



MITCHAM GIRLS
HIGH SCHOOL



Curriculum Guide 2023

A girls' school | A public school | An unzoned school
Achieving academic excellence

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At Mitcham Girls High School, we are committed to high quality teaching and learning so that all students can reach their personal best.

This Curriculum Guide is designed to guide students, with the support of parents, in selecting the most appropriate subjects as they progress from Year 7 to Year 12 and beyond.

The Australian Curriculum is the basis of the offerings in Year 7 to Year 10. All subjects across all Learning Areas address the 'General Capabilities and Cross Curriculum Priorities'. The General Capabilities include Literacy, Numeracy, ICT, Critical and Creative Thinking and Ethical and Intercultural Understandings. The Cross Curriculum Priorities focus on Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia, and Sustainability.

The senior secondary curriculum, the SACE (South Australian Certificate of Education), addresses the same capabilities. As students undertake the SACE, they are required to select from subject outlines and be aware of the 200-point curriculum structure and the compulsory aspects of the SACE. The compulsory requirements include achievement in literacy, numeracy, the Personal Learning Plan (PLP) and the Research Project.

When selecting subjects at Year 10, 11 and 12 students are encouraged to seek information and advice from teachers, counsellors, past students, Year Level Leaders, staff at TafeSA, the universities, Careers Centres and other post school education and training providers. The job and career guides including the SATAC (South Australian Tertiary Admission Centre) can assist in planning pathways through secondary schooling and beyond.

Informed choices should be made based on students' preferences, information delivered in Care Group sessions, subject classes, and areas of strength.

When choosing subjects, students should keep the following points in mind:

- > What are my past achievements and will I enjoy studying this subject?
- > Will I be challenged by this subject?
- > Will this subject provide the future pathway I am interested in?
- > Will the combination of subjects I choose keep my options open?

We look forward to working with students to tailor their learning to develop independent, resilient and globally aware young adults of the future.

Linda Richardson
Principal



Arts – Performing Arts

The transferrable skills of working in teams, critical and creative thinking, problem-solving and confidence building are beneficial not only to those who aspire to a career in dance, acting, musical theatre, choreography, teaching, costume design, stage design, stage managing, directing, music performance, writing or conducting, but for all students regardless of career goals.

All Year 7, 8, 9 and 10 Performing Arts courses are designed to build on skills and knowledge to prepare students for the rigors of SACE Stage 1 and 2 Performing Arts courses.

In all Performing Arts courses, there may be opportunities to attend performances or workshops at the students' own expense.

Year 7, 8, 9 and 10 Dance

Students develop movement skills using physical strength, flexibility, coordination and balance through skill-based classes in jazz and/or contemporary technique.

Guided by a theme, they create their own movement compositions individually and in collaboration with others. They develop confidence by performing and reflecting on their own work and the work of other dancers and choreographers. Students study the requirements of safe dance practice, basic anatomy, injury prevention, and dance specific injuries. They gain an appreciation of dance from other cultures, communities and time periods.

Research and homework tasks are included in the theoretical component and participation in performances is compulsory.

GifT Dance

In Year 7, 8, 9 and 10, GifT Dance is offered to students who successfully audition for the program. Genres studied include jazz, contemporary, classical ballet, musical theatre and a cultural dance form.

Students study theoretical topics including safe dance practice and anatomy, dance in historical and contemporary contexts and choreographic processes. Participation in performances is compulsory.

SACE Stage 1 and 2 Dance

At SACE Stage 1, students study dance technique, composition, choreography, performance and the critical analysis of dance works.

At SACE Stage 2, students develop creative, technical and physical understandings and appreciation of dance as an art form.

Through the analysis of dance theatre performance, students learn about the choreography of local and international dance artists. They have the opportunity to explore a range of global dance traditions, influences and perspectives.

Year 9 and 10 Musical Theatre

Year 9 and 10 students can choose to study Musical Theatre for one semester. Students will work collaboratively to develop, plan and present Musical Theatre performances. Students will discuss and write about their own work and that of other musical theatre practitioners, to learn to express their own ideas. They are assessed on skills, knowledge and understanding in practical and written tasks. Musical Theatre occurs in Semester 1 only.

[Click here to go to the Arts Curriculum Sequence Chart](#)



Year 7, 8 and 9 Drama

Students are involved in both group and individual performance to develop a wide range of skills including improvisation and communicating a character on stage through the interpretation of play scripts and play building. They also learn about off stage roles which may include lighting, sound, costume and set design.

Students discuss and reflect on their own performances, and how others express dramatic ideas through performance and design. They are assessed on skills, knowledge and understanding in practical and written tasks.

Year 10 Drama

At Year 10, students begin to develop independent skills as theatre makers – students will plan, rehearse and perform a dramatic work as a class ‘company’, taking on various roles to get the production to the stage or screen. Students will also learn how to analyse their dramatic and creative choices and/or the creative choices of others through reflective practices.

SACE Stage 1 and 2 Drama

At Stage 1, students plan, rehearse and perform a dramatic work. They write and perform or design a production based on an investigation into a dramatic innovator or a style of drama. Students learn how to analyse their own dramatic and creative process, performance outcomes and the creative choices of others, through reflective writing. Assessment is based on these practical and written activities.

At Stage 2, students work collaboratively to develop and sustain a theatre company, which guides the direction of their major production and other creative performance pieces throughout the course. To ensure the success of their theatre company, students may take on various roles either on or off stage. They analyse, reflect on and evaluate their own dramatic processes. They interpret and analyse dramatic works and innovators through performance tasks and written and multimodal responses. Their assessment is based on a combination of these practical and written tasks.

Year 7, 8, 9 and 10 Music

Students can choose to study Music in Year 7 and 8 for a semester. At Year 9 students can choose one or two semesters and at Year 10 Music is studied for a full year.

Students study theory at their own level, write about their own work and that of other musicians to learn how to express musical ideas. Students are assessed on their skills, knowledge and understanding in practical, written and aural tasks.

Music students also attend weekly instrumental lessons on an instrument of their choice and perform in class ensembles, choir and/or bands.

Year 7 students learn the basic skills of reading and writing music, are introduced to classical music, experience playing a few instruments and play as an ensemble.

In Year 8, students develop skills in composition and learn about Jazz, Film Music and Careers in Music

In Year 9 students develop skills in composition and in the analysis of Australian Rock Music.

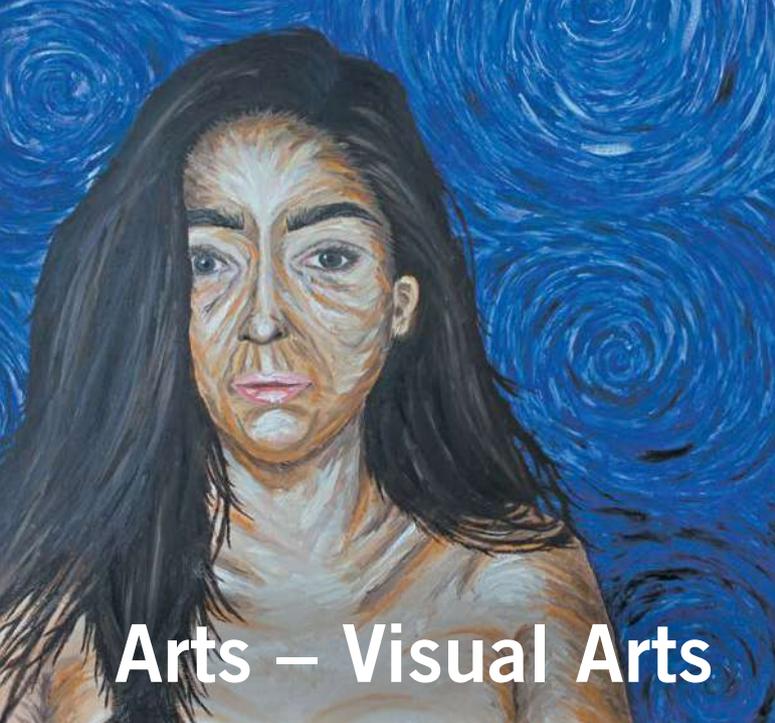
In Year 10, students develop skills in composition and arrangement using music software. They analyse works from The Classical Era, Women in Australian Popular Music and Jazz.

SACE Stage 1 and 2 Music

At Stage 1 students perform solos and in ensembles, study composing and arranging, music analysis, and apply music technologies.

They develop aural skills and interpret and analyse their own musical works and performance, and those of other musicians.

At Stage 2 students choose a full year course from Music Studies, Music Explorations or Music Performance – Solo/Ensemble. This choice is negotiated with the Music teacher and Arts Faculty Leader.



Arts – Visual Arts

The transferrable skills of working in teams, critical and creative thinking, problem-solving and confidence building are beneficial not only for those who aspire to a career in the Visual Arts, Graphic Design, Arts/Humanities, Science, Technology, Engineering, Architecture, Industrial Design or other related pathways, but for all students regardless of career goals.

Year 7, 8 and 9 Visual Arts

Year 7 and 8 students can choose to study Visual Arts gaining experience with a wide range of art materials to create drawings, prints, paintings, sculptures and other art works.

In Year 9, students hone their skills in portraiture, painting and pottery. They are introduced to 'Design Thinking' and creative problem solving in a Graphic Design based task.

In all Visual Arts courses, students discuss and write about their own work and that of other artists, to learn about how they express their ideas. They are assessed on their skills, knowledge and understanding in practical and written tasks.

All Year 7, 8 and 9 courses in Visual Arts equip students with the skills and knowledge to achieve success in SACE Stage 1 and 2 Visual Arts courses. It is recommended that if students wish to pursue this course of study in Year 11 and 12 that they successfully study the foundation courses in Years 7, 8 and 9.

Year 10 Art

Students can choose 1 or 2 semesters of Art. The content is different in each semester.

A folio of work includes experimentation with media and techniques, the development of an artistic idea, and a record of the process of creating the final artwork. Students will complete one Visual Study, researching an Artist, analysing their works, creating a practical interpretation and evaluating their learning.

Year 10 Design

Students can choose 1 or 2 semesters of Design. The content is different in each semester. A folio of work includes defining the brief, ideation, problem solving, design decision making and the process of making the final Design work. Students will complete two Visual studies, researching a designer or design genre. They analyse design works and present the work in creative presentations.

Year 9 Photography

In Year 9, students can choose to do Photography for one semester. They use SLR cameras to take photos and work in the dark room to produce photograms, develop black and white film and print images. In Digital Photography, they use Photoshop to enhance their images and create a Photo Story. The emphasis is on knowledge, understanding and application of the Visual Arts elements to Photography.

