis of the cyber-attack and how it impacted society by referring to the Ethical Understanding capability and how this has informed their analysis and outcome.
- undertake the process of designing a network that provides added security for all end users based on the protocols, network devices and configurations. The use of split networks and routing protocols will be included, and students will take on the role of network engineer, presenting their solution to clients.

Assessment**:**
Students will demonstrate evidence of learning through the following assessment types:
- practical exploration (40%)
- connections (20%)
- personal venture (40%).

Stage 2 Digital Technologies - Cyber Security

Length 2 semesters
SACE credits 20
Essential background: Stage 1 Digital Technologies - Cyber Security (C grade or better)

Course description
In Stage 2 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 will:
- engage in practical tasks that assess their ability to apply theoretical knowledge, configure Cisco devices, and troubleshoot common networking issues by investigating and analysing relevant concepts, ideas, and skills, and communicating their ideas and opinions.
- assess the vulnerability in a network and apply basic protection for the network, operating system and endpoints.
- learn about different ways to monitor the network and how to evaluate alerts received. They will use tools and techniques learned to protect the network, including access control, firewalls, cloud security, and cryptography.
- create policy documents that cover governance and compliance. They will learn about complying with standards of ethics and legal and regulatory frameworks.
- assess network and systems vulnerability and create a risk management plan. This includes post-incident response including forensic investigations, recovery methods, and incident response planning.

Assessment
Students demonstrate evidence of learning through the following assessment types:
- practical exploration (40%)
- connections (20%)
- personal venture (40%).

Year 7 Food Technologies

In Year 7 Food Technologies, students explore the factors that influence healthy food choices and develop the knowledge and practical skills to make informed decisions about nutrition. They apply this understanding through hands-on food preparation.

Students will cover topics including:

- Kitchen safety
- Food safety
- Kitchen skills
- Food and kitchen preparation/production/clean up

Year 8 Food Technologies

In Year 8 Food Technologies, students build on their knowledge of nutrition and healthy eating. They learn core skills in kitchen safety, cooking techniques and food production. Through practical tasks, they develop independence, teamwork and creativity.

Students will cover topics including:

- safety and hygiene
- utensils and preparation skills
- nutrition
- food preparation and practical skills
- food production and practical skills.

Year 9 Food Technologies 1 and 2

In Year 9 Food Technologies 1 and 2, students build on their cooking and planning skills to solve real-world problems. They reflect on what they have learned, improve their techniques and explore how food choices affect health, the environment and different cultures.

Topics covered include:

- Safety First
- Nourish with purpose
- Power of Nutrients and Innovative Flavours
- Emerging Food Trends

Year 10 Food Technologies 1 and 2

In Year 10, students begin applying design thinking to the food and hospitality industry and to develop process and production skills to bring with them into Stage 1 Food and Hospitality.

Students will learn about how the hospitality industry works to build improvements, plan for the future and engineer solutions to support sustainable food development and healthy eating practices. Students will apply their practical skills of collaborating, managing time and producing food products to meet a design brief while evaluating their success.

Stage 1 Food and Hospitality 1

Length 1 semester
SACE credits: 10
Essential Background: Year 10 Food Technologies (C grade or better).

Course description

Students explore the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work individually and collaboratively to design, plan, and implement solutions to issues. They develop skills and safe work practices in the preparation, storage, and handling of food, complying with current health and safety legislation. Students investigate and debate a range of contemporary issues and trends in the food and hospitality industry, including:

- The nature of work in the restaurant industry
- Safe food handling in the workplace
- Australian and international food cultures
- Contemporary trends in café and restaurant dining
- The skills and attributes necessary to succeed in the food industry

Assessment

Students demonstrate evidence of learning through the following assessment types:

- Investigations Folio: 25%
- Practical Assessment: 50%
- Group Activity: 25%

Additional course counselling information

It is strongly recommended that students intending to study Stage 2 Food and Hospitality, complete Stage 1 Food and Hospitality.

Stage 1 Food and Hospitality 2

Length 1 semester
SACE credits: 10
Essential background: Year 10 Food Technologies (C grade or better).

