



VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

Curriculum Guide

Years 7 to 12

2027





CONTENTS

Principal's Welcome
Who can help you?

Middle School Program - Years 7 to 10

Year 7 Overview
Year 8 Overview
Year 9 Overview
Year 10 Overview

Senior School Program - Years 11 and 12

Overview of SACE
Stage 1 Overview
Stage 2 Overview

Student Pathways
Future Ready Specialist Program
AFL Academy
Flinders University: Aligned Pathways

Learning Area Information

The Arts
Cross - disciplinary
English
Humanities and Social Sciences (HASS)
Health and Physical Education (HPE)
Mathematics
Science
Technologies
Languages

HOW TO USE THIS CURRICULUM GUIDE

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. 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

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
English / Literacy
Health and PE
HASS / Languages
Mathematics / Numeracy
Science / STEM
Technologies

Noeleen Curran
Andrea Balestrin
Paul Eckermann
Caitlin Jaensch
Ankita Kathpal
Dylan Milton
Christie Coupar

Additional Areas / Subject Specific Support Team

Inclusive Education
SACE / VET
Tailored Learning

Helen Hanwit-Arney
Renee Blatch
Bec Morrison

MIDDLE SCHOOL

Year 7 to 10

Program

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

<u>English</u>	<u>Maths</u>	<u>Science</u>	<u>HASS</u>	<u>Italian</u>	<u>Health & PE</u>	<u>Food Tech</u>
						<u>Visual Arts</u>
					<u>Design Technology</u>	<u>Music</u>
				Choice	<u>Digital Technology</u>	<u>Drama (Theatre)</u>
				Literacy & Numeracy		

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 Literacy Master Class and Numeracy Master Class.
- Choice: Italian, Textiles, Dance or P.E

MIDDLE SCHOOL

Year 7 to 10

Program

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

English	Maths	Science	HASS	Italian	Health & PE	Choice
				Choice	Choice	Choice
					Literacy	Numeracy

Year 8 compulsory subjects. All students must complete:

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

Year 8 choice subjects

Students select 4 semesters from the following options:

Languages

- Italian

The Arts (maximum of two semesters)

- Music
- Drama (Theatre)
- Visual Arts (includes ceramics)
- Dance

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

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	<u>English</u>	<u>Maths</u>	<u>Science</u>	<u>History</u>	Choice	Choice	Choice
SEM 2				<u>Health & PE</u>	Choice	Choice	Choice

Year 9 compulsory subjects. All students must complete:

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

Year 9 choice subjects

- Languages
 - full year 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
 - full year of Music
 - up to 2 semesters of Drama (Theatre)
 - up to 2 semesters of Visual Arts
 - 1 semester of Media Arts
 - 1 semester of Dance
- HASS
 - 1 semester of Law, Power & People
 - 1 semester of Environmental & Social Futures
 - 1 semester of History Extension
- Health and Physical Education
 - 1 semester of AFL Academy
 - 1 semester of PE Extension
 - 1 semester of Stage 1 Sports Studies
- Mathematics
 - 1 Semester of Financial and Business Mathematics

MIDDLE SCHOOL

Year 7 to 10

Program

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

SEM 1				<u>Stage 1 Workplace Practices</u>	<u>Health & PE</u>	Choice	Choice
SEM 2	<u>English</u>	<u>Maths</u>	<u>Science</u>	<u>Exploring Identities & Futures (EIF)</u>	<u>History</u>	Choice	Choice

Year 10 compulsory subjects. All students must complete:

- full year 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). Future Ready Program
- 1 semester of SACE Stage 1 Work Place Practices. Future Ready Program

Year 10 choice subjects

- Languages
 - full year 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
 - full year of Music
 - up to 2 semesters of Drama (Theatre)
 - up to 2 semesters of Visual Arts
 - 1 semester of Media Arts
 - 1 semester of Dance
- HASS
 - 1 semester of Economics and Business
 - 1 semester of Law, Power & People
 - 1 semester of Environmental & Social Futures
 - 1 semester of History Extension
- Health and Physical Education
 - 1 semester of AFL Academy
 - 1 semester of PE Extension
- Mathematics
 - 1 Semester of Financial and Business Mathematics

SENIOR SCHOOL

Year 11 and 12

Program

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

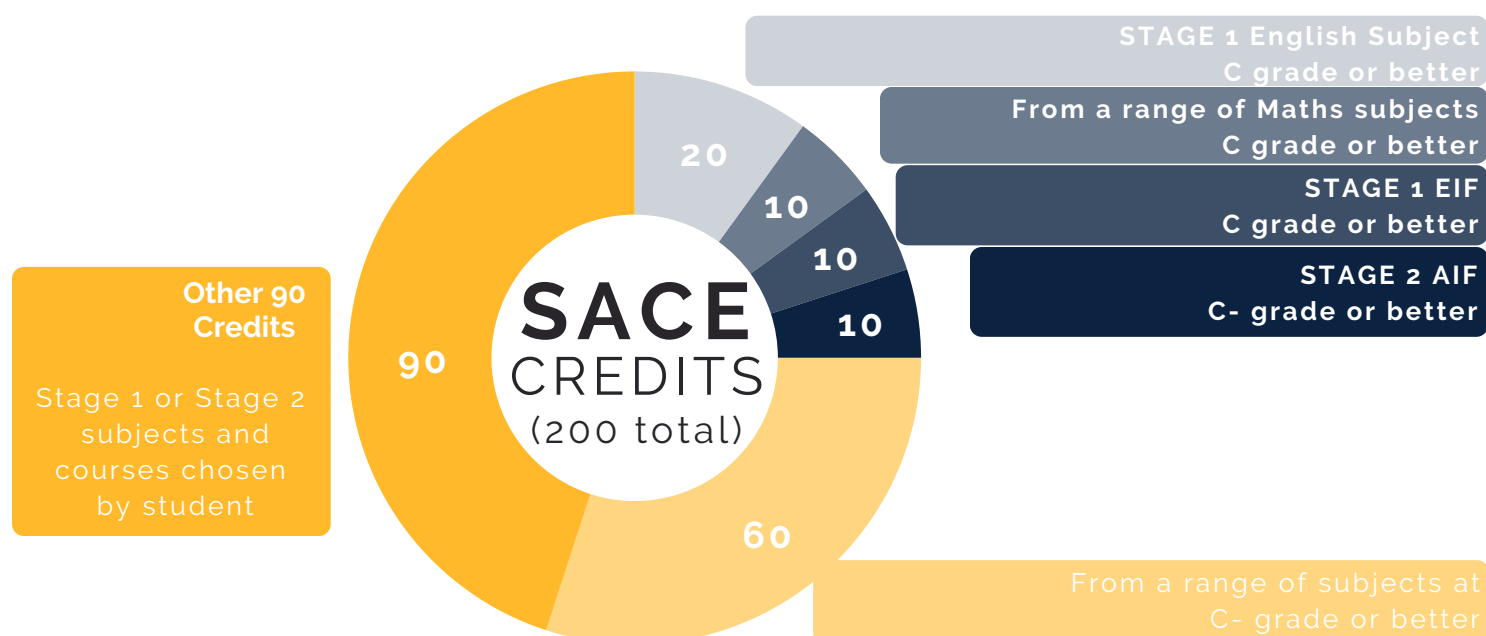
Many students achieve additional credits through studying VET or Community learning for their extra curricular activities outside of school.

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

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:

- full year of English
- 1 semester of Mathematics

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

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

SEM 1	AIF	Choice	Choice	Choice	Choice
SEM 2	Home Study (By Negotiation)				

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

- AIF
- a minimum of 3 Stage 2 subjects.
- 2 lines of Study

STUDENT PATHWAYS

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).

FUTURE READY SPECIALIST PROGRAM



VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

Our specialist program provides students with valuable **real-world experience** through immersive work placements, enabling them to build meaningful connections with industry and the broader community.

Through this program, students are supported to plan for their **future pathways by linking their learning directly to industry needs and opportunities.**

Future Ready Pathways

YEAR 10

- **Future Ready Program** (20 Stage 1 Credits)

Includes:

- **Stage 1 Exploring Identities and Futures (EIF)**
- **Stage 1 Workplace Practices**



YEAR 11

- **VET Course**
- **Stage 2 Workplace Practices** (20 Stage 2 Credits)
- **Stage 2 Activating Identities and Futures** (10 Stage 2 Credits)



YEAR 12

- **Full-time school-based Apprenticeship/ Traineeship** (Optional)

We are excited to introduce the **VVSS AFL Academy**.

This new subject, will be co-delivered by the SANFL in parts as well as provide a opportunities for students to participate in the following:

- Skill Development (developing individual skills)
- Game Analysis (investigating and applying current tactics of Australian Football)
- Coaching & leadership development
- Umpiring Course
- Community Project

AFL Pathways

YEAR 7

Health & Physical Education

YEAR 8

Health & Physical Education

YEAR 9

AFL Academy

YEAR 10

AFL Academy

YEAR 11

AFL (Integrated Learning)





Flinders University: Aligned Pathways

Students who successfully complete their SACE, along with a Certificate III in Allied Health and subjects outlined in the Health Pathways on pages 16 - 19 **will be eligible for guaranteed entry into selected Health courses at Flinders University.**

These Health Pathways are designed to support and encourage students to pursue further study and careers in the health sector by providing a clear and accessible transition from secondary school studies to university-level education.

Please see the following Health Pathways on pages 16-19 for eligibility.

Health Pathways

To be eligible for guaranteed pathways to Flinders University, students must complete their SACE with at least 200 credits, including a minimum of 90 Stage 2 credits. The subjects chosen must align with the requirements of their intended pathway. All subjects must be completed with a minimum grade of C. Students must apply via SATAC.

Year 10

Successful completion of the following:

Stage 1 Exploring Identities and Futures (10 credits)



Year 11

Successful completion of the following:

Literacy Compulsory (20 credits)
Numeracy Compulsory (10 credits)

VET Course (Year 11 or 12)

Successful completion of the following:

Certificate III in Allied Health Assistance

Compulsory Stage 2 Subjects

Stage 2 Activating Identities and Futures (10 credits)

Plus, the successful completion of any **ONE of the following:**

Biology (20 credits)
Chemistry (20 credits)
Physics (20 credits)

Stage 2 Subjects

Successful completion of any **ONE of the following:**

Biology (20 credits)
Chemistry (20 credits)
Child Studies (20 credits)
English or English Literacy Studies (20 credits)
General Mathematics **or** Mathematical Methods (20 credits)
Physics (20 credits)
Psychology (20 credits)
Society and Culture (20 credits)
Specialist Mathematics (20 credits)



Eligible Courses (upon meeting above requirements)

Bachelor of Disability and Community Inclusion
Bachelor of Disability and Developmental Education
Bachelor of Nursing (Pre-registration) * (**Bedford Park only**)

*Additional entry requirements (English Language Requirements) - Refer to course webpage

Health Pathways

To be eligible for guaranteed pathways to Flinders University, students must complete their SACE with at least 200 credits, including a minimum of 90 Stage 2 credits. The subjects chosen must align with the requirements of their intended pathway. All subjects must be completed with a minimum grade of C. Students must apply via SATAC.