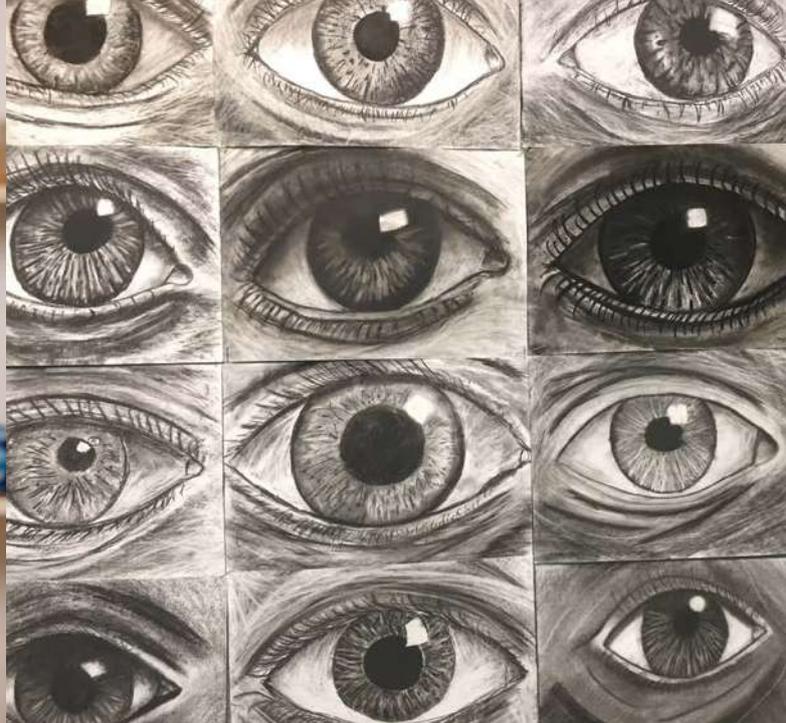
Year 10 Photography

Students can choose 1 or 2 semesters of photography. The content is different in each semester. Commercial, Artistic, Editorial, Event and Street Photography are genres that may be covered. Knowledge and understanding of in camera and software manipulation of images is gained. This subject can lead to Stage 1 Art, Design or Digital Media.

Year 9 and 10 Creative Arts

Year 9 and 10 students who have already completed one semester of Photography, Visual Art and/or Drama may also choose to study Creative Arts for one semester. Students work collaboratively in groups to develop, plan and present an exhibition, film, performance or other arts products. Creative Arts is offered in Semester 2 only.

[Click here to go to the Arts Curriculum Sequence Chart](#)



SACE Stage 1 Art

Students can choose 1 or 2 semesters of Art. The content is different in each Semester and allows students to follow individual artistic preferences.

Major Art works can be paintings, drawings, prints, digital painting, 3D works, or any other chosen media.

A folio of work includes experimentation with media and techniques, the development of an artistic idea, and a record of the process of creating the final Artwork.

Students will complete one Visual Study, researching an Artist, analysing their works, creating a practical interpretation and evaluating their learning.

SACE Stage 1 Design

Students can choose 1 or 2 semesters of Design. The content is different in each Semester and allows students to follow individual Design preferences.

Major Design works can be architectural models, fashion, graphics, digital graphics, gaming design, furniture, product design, packaging design or any other design genre.

A folio of work includes defining the brief, ideation, problem solving, design decision making and the process of making the final Design work.

Students will complete one Visual Study, researching a Designer, analysing their works, creating a practical interpretation and evaluating their learning.

SACE Stage 2 Art

Students experiment widely with media and techniques to express an idea in the creation of art works. They research, analyse and interpret the work of artists and reflect on their social, cultural and historical contexts.

SACE Stage 2 Design

Students extend their 'Design Thinking' techniques to solve problems using sketches, diagrams, models, digital media, photographs, prototypes, etc., based on a self-directed design brief. They research, analyse and interpret the work of designers and reflect on their social, cultural and historical contexts.

SACE Stage 1 and 2 Creative Arts

The school offers students the opportunity to study **Creative Arts** within existing Stage 1 or 2 Arts classes. However, enrolment in these courses is individually negotiated with the teacher and Faculty Leader. This strand of The Arts allows students to investigate, develop and produce arts products which cross over and/or combine Arts practice from any Arts field.



English and English as an Additional Language (EAL)

Year 7, 8, 9 and 10 English

Students engage with a variety of texts to develop an understanding of how texts differ in style, form, purpose and audience. They also develop a critical understanding of contemporary media texts and the ways they target particular audiences. Students complete a variety of tasks that involve listening, reading, writing, viewing, speaking and creating a range of texts.

Year 7, 8, 9 and 10 EAL

In order to study EAL, English must be an additional language or dialect for the student.

Students in EAL study both fiction and non-fiction texts, acquiring skills in listening, reading, analysis and communication. They participate in structured activities, learning how to interact, create and write more effectively. They develop an understanding of individual text types and learn to use language to communicate in a variety of unfamiliar contexts.

SACE Stage 1

Essential English

Students demonstrate their skills of communication through the interpretation, response and creation of a range of texts in contemporary forms. The subject is accessible to all students and provides an alternative approach to meeting the required literacy component for SACE. It focuses on a combination of real world and fictional text experiences. Evidence of learning is provided through text analysis, and multi-modal and written text creation. Assessment includes television, film and novel response questions, a social action speech, narrative writing and a multimodal response to an excursion.

English

Students demonstrate a range of skills in response to studies of texts including novels, plays, short stories, poems and media. They apply their knowledge and understanding to produce texts of their own for differing purposes and audiences. Students develop an increased awareness of the connections between texts and how language can be used to communicate in diverse ways. Evidence of learning is provided by analysis of texts, creating their own texts and intertextual study.

English Literary Studies

This Semester 2 course helps to prepare those students who are interested in undertaking Stage 2 English Literary Studies. It includes several tasks unique to this subject including a "transforming text" task and a "critical perspectives" task. There is also an emphasis on expanding exam skills. Additionally, the subject focuses on challenging texts and on developing students' comparative writing through an Individual Study where they are able to choose one of the texts.



SACE Stage 1 and 2 EAL

SACE EAL subjects focus on the development and use of skills and strategies in communication, comprehension, research, language and text analysis, and text creation. Students explore information, opinions and experiences through writing and speaking in a range of contexts. Students analyse personal, social and cultural perspectives presented in texts.

Both Stage 1 and 2 EAL are available to students who speak English as an additional language (EAL), and whose knowledge of the English language is classified as restricted based on the SACE eligibility criteria.

Stage 1 EAL

Evidence of learning is provided by:

- > Responding to texts
- > Interactive Study
- > Language Study

Stage 2 EAL

Evidence of learning is provided by:

- > Academic Literacy Study (30%)
- > Responses to Texts (40%)
- > Examination (30%) (Externally Assessed)

SACE Stage 2

Essential English

Students of Essential English respond to an analysis of a website, a film and reality television. They also have the opportunity to create a range of texts using written, oral and multi-modal formats. There are six school-based assessment tasks which include written analysis, an advocacy speech, a restaurant review and an instructional video. The external assessment task (30%) is a Language Study.

English

Students engage with a range of texts, such as novels, media texts, film, poetry and drama to develop an understanding of how authors communicate ideas and influence their audiences. Students respond to texts in a variety of forms and create their own texts for a number of diverse purposes.

English Literary Studies

This course focuses on the skills and strategies of analysis and critical thinking needed to interpret texts. It also focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students 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. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed. This course contains both course work and an exam.



Health & Physical Education

Year 7 and 8

Students complete a compulsory full year of Health and PE in Year 7 and 8. Throughout these years, students will develop their fitness, skills and coordination in a range of sports including:

- > Swimming
- > Gymnastics
- > Baseball
- > Athletics
- > AFL
- > Soccer
- > Badminton
- > Netball
- > Fitness

Within Health, students develop their knowledge in a number of topics including nutrition, mental health, relationships, sexual health, healthy choices and wellbeing.

Year 9 and 10

Students complete one compulsory semester of Health and Physical Education in Year 9 and 10. Throughout these years, students will develop their fitness, skills and coordination in a range of sports including:

- > Fitness
- > Volleyball
- > Football codes
- > Basketball

Within Health, students develop their knowledge in several topics including fitness, mental health, alcohol and other drugs and sexual health.

Year 9 Physical Education – Extension

This course is designed for students who are particularly interested in Physical Education and prepares students for SACE stage 1 and 2 PE. Students develop their skills and performance in a variety of negotiated practical sports. Students develop their knowledge and understanding of theory topics including biomechanics, energy systems and skill learning.

Year 9 Health

This course is designed to support students to develop their knowledge, skills, and understandings to explore and analyse health and wellbeing issues in a rapidly changing world. Students will be provided with opportunities to promote positive health outcomes for themselves and their community. Topics students will consider, but are not limited to, include:

- > Self-awareness
- > The Concepts of Kindness
- > Relationships/Working with others
- > Decision-making and problem-solving skills
- > Engaging in healthy risk taking (Negotiated activity Eg. Surfing)

Year 10 Health

This course is designed for students who are particularly interested in furthering their knowledge and skills to navigate the health and wellbeing pressures of adolescence. Students will be provided with opportunities to promote their own health and wellbeing

and support the health and wellbeing of those around them. Students who select this course will also be prepared should they wish to study Health and Wellbeing at a Stage 1 and Stage 2 level with an emphasis on developing group work skills and individual leadership. Topics will be negotiated with potential topics including, but not limited to:

- > Personal Health
- > First Aid
- > Global Health
- > Women's Health Issues

SACE Stage 1 Physical Education

Stage 1 Physical Education courses are offered to both Year 10 and 11 students and are designed to prepare students for Stage 2 Physical Education. Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities. SACE Stage 1 Physical Education consists of theory and practical components. The content of each course is slightly different, and it is highly recommended that students who intend to study Stage 2 Physical Education complete the multiple Stage 1 Physical Education courses on offer.

The following assessment types enable students to demonstrate their learning in Stage 1 Physical Education:

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

[Click here to go to the Health & Physical Education Curriculum Sequence Chart](#)



SACE Stage 2 Physical Education

Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which 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.

Evidence of learning is demonstrated through:

- > Assessment Type 1:
Diagnostics – weighting 30%
- > Assessment Type 2:
Improvement Analysis – weighting 40%
- > Assessment Type 3:
Group Dynamics – weighting 30%

SACE Stage 1 Health and Wellbeing

Students investigate factors that shape the behaviours and attitudes of individuals and groups in relation to health and wellbeing. They develop skills to consider and recognise how social structures, community values, environmental issues and new technologies affect the health and wellbeing of individuals and communities.

Evidence of learning is demonstrated through:

- > Practical Action (mental health and health behaviours among adolescents)
- > Issue Inquiry

SACE 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.

Key focus areas students investigate include:

- > Health Promotion in the Community
- > Current health trends and issues
- > Health and Environment
- > Health and Relationships
- > Risks and Challenges to Health

Evidence of learning is assessed through:

- > Initiative (Individual Practical Initiative and Group Investigation and Presentation)
- > Folio (Global Health task and Issues Analysis)
- > Inquiry

SACE Stage 1 Child Studies

Students focus on the growth and development of children from conception to 8 years and look at issues related to the growth, health and wellbeing of children. Students critically examine the diverse range of values and beliefs about childhood and the care of children and the nature of contemporary families.

This subject enables students to develop a variety of research, management and practical skills.

SACE Stage 2 Child Studies

Students in Year 12 focus on attitudes and values about parenting/caregiving and gain a deeper understanding of childhood. The subject encourages students to develop a variety of research and practical skills as they explore a range of topics related to children's health and wellbeing.



Humanities & Social Sciences (HASS)

Year 7, 8 and 9 Geography and History

In Years 7, 8 and 9 both Geography and History comprise a core part of the curriculum undertaken as semester length courses.

History

The content of the Year 7, 8 and 9 History courses provides opportunities to develop historical understanding through key concepts, including continuity and evidence, change, cause and effect, perspectives, empathy, significance and contestability.

Year 7

Students explore the oldest continuous culture, that of Australia's Aboriginal communities. Classes undertake depth studies of Ancient Societies and the areas to be studied may be negotiated with classes. Through this exploration, students develop their skills in source identification, inquiry, analysis and evaluation as well as exploring the concept of historical timelines. Opportunities for negotiation of task styles will occur.