Course Description
Students explore the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work individually and collaboratively to design, plan, and implement solutions to issues. They develop skills and safe work practices in the preparation, storage, and handling of food, complying with current health and safety legislation. Students investigate and debate a range of contemporary issues and trends in the food and hospitality industry, including:

- The nature of work in the restaurant industry
- Safe food handling in the workplace
- Australian and international food cultures
- Contemporary trends in café and restaurant dining
- The skills and attributes necessary to succeed in the food industry

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

- investigations folio (25%)
- practical assessment (50%)
- group activity (25%).

Additional course counselling information
It is strongly recommended that students intending to study Stage 2 Food and Hospitality, complete Stage 1 Food and Hospitality. .

Stage 2 Food and Hospitality

Length 2 semesters
SACE credits 20
Essential background: Stage 1 Food and Hospitality 1 or 2 (C grade or better).

Course Description
Students refine their understanding of the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students investigate, evaluate, and debate a variety of contemporary food and hospitality issues and practices, including:

- Contemporary trends in dietary choices
- Australian and international food cultures
- The management of a school canteen
- Methods of food storage and handling

Students work individually to plan, prepare, and present high-quality food using a range of technical skills. They work collaboratively to design, plan, and manage a project to achieve a common goal. Students further develop industry skills and safe work practices in the preparation, storage, and handling of food, such as:

- Collaboration in a food industry setting
- Planning, preparing, and implementing a dining experience
- Understanding of and compliance with current health and safety legislation

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

- Investigations: 30%
- Practical Assessment: 50%
- Group Activity**:** 20%.