Year 10

Successful completion of the following:

Stage 1 Exploring Identities and Futures (10 credits)



South Australian
Certificate of Education

Year 11

Successful completion of the following:

Literacy Compulsory (20 credits)
Numeracy Compulsory (10 credits)

VET Course (Year 11 or 12)

Successful completion of the following:

Certificate III in Allied Health Assistance

Compulsory Stage 2 Subjects

Stage 2 Activating Identities and Futures (10 credits)

Plus, the successful completion of any **ONE of the following:**

Biology (20 credits)
Chemistry (20 credits)
Physics (20 credits)

Stage 2 Subjects

Successful completion of any **ONE of the following:**

Biology (20 credits)
Chemistry (20 credits)
Child Studies (20 credits)
English or English Literacy Studies (20 credits)
General Mathematics or Mathematical Methods (20 credits)
Physical Education (20 credits)
Physics (20 credits)
Psychology (20 credits)
Society and Culture (20 credits)
Specialist Mathematics (20 credits)



**Flinders
University**

Eligible Courses (upon meeting above requirements)

Bachelor of Exercise and Sport Science
Bachelor of Health Sciences
Bachelor of Human Nutrition

Biology recommended core subject for Bachelor of Exercise and Sport Science

Health Pathways

To be eligible for guaranteed pathways to Flinders University, students must complete their SACE with at least 200 credits, including a minimum of 90 Stage 2 credits. The subjects chosen must align with the requirements of their intended pathway. All subjects must be completed with a minimum grade of C. Students must apply via SATAC.

Year 10

Successful completion of the following:

Stage 1 Exploring Identities and Futures (10 credits)



Year 11

Successful completion of the following:

Literacy Compulsory (20 credits)
Numeracy Compulsory (10 credits)

VET Course (Year 11 or 12)

Successful completion of the following:

Certificate III in Allied Health Assistance

Compulsory Stage 2 Subjects

Stage 2 Activating Identities and Futures (10 credits)

Plus, the successful completion of BOTH of the following:

(Minimum B- grade)
Biology (20 credits)
Chemistry (20 credits)

Stage 2 Subjects

Successful completion of any ONE of the following:

Child Studies (20 credits)
English or English Literacy Studies (20 credits)
General Mathematics or Mathematical Methods (20 credits)
Physics (20 credits)
Psychology (20 credits)
Society and Culture (20 credits)
Specialist Mathematics (20 credits)



**Flinders
University**

Eligible Courses (upon meeting above requirements)

Bachelor of Medical Science

Health Pathways

To be eligible for guaranteed pathways to Flinders University, students must complete their SACE with at least 200 credits, including a minimum of 90 Stage 2 credits. The subjects chosen must align with the requirements of their intended pathway. All subjects must be completed with a minimum grade of C. Students must apply via SATAC.

Year 10

Successful completion of the following:

Stage 1 Exploring Identities and Futures (10 credits)



**South Australian
Certificate of Education**

Year 11

Successful completion of the following:

Literacy Compulsory (20 credits)
Numeracy Compulsory (10 credits)

VET Course (Year 11 or 12)

Successful completion of the following:

Certificate III in Allied Health Assistance

Compulsory Stage 2 Subjects

Stage 2 Activating Identities and Futures (10 credits)

Plus, the successful completion of the following:

Biology (20 credits)

Stage 2 Subjects

Successful completion of any ONE of the following:

Chemistry (20 credits)
Child Studies (20 credits)
English or English Literacy Studies (20 credits)
General Mathematics or Mathematical Methods (20 credits)
Physics (20 credits)
Psychology (20 credits)
Society and Culture (20 credits)
Specialist Mathematics (20 credits)



**Flinders
University**

Eligible Courses (upon meeting above requirements)

Bachelor of Public Health



VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

THE ARTS

Curriculum Guide

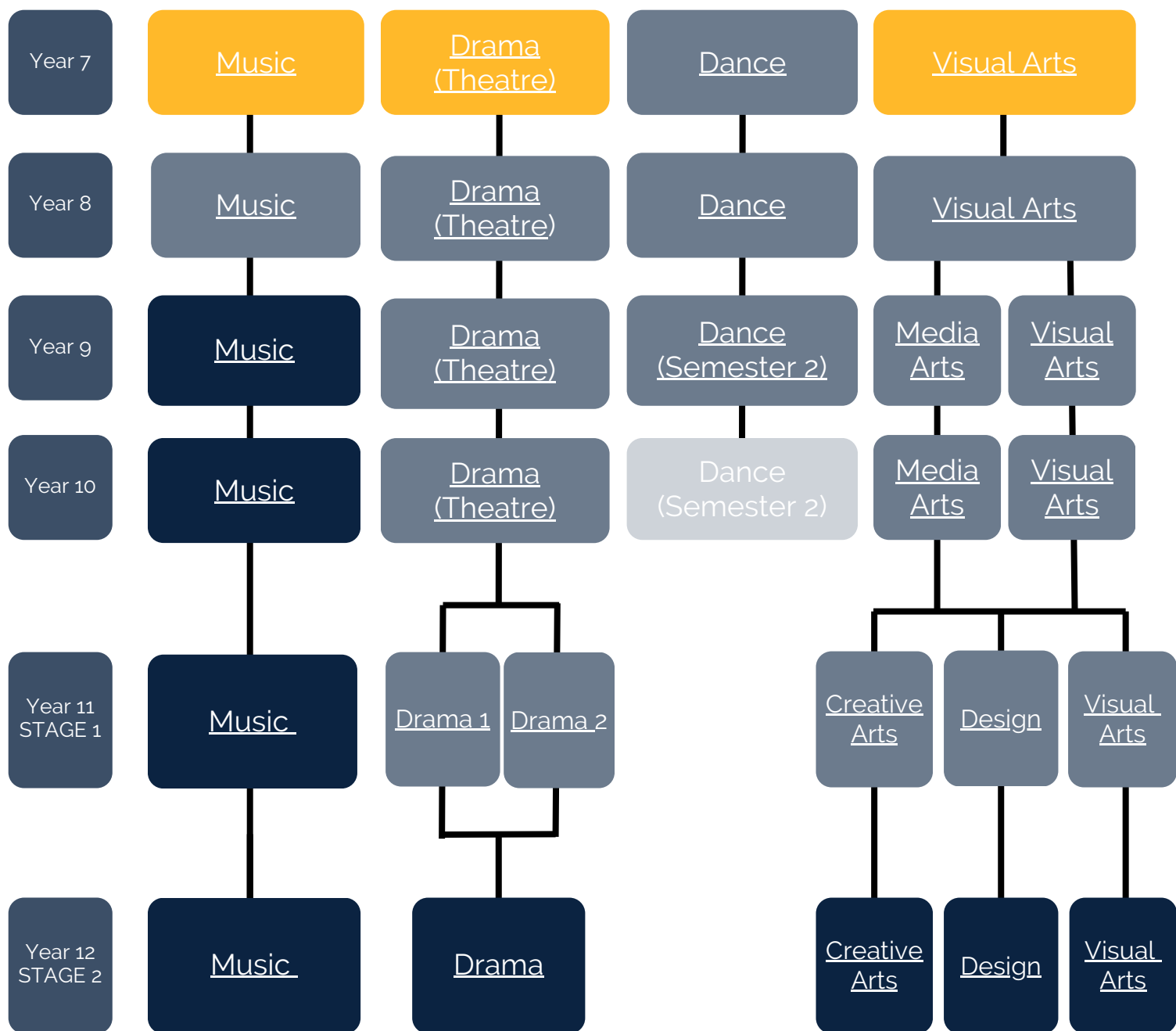
Years 7 to 12



VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

THE ARTS

subject paths



Compulsory

Semester

Full year

Not offered in
2027

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

Length - Year 7	1 term
Length - Year 8	1 semester

Course description

Discover the exciting world of music by creating, performing, and exploring different styles from around the globe. Learn how rhythm, pitch, dynamics, timbre, texture, and structure work together to bring music to life. Perform songs on your own and with others, compose your own original music, and build confidence using instruments and your voice. Develop listening and aural skills as you recognise musical patterns, read and write music, and use musical language. Along the way, you'll think creatively, work collaboratively, and discover how music communicates ideas, stories, and emotions.

Year 9 and 10 Music

Length	1 semester
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Course description

Take your music to the next level by performing, composing, and analysing music from a wide range of styles, cultures, and time periods. Develop advanced instrumental or vocal skills while building confidence as a soloist and ensemble performer. Strengthen your listening, notation, and aural skills as you interpret, create, and share original music with technical control and expression. Explore how music communicates ideas and emotions while refining your creativity, collaboration, and performance skills.

Stage 1 Music

Length	Full year
SACE credits	10
Preferred background:	Year 10 Music (C grade or better)

Course description

Build your confidence and grow your musical skills through performance, composition, and musical exploration. Music Experience is designed for students developing their musical abilities and offers a practical, supportive environment to create, perform, and respond to music. Strengthen your understanding of musical concepts while improving your listening, creativity, and communication skills. Whether you sing, play an instrument, or are building your musicianship, this course encourages personal growth and musical expression.

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 2 Music

Length	Full year
SACE credits	20
Essential background:	Stage 1 Music (C grade or better)

Course description

Listen deeply, create boldly, and express your musical voice. 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. Future pathways include tertiary study through university or VET, and careers in performance, composition, production, sound engineering, music education, and the broader creative industries.

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)

Length - Year 7	1 term
Length - Year 8	1 semester

Course description

Step into the spotlight and bring stories to life! Drama is all about creativity, confidence, and collaboration. Explore acting, improvisation, script work, and character creation as you work with others to devise and perform exciting plays. Learn how movement, voice, costumes, props, and stage design help create powerful performances that entertain and inspire audiences. Build communication, teamwork, and problem-solving skills while expressing your ideas in fun and imaginative ways. Whether you're new to the stage or already love performing, Drama is your chance to grow in confidence, unleash your creativity, and discover the magic of live theatre.

Year 9 and 10 Drama (Theatre)

Length	1 semester
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Course description

Build creativity, empathy, confidence, and self-awareness through creating, performing, and responding to drama. Engage with diverse performers and practices across cultures, genres, and contexts to inform their own work. Refine skills in voice, movement, character, and dramatic elements such as tension, space, and atmosphere to create compelling performances. Explore improvised, devised, and scripted forms including puppetry, object theatre, and script interpretation. Through collaborative ensemble work, you will rehearse, perform, and present drama for varied audiences. Reflective practice supports evaluation and growth as creative, expressive theatre-makers.

Stage 1 Drama

Length	1 semester
SACE credits	10
Essential background:	Nil

Course description

Build confidence, unleash creativity, and make your mark on and off the stage. Stage 1 Drama is a practical course developing performance, communication, and collaboration skills through acting, improvisation, script work, devising, directing, and production. Explore contemporary issues and real-world contexts while creating and reflecting on dramatic work. The course builds critical thinking, self-expression, and skills for further study, employment, and community engagement.

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	Full year
SACE credits	20
Preferred background:	Stage 1 Drama (C grade or better)

Course description

Create fearlessly, think imaginatively, and bring stories to life. Stage 2 Drama is a dynamic and practical course that challenges you to think creatively while developing the analytical skills needed to refine and realise original theatrical ideas. Through performance, devising, and dramatic exploration, you will learn to move between imaginative and playful thinking and critical evaluation to create meaningful and engaging theatre. Investigate contemporary issues, explore diverse perspectives, and communicate ideas through innovative dramatic forms. Future pathways include tertiary study through university or VET, careers in theatre and the creative industries, and opportunities in education, media, event production, and arts entrepreneurship.

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 Dance

Length 1 semester

Course description

Move, create, and express yourself through dance! Dance is a fun and energetic subject where you explore movement, music, and performance. Learn a variety of dance styles while creating your own choreography and performing with confidence. Discover how the elements of dance work together to communicate ideas, emotions, and stories. Work collaboratively with others to develop technique, creativity, and performance skills in a supportive environment. Whether you're an experienced dancer or just love to move, Dance will inspire you to build confidence, stay active, think creatively, and enjoy performing for an audience.

Year 9 and 10 Dance

Length 1 semester

Course description

Move with purpose. Create with confidence. Perform with impact. Develop your skills in choreography, performance, and responding to dance. Explore a wide range of styles, cultures, and professional choreographers to inspire your own creative work. Learn how to use movement, space, time, dynamics, and relationships to communicate ideas and tell powerful stories. Create original dances using choreographic devices and perform them with technical skill and expression. Develop confidence, teamwork, creativity, and safe dance practice while building your understanding of how dance communicates meaning across different times and places.