Year 8

Students study history from the end of the ancient period to the beginning of the modern period c.650– 1750 AD (CE) through three different case studies which may include Medieval Europe, Shogunate Japan and the Black Death. This was a time when major civilizations around the world met each other and beliefs were challenged. It provides excellent context to many events occurring now.

Year 9

Students investigate the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people thought and lived in terms of changes to personal rights, expansion to new worlds and the advances in opportunities for education. Students examine Australia and Australia's development in the 19th Century and the historical time of World War I. There are opportunities for role plays, visual and oral presentations in addition to written responses.

Geography

Year 7, 8 and 9 Geography courses are organised into two strands: geographical knowledge and understanding and geographical inquiry and skills. It is through the development and use of these key skills and understanding that students explore each of the course content topics.

Year 7

“Water in the World” develops students’ understanding of the concept of environment. Water is investigated using case studies taken from Australia and other countries. “Place and Liveability” examines the factors that influence liveability and how it is perceived. Students will undertake a local excursion examining the services and facilities needed to support and enhance our lives.

Year 8

“Landforms and Landscapes” examines a variety of geographical issues and processes in regard to individual landforms and develops students’ understanding of the concept of environment. Students

will undertake an excursion examining a particular landform. “Changing Nations” investigates the changing human geography of countries, exploring the process of urbanization and drawing on a study of a country in the Asian region.

Year 9

“Biomes and Food Security” focuses on the role of the biotic environment and its part in food and fibre production. Students undertake practical investigations of food production and consider how we might sustainably feed the growing global population. “Geographies of Interconnections” looks at how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways.

Year 10 History

Students undertake one semester of History. It provides a study of the history of the modern world and the role of Australia from 1918 to the present, with an emphasis on Australia in its global context. Students investigate three topics: wartime experiences through a study of World War II; struggles for human rights, including how rights and freedoms have been ignored, demanded or achieved in Australia and elsewhere; and either popular culture, migration experiences or the environment movement. There is the opportunity to negotiate topics and tasks to take account of current world events where students refine their historical knowledge, understanding and skills, focusing on the skills of synthesis and evaluation and becoming more critical and aware citizens.

[Click here to go to the Humanities & Social Sciences \(HASS\) Curriculum Sequence Chart](#)



SACE Stage 1

Ancient Studies

Students explore the literature, history, societies and cultures of a range of ancient communities. With major input of topic choice by students, students study two major societies/cultures such as Ancient Australia, Ancient Egypt, China, Greece, Rome, India, Persia ... By exploring social, political, religious, environmental, cultural and economic factors, students look at how societies have changed and the impact this has had on our world. The subject provides invaluable historical context for many of the events happening now as well as, for example, the origins of forms of literature and government. Students interpret and prepare responses in a range of written and/or multi-modal formats for a range of historical questions. They undertake an individual investigation on an area and/or society of personal interest.

Modern History

Whilst exploring the changes in the world since 1750, students examine development and movements of significance, the ideas that inspired them and their short and long-term consequences on societal systems and individuals. Students are encouraged to be critical thinkers and develop skills in persuasive and informed writing. Students undertake an individual study on a topic of their choice. Other in-depth studies may include revolutions and movements for change. There is scope for students to shape the content of the course and to present work in a range of formats.

Women's Studies

Students examine the diversity of women's experiences and their relationships to others while also investigating how we can promote an inclusive and just society. Students identify complex and contradictory ideas that exist about femininity and masculinity and examine issues in regard to gender and the gender spectrum within society. Students complete two text analysis tasks, one group task and an independent investigation.

SACE Stage 2

Ancient Studies

Students learn about ancient societies through the lens of historical, political, religious, cultural and literary perspectives. The course can build on learning which occurs in stage 1 and there can be a stronger focus on literature (such as drama) and/or the roles of different social groups in societies (slaves, foreigners, citizens). There is no external examination in the subject

The first assessment component (50%) focuses on skills and applications where students complete four tasks. In the second section (20%) students undertake two tasks, addressing connections between people and places. Students are encouraged to use a range of formats in responses, such as written, oral and multimodal.

The externally moderated component for this course is an independent research essay (30%) done at school, where students focus on an area of personal interest within the course. Some topics chosen by students can make very strong connections to current times and issues.

Modern History

Students investigate change in the twentieth century, firstly engaging in a study of one country in 'Modern Nations' and of interactions between or among nations in 'The world since 1945'. (including a topic called challenges to peace and security) Through their studies, students build their skills in historical method through inquiry. The school assessment component consists of two assessment types: Historical Skills (50%) where students complete five tasks and an Independent Historical Study (20%) of 2,000 words or equivalent (such as a multimodal presentation) in which students independently investigate an aspect of the world since c.1750. Modern History includes a 130-minute on-line electronic examination (30%) that is divided into two sections: an essay and a source analysis.

Women's Studies

Stage 2 Womens Studies provides students with the opportunity to undertake in-depth studies applying knowledge and understanding of the meaning of gender and its construction. As such they undertake a series of interrelated tasks examining the issues of disempowerment and empowerment based on three themed topics. Students also can explore in detail one of the eleven broad topic areas through an individual investigation as well as complete a set of gender analysis tasks on two additional areas of study. All students will communicate informed ideas about the diversity of women's experiences, using the language of gender analysis.

If travel is permitted, students undertaking SACE Stage 1 Modern History, Ancient Studies or Women's Studies may participate in a Melbourne History Trip in Semester 2. This interstate excursion offers the opportunity to visit the Holocaust Museum and other cultural and historical venues relevant to their studies in each of these curriculum areas.



Languages French or Italian



In years 7 and 8 students study either French or Italian. In years 9 to 12, students may elect to continue either French or Italian as a full year choice subject. Students who successfully complete study in Years 7 to 10 are encouraged to undertake languages as part of their SACE studies. Students studying languages in Years 9 to 11 purchase Education Perfect, a study program used in all classes. In addition, all Language students will need to bring earphones/headphones to all language lessons.

Year 7

Students begin their studies of French or Italian with an emphasis on listening, speaking, reading and writing. Studies in this area include: introducing ourselves, school and family. Cultural units of learning underpin broader understanding of Global Citizenship making connections between our diverse cultures. This is achieved in a variety of ways, using both English and the language being studied. Students access the online learning activities program Education Perfect as an essential part of their study.

Year 8

The French and Italian courses in Year 8 focus on further developing students' knowledge, skills and understanding in the areas of reading, writing, viewing, speaking and creating in either French or Italian. Studies in this area include weather, shopping and pastimes. Students have the opportunity to participate in cultural activities related to celebratory days and festivals, National days and film festivals. Students access the online learning activities program Education Perfect as an essential part of their study.

Year 9

Students undertake a full year of study, building upon the foundation skills of spoken, written and creative language developed during Years 7 and 8. Students engage with several text types including plays, songs, poems, stories and conversations. Students also focus on the cultural aspects of either Italian or French society. Studies in this area include fashion, health and nutrition, home, family and festivals. This may involve some excursions or in-school activity work with a small fee associated with the task.

Year 10

Language study involves the continuation of the core forms of written, spoken and creative tasks whilst greater emphasis is placed upon written and spoken response work. Studies in this area may include technology and social media, the environment and migration, all topics relevant to current concerns. Students engage with texts more deeply to discuss and analyse the language and cultural significance of the texts studied. Film study, including analysis, is also introduced at this year level. Students are encouraged to participate in the competitive ACER and Education Perfect activities available to them. This occurs in both written and spoken examination formats.

[Click here to go to the Languages Curriculum Sequence Chart](#)



SACE Stage 1 Languages

Students interact with others to share information, ideas, opinions and experiences. They analyse texts to interpret meaning, examine relationships between language and culture, and identify and reflect on ways in which culture influences communication. Both French and Italian students learn about aspects of either the French or Italian lifestyle through the study of written, aural, audio or visual texts. Courses are divided into three themed topic areas which classes may select from a range of prescribed sub-topics. Students are assessed against four key areas of evidence: interaction, text production, text analysis and investigation.

SACE Stage 2 Languages

Students undertake a course of learning designed to enable them to use their French or Italian fluently, accurately and appropriately in communication with others. This course is designed for students who have undertaken between 400–500 hours of study in their language of choice by the end of Stage 2. Students at this level study three themed-focus areas of study with several sub-topics and prescribed topics. Students are required to undertake an individual in-depth study in an area connected with the culture, history, geography or lifestyle of either French or Italian speaking communities. Each course currently has a compulsory written external examination which is conducted in an on-line (electronic) format, as well as an oral external examination. Once combined, they are worth 30% of the subject grade.

In future there may be the opportunity for overseas trips to Italy / Europe / France and New Caledonia for those students who are studying languages. Students in Years 9 - 11 will be encouraged to attend for New Caledonia and from Year 10 and above for travel to Europe. Costs are always determined by the numbers of students who participate as well as the length of the stay. Currently, because of the COVID19 situation, trips abroad are not permitted.



Mathematics

Year 7, 8 and 9 Mathematics

Year 7, 8 and 9 Mathematics are compulsory full year subjects in each year level. Throughout these years, students develop skills in the three strands of 'Number and Algebra', 'Measurement and Geometry' and 'Statistics and Probability'. Wherever possible, the learning is linked with other curriculum areas and focussed on inquiry or problem-based-learning so students see the 'bigger picture' and importance of maths when solving a wide range of real-life problems. Classroom learning activities are supplemented by engagement with an online learning platform, Manga High, which adapts content to address students' learning needs. A focus on growth mindsets and the understanding that anyone can engage with maths to the highest level is also an important part of mathematics learning in these years.

Year 10 and 10A Mathematics

Year 10 and 10A Mathematics build on the skills from year 9 where students start to use their mathematical skills to solve more applied problems. Many of the skills are applied across other curriculum areas, such as ways to collect, represent and interpret data in new ways. Topics focus on developing collaborative, critical and creative problem-solving skills. Although the same topics are generally covered in both courses, students studying 10A Mathematics will go into more depth and tackle more abstracted problems. A small number of topics covering advanced year 10 curriculum concepts are only covered in the 10A course. This enables students to become confident in solving complex and unfamiliar problems which lay the foundation for year 11 and 12 Mathematical Methods and Specialist Mathematics.

Students intending to study Mathematical Methods or Specialist Mathematics in years 11 or 12 should choose an additional semester of mathematics in year 10, making this a three semester course. Although not compulsory, this enables students to be adequately prepared and have a more robust knowledge base as they spend more time unpacking trigonometry, geometry and matrices topics in preparation for these SACE subjects.

Year 10 Essential Mathematics

In the second semester, year 10 students can engage in Essential Mathematics with the intention of completing their compulsory SACE Numeracy requirement. This course is by invitation only and selection is in consultation with mathematics teachers in Term 3 of year 9. The course covers topics of ratio and scale, measurement and financial concepts in applied contexts to prepare students with critical numeracy and financial life-skills.

[Click here to go to the Mathematics Curriculum Sequence Chart](#)



SACE Stage 1

General Mathematics

This course gives students opportunities to develop their skills by applying them to real world problems and looking in depth at extended projects. With these investigations, there is scope for students to connect to other curriculum areas and align these to their own interests. The course focuses on modelling and application, rather than the more abstract mathematical concepts.