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

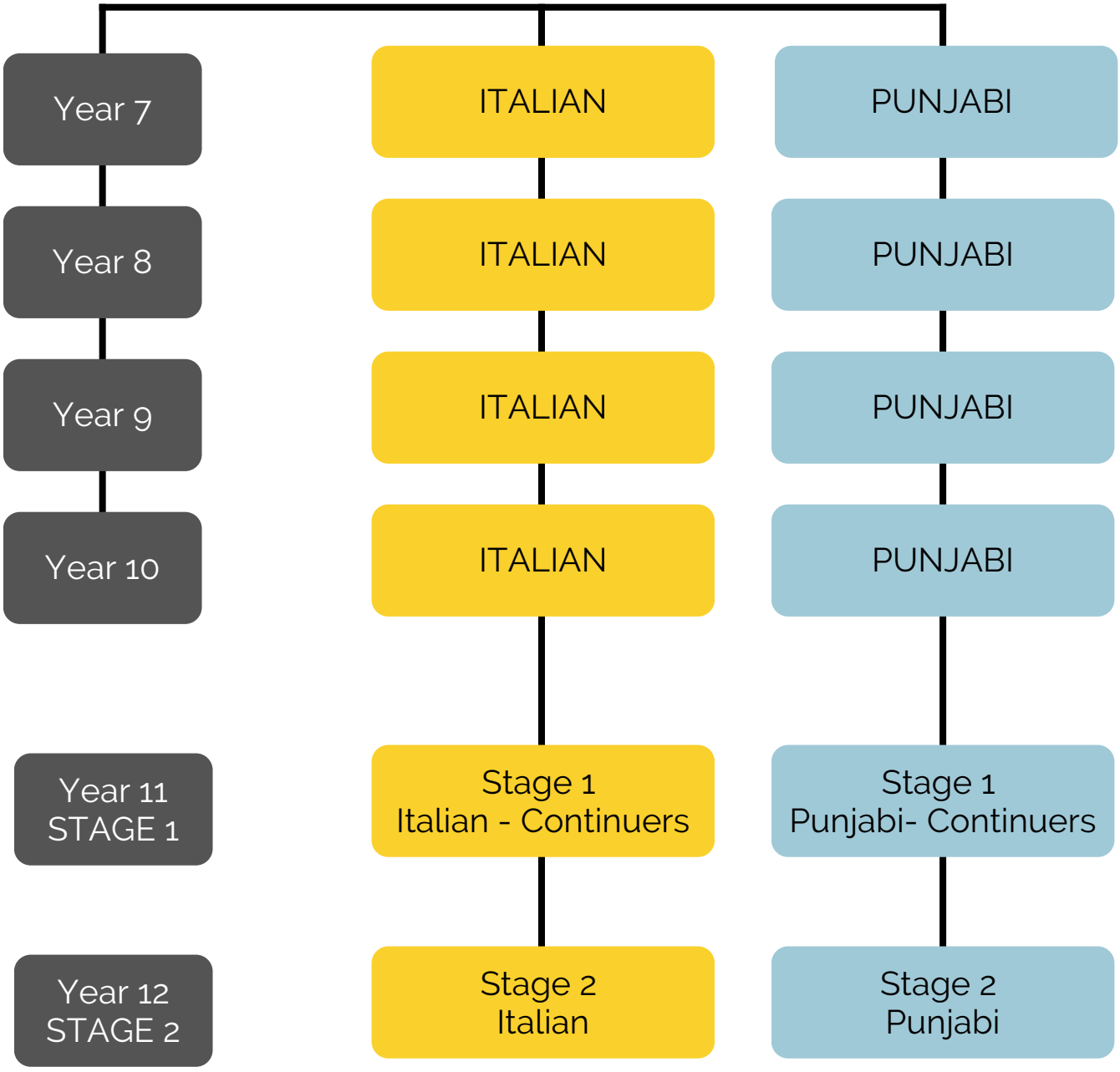
LANGUAGES

Curriculum Guide

Years 7 to 12

VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

LANGUAGES
subject paths



Please note:
All Punjabi lessons are delivered after school hours by the School of Languages

Year 7 and 8 Italian

Length 2 semesters per year (compulsory)

Course description

In Year 7 and 8, students will learn about the basic structures and features of the Italian language while exploring the Italian culture and making connections and comparisons between Italy and Australia and/or other cultures and languages present in the classroom. Incorporating excursions and numerous external and global cultural links, students are provided with unique experiences to enhance their language acquisition.

Students will:

- begin to use Italian language in oral and written communication.
- read and interpret basic texts, identifying relationships between texts, contexts and intended audience.
- interact and communicate in Italian with peers and teacher at a basic level.
- socialise, exchange information and opinions, and discuss similarities and differences across languages and cultures with an intercultural perspective.
- identify and address challenges of translation across languages.

Year 7 topics include identity, family, friends, and travel.
Year 8 topics include school, friendship, music, food and sustenance.

Year 9 Italian

Length 2 semesters
Essential background: Year 8 Italian (C grade or better).

Course description

In Year 9, building on existing knowledge of the Italian language and culture, students will increase their understanding and practice of the Italian language system through Italian partnerships and cultural excursions.
Students will:

- use more accurate and more complex oral and written communicative constructions of the Italian language.
- read and interpret more complex texts, identifying relationships between texts, contexts and intended audience.
- communicate to sustain opinions and ideas and to manage discussions with peers and teacher using Italian with the support of first language.
- interact with peers and teacher to make comparisons and to address similarities and differences between languages and cultures with a higher focus on the use of Italian.
- analyse possible challenges in the use of the Italian language at a more advanced level.

Topics include shopping, weather, body and health, housing, daily routines, travel, hobbies and free time.

Year 10 Italian

Length 2 semesters
Essential background: Year 9 Italian (C grade or better).

Course description

In Year 10, students will further develop their listening, speaking, reading and writing skills, using written and spoken Italian to interact with others for varied purposes. Selected topics will highlight cultural and historical insights deepening students' intercultural understandings.

Students will:

- learn more complex grammar and vocabulary.
- translate texts and produce bilingual texts.
- use new linguistic structures to achieve meaningful interaction.
- recount experiences, express feelings and opinions using relevant verb tenses.
- reflect on their experience of learning language and culture.

Topics include social media, interests, fashion, Italians in the world and careers.
Exams will form part of the experience in Semester 1 and 2.

Stage 1 Italian - Continuers

Length 2 semesters
SACE credits 20
Essential background: Year 10 Italian (C grade or better).

Course description

Students through the Italian language, share information, ideas, opinions and experiences, creating texts in Italian to express feelings, ideas and opinions. They will be presented with multiple opportunities to create texts, analyse and interpret meaning and to investigate a cultural or social issue via oral, written or multimodal responses in Italian.
Stage 1 brings many more opportunities to interact with students in Italy and with a greater emphasis on crafting their language. Students will build on previous knowledge to justify and maintain conversations. They will read extended texts in Italian and demonstrate interpretation, purpose and intended audience.