Year 7 and 8 Visual Arts

Length - Year 7	1 term
Length - Year 8	1 semester

Course description

See it. Create it. Express it. Visual Arts is all about using art, craft, and design to share ideas, tell stories, and express who you are. In this course, you'll explore how artists use colour, shape, space, and style to communicate meaning and influence audiences. Learn how artworks are displayed and how this changes the way we understand them. Discover art from different cultures, times, and places, and see how it can inspire your own work. Plan, experiment, and create your own artworks using a range of techniques and materials. Build confidence as an artist while developing your creativity, imagination, and personal style.

Year 9 and 10 Visual Arts

Length	1 semester
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Course description

Develop creativity, empathy, confidence, and self-awareness through art, craft, and design. Create visual representations that communicate, challenge, and express ideas as both artist and audience. Analyse and evaluate how artistic intentions are communicated in artworks they make and view, including works from diverse cultures, times, and places. They explore connections between visual conventions, practices, and viewpoints, identifying influences from other artists to inform their own work. Through experimentation and refinement of materials, techniques, and processes, students develop and strengthen their artistic skills, expressing ideas and subject matter with increasing confidence and intention.

Year 9 and 10 Media Arts

Length	1 semester
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Course description

Create and analyse stories using media such as film, television, video games, social media, radio, and digital platforms. Explore how media represents the world and how different viewpoints and values are communicated. Evaluate how genre, style, and media techniques are used to create meaning, and consider the social, cultural, and ethical issues behind media production. Produce your own media artworks, working individually and collaboratively to design, create, and distribute content for different audiences and purposes using professional-style production processes.

Stage 1 Design

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

Course description

Shape Ideas. Solve Problems. Design the Future. Stage 1 Visual Design is a practical course that develops creativity, innovation, and problem-solving skills. Through authentic design challenges, you will research, generate ideas, and create solutions using traditional and digital methods. Explore areas such as graphic, fashion, industrial, architectural, and interior design while preparing for pathways into tertiary study, small business, and design careers.

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 Visual Arts

Length	Full year
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

Create boldly, think creatively, and develop your unique artistic voice. Stage 1 Visual Arts is a hands-on course that explores drawing, painting, photography, digital art, sculpture, printmaking, and mixed media. Experiment with materials and techniques, investigate meaningful ideas, and develop your creative skills. Build a professional portfolio, exhibit and sell artwork, and prepare for pathways into tertiary study, small business, and creative industries.

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 1 Creative Arts

Length 1 semester

SACE credits 10

Essential background: Year 10 Visual Arts and Year 10 Media Arts (C grade or better)

This course may be combined with Year 10 Dance and/or Year 10 Drama if Stage 1 Drama courses are not viable.

Course description

Create. Collaborate. Perform. Share. In this specialised arts course, students develop and present creative works across a range of disciplines including drama, music, visual arts, media, and design. You will work individually and collaboratively to bring ideas to life through performances, exhibitions, recordings, installations, and digital projects. Explore real-world creative processes used in the arts industry while building practical skills in planning, creating, and presenting work to an audience. Whether producing a play, concert, film, or visual art project, this course challenges you to think creatively, solve problems, and express your ideas with confidence and originality.

Assessment

Students demonstrate evidence of learning through the following assessment types:

- product (40%)
- inquiry (20%)
- skills (40%)

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 Design or Stage 1 Visual Arts.

Stage 2 Creative Arts

Length Full year

SACE credits 20

Essential background: Stage 1 Creative Arts and/or Stage 1 Visual Design or Stage 1 Visual Arts. (C grade or better)

Course description

Design it. Create it. Perform it. Share it. Do you enjoy expressing ideas in imaginative and innovative ways? Undertake a specialised study within or across one or more arts disciplines. Actively participate in the development and presentation of creative arts products. These may take the form of 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. Future pathways include tertiary study, small business, and careers across the creative industries.

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 Visual Arts complete Stage 1 Visual Arts.

Stage 2 Visual Arts

Length Full year
SACE credits 20
Essential background: Stage 1 Visual Arts or Stage 1 Visual Design (C grade or better)

Course description

See differently, think critically, and create with purpose. Develop musical literacy and engage critically and creatively with music through responding to your 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 your understanding of musical elements, learn to analyse and deconstruct music, manipulate sound and create musical works that express their ideas and emotions. Future pathways include tertiary study through university or VET, and careers in the visual arts, design, education, and broader creative industries.

Assessment

Students demonstrate evidence of learning through the following assessment types:

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

Stage 2 Design

Length Full year
SACE credits 20
Essential background: Stage 1 Visual Design or Stage 1 Visual Arts. (C grade or better)

Course description

Design it. Create it. Perform it. Share it. Do you enjoy expressing ideas in imaginative and innovative ways? Undertake a specialised study within or across one or more arts disciplines. Actively participate in the development and presentation of creative arts products. These may take the form of 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. Future pathways include tertiary study, small business, and careers across the creative industries.

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

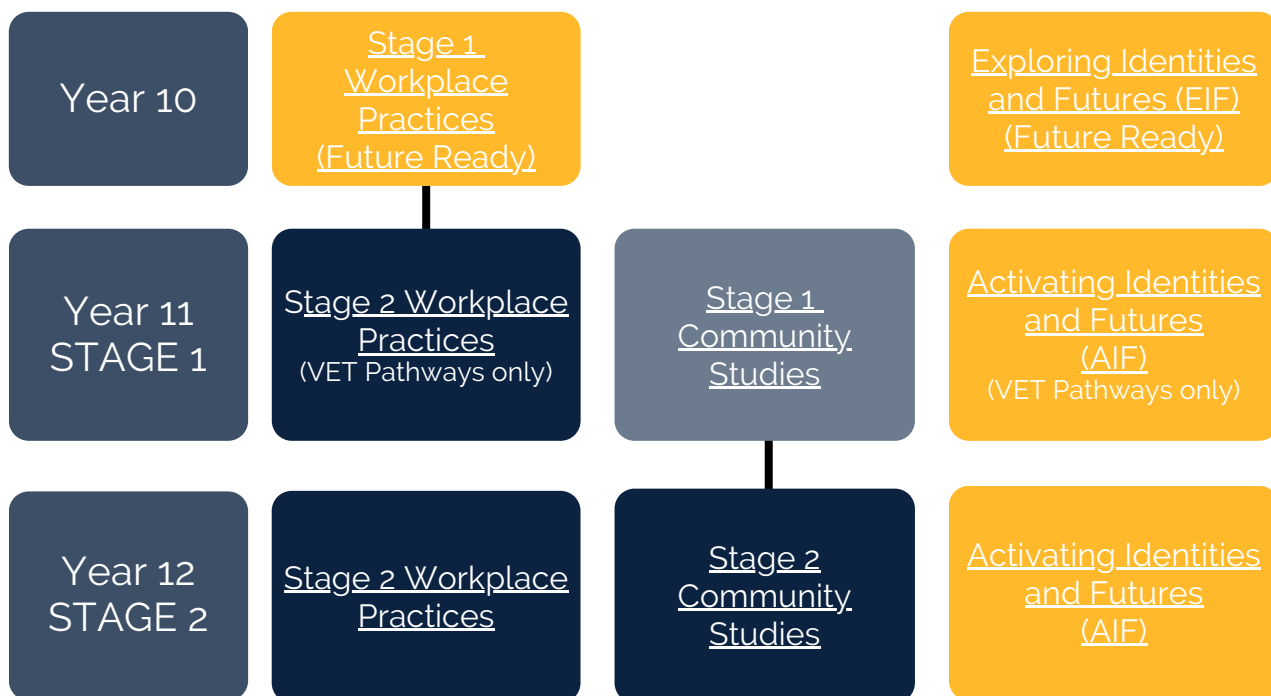
Curriculum Guide

Years 7 to 12



VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

CROSS - DISCIPLINARY subject paths



Compulsary	Semester
Full year	Not offered in 2027

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.



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EVERY STUDENT MATTERS

ENGLISH

Curriculum Guide

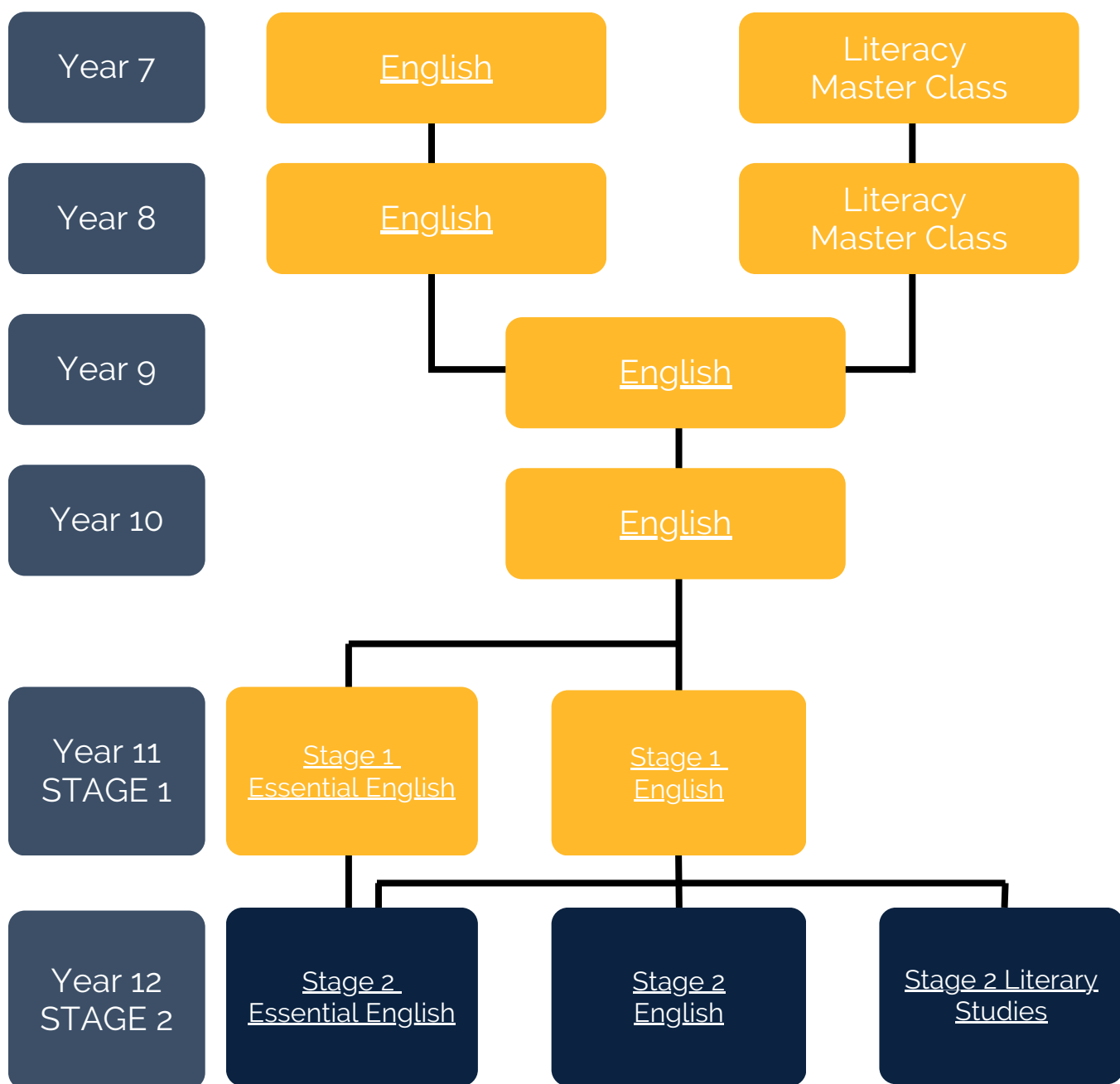
Years 7 to 12



VALLEY VIEW
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EVERY STUDENT MATTERS

ENGLISH

subject paths



Compulsary

Semester

Full year

Not offered in
2027

Year 7 and 8 Literacy Master Class

Length Full year

Course description

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.