Mathematical Methods

For students who have completed and enjoyed 10A Mathematics, or who have a passion for STEM subjects and hope to continue this into Year 12 and beyond, this course is an essential choice. It not only builds on mathematical skills from 10A Mathematics but, with the introduction of calculus, students develop some powerful concepts which are applied to a variety of settings.

Specialist Mathematics

Specialist Mathematics introduces students to some new topics and concepts which are crucial for further study of Mathematics and Science in Year 12 and beyond. Vectors and complex numbers are met for the first time and the ability to formulate proofs is developed further. With trigonometry also explored in more detail, this course is of interest to those students who enjoy learning new concepts and are wanting to continue into STEM careers, where there is a prerequisite at university for courses in these fields.

SACE Stage 2

General Mathematics

Students study a variety of modelling techniques with a focus on solving routine and complex real-life problems. These include two projects: one where they look at manufacturing or business models using linear programming, and another where sporting

predictions are made using matrices. Both investigations have proven popular and enjoyable, and again give opportunities for students to follow their own interests.

This course is of interest to students wanting to go into business courses, or some health and science courses at university. It is generally less abstract and can be accessed by any student who was successful in Year 10 Mathematics and Year 11 General Mathematics.

Mathematical Methods

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.

Specialist Mathematics

Specialist Mathematics is to be studied in conjunction with Mathematical Methods. It 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 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.

Essential Mathematics

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

In the Senior School, students can choose to be a Maths Leader which allows them to support other students and assist in a variety of ways. It is envisaged that there will be opportunities for Maths Leaders to be involved in STEM projects and other cross-curricular learning and support projects. This is a great way to develop confidence and leadership skills, as well as promote mathematics at Mitcham Girls High School.



Science

Year 7, 8, 9 and 10 Science

Students develop an understanding of scientific theories and concepts used in a real-world context. Using an inquiry approach, students utilise practical skills to design scientific investigations to further develop their understanding of scientific concepts, in preparation for further study in Science. They also develop STEM skills through a project-based learning approach. Students study a range of topics including:

Year 7

- > Introduction to the Laboratory/ Scientific Skills
- > Earth and Space
- > Chemical Change
- > Forces and Simple Machines
- > Living Diversity and Classification
- > Separating Mixtures
- > Solving Real World Problems
- > Water

Year 8

- > States of Matter
- > Elements, Compounds and Mixtures
- > Energy Transfers and Transformations
- > Rocks and The Rock Cycle
- > Alternative Energy
- > Cells, Tissues, Organs and Systems

Year 9

- > Body Systems (responding to external stimuli)
- > Sound, Light and Electrical Energy
- > Atoms and Nanotechnology
- > Chemical Reactions of Acids and Bases
- > Geological processes (Natural Hazards and Disasters)
- > Natural Radioactivity
- > Ecology and Nature's Cycles

Year 7 and 8 students are also involved in developing projects for the Oliphant Science Awards.

Year 9 and 10 students have the opportunity to be involved in Rotary's Science and Engineering Challenge.

Year 10

In Year 10, students focus on Biology, Chemistry, Physics and Psychology in order to prepare them for Year 11 and 12 and to help them make more informed choices as they move further into the SACE.

Topics include:

Physics

- > Motion
- > Energy Transformations and Efficiency

Chemistry

- > Periodic Table
- > Chemical Reactions

Biology

- > Genetics
- > Evolution

Earth & Space Sciences

- > Earth Cycles and Global Systems
- > Big Bang Theory and The Universe

Psychology

- > Introduction to Psychology

SACE Stage 1 and 2 Biology

Students investigate the effect and use of bacteria and their impact on our lives now and in the future. They also look at the need for biodiversity and maintaining the health of ecosystems.

Students study genetic engineering practices and gain an understanding of the changes in gene manipulation.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a

range of biology related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the application of new ideas and technologies.

This is a practical-based subject which introduces students to the following biological concepts:

- > Cell Parts and Function
- > Ecosystems and Biodiversity
- > Immune Systems – Microbes and Disease
- > Body Systems

Stage 2 Biology students learn about organisms and their surroundings. They look at the chemicals used and built within the cells and the functions and types of cells in complex multicellular organisms. Students then look at how these cells work together in systems within an organism, finishing with how organisms have evolved and adapted to their changing environments, or died out in the process.

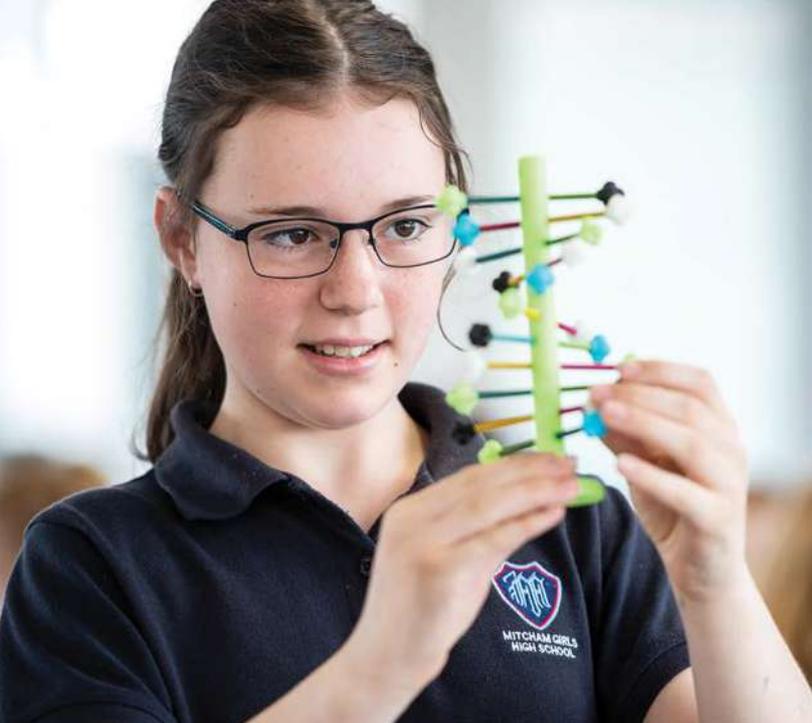
Students design and conduct biological investigations and gather evidence from their investigations from topics including DNA and Proteins, Cells – Structures and Functions, Homeostasis and Evolution.

SACE Stage 1 and 2 Chemistry

Students study matter that makes up materials and the properties, uses, means of production and reactions of these materials. The course includes a critical study of the social and environmental impact of materials and chemical processes.

Students consider how human beings make use of the Earth's resources and the impact of human activity on the environment. Through practical studies, students develop investigation skills and an understanding of the physical world that enables them to be questioning, reflective and critical thinkers.

[Click here to go to the Science Curriculum Sequence Chart](#)



This full year practical-based subject introduces students to the concepts of Chemistry through a study of the following topics:

- > Bonding
- > Chemical Reactions
- > Materials
- > Stoichiometry
- > Organics
- > Electrochemistry
- > Polymers

Stage 2 Chemistry is organised so that each intended student learning outcome is related to a key chemical idea or concept within topics. Through the study of these key ideas and concepts, students develop their chemistry investigation skills.

Topics:

- > Monitoring the Environment
- > Managing Chemical Processes
- > Organic and Biological Chemistry
- > Managing Resources

SACE Stage 1 and 2 Physics

Students have opportunities to understand and appreciate the natural world. As well as applying knowledge to solve problems, students develop skills in experimentation, investigation design, collection of information and communication through practical and other learning activities. Students gather evidence from experiments and acquire new knowledge through their own investigations and research.

In this full year SACE Stage 1 course, students further develop their understanding of interactions that occur in the universe through the following topics:

- > Motion
- > Sound and Light
- > Force
- > Nuclear Physics
- > Electromagnetism
- > Energy

Stage 2 Physics requires the interpretation of physical phenomena through a study of motion, electricity and magnetism, and light and matter.

As well as applying knowledge to solve problems, students develop skills in experimentation, investigation design, collection of information and communication through practical and other learning activities.

SACE Stage 1 and 2 Psychology

Students are enabled to understand their own behaviours and the behaviours of others, as it has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, relationships, child rearing, employment and leisure.

Psychology builds on the scientific method by involving students in the collection and analysis of data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience) students develop useful skills in analytical and critical thinking and in making inferences.

In SACE Stage 1, students study:

- > Cognitive Psychology
- > Neuropsychology
- > Lifespan Psychology
- > Emotion
- > Psychological Wellbeing
- > Psychology in Context

In SACE Stage 2, topics include:

- > Psychology of the Individual
- > Psychological Health and Wellbeing
- > Organizational Psychology
- > Social Influence
- > The Psychology of Learning

SACE Stage 2 Scientific Studies

Students develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from the investigation of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future, including career pathways that are science-related, and everyday life in a world shaped by science and technology.

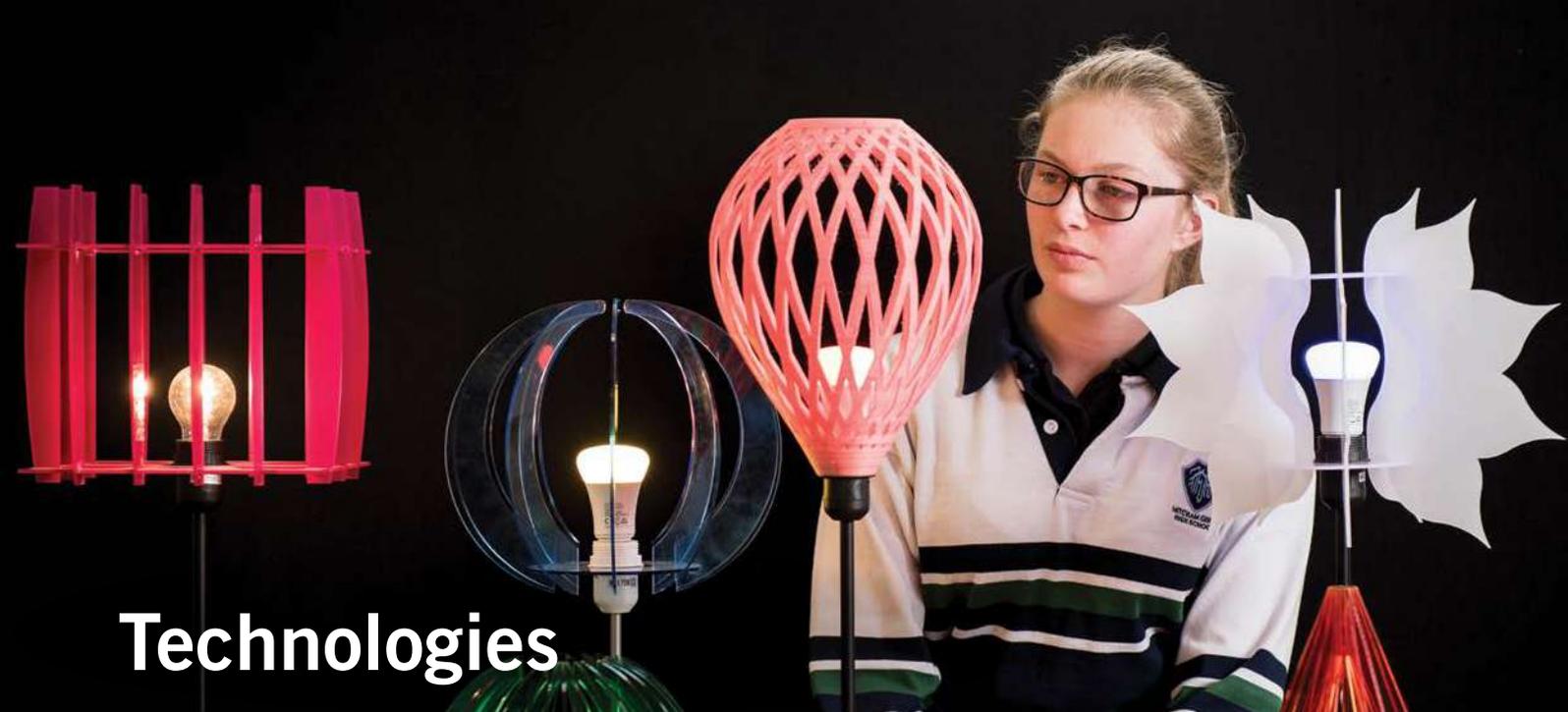
Students investigate at least one issue in science of personal, social or environmental relevance. They learn to pose questions about the world around them. They use their observations and gather data and information to generate evidence and test scientific claims.