Assessment

Students demonstrate evidence of learning through four assessment types:

- interaction (20%)
- text production (20%)
- text analysis (20%)
- investigation **(**20%).

Exams also inform practice and assessment. This subject leads onto Stage 2 Italian.

Stage 2 Italian Continuers

Length 2 semesters
SACE credits 20
Essential background: Stage 1 Italian Continuers (C grade or better).

Course description
Students develop, apply and continue to refine their communication skills in learning Italian through the investigation of the world of work, future career pathways and the social impact of technology across cultures. Students focus on producing conversations and analysis of texts to inform language choices. Students are supported to prepare for external examination throughout the program, having access to current migrants, speakers of Italian and via VVSS partnership schools in Italy.

Assessment
Students demonstrate evidence of learning through:
- AT1- folio interaction, text production and analysis - (50%)
- AT2- in depth study, oral presentation, written response in Italian and English reflection (20%)
- external examination (30%).

Year 7 to 10 Punjabi

Punjabi is offered in partnership with the School of Languages. The School of Languages is a government school offering a range of languages after school hours, in various locations around the metropolitan area, to students from all schooling sectors. Students are able to study Punjabi from Years 7 to 12 by attending a class after school once per week at Valley View Secondary School Campus. Further information can be found on the School of Languages website, or by contacting School of Languages directly on
8301 4800.

Length: 2 semesters per year
Course description
Students will learn to communicate in Punjabi, initially using modelled language and over time learning to express their own meanings and respond to more complex texts and contexts. Students will also develop their understandings of how meaning works in Punjabi, and develop their capability to interact with diverse people, while also reflecting on themselves as intercultural communicators and language learners.

Students will:
develop and apply the language resource to express ideas, information and perspectives in Punjabi related to their life worlds and that of Punjabi-speaking communities

- learn how to interact and translate meaning in Punjabi across a range of purposes and contexts, exchanging and responding to information and ideas, and exploring issues, values and perspectives
- develop skills in analysing the structures and features of Punjabi, including aspects such as accent, register, script, persuasive language, mood and connecting this to their prior learning/known language(s)
- reflect on how language(s) and culture(s) come together to shape meaning, perspectives and identity
- develop the capability to think about, plan and explain their learning needs and progress.

Across each year level, students will show evidence of their learning through a range of assessment experiences that capture their capabilities to:

- use written and spoken Punjabi to interact, inform, and create texts
- explain what they know about making meaning in Punjabi language and culture(s)
- express how they are going in their learning.