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

Length Full year

Course description

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

Length Full year

Course description

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 Full year

SACE credits 20

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
- Creating texts

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	Full year
SACE credits	20
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
- Creating texts
- Intertextual Study

Additional course counselling information

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

Stage 2 Essential English

Length	Full year
SACE credits	20
Essential background:	Successful completion of Stage 1 English or Essential English

Course description

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

Students understand and interpret information, ideas, and perspectives in texts and use independent research skills to consider ways in which language choices are used to create meaning.

Assessment

Assessment Type 1: Responding to Texts (30%);
Assessment Type 2: Creating Texts (40%);
Assessment Type 3: Language Study (30%)

Stage 2 English

Length	Full year
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	Full year
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%).
 - Comparative Text Study (15%)
 - Critical Reading Exam (15%)



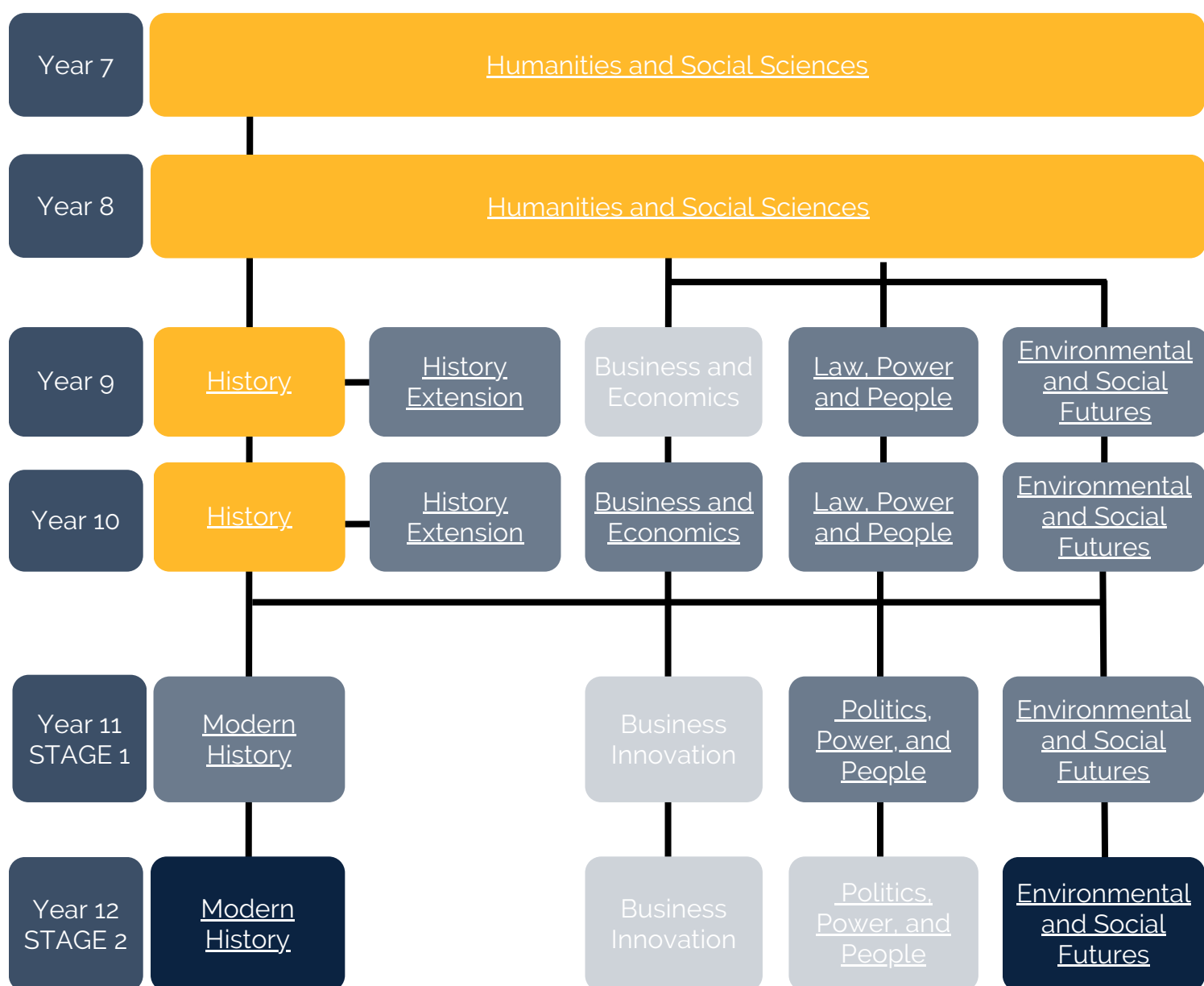
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SECONDARY SCHOOL
EVERY STUDENT MATTERS

HUMANITIES AND SOCIAL SCIENCES

Curriculum Guide
Years 7 to 12



HUMANITIES AND SOCIAL SCIENCES subject paths



Compulsary	Semester
Full year	Not offered in 2027

Year 7 and 8 HASS

Length Full year

Course description

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

Length 1 semester

Course description

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 History Extension

Length 1 semester

Course description

History Extension is an elective designed for students who have a strong interest in history and want to explore Year 9 topics in greater depth. The course provides flexible opportunities for students to investigate areas of interest beyond the core curriculum, working in collaboration with the teacher to shape the program. It also offers a solid foundation for students who are considering studying Modern History in Years 11 and 12.

Year 9 Environmental & Social Futures

Length 1 semester

Course description

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 10 History

Length 1 semester

Course description

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 9 Law, Power and People

Length 1 semester

Course description

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 Extension

Length 1 semester

Course description

History Extension is suited to students eager to engage at a deeper level with the core year 10 history topics. Students have the opportunity to critically analyse key historical events, conduct independent research, and engage in discussion, with the course structure adaptable to their interests in partnership with the teacher. This subject is strongly recommended for those considering Modern History in Years 11 and 12, as it provides valuable preparation for senior history studies.

Year 10 Business and Economics

Length 1 semester

Course description

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 Environmental & Social Futures

Length 1 semester

Course description

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, Power and Justice

Length 1 semester

Course description

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

Length 1 semester

SACE credits 10

Essential background: Year 10 History (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:

- Russian Revolution
- Vietnam War
- Post-W/WII in Europe
- Imperialism
- Decolonisation

Assessment

Students demonstrate evidence of learning through the following assessment types:

- Historical Skills (70%)
- Historical Study (30%)

Stage 1 Environmental & Social Futures

Length 1 semester
SACE credits 10
Essential background: Year 10 Environmental & Social Futures (C grade or better).

Course description

Stage 1 Environmental and Social Futures explores the connections between contemporary social and environmental issues and the implications for our future. Students will investigate the role and impacts of artificial intelligence (AI) assessing both the opportunities and ethical considerations of technological advancement. There will also be a focus on climate change, where students will examine the impact on communities displaced by environmental factors. Inquiry-based projects and community action will encourage students to understand, analyse, and suggest responses to these real-world issues.

Topics of study may include:

- Impacts of Artificial Intelligence (AI)
- Climate change
- Contemporary issues

Stage 1 Politics, Power and People

Length 1 semester
SACE credits 10
Essential background: Year 10 Law, Power & People (C grade or better)

Course description

Students examine the ways political systems, institutions, and individuals operate within society. Students investigate contemporary issues, power structures, and the role of citizenship, exploring how people engage with politics locally, nationally, and globally. The course encourages inquiry and analysis into themes such as political participation, human rights, and the influence of political ideologies. Through collaborative and independent learning, students develop skills in research, communication, and critical thinking while engaging in debates and discussions about current affairs and social movements.

Topics of study may include:

- Understanding how politics works
- Australian media: entertainer or informer?

Assessment

Students demonstrate evidence of learning through the following assessment types:

- Folio: 50%
- Sources Analysis: 20%
- Investigation: 30%

Stage 2 Modern History

Length Full year
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 include:

- The Soviet Union & Cold War
- Germany Pre & Post WWI & WWII
- The changing world order

Assessment

Students demonstrate evidence of learning through the following assessment types:

- Historical Skills (50%)
- Historical Study (20%)
- Exam (30%)

Stage 2 Environmental & Social Futures

Length Full year
SACE credits 20
Essential background: Stage 1 Environmental & Social Futures (C grade or better)

Course description

This subject builds on students' experiences from the Stage 1 course, providing a platform to investigate contemporary environmental and social issues that affect natural and human systems. Students explore topics such as climate change, resource management, urban development, social equity, and the wellbeing of communities. The course encourages students to critically examine the challenges and consequences associated with these issues, consider multiple perspectives, and explore potential solutions. There is a strong emphasis on connecting their learning to real-world events and community.

Topics of study include:

- Circular economy for sustainability
- Population growth and population decline
- Local and national contemporary social and environmental issues

Assessment

- Folio: 50%
- Sources Analysis: 20%
- Investigation: 30%

Stage 2 Politics, Power and People

Length Full year
SACE credits 20
Essential background: Stage 1 Politics, Power & People (C grade or better)

Course description

Stage 2 Politics, Power and People is an advanced study of the complex relationships between governments, institutions, and individuals. Students explore global and Australian political systems, analyse contemporary issues, and investigate the causes and impacts of political change. The course focuses on themes such as political representation, policy-making, citizenship, and democracy, encouraging students to critically examine the ways power is exercised and contested. Students enhance their understanding of political processes and develop lifelong skills in inquiry, argumentation, and informed participation in civic life.

Topics of study may include:

- Making meaning about democracy- exploring Australian political narratives
- A world in existential crisis
- Mediatization of politics

Assessment

Students demonstrate evidence of learning through the following assessment types:

- Folio: 50%
- Sources Analysis: 20%
- Investigation: 30%



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SECONDARY SCHOOL
EVERY STUDENT MATTERS