Students have the opportunity to investigate areas of interest and are involved within the design process of the program. Through this, they are able to access the science of their choosing (physics, biology, psychology, chemistry).

Topics studied may include:

- > Forensic Science
- > Food Science
- > Microbes
- > Consumer Science
- > Water Ecology
- > Animal Conservation

Students also choose their own investigation based on one of the four main areas of science they're interested in (physics, chemistry, biology, psychology).



Technologies

The Technologies curriculum area provides a wide range of student pathways from Years 7 to 12. Through these subjects, students gain a comprehensive understanding of traditional and emerging technologies to create a range of physical products and digital solutions.

Year 7 and 8 Technologies

Technologies is a compulsory semester subject during Year 7 and 8. The subject is separated into 2 focus areas which are Design and Technologies and Digital Technologies. Students will experience how to solder electronic circuits, produce healthy food options, construct timber and sheet metal projects, create food from scratch, program digital circuits and robotic equipment whilst also being introduced to 3D modelling software that can be used to create projects for 3D printing and laser cutting.

Year 9 Technologies

Technologies subjects become semester-based electives from Year 9 for all students. The 2 subjects from Year 7 and 8 expand into 4 to allow for more subject specialisation within the following areas:

Design & Technologies

Students will develop an understanding of a range of materials, components, tools and equipment. The major focus for this course is designing projects with either timber and/or metal. Projects include construction of a timber parquetry clock as the initial skills task with the major design project being an outdoor entertainment theme. Major projects could include anything from wooden games to metal fire pits.

Digital Technologies

Students will learn a range of programming skills whilst designing a range of digital solutions. This includes new skills in and app development whilst continuing to develop existing knowledge of robotics. Students will also investigate emerging career pathways in cyber security, game development and artificial intelligence through working with local industries and universities.

Engineering

This subject is for students interested in STEM related pathways and is integrated with both Year 9 Mathematics and Science courses. Students will be recommended by their Year 8 Mathematics, Science and Technologies teachers for this subject but is open for all to select. The course will focus on a range of engineering principles and systems to develop solutions to range of different school-based challenges and national engineering competitions.

Food & Textiles

This semester course is approximately a term each in both Food and Textiles depending on the main interest of the students. The food component introduces students to a range of food preparation tools, equipment and techniques which are used to make high quality, safe and nutritious food. Whilst the textiles component introduces the properties of different textile materials and sewing techniques.

Year 10 Technologies

Design & Technologies

Students will develop an understanding of a range of materials, components, tools and equipment. The major focus for this course is designing projects with either timber and/or metal. Projects include construction of a timber parquetry clock as the initial skills task with the major design project being an outdoor entertainment theme. Major projects could include anything from wooden games to metal fire pits.

Digital Technologies

Students continue to learn fundamental programming skills whilst designing a range of digital solutions and analysing simple compression of data. This includes new skills in web design and app development whilst continuing to develop existing knowledge of robotics. Students will also investigate emerging career pathways in cyber security, game development and artificial intelligence through working with local industries and universities.

Engineering

This subject is the continuation for students pursuing a STEM pathway. Engineering will focus on the use of advanced technologies to manufacture their projects including 3D printing and laser cutting. Students also have the opportunity to work in groups and enter their projects into state and national competitions including VEX Robotics and Subs in Schools challenges.

Food Technologies

Students focus on current and emerging technological advances in the food industry relating to the preparation and presentation of food. Students develop further understanding on how current food technologies can influence the nutritional value of food whilst also changing how it is prepared for a range of dietary requirements and commercial situations.

Textiles

Students develop practical skills and knowledge of the textiles industry. Students use a range of skills and production techniques including the use of sewing tools, machines and equipment to design and make a range of different textile items from fabric laptop sleeves to other fashion items of their choice.

[Click here to go to the Technologies Curriculum Sequence Chart](#)



SACE Stage 1 Technologies

Business Innovation

Students in Year 11 develop business skills and knowledge that enables them to identify opportunities and initiate, create, and successfully implement solutions through the context of a 'start-up' business. Students communicate with a range of stakeholders to inform and refine their solutions.

Digital Media

Students will have the opportunity to further their learning Photography and Graphic Design during Semester 1 with Film production and Animation being the focus in semester 2. The aim of these areas will be on developing industry standard skills by using Adobe software programs. These will range from Adobe Photoshop, Illustrator and InDesign for photography and graphical projects with Premiere Pro, After Effects and Animate to create interactive projects.

Food & Hospitality

Students focus on the dynamic nature of the food, both locally and globally, whilst developing an understanding of a range of contemporary approaches in the hospitality industry. Students participate in a range of authentic and collaborative activities including coordinating catering events at school. Students will also get the opportunity to work with and visit a hospitality venue to develop their critical understanding to solve industry related problems.

Technologies & Engineering

Technologies and Engineering provides a pathway for students who have studied Year 10 Design and Technologies and/or Engineering. Students investigate a range of existing products, systems or materials, then develop their own projects that are negotiated according to student interest areas. Major projects can include and range or combination of product design, robotics, digital electronics, furniture design and construction.

Textiles

Students will develop practical skills in garment design and manufacture. This equips them with the skills and knowledge required when considering career opportunities in fashion design and related occupations. Students use a range of skills and production techniques including the use of hand tools, machines and equipment to design and make garments.

SACE Stage 2 Technologies

Business Innovation

Students learn, explore and develop the tools to undertake theoretical and practical solutions to businesses who are either starting or already established. They develop skills in decision-making and project management, financial literacy and information management, innovation and the understanding of global, local, and digital perspectives.

Digital Media

This course provides a pathway for students who have studied Stage 1 Digital Media. Students can choose either photography, graphic design, web-design, film or multi-media as the context for their major project. They select the most relevant and appropriate techniques to effectively communicate their projects. Students have the option to produce a range of different media products using industry standard software.

Food & Hospitality

This course provides opportunities to plan, prepare and cater for a range of school events and functions. The students develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students focus on the impact of the food and hospitality industry and examine the contemporary and changing nature of the industry. Students will further develop relevant knowledge and skills as consumers and industry workers.

Technologies & Engineering

Technologies and Engineering provides a pathway for students who have studied Stage 1 Design and Technologies, Engineering and Fashion and Textiles. Students investigate a range of existing products, systems or materials, then develop their own projects that meet a specific design brief. Major projects can range from product design, robotics, digital electronics, furniture design and construction.



SACE Subjects

Personal Learning Plan and Research Project

The Personal Learning Plan

Students complete the Personal Learning Plan (PLP) in Year 10 so that they can plan for successful learning in SACE Stage 1 and 2. Students must complete the PLP with a final moderated grade of a C or better.

Learning activities and assessment are designed to help students explore possible future pathways. These include:

- > Excursions to universities
- > Writing resumés and cover letters
- > Participating in Mock Interviews
- > Investigating careers and pathways
- > Identifying strengths and weaknesses against the capabilities
- > Setting short and long-term goals

Research Project

The Research Project is studied in Year 11 at Mitcham Girls High School. Students must complete the Research Project with a moderated grade of C- or better. The Research Project is a SACE Stage 2 subject and can contribute to a student's ATAR.

Students choose a research question based in an area of interest. They use the research framework as a guide to develop their research and to apply knowledge and skills specific to their research topic, and at least one of the seven capabilities of the SACE.

The four parts of the research framework are:

- > Initiating, planning and managing the research
- > Developing and analysing the research
- > Producing and substantiating the research outcome
- > Evaluating the research

The research may include practical or technical investigations, formal research or exploratory enquiries.

Workplace Practices Stage 1

For the purpose of this subject outline, 'work' is considered in its broadest sense, and is defined as all fields of paid and unpaid activity. 'Workplace' or 'work-related context' is defined as any environment in which an individual operates to produce a service and/or product.

There are three areas of study within Workplace Practices:

- > Industry and Work Knowledge
- > Vocational Learning
- > Vocational Education and Training (VET).



VET

Vocational Education and Training

VET courses are available to Year 10, 11 and 12 students as Taster courses, Prevocational (Certificate 1 level), and Skills clusters (Units packaged at Cert II or III only) in a variety of industry areas. These courses are available at TAFESA, private RTO's, and Department for Education RTO's.

Flexible Industry Pathways (FIPS) which are Industry Skills Council endorsed are available to Year 10, 11 and 12 students in various ways: cadetships, traineeships, or full courses, dependent on the industry.

The FIPS are:

Aged Care and Disability	Forestry
Agriculture	Hair and Beauty
Animal Care	Health Support
Aquaculture	Horticulture
Automotive Retail, Service and Repair	Hospitality
Building and Construction	Information, Communication and Technology
Childcare	Manufacturing and Engineering
Civil Construction	Maritime
Conservation and Land Management	Meat Processing
Cyber	Plumbing
Education	Screen and Media Production, Gaming and Visual Effects
Electrotechnology	Tourism
Entrepreneurial	

Additional information will be available throughout the year, as courses are released and advertised.

Contact Jill Olifent (Student Wellbeing and Pathways Leader) for more specific information.

Middle School

Year 7/8 Curriculum

Students in Year 7/8 study subjects from the Australian Curriculum. They need to complete 14 units of study across the year. This equates to 7 units per semester (one semester equals two school terms).

The compulsory areas of study are: The Arts; Design and Technologies; Digital Technologies; English or English as an Additional Language (EAL); Health and Physical Education; Humanities; or Gift Dance (audition only); Languages; Mathematics; Science.

Studying Gift Dance requires an audition and replaces Health and Physical Education.

Students who learn an instrument through the school are expected to study Music for a minimum of one semester.

Compulsory Subjects	Units
English or English as an Additional Language (EAL)	2
Geography	1
Health and Physical Education or Gift Dance A & B (audition only)	2
History	1
Languages: French or Italian	2
Mathematics	2
Science	2
Technologies	1

Choice Subjects	Units
Dance	1
Drama	
Music	
Visual Arts	
Total Units	14

Year 9 Curriculum

Students in Year 9 study subjects from the Australian Curriculum.

They need to complete 14 units of study across the year. This equates to 7 units per semester (one semester equals two school terms).

The compulsory areas of study are: English or English as an Additional Language (EAL); Geography; Health and Physical Education or Gift Dance; History; Mathematics; Science. Other areas of study include 5 units from the Choice Subjects.

Students are able to apply to join, or continue, the Gift Academic Program and undertake specialised instruction in English, Geography, History, Mathematics and Science.

Students who learn an instrument through the school are expected to study Music for at least one semester.