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਕਲਾਸਾਂ – ਸੱਤਵੀਂ ਤੋਂ ਦਸਵੀਂ
(7 - 10) , Stage 1 (ਗਿਆਰਵੀਂ) ਅਤੇ **Stage 2** (ਬਾਰਵੀਂ)
ਵੈਲੀ ਵਿਊ ਸੈਕੰਡਰੀ ਸਕੂਲ ਵਿਖੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸਕੂਲ ਆਫ਼ ਲੈਂਗੁਏਜਿਸ ਦੇ ਸਹਿਯੋਗ ਨਾਲ ਪੜਾਈ ਜਾਂਦੀ ਹੈ । ਸਕੂਲ ਆਫ਼ ਲੈਂਗੁਏਜਿਸ ਇੱਕ ਸਰਕਾਰੀ ਸਕੂਲ ਹੈ, ਇਸ ਸਕੂਲ ਵਲੋਂ ਐਡੀਲੇਡ ਦੇ ਮੈਟਰੋਪੌਲਿਟਨ ਇਲਾਕੇ ਵਿੱਚ ਬਹੁਤ ਸਾਰੀਆਂ ਥਾਂਵਾਂ ਉੱਤੇ, ਹੋਰ ਕਈ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਕਲਾਸਾਂ, ਮੁੱਖ ਸਕੂਲ ਦੇ ਸਮੇਂ ਤੋਂ ਬਾਅਦ ਲਗਾਈਆਂ ਜਾਂਦੀਆਂ ਹਨ । ਇਨਾਂ ਕਲਾਸਾਂ ਵਿੱਚ ਹਰ ਸਕੂਲੀ ਖੇਤਰ ਦੇ ਵਿਦਿਆਰਥੀ ਸਿੱਖਿਆ ਲੈ ਸਕਦੇ ਹਨ । ਵੈਲੀ ਵਿਊ ਸੈਕੰਡਰੀ ਸਕੂਲ ਵਿੱਚ ਸੱਤਵੀਂ ਤੋਂ ਬਾਰਵੀਂ (7 – 12) ਕਲਾਸ ਦੇ ਵਿਦਿਆਰਥੀ, ਹਫਤੇ ਵਿੱਚ ਇੱਕ ਵਾਰ, ਮੁੱਖ ਸਕੂਲ ਦੇ ਸਮੇਂ ਤੋਂ ਬਾਅਦ, ਪੰਜਾਬੀ ਕਲਾਸ ਵਿੱਚ ਸਿੱਖਿਆ ਲੈ ਸਕਦੇ ਹਨ । ਹੋਰ ਜਾਣਕਾਰੀ ਸਕੂਲ ਆਫ਼ ਲੈਂਗੁਏਜਿਸ ਦੀ ਵੈਬਸਾਈਟ **https://schooloflanguages.sa.edu.au**, ਜਾਂ ਟੈਲੀਫ਼ੋਨ ਨੰਬਰ 8301 4800 ਤੋਂ ਲਈ ਜਾ ਸਕਦੀ ਹੈ

Stage 1 Punjabi Continuers

Length 2 semesters
Credits 20
Essential background: Year 10 Punjabi

Course description
This course follows the SACE Nationally Assessed Languages Continuers Level Stage 1 subject outline.
The content is organised around 4 interrelated concepts, perspectives and 4 prescribed topics:

Concepts	Topics
Identity	Inclusivity, diversity and belonging
Legacy	Innovation
Responsibility	Society
Sustainability	Sustaining language and culture

The four remaining topics vary across languages.
Each concept is explored through one or more of three perspectives: personal, community, global.

Students will develop and apply linguistic and intercultural knowledge, understanding and skills when:

- interacting in Punjabi
- creating meaning in Punjabi
- analysing Punjabi language

examining relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Assessment:
Students undertake a series of assessments each semester, following the SACE Assessment types:

School Assessment (100%)

In each semester, students undertake 5 assessments from the following assessment types, with each worth at least 20%:

Assessment type 1: interacting in language
Assessment type 2: creating meaning in language
Assessment type 3: analysing language
Assessment type 4: investigation

- a response in Punjabi
- a reflective response in English.

Students are assessed according to the SACE Performance Standards in the Subject Outline.

This subject leads to Stage 2 Punjabi in 2026.

Stage 2 Punjabi

Length 2 semesters
Credits 20
Essential background: Stage 1 Punjabi Continuers

Course description
This course follows the SACE Nationally Assessed Languages Continuers Level Stage 2 subject outline.
The content is organised around 4 interrelated concepts, 3 perspectives and 8 prescribed topics, 4 of which are common for all languages and 4 that are specific for particular languages.

Concepts	Topics
Identity	Inclusivity, diversity and belonging
Legacy	Innovation
Responsibility	Society
Sustainability	Sustaining language and culture

Each concept is explored through one or more of three perspectives: personal, community, global.
Students will develop and apply linguistic and intercultural knowledge, understanding and skills when:

- interacting in Punjabi
- creating meaning in Punjabi
- analysing Punjabi language
- examining relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Assessment:
Students undertake a series of assessments each semester, following the SACE Assessment types:

- school assessment (70%)
- assessment type 1, folio (50%)
- 3-5 assessments
- interacting; creating meaning; analysing language.

Assessment type 2: In-depth study (20%) 1 oral, 1 written, and 1 reflection in English.

External Assessment (30%)

- assessment type 3: examination
- oral (conversation; discussion)
- written (listening; reading; writing)

Students are assessed according to the SACE Performance Standards in the Subject Outline.

VALLEY VIEW
SECONDARY SCHOOL

EVERY STUDENT MATTERS