HEALTH AND PHYSICAL EDUCATION

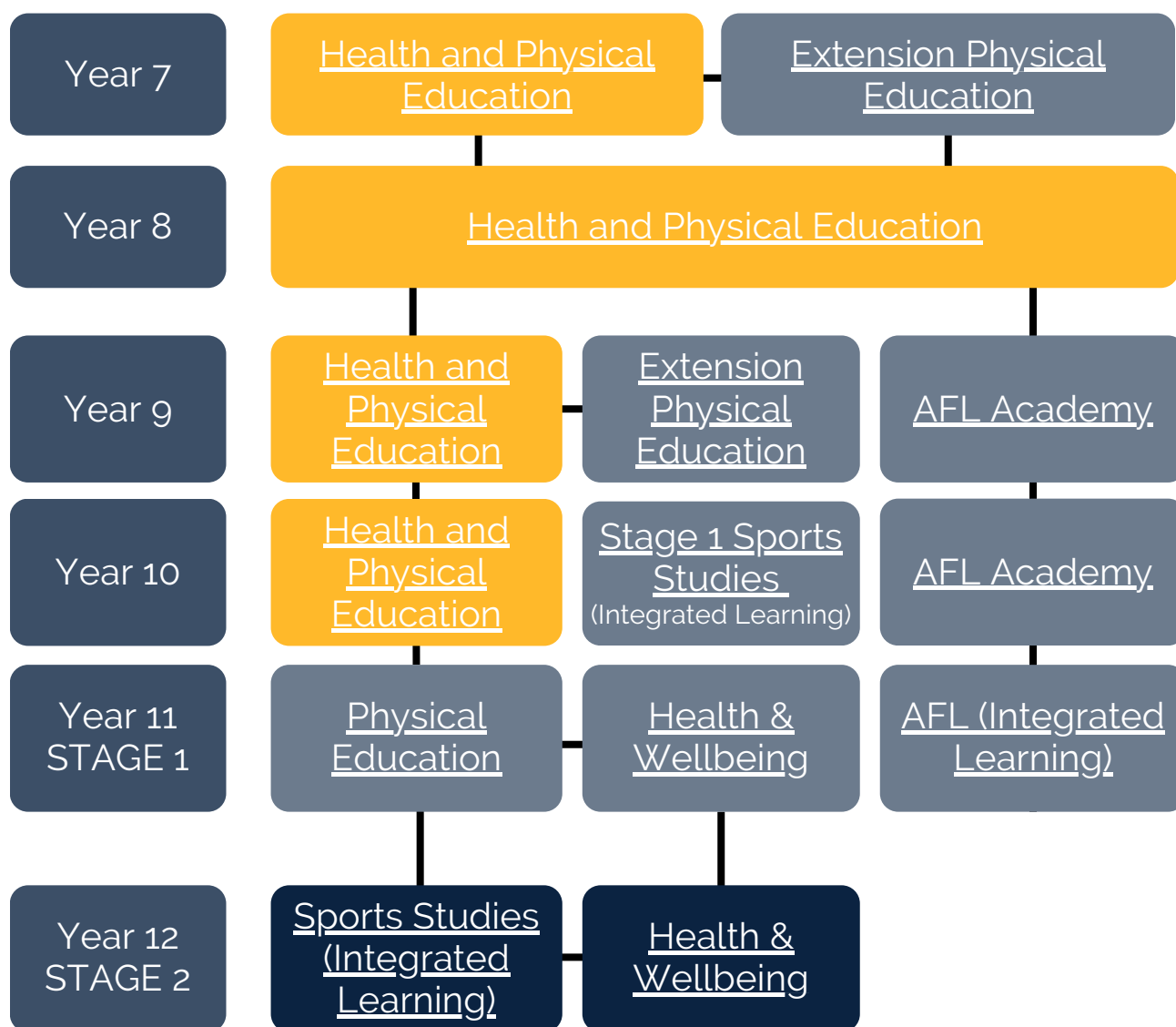
Curriculum Guide

Years 7 to 12



VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

HEALTH AND PHYSICAL EDUCATION subject paths



Compulsary	Semester
Full year	Not offered in 2027

Year 7 Health and Physical Education

Length 1 semester

In year 7 Health and Physical Education students participate in a range of topics aimed at developing their physical, social, and emotional health. Students will participate in a range of physical activities to help them find activities they enjoy and can develop their collaboration, communication, and leadership skills. Students will develop the basic knowledge and skills required to participate in a variety of sports and activities while being inclusive of all participants.

Year 7 students will participate in the following units:

- Fundamental Movement Skills
- Fair Play
- Nutrition
- Sexual Health and Relationships

Year 8 Health and Physical Education

Length 1 semester

In year 8 Health and Physical Education students participate in a range of topics aimed at providing students with opportunities to develop their practical skills as well as their understanding of the importance of physical activity and relationships. Students will be encouraged and supported to develop and reflect on their capabilities such as collaboration and communication and will have opportunities to develop these skills in practical and real life contexts.

Year 8 students will participate in the following units:

- Invasion games
- Modified sports
- Health benefits of physical activity
- Sexual Health and Relationships

Year 7 Physical Education Extension

Length 1 semester

In year 7 Extension HPE students will participate in a range of physical activities to help develop their basic skills. Students will participate in sports and physical activities aimed at challenging their current skill level to help develop resilience and emphasise the development of their capabilities and dispositions. Students will learn about the muscular and skeletal systems and how these systems contribute to sporting performance.

Year 7 Extension HPE students will participate in the following units:

- Lacrosse
- Pickleball
- Volleyball
- Muscles and Bones

Year 9 Health and Physical Education

Length 1 semester

In year 9 Health and Physical Education students participate in a range of topics aimed at providing students with opportunities to develop their practical skills as well as their understanding of the importance of physical activity and relationships. Students will be encouraged and supported to develop and reflect on their capabilities such as collaboration and communication and will have opportunities to develop these skills in practical and real-life contexts.

Year 9 students will participate in the following units:

- Striking and fielding games
- Group Dynamics
- Health benefits of physical activity
- Sexual Health and Relationships

Year 9 Physical Education Extension

Length 1 semester

In year 9 Extension PE students will develop their knowledge and skills in a variety of sports and develop an understanding of how to transfer their tactics and skills from one sports/activity to another. Students will begin learning about the components of fitness and how to apply/improve them to better their sporting performance. Students will also have the opportunity to develop their capabilities such as communication and collaboration when coaching other students.

Year 9 students will participate in the following units:

- Field Invasion Games – Tactical Transfer
- Fitness Testing
- Coaching
- Skill transfer

Year 10 Health and Physical Education

Length 1 semester

In year 10 Health and Physical Education students participate in a range of topics aimed at providing students with opportunities to develop their practical skills as well as their understanding of the importance of physical activity and relationships. Students will be encouraged and supported to develop and reflect on their capabilities such as collaboration and communication and will have opportunities to develop these skills in practical and real-life contexts.

Year 10 students will participate in the following units:

- Net/Wall Games
- Lifelong Physical Activity
- Mental Health
- Sexual Health and Relationships

Year 9 AFL Academy

Length 1 semester

The Year 9 Australian Football Academy gives students the opportunity to gain knowledge and skills relating to coaching and sport participation through Australian Football. The subject draws links between aspects of students' lives, physical activity, Australian Football and the community. This course is designed for students who have a keen interest in Australian Football, coaching, and umpiring. Students will plan and run practical activities with their peers, giving them an opportunity to apply the knowledge they have gained throughout the course.

Year 9 Australian Rules Football students will participate in the following units:

- Skill Development (developing individual skills)
- Umpiring (SANFL Umpiring Course)
- Fitness
- Technique Analysis (Drop punt analysis, comparison, and improvement)

Year 10 AFL Academy

Length 1 semester

The Year 10 Australian Football Academy gives students the opportunity to gain knowledge and skills relating to coaching and sport participation through Australian Football. The subject draws links between aspects of students' lives, physical activity, Australian Football and the community. This course is designed for students who have a keen interest in Australian Football, coaching, and umpiring. Students will plan and run practical activities with their peers, giving them an opportunity to apply the knowledge they have gained throughout the course.

Year 10 Australian Rules Football students will participate in the following units:

- Skill Development (developing individual skills)
- Game Analysis (investigating and applying current tactics of Australian Football)
- Coaching (SANFL Coaching Course)
- Community Project

Year 10 - Stage 1 Sports Studies

Length 1 semester

SACE credits 10

Essential background: Year 9 HPE/Extension PE (C grade or better desirable but not essential).

In year 10 Introduction to Sports Studies, students will further develop the skills and capabilities associated with working in teams. They will participate in different sports to develop their skills, work in small groups to coach other students, and investigate a topic of interest related to sport and physical activity.

Assessment

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

Assessment type 1: Practical Exploration (40%)

- Practical Portfolio

Assessment type 2: Connections (30%)

- Coaching

Assessment type 3: Personal Venture (30%)

- Investigation

Stage 1 Physical Education

Length 1 semester

SACE credits 10

Essential background: Year 10 HPE/Stage 1 Sports Studies (C grade or better desirable but not essential)

Course description

In Stage 1 Physical Education, 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. Students will analyse a technique from a sport to find ways to improve their technique through biomechanics, fitness, etc, and will work in small teams in a competition to develop their coaching, collaboration, and communication skills.

Assessment

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

Assessment Type 1:

- Performance Improvement (50%)

Assessment Type 2:

- Physical Activity Investigation (50%)

Stage 1 Health & Wellbeing

Length 1 semester

SACE credits 10

Essential background: Year 10 HPE/Stage 1 Sports Studies (C grade or better desirable but not essential)

Course description

In Stage 1 Health and Wellbeing, students develop the knowledge, skills, and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities, and global society.

Assessment

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

Assessment Type 1: Practical action

- Task 1: Personal wellbeing goal (30%)
- Task 2: Adolescent health awareness (30%)

Assessment Type 2: Issue inquiry

- Task 3: Current media trends (40%)

Stage 1 AFL (Integrated Learning)

Length 1 semester

SACE credits 10

Essential background: Year 10 HPE/Stage 1 Sports Studies (C grade or better desirable but not essential).

Course description

Integrated Learning: Australian Football Academy gives students the opportunity to gain knowledge and skills relating to coaching and sport participation through Australian Football. The subject draws links between aspects of students' lives, physical activity, Australian Football and the community. This course is designed for students who have a keen interest in Australian Football, coaching, and umpiring. Students will plan and run practical activities with their peers, giving them an opportunity to apply the knowledge they have gained throughout the course.

Assessment

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

Assessment type 1: Practical Exploration (40%)

- Practical Portfolio

Assessment type 2: Connections (30%)

- Coaching

Assessment type 3: Personal Venture (30%)

- Investigation

Stage 2 Sports Studies (Integrated Learning)

Length Full year

SACE credits 20

Essential background: Stage 1 Physical Education (C grade or better desirable but not essential).

Course description

Integrated Learning: Sports Studies gives students the opportunity to gain knowledge and skills relating to coaching and sport participation. The subject draws links between aspects of students' lives, physical activity, sport and the community. This course is designed for students who have a keen interest in sport, physical activity, coaching and umpiring. Students will plan and run two practical activities with their peers, giving them an opportunity to apply the knowledge they have gained throughout the course.

Assessment

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

Assessment Type 1:

- Practical inquiry (40% 2 tasks with a weighting of 20% each)

Assessment Type 2:

- Connections (30%)

Assessment Type 3:

- External assessment (30%)

Stage 2 Health and Wellbeing

Length Full year

SACE credits 20

Essential background: Stage 1 health and wellbeing (C grade or better desirable but not essential).

Course description

In Stage 2 Health and Wellbeing, students develop the knowledge, skills, and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities, and global society.

Assessment

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

Assessment Type 1:

- Initiative (40% 2 tasks with a weighting of 20% each)

Assessment Type 2:

- Folio (30% 2 tasks with a weighting of 15% each)

Assessment Type 3:

- External assessment (30%)