Compulsory Subjects	Units
English or English as an Additional Language (EAL)	2
Geography	1
Health and Physical Education or Gift Dance A	1
History	1
Mathematics	2
Science	2

Choice Subjects	Units
Creative Arts	5
Dance A	
Dance B	
Gift Dance B & C (2 units)	
Design and Technologies	
Digital Technologies	
Drama	
Engineering	
Food and Textiles	
French A & B (studied for a full year – 2 units)	
Health	
Italian A & B (studied for a full year – 2 units)	
Music A	
Music B	
Musical Theatre	
Physical Education – Extension	
Visual Arts – Art	
Visual Arts – Photography	
Total Units	14

Senior School

Years 10, 11 and 12

Expectations of Senior Students

Students:

- > are expected to do a minimum of 1 to 2 hours of homework each night, depending on year level
- > are expected to be committed to their studies and show initiative in order to attain success
- > are expected to use diaries or other electronic means for the recording of homework, deadlines and tests
- > must follow the school and SACE Board deadline policies for completing and handing in work
- > must take more responsibility for the planning and completion of all work.

Subject Selection at Year 10

Students in Year 10 move from the Middle School to the Senior School with a focus on preparing for the South Australian Certificate of Education (SACE). They need to complete 14 units of study across the year. They need to complete 6 Compulsory Subjects, but their other units can be from the Choice Subjects. For students identified as capable and interested, some SACE subjects will be offered on a case-by-case basis.

Subject Selection at Year 11

Students at Stage 1 study a minimum of 10 semester subjects and the Research Project worth 10 credits each. There is a combination of Compulsory Subjects and Choice Subjects. Stage 1 students should take into account pathways to Stage 2 subjects as well as their post school options when making their subject selections.

Subject Selection at Year 12

Students at Stage 2 study a minimum of 4 full year subjects or their equivalent worth 20 credits each. When making their subject selections, Stage 2 students should consider their post school pathways carefully, including any pre-requisites for further study.

Independent Study

All Year 12 students (and some Year 11s) have timetabled independent study lessons each week. The purpose of these lessons is to develop and support independent study practice. Students complete work independently or under supervision, in one of the designated study areas. For some students, this may include the option of studying at home during these times.

SACE Pattern

The South Australian Certificate of Education (SACE) is a qualification awarded to students who complete their senior secondary education (Years 10, 11 and 12).

The SACE is designed to help students develop the skills and knowledge they need to succeed – whether they choose to pursue further education, training or an apprenticeship.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (normally undertaken in Year 12). Students can study a wide range of subjects and courses as part of the SACE.

Each subject or course completed earns “credits” towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

Students receive a grade from A to E for each subject at Stage 1. Students receive a grade from A+ to E- at Stage 2. For the Stage 1 compulsory subjects, students need to achieve a final moderated grade of a C or better. For compulsory Stage 2 subjects, students need to achieve a final moderated grade of C- or better.

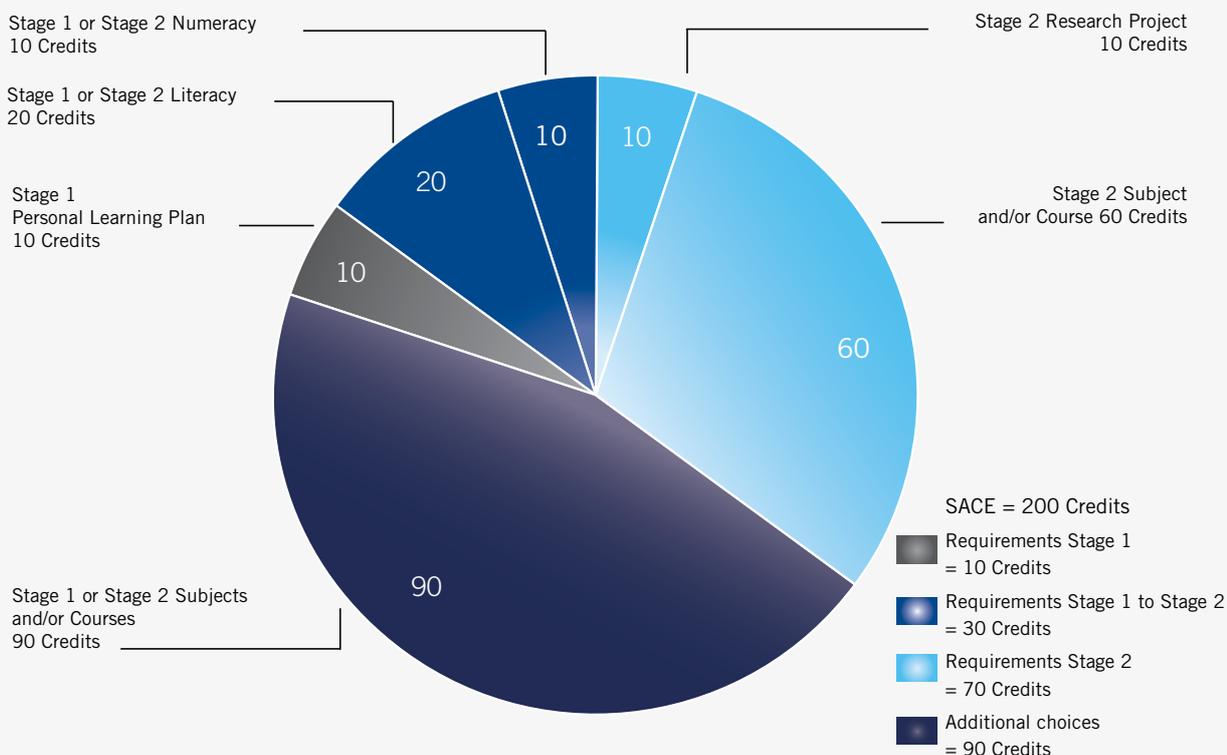
The compulsory subjects are:

- > Literacy – at least 2 units or 20 credits from a range of English subjects at Stage 1
- > Numeracy – at least 1 unit or 10 credits from a range of Mathematics subjects at Stage 1
- > Personal Learning Plan (PLP) – 10 credits (usually studied at Year 10)
- > Research Project – 10 credits (usually studied at Year 11)
- > Stage 2 subjects – totalling at least 60 credits

The remaining 90 credits can be gained through Stage 1 or Stage 2 subjects or SACE Board recognised courses or VET courses.

‘C’ GRADE OR BETTER

‘C-’ GRADE OR BETTER



Senior School

Year 10 Curriculum

Compulsory Subjects *	SACE Credits
English or English as an Additional Language (EAL) – Full Year	N/A
Health and Physical Education – 1 Semester	N/A
History – 1 Semester	N/A
Mathematics A & B or Mathematics 10A A & B – Full Year	N/A
Science – Full Year	N/A
SACE Personal Learning Plan (PLP)	10 Credits

Year 10 Choice Subjects *	SACE Credits
Creative Arts	N/A
Dance A	N/A
Dance B	N/A
Gift Dance A, B & C (replaces 1 semester of compulsory H&PE)	N/A
Design and Technologies A	N/A
Design and Technologies B	N/A
Digital Technologies A	N/A
Digital Technologies B	N/A
Drama A	N/A
Drama B	N/A
Engineering A	N/A
Engineering B	N/A
Fashion and Textiles	N/A
Food Technologies A	N/A
Food Technologies B	N/A
French A & B (studied for a full year – 2 units)	N/A
Health	N/A
Italian A & B (studied for a full year – 2 units)	N/A
Mathematics 10A C	N/A
Musical Theatre	N/A
Music A & B (studied for a full year – 2 units)	N/A
Physical Education – Extension	N/A
Visual Arts – Art A	N/A
Visual Arts – Art B	N/A
Visual Arts – Design A	N/A
Visual Arts – Design B	N/A
Visual Arts – Photography	N/A

Year 11 Curriculum

Compulsory Subjects *	SACE Credits
English A or Essential English A or EAL A – 1 Semester	10 Credits
English B or Essential English B or EAL B – 1 Semester	10 Credits
General Mathematics A or Mathematical Methods A – 1 Semester	10 Credits
Research Project – 1 Semester	10 Credits

Year 11 Choice Subjects *	SACE Credits
Ancient Studies	10 Credits
Biology A	10 Credits
Biology B	10 Credits
Business Innovation	10 Credits
Chemistry A	10 Credits
Chemistry B	10 Credits
Child Studies	10 Credits
Dance A	10 Credits
Dance B	10 Credits
Design and Technologies A	10 Credits
Design and Technologies B	10 Credits
Digital Media A	10 Credits
Digital Media B	10 Credits
Drama A	10 Credits
Drama B	10 Credits
Engineering A	10 Credits
Engineering B	10 Credits
Fashion and Textiles	10 Credits
English Literary Studies	10 Credits
Food and Hospitality A	10 Credits
Food and Hospitality B	10 Credits
French (Continuers) A & B	10 Credits
General Mathematics B	10 Credits
Health	10 Credits
Italian (Continuers) A & B	10 Credits
Mathematical Methods B	10 Credits
Music (Advanced) A & B	10 Credits
Modern History	10 Credits
Physical Education A	10 Credits
Physical Education B	10 Credits
Physics A	10 Credits
Physics B	10 Credits
Psychology A	10 Credits
Psychology B	10 Credits
Specialist Mathematics	10 Credits
Visual Arts – Art A	10 Credits
Visual Arts – Art B	10 Credits
Visual Arts – Design A	10 Credits
Visual Arts – Design B	10 Credits
Women’s Studies	10 Credits
Workplace Practices A	10 Credits

Senior School

Year 12 Curriculum

Compulsory Subjects	SACE Credits	Units
Independent Study	N/A	6
Choice Subjects	SACE Credits	Units
Ancient Studies	20 Credits	8
Biology	20 Credits	
Business Innovation	20 Credits	
Chemistry	20 Credits	
Child Studies	20 Credits	
Dance	20 Credits	
Digital Media	20 Credits	
Drama	20 Credits	
English	20 Credits	
English as an Additional Language	20 Credits	
English Literary Studies	20 Credits	
Essential English	20 Credits	
Essential Mathematics	20 Credits	
Food and Hospitality	20 Credits	
French (Continuers)	20 Credits	
General Mathematics	20 Credits	
Health	20 Credits	
Italian (Continuers)	20 Credits	
Mathematical Methods	20 Credits	
Music	20 Credits	
Modern History	20 Credits	
Physical Education	20 Credits	
Physics	20 Credits	
Psychology	20 Credits	
Scientific Studies	20 Credits	
Specialist Mathematics	20 Credits	
Technologies and Engineering	20 Credits	
Visual Arts – Art	20 Credits	
Visual Arts – Design	20 Credits	
Women's Studies	20 Credits	
Total Units		14

Year 7 – 12 Subject Costs

Subject	Year	Cost	Reason
Biology	12	\$95.00	Revision guide and workbook
Chemistry	12	\$95.00	Revision guide and workbook
Child Studies	11	\$30.00	Materials and supplies
Child Studies	12	\$50.00	Materials and supplies
Fashion and Textiles	10/11	\$40.00	Bernina bobbin, sewing kit and students provide their own fabric
Food Technologies	10/11	\$80.00	Food
Food and Hospitality	12	\$120.00	Food
French	9/10	\$40.00	Online language program
Health	9	\$30.00	
Health	10	\$130.00	Senior First Aid Certificate
Italian	9/10	\$40.00	Online language program
Mathematical Methods A or B	11/12	\$195.00	Graphics calculator
Mathematics – General	10A/11/12	\$195.00	Graphics calculator
Music A or B	7/8/9	\$80 or \$160	Instrumental lessons \$80 and Instrument Hire \$80 (if required)
Music A or B	10/11/12	\$80 or \$160	Instrumental lessons \$80 and Instrument Hire \$80 (if required)
Physical Education B	10	\$60.00	Aquatics, transport and equipment
Physical Education	12	\$80.00	Supplementary activities
Physics	12	\$95.00	Revision guide and workbook
Psychology	12	\$30.00	Revision guide

Graphics Calculators can be hired from the school library.