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EVERY STUDENT MATTERS

MATHEMATICS

Curriculum Guide

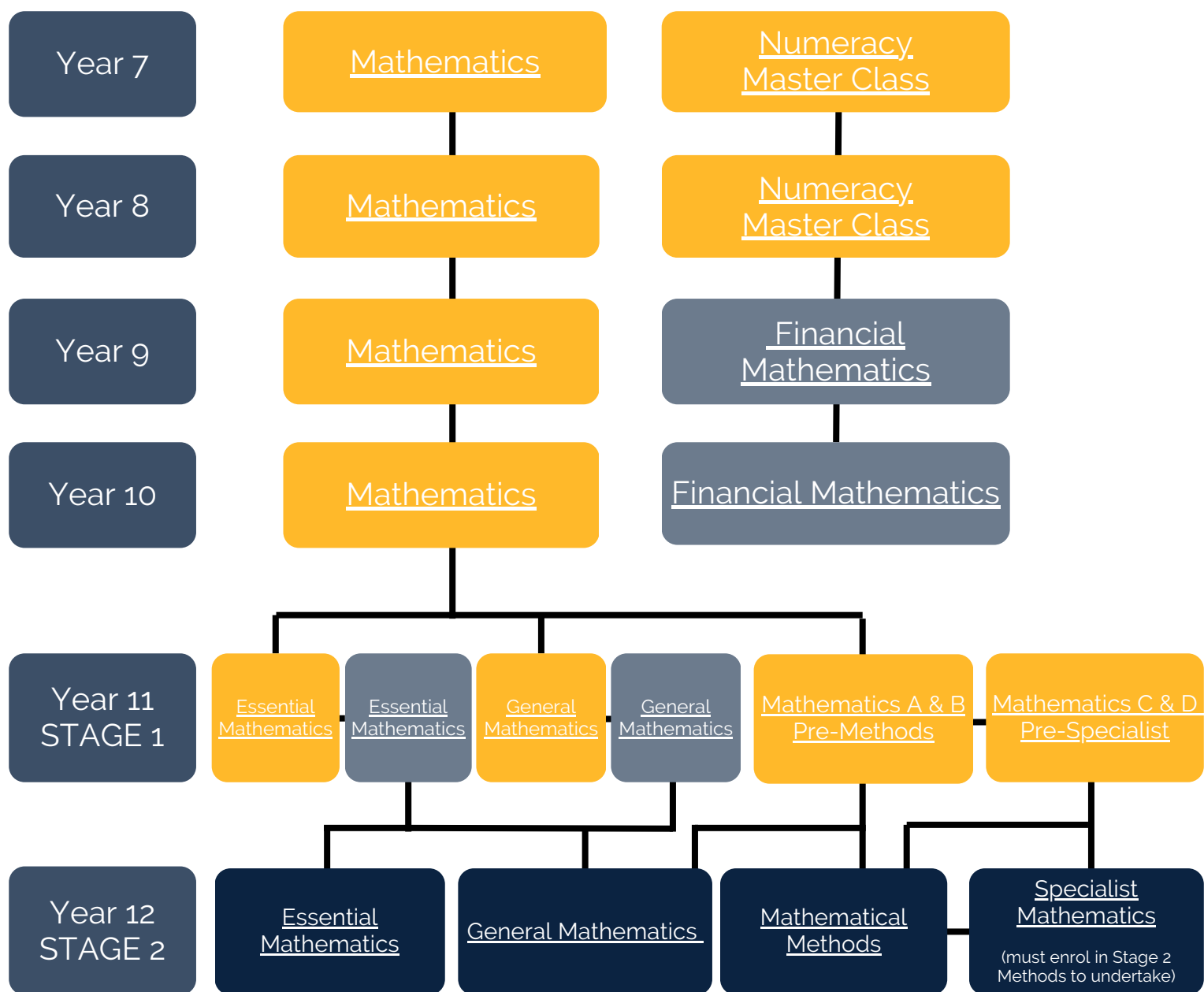
Years 7 to 12



VALLEY VIEW
SECONDARY SCHOOL
EVERY STUDENT MATTERS

MATHEMATICS

subject paths



Year 7 and 8 Numeracy Masterclass

Length

Full year

Course description

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

Length

Full year

Course description

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

Length

Full year

Course description

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 Mathematics

Length

Full year

Course description

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 9 and 10 Financial Mathematics

Length Full year

Course description

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 10 Mathematics

Length Full year

Course description

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.

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%), 1 investigations
- skills and applications tasks, (60%); 3 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 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 Essential Mathematics

Length Full year

SACE credits 20

Essential background: Successful completion of Stage 1 Essential Maths or General Maths

Course description

In stage 2 Essential Mathematics students get the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

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%).

Stage 2 General Mathematics

Length Full year

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 Full year

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 Full year

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.



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SCIENCE

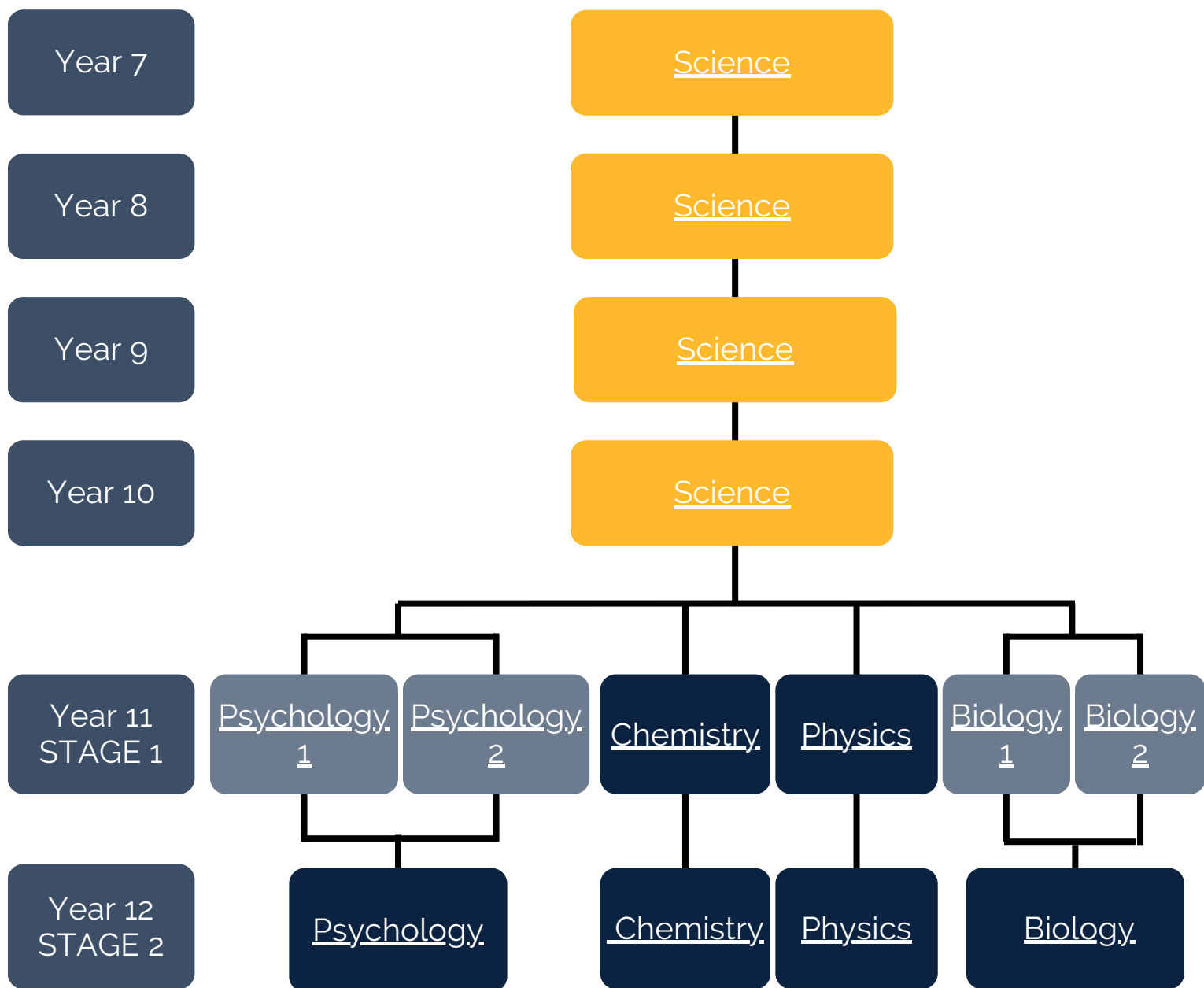
Curriculum Guide

Years 7 to 12



SCIENCE

subject paths



Year 7 Science

Length Full year

Course description

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 they create to predict and explain events.
- consider the effects of multiple forces when explaining changes in an object's motion and apply this to the design of paper helicopters
- develop STEM Skills through participation in a crystal growing investigation.

Year 9 Science

Length Full year

Course description

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 wave and particle level.
- explore these concepts as they relate to the global carbon cycle.
- continue to develop STEM skills.

Year 8 Science

Length Full year

Course description

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, molecules and 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 scientific investigations.

Year 10 Science

Length Full year

Course description

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 how 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

Stage 1 Biology focuses on developing an understanding of the core concepts of biology, including cellular structures and processes, physiology, genetics, and the interaction of organisms with their environment. The course emphasises scientific inquiry and practical investigations, encouraging students to use biological knowledge to analyse issues, solve problems, and communicate findings. Skills developed include conducting experiments, interpreting data, evaluating information, and understanding how biology relates to everyday life and current scientific developments.

Assessment

Students demonstrate evidence of learning through the following assessment types:

- investigations Folio (60%)
- skills and applications tasks (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 or Year 10 Science (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 (50%)
- skills and applications tasks (50%).

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

Stage 1 Chemistry A is a hands-on and engaging subject that helps students understand what the world is made of, from the structure of atoms to the way atoms combine and form the molecules found in everyday materials. Students explore Materials and their Atoms, Combining Atoms, and Molecules, learning about atomic structure, the periodic table, bonding, molecular shape, polarity, hydrocarbons, and polymers, while linking these ideas to the properties and uses of real substances. Through practical investigations and problem-solving, students build scientific skills and discover how chemistry helps explain real-world issues in health, industry, technology, and the environment, and how chemical knowledge can shape decisions about important social and environmental issues. This subject is an excellent pathway for students interested in future study or careers in medicine, pharmacy, nursing, chemical engineering, environmental science, forensic science, materials science, and product design.

Assessment

Students demonstrate evidence of learning through the following assessment types:

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

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

Stage 1 Chemistry B builds on the knowledge and skills developed in Chemistry A and explores how chemistry helps us understand and respond to real-world challenges. Students investigate Mixtures and Solutions, Acids and Bases, and Redox Reactions, learning about solubility, concentration, energy changes, pH, neutralisation, oxidation, reduction, and electrochemistry. Through practical investigations and problem-solving, students develop their scientific skills while exploring how chemistry applies to areas such as health, environmental sustainability, industry, and energy production, and how chemical knowledge can help shape decisions about important social and environmental issues. This subject is a valuable pathway for students interested in further study or careers in medicine, pharmacy, nursing, chemical engineering, environmental science, forensic science, materials science, and emerging technologies.

Assessment

Students demonstrate evidence of learning through the following assessment types:

- investigations folio (50%),
- skills and applications folio (50%),

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%),
- skills and applications tasks (50%).

Additional course counselling information

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%),
- skills and applications tasks (50%).

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%),
- skills and applications tasks (40%),

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%),
- skills and applications tasks (40%),

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 Full year

SACE credits 20

Essential background: Successful completion of Stage 1 Psychology 1 and/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%),
- Skills and applications tasks (40%)
- External exam (30%).

Additional course counselling information

Psychology study guide to be purchased - \$40 approx.

Stage 2 Physics

Length Full year

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 macrocosmos, 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%),
- Skills and applications tasks (40%),
- 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 Full year

SACE credits 20

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

Course description

Stage 2 Biology builds on Stage 1 concepts, delving deeper into molecular biology, evolution, ecosystems, and maintaining homeostasis in living things. Students continue to engage in scientific investigations and critical thinking, applying their knowledge to complex biological phenomena and ethical considerations in biotechnology and genetic research. The course prepares students for tertiary study by fostering independent research, analytical thinking, and effective communication, with a strong focus on evidence-based decision making and understanding biology's impact on society and the environment.

Assessment

Students demonstrate evidence of learning through the following assessment types:

- Investigations folio (30%),
- Skills and applications tasks (40%),
- External exam (30%).

Additional course counselling information

Biology study guide to be purchased - \$40 approx.

Stage 2 Chemistry

Length Full year

SACE credits 20

Essential background: Successful completion of Stage 1 Chemistry A and B (C grade or better).

Course description

Stage 2 Chemistry is an engaging and challenging subject that builds on earlier chemistry learning and helps students understand how chemical knowledge is used to explain and solve real-world problems. Students study Monitoring the Environment, Managing Chemical Processes, Organic and Biological Chemistry, and Managing Resources, exploring ideas such as climate change, reaction rates and equilibrium, organic compounds, biologically important molecules, energy use, water, soil, and materials. Through practical investigations, students develop strong scientific inquiry skills and learn how chemists test ideas, analyse evidence, and apply chemistry in areas such as health, industry, environmental management, and sustainability. Students also consider how chemical knowledge can influence society, support innovation, and inform decisions about important social and environmental issues. Stage 2 Chemistry is an excellent pathway for students interested in careers and further study in medicine, pharmacy, nursing, chemical engineering, environmental science, forensic science, biotechnology, research, and related STEM fields.