Please note students can use their own instruments to avoid the \$80 instrument hire fee.

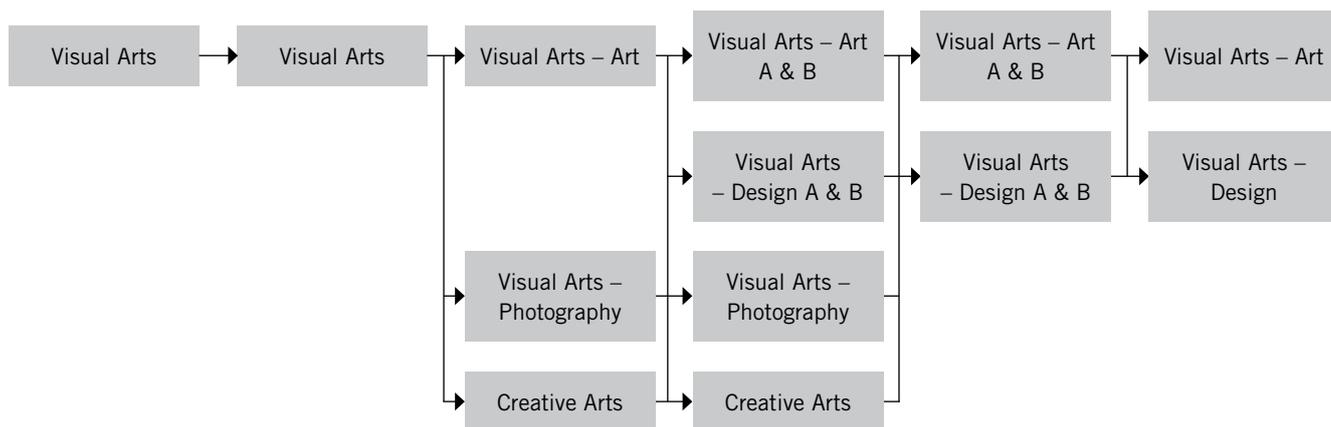
Please contact the school if you require any financial assistance. These prices are subject to change.

Curriculum Sequence Charts

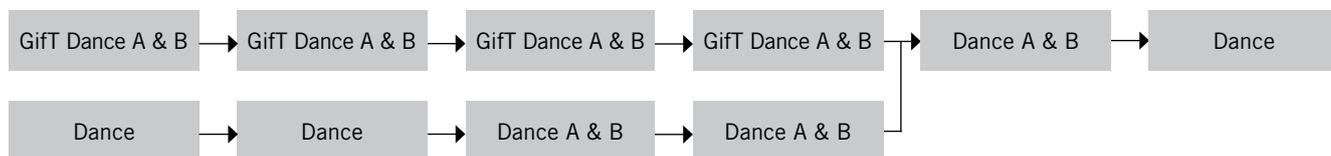
Arts



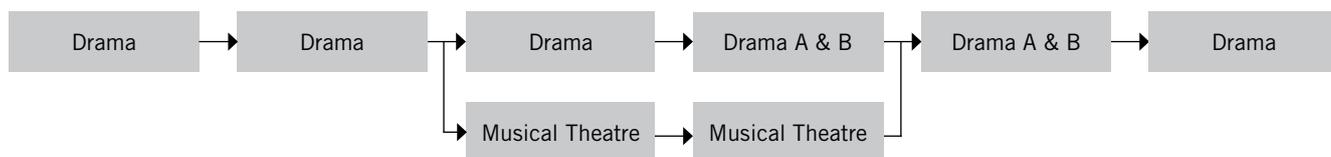
Art



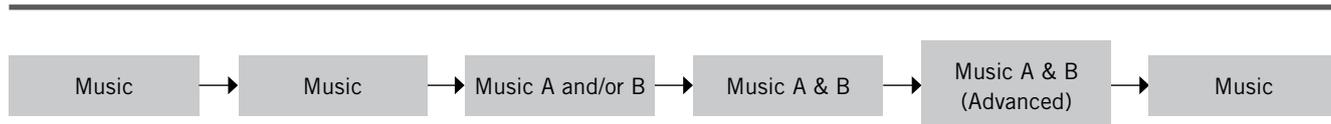
Dance



Drama



Music

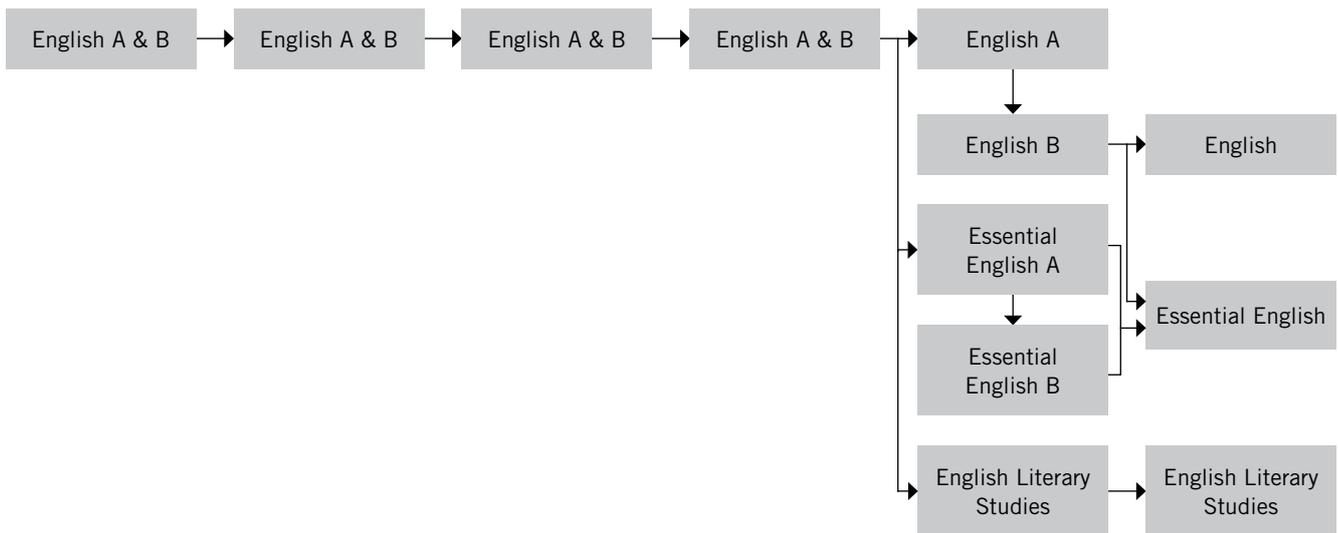


[Click here to go back to the Arts – Performing Arts page](#)
[Click here to go back to the Arts – Visual Arts page](#)

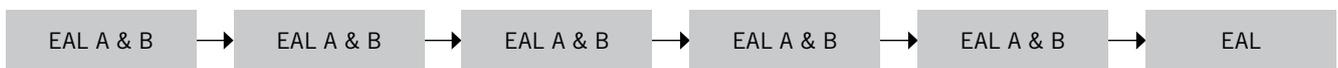
English



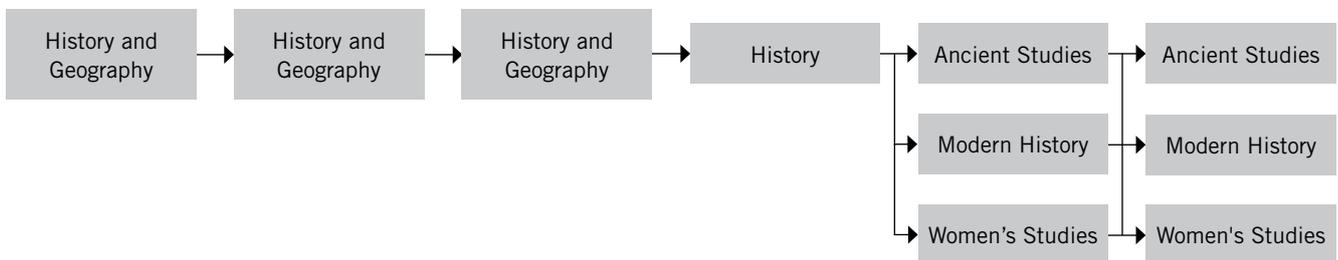
English



English as an Additional Language (EAL)

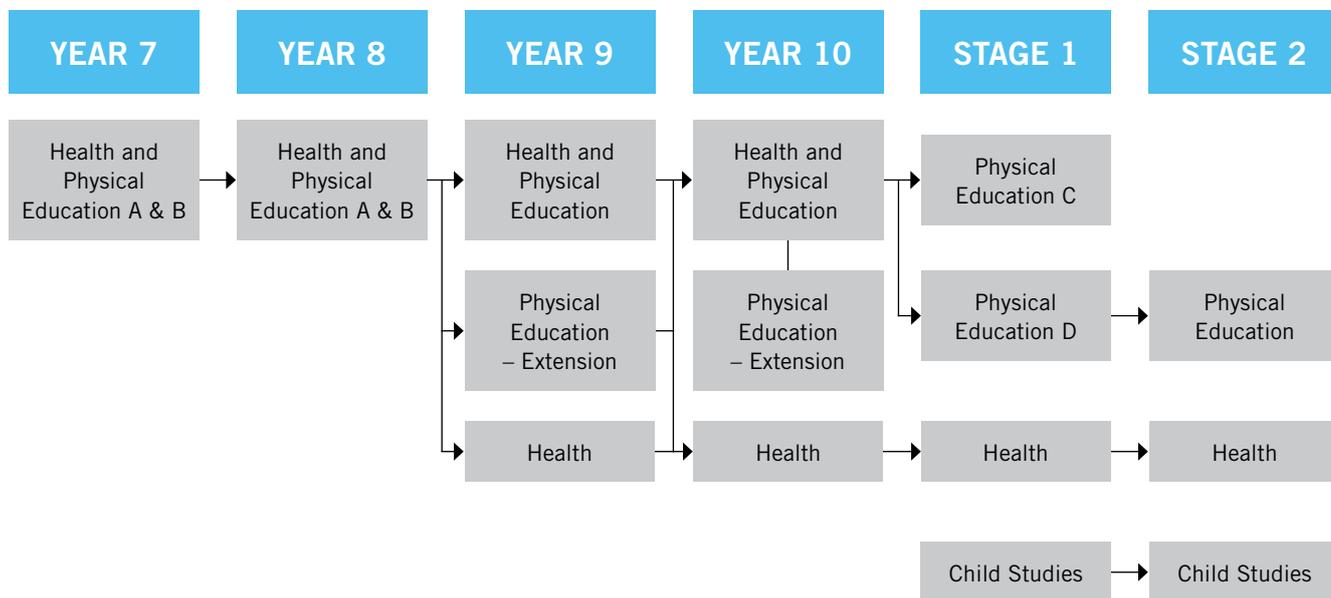


Humanities & Social Sciences (HASS)