Assessment

Students demonstrate evidence of learning through the following assessment types:

- Investigations folio (30%),
- Skills and applications tasks (40%),
- External exam (30%).

Additional course counselling information

Chemistry study guide to be purchased - \$40 approx.

A scientific or graphics calculator is required.



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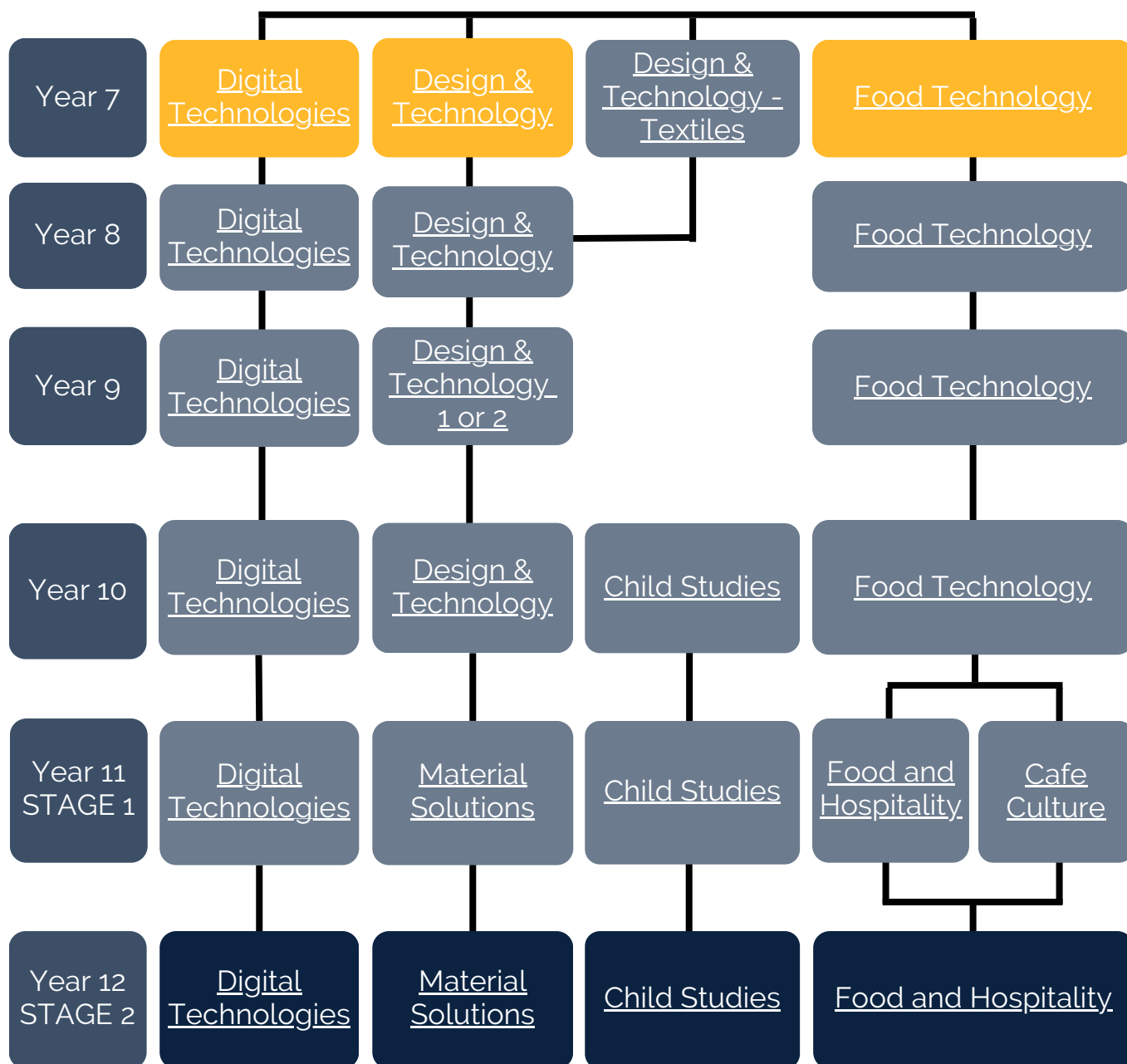
TECHNOLOGIES

Curriculum Guide

Years 7 to 12



TECHNOLOGIES subject paths



Compulsary	Semester
Full year	Not offered in 2027

Year 7 Design & Technology

Length 1 term

Course description

Year 7 Design and Technology introduces students to the design process through hands-on projects using a range of materials, tools and technologies. Students learn how designers identify problems and develop creative solutions to meet specific needs.

Year 7 Design & Technology - Textiles

Length 1 semester

Course description

Year 7 Textiles introduces students to the exciting world of textile design and construction through creative, hands-on projects. Students investigate how textiles are used in everyday life while learning foundational sewing techniques, design processes and safe use of equipment.

Students develop practical skills by designing and creating a range of textile products, exploring fabrics, fibres and decorative techniques. They are encouraged to think creatively, solve problems and evaluate their designs while considering sustainability and the needs of the end user.

Year 8 Design & Technology

Length 1 semester

Course description

Year 8 Design and Technology develops students' understanding of design thinking and production processes. Students work with a range of materials and technologies to create products that respond to real-world needs and opportunities. Students explore sustainability, innovation and user-centred design while refining practical skills.

Year 9 Design & Technology

Length 1 semester

Course description

Year 9 Design and Technology focuses on innovation, advanced problem-solving and project-based learning. Students investigate design opportunities, develop solutions and create products using specialised materials and technologies. Students work more independently, applying design thinking and technical skills to address authentic design challenges.

Students will:

- Investigate and define design opportunities
- Apply advanced design thinking processes
- Use specialised tools, materials and technologies
- Communicate ideas through technical drawings and digital design
- Manufacture and evaluate quality products
- Consider social, environmental and economic impacts of design

Year 10 Design & Technology

Length 1 semester

Course description

Students specialise in an area of Design and Technology, which may include timber, metal, CAD design, fashion or jewellery. Through the design process, students investigate problems, develop innovative solutions and create high-quality products using industry-standard tools, materials and technologies.

Students will:

- Design thinking and project management skills
- Technical skills within their chosen specialisation
- Creativity and innovation
- Computer-aided design and manufacturing techniques
- Evaluation and reflective practice
- Pathways into senior technologies studies and industry careers

Stage 1 Material Solutions

Length Full year

SACE credits 10

Essential background Stage 1 Material Solutions and/or Industry and Entrepreneurial Solutions 1 or 2 (C grade or better).

Course description

Students specialise in an area such as timber, metal, CAD design, fashion or jewellery. They use the design process to investigate, create and evaluate solutions while developing practical and technical skills.

Students will:

- Identify and investigate design opportunities
- Produce products using specialised tools and equipment
- Develop skills in planning and project management
- Communicate and evaluate design decisions
- Build industry-relevant practical skills

Assessment

Students demonstrate their learning through:

- Skills and Applications Tasks (40%)
- Product Development Project (40%)
- Evaluation (20%)

Stage 2 Material Solutions

Length Full year

SACE credits 20

Essential background Stage 1 Material Solutions and/or Industry and Entrepreneurial Solutions 1 or 2 (C grade or better).

Course description

Material Solutions enables students to use design thinking, creativity and technical expertise to create products and solutions using specialised materials and technologies. Students undertake a major design project that demonstrates innovation, problem-solving and craftsmanship.

Students will:

- Investigate design opportunities
- Apply advanced manufacturing techniques
- Use industry-standard technologies and processes
- Develop project management skills
- Evaluate and refine solutions for specific users and contexts

Assessment

School Assessment (70%)

- Skills and Applications Tasks (20%)
- Design Process and Solution (50%)

External Assessment (30%)

- Practical Skills Assessment

Year 7 Digital Technologies

Length 1 term

Course description

Year 7 Digital Technology introduces students to digital systems, coding and computational thinking. Students explore how digital technologies are used in everyday life and develop foundational skills in creating digital solutions. Through hands-on activities, students learn to identify problems, design solutions and communicate ideas using a range of digital tools.

Year 8 Digital Technologies

Length 1 semester

Course description

Year 8 Digital Technology expands students' understanding of programming, data and digital innovation. Students investigate how digital technologies shape society while developing skills in coding, automation and digital design. Students work through design challenges that require creativity, problem-solving and collaboration.

Year 9 Digital Technologies

Length 1 semester

Course description

Year 9 Digital Technology challenges students to design and develop digital solutions to real-world problems. Students apply computational thinking, coding and systems design to create innovative products and investigate current issues in technology. Students explore areas such as cybersecurity, artificial intelligence, 3D printing, robotics and software development.

Students will:

- Develop solutions using coding and programming
- Investigate cybersecurity and online safety
- Analyse data and digital systems
- Explore emerging technologies and innovation
- Evaluate ethical issues in technology
- Communicate and justify design decisions

Year 10 Digital Technologies

Length 1 semester

Course description

Year 10 Digital Technology challenges students to design, create and evaluate innovative digital solutions to real-world problems. Students develop their understanding of computational thinking, programming, data analysis and digital systems while exploring how technology impacts individuals, communities and industries. Through project-based learning, students investigate emerging technologies such as artificial intelligence, cybersecurity, robotics and app development. Students work collaboratively and independently to design digital solutions that respond to authentic needs and opportunities.

Students will:

- Analyse and solve complex problems using computational thinking
- Design, create and evaluate digital solutions
- Develop programming and coding skills using a range of digital tools
- Investigate cybersecurity, data management and online safety
- Explore emerging technologies and their impact on society
- Communicate ideas and solutions using digital technologies
- Apply ethical and responsible practices when using technology

Stage 1 Digital Technologies

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

Digital Technologies focuses on designing and creating innovative digital solutions to real-world problems. Students develop programming, systems design and computational thinking skills while exploring emerging technologies and industry applications.

Students will:

- Analyse and solve digital problems
- Create digital products and systems
- Develop coding and programming skills
- Evaluate digital solutions
- Investigate ethical and social implications of technology

The subject consists of the following focus areas:

- Programming and Advanced programming
- Cyber and Networking
- Data analytics
- Exploring innovations.

Assessment:

Students demonstrate their learning through:

- Digital Solution Development (50%)
- Project Folio (25%)
- Evaluation and Reflection (25%)

Stage 2 Digital Technologies

Length Full year

SACE credits 20

Essential background: Stage 1 Digital Technologies (C grade or better)

Course description

Digital Technologies focuses on the creation of innovative digital solutions through the application of computational thinking, systems design and programming. Students work independently and collaboratively to solve authentic problems using digital technologies.

Students will:

- Design and develop digital systems
- Create software and digital solutions
- Analyse and manage data
- Evaluate the effectiveness of digital products
- Investigate emerging technologies and industry applications

The subject consists of the following focus areas:

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

Assessment

School Assessment (70%)

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

External Assessment (30%)

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

Year 7 Food Technology

Length 1 term

Course description

Year 7 Food Technology introduces students to the fundamentals of food preparation, kitchen safety and healthy eating.

Students explore where food comes from, learn basic food preparation skills and develop confidence working safely in a kitchen environment.

Students investigate food choices and sustainability while preparing a range of simple recipes. Through practical experiences, they learn to follow processes, work collaboratively and reflect on their learning.

Year 8 Food Technology

Length 1 semester

Course description

Year 8 Food Technology builds on students' practical skills and understanding of food systems.

Students investigate how food choices are influenced by culture, sustainability and consumer trends while developing a wider range of cooking techniques.

Students apply the design process to food challenges, experimenting with ingredients and evaluating the effectiveness of their food products.

Year 9 Food Technology

Length 1 semester

Course description

Year 9 Food Technology focuses on food innovation, contemporary food issues and hospitality skills. Students investigate how food technologies influence the way food is produced, marketed and consumed while developing greater independence in practical food preparation. Students design and create food solutions for specific audiences and evaluate their decisions using nutritional, social and environmental considerations.