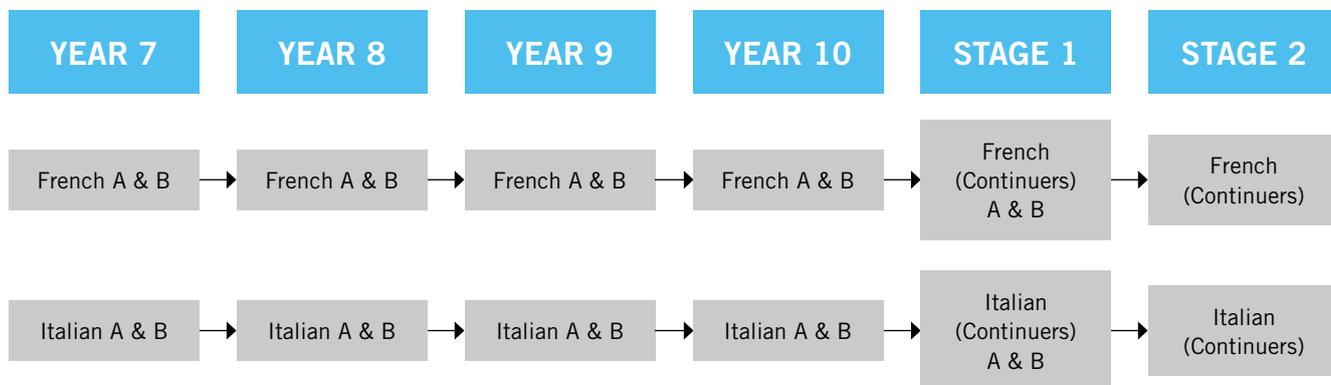


Curriculum Sequence Charts

Health & Physical Education

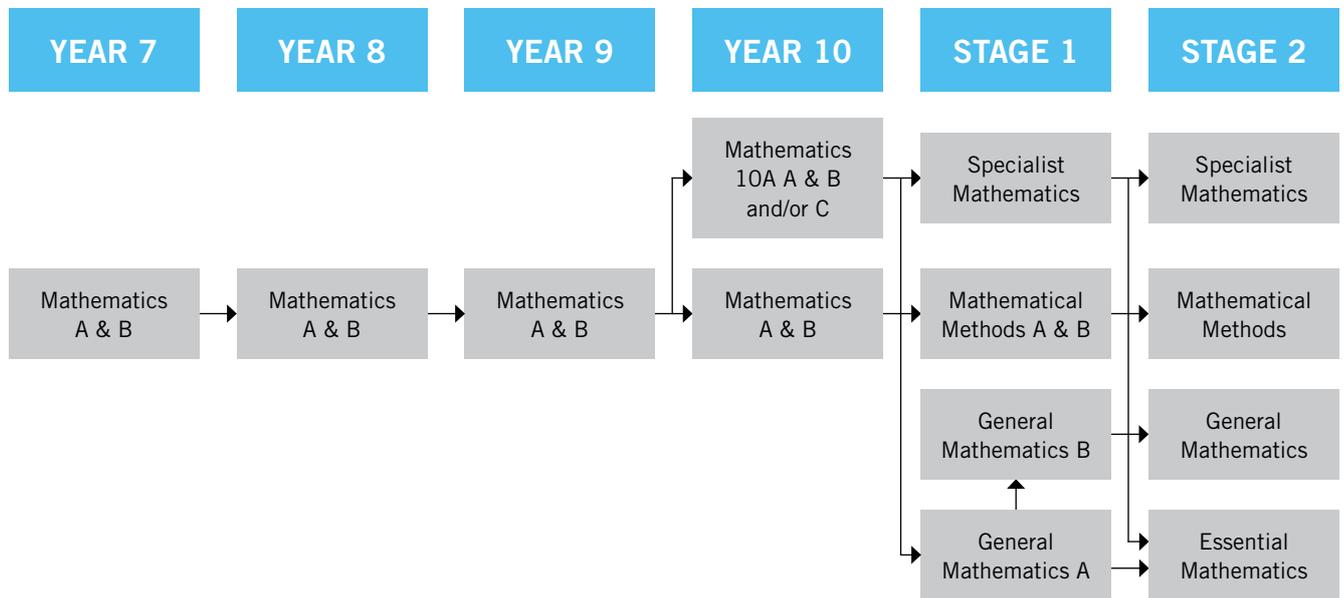


Languages

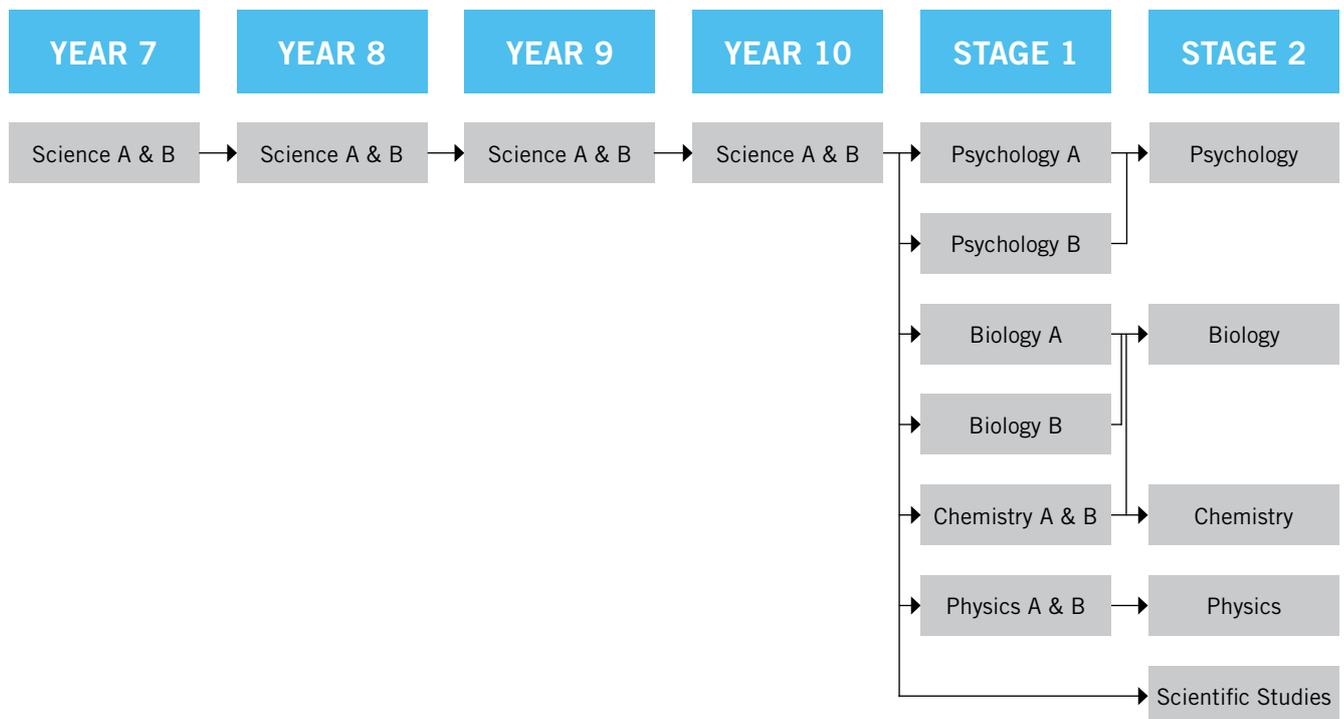


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[Click here to go back to the Languages page](#)

Mathematics



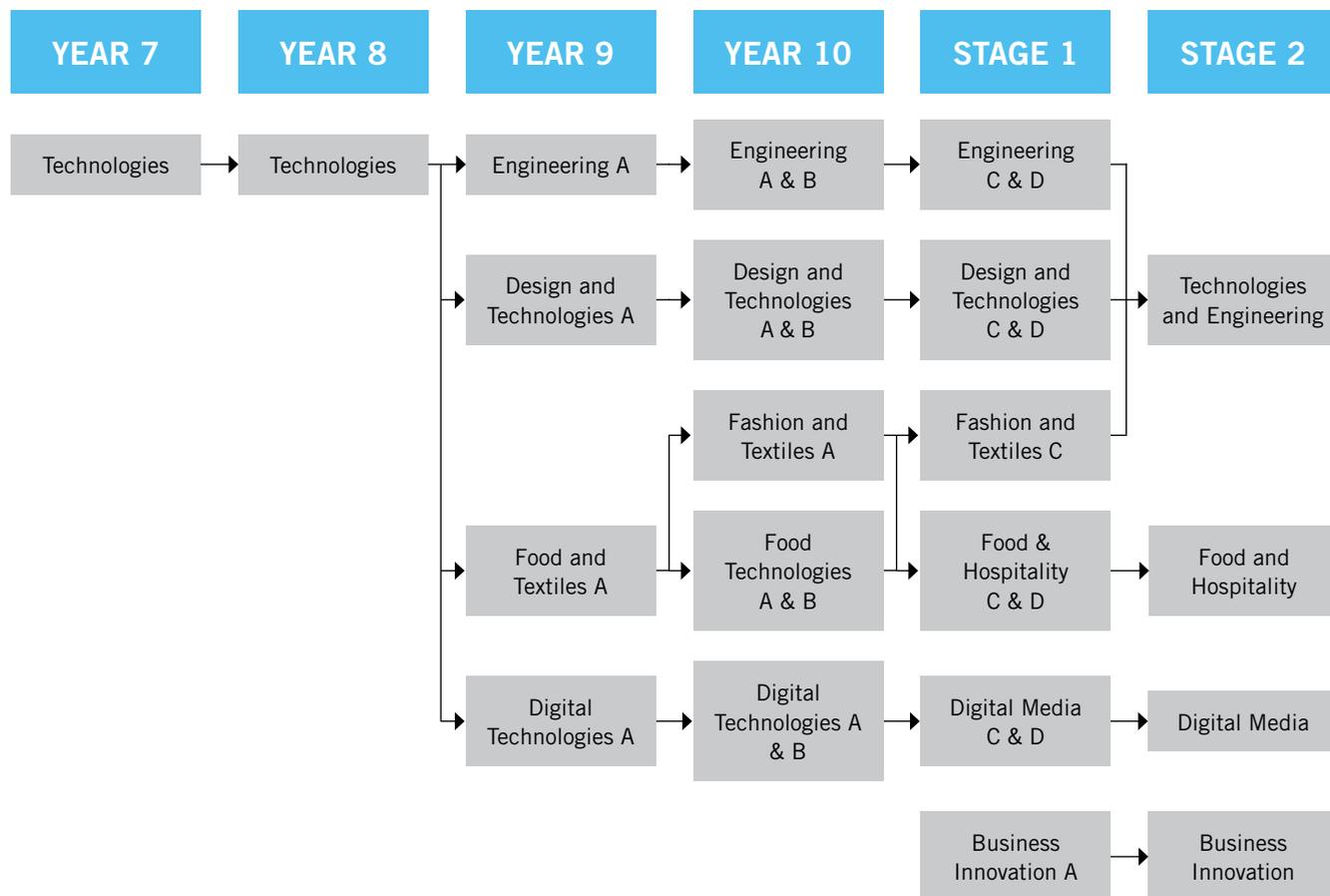
Science



[Click here to go back to the Mathematics page](#)
[Click here to go back to the Science page](#)

Curriculum Sequence Charts

Technologies



[Click here to go back to the Technologies page](#)

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Government of South Australia
Department for Education