Students will:

- Investigate contemporary food issues and trends
- Apply advanced food preparation techniques
- Design food solutions for specific needs and audiences
- Analyse nutrition, sustainability and consumer influences
- Evaluate food products and production processes
- Develop skills relevant to the hospitality industry

Year 10 Food Technology

Length 1 semester

Course description

Year 10 Food Technology combines practical food preparation with an exploration of contemporary food and hospitality issues. Students investigate how food choices are influenced by health, culture, sustainability, technology and consumer trends while developing advanced food preparation and presentation skills. Through practical investigations and design challenges, students plan, prepare and evaluate food products for specific purposes and audiences. Students develop greater independence in the kitchen and gain an understanding of the role food plays within individuals, families, communities and the hospitality industry.

Students will:

- Develop advanced food preparation, presentation and evaluation skills
- Investigate nutrition, health and wellbeing
- Explore contemporary food trends and consumer influences
- Examine sustainability and ethical food production practices
- Design and create food solutions for specific needs and audiences
- Apply food safety and risk management practices
- Analyse the role of food within the hospitality industry
- Reflect on and evaluate food products, processes and decisions

Stage 1 Cafe Culture (Integrated Learning)

Length 1 semester

SACE credits: 10

Course description

Cafe Culture provides students with authentic learning experiences connected to the food and hospitality industry. Students investigate café operations, customer service, barista skills, menu development and workplace practices while developing enterprise and employability skills.

Students may:

- Develop barista and café service skills
- Design menus and promotional materials
- Investigate food and beverage trends
- Plan and manage hospitality experiences
- Develop teamwork and communication skills
- Connect learning to future pathways and careers

Assessment

Students demonstrate their learning through:

- Practical Application (40%)
- Folio (40%)
- Reflection (20%)

Stage 2 Food and Hospitality

Length Full year

SACE credits 20

Course Description

Food and Hospitality enables students to investigate the role of food and hospitality in contemporary Australian society. Students analyse current issues, develop practical food skills and apply knowledge to real-world hospitality contexts.

Students could explore:

- Investigate food and hospitality issues
- Develop advanced practical food skills
- Evaluate industry trends and consumer influences
- Apply food safety and risk management practices
- Communicate informed responses to food-related challenges

Assessment

Students demonstrate evidence of learning through the following assessment types:

School Assessment (70%)

- Practical Activity
- Group Activity

External Assessment (30%)

- Investigation

Stage 1 Food and Hospitality 1

Length 1 semester

SACE credits: 10

Course description

Food and Hospitality focuses on the contemporary food and hospitality industry and the role food plays in individuals, families and communities. Students investigate food trends, nutrition, food safety and hospitality practices while developing practical food preparation skills.

Students could explore:

- Prepare and present a range of food products
- Investigate food-related issues and trends
- Develop food safety and hospitality practices
- Work collaboratively in practical environments
- Evaluate products, processes and decisions

Assessment

Students demonstrate their learning through:

- Practical Activities (50%)
- Group Activity (25%)
- Investigation (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.

Year 10 Child Studies

Length 1 semester
SACE credits: 10

Course Description

Child Studies explores the growth, development and wellbeing of children from conception to eight years of age. Students investigate how children learn, develop and build relationships, while examining the important role families, communities and professionals play in supporting healthy development. Through practical projects, investigations and real-world learning experiences, students explore contemporary issues affecting children and families. Students develop an understanding of how educators, health professionals and community services work together to support children's physical, social, emotional and cognitive development. Where possible, students engage with local early childhood services and allied health professionals to gain authentic insights into careers and pathways that support children and families.

Students explore:

- Child growth, development and learning
- Health, wellbeing and resilience
- Relationships, families and community influences
- Play-based learning and early childhood education
- Contemporary issues affecting children and families
- The role of educators, health professionals and support services
- Careers in education, health, psychology and community services

Stage 1 Child Studies

Length 1 semester
SACE credits 10

Course Description

Stage 1 Child Studies focuses on understanding children's growth, development and wellbeing within contemporary society. Students investigate how family, culture, education, health and community services influence children's lives and development. Students engage in practical and inquiry-based learning experiences that connect theory to real-world contexts. Through investigations, projects and community connections, students explore how children learn, develop relationships and build resilience. Students are encouraged to consider the important role that educators, allied health professionals and support services play in promoting positive outcomes for children and families.

The subject provides valuable insight into careers that support children across education, health and community sectors.

Assessment

Students demonstrate their learning through:

- Practical Activity (50%)
- Investigation (25%)
- Group Activity (25%)

Stage 2 Child Studies

Length	Full year
SACE credits:	20

Course Description

Stage 2 Child Studies provides students with opportunities to critically investigate the growth, development and wellbeing of children within contemporary Australian society. Students explore how biological, social, cultural and environmental factors influence children's development and examine the ways families, communities and professional services support positive outcomes for children. Students engage with contemporary research, investigate current issues and analyse the role of education, health and community services in promoting children's wellbeing. Through practical and collaborative learning experiences, students develop a deeper understanding of child development and the diverse needs of children and families.

A strong focus is placed on authentic learning experiences and career exploration. Students investigate pathways into teaching, early childhood education, psychology, allied health professions, nursing and community services while developing skills in research, communication, collaboration and critical thinking.

Assessment

School Assessment (70%)

- Assessment Type 1: Practical Activity (50%)
- Assessment Type 2: Group Activity (20%)

External Assessment (30%)

- Assessment Type 3: Investigation (30%).



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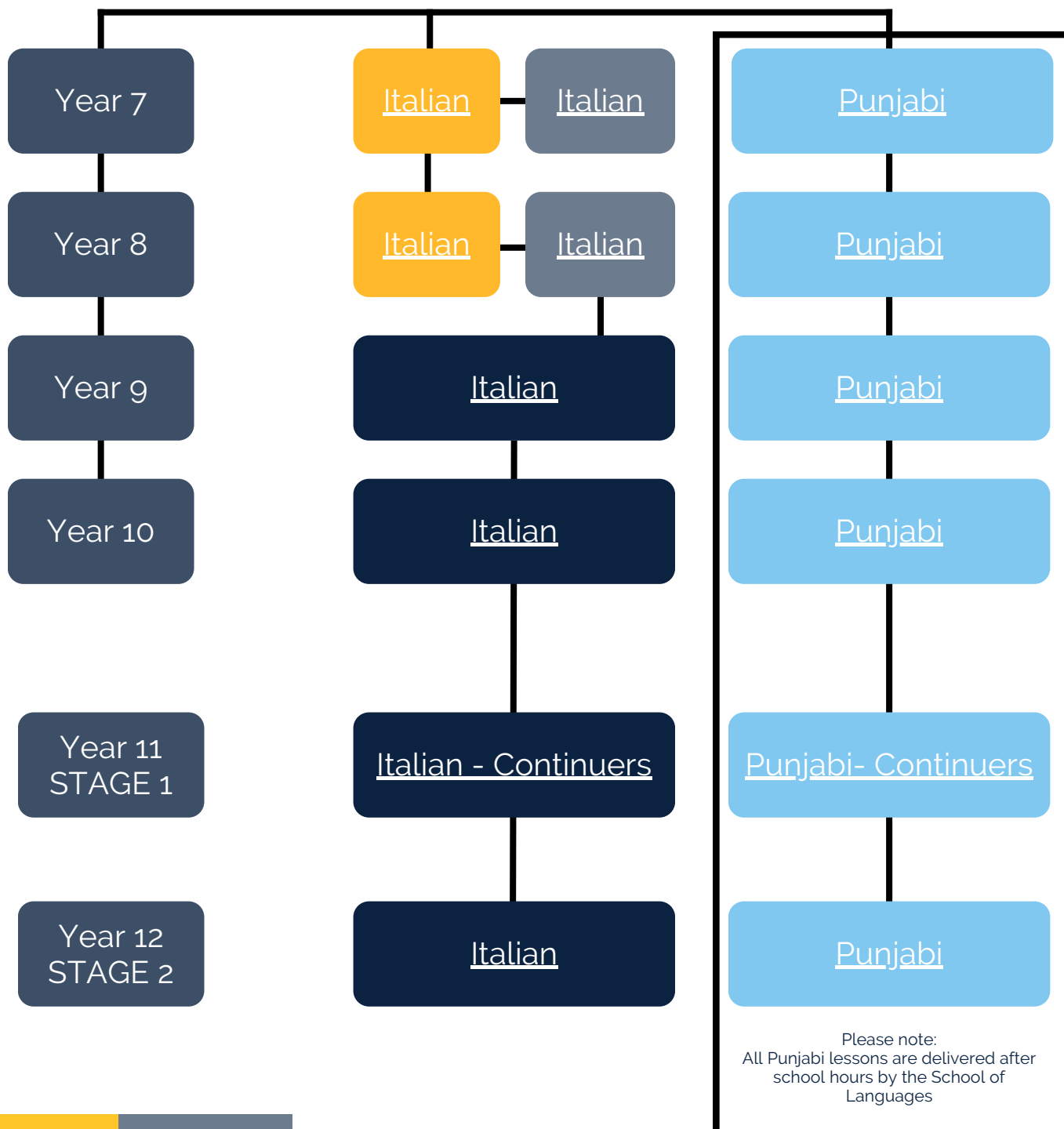
LANGUAGES

Curriculum Guide

Years 7 to 12



LANGUAGES subject paths



Compulsary	Semester
Full year	Not offered in 2027

Year 7 and 8 Italian

Length 1 semester 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 Full year

Essential background: Whole year - 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 Full year

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 Full year

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	Full year
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.

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 ਪੜ੍ਹਾਈ ਜਾਂਦੀ ਹੈ। ਸਕੂਲ ਆਫ਼ ਲੈਂਗੁਏਜਿਸ ਇੱਕ ਸਰਕਾਰੀ ਸਕੂਲ ਹੈ, ਇਸ ਸਕੂਲ ਵਲੋਂ ਐਡੀਲੇਡ ਦੇ ਮੈਟਰੋਪੋਲਿਟਨ ਇਲਾਕੇ ਵਿੱਚ ਬਹੁਤ ਸਾਰੀਆਂ ਥਾਵਾਂ ਉੱਤੇ, ਹੋਰ ਕਈ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਕਲਾਸਾਂ, ਮੁੱਖ ਸਕੂਲ ਦੇ ਸਮੇਂ ਤੋਂ ਬਾਅਦ ਲਗਾਈਆਂ ਜਾਂਦੀਆਂ ਹਨ। ਇਨ੍ਹਾਂ ਕਲਾਸਾਂ ਵਿੱਚ ਹਰ ਸਕੂਲੀ ਖੇਤਰ ਦੇ ਵਿਦਿਆਰਥੀ ਸਿੱਖਿਆ ਲੈ ਸਕਦੇ ਹਨ। ਵੈਲੀ ਵਿਊ ਸੈਕੰਡਰੀ ਸਕੂਲ ਵਿੱਚ ਸੱਤਵੀਂ ਤੋਂ ਬਾਰਵੀਂ (7 - 12) ਕਲਾਸ ਦੇ ਵਿਦਿਆਰਥੀ, ਹਫ਼ਤੇ 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 ਟੈਲੀਫੋਨ ਨੰਬਰ 8301 4800 ਤੋਂ ਲਈ ਜਾ ਸਕਦੀ ਹੈ।

Stage 1 Punjabi Continuers

Length Full year
Credits 20
Essential background: Year 10 Punjabi

Course description

This course follows the SACE Nationally Assessed Languages Continuers Level Stage 1 subject outline.

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:

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.

This subject leads to Stage 2 Punjabi in 2026.

Stage 2 Punjabi

Length Full year
Credits 20
Essential background: Stage 1 Punjabi Continuers

Course description

This course follows the SACE Nationally Assessed Languages Continuers Level Stage 2 subject outline.

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.



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