



**MITCHAM GIRLS**  
HIGH SCHOOL

# Curriculum Guide 2021

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

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**Dear Families,**

**The Curriculum Guide is designed to assist students and parents in choosing the most appropriate subjects to support them in being successful throughout school and beyond.**

It is designed to give an overview of the curriculum as you progress through the years, demonstrating what we offer students in each subject area.

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:

- > Do I like this subject?
- > Will I be challenged by this subject?
- > Will I enjoy studying this subject?
- > Will this subject provide the future pathway I am interested in?
- > Will the combination of subjects I choose keep my options open?

I strongly urge students to undertake an honest self-assessment of their strengths to maximise learner success and assist in making wise and informed choices. I encourage students to seek information and advice from teachers, counsellors, past students, Year Level Leaders, websites and other sources, and not be influenced by peer pressure.

Remember:

- > It's okay not to know what you want to be and leave your options open.
- > It's okay not to be in all the same classes as your friends, you might make new ones.
- > It's natural to take more control over your choices as you move through high school.

Although every effort is made to satisfy student choices, not all combinations of subjects are possible. Subjects can only run where student numbers and staffing deem them viable.

**Tony Sims**  
**Deputy Principal**



**The GiFT Academic Program at Mitcham Girls High School** aims to extend, challenge and support girls who are identified as being well ahead of their peers or who demonstrate excellence and talent in English and Humanities and/or Science and Mathematics.

The GiFT Academic Program focuses on critical, creative and high order thinking skills. Students are able to design their own learning experiences and to negotiate tasks. Our specialist teachers have high level subject knowledge. They provide educational opportunities which challenge and extend students' learning in a safe and supportive environment.

At Mitcham Girls High School we ensure that students balance their academic studies with sporting, social and cultural activities.



**The GiFT Dance Program at Mitcham Girls High School** offers girls the opportunity to develop their skills and passion for dance performance. Students develop creative, technical and physical understanding and an appreciation of dance as an art form.

With intensive and skillful coaching, students become successful performers. Our GiFT Dance teacher is recognised as a leader in Dance Education. She has had professional experience with teaching expertise in ballet, contemporary dance and jazz dance technique, including choreography for musical theatre productions and national choirs. She has also played a significant role in the development of the SACE Dance curriculum and the management of Dance assessment in South Australia.



# 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 and 9 Performing Arts courses are designed to build on skills and knowledge to prepare students for the rigours 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.

[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.

## SACE Stage 1 and 2 Drama

Students can choose up to 4 units of Stage 1 Drama over Year 10 and 11. The content is different in each semester.

At Stage 1, students collaborate to create a theatre company and plan, rehearse and perform a dramatic work. They perform or design a production based on an investigation into a class text and dramatic innovator or a style of drama. Students learn how to analyse their own performances and those of others through reflective writing. Assessment is based on these practical and written activities.

At Stage 2, students take part in a major production in 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 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 one semester. At Year 9, students can choose to study Music for one or two semesters and at Year 10 students study Music for a full year.

Music students progress through theory from Grade 1 to Grade 4 (or higher where applicable). They apply these skills to aural recognition, composition and arrangements.

Year 7 students study drums, keyboard and vocals, instruments of the orchestra, classical Music, Gamelan and Indigenous Music.

Year 8 students study guitar and bass, jazz, rock and careers in Music.

Year 9 and 10 students study world music, improvisation and music industry skills.

All Music students 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.

## SACE Stage 1 and 2 Music

At Stage 1, students perform solos and in ensembles, complete an arrangement and reflect on their learning in that arrangement. They progress to either additional performance with a written record of their learning or focus on composition, theory and analysis.

At Stage 2 students choose, in negotiation with the Music teacher and Arts Coordinator, a full year course from:

- > Music Studies – aims to hone advanced holistic Music skills (performer, composer/arranger, musicologist, and critic).
- > Music Explorations – students experiment and refine their playing and/or composing.
- > Performance – solo and ensemble performance including analysis and evaluation of performances.





# 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 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. They use Photoshop to enhance digital images and create a Photo Story. The emphasis is on knowledge, understanding and application of the Visual Arts elements to Photography.

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

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.

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



## SACE Stage 1 Art and Design

Students can choose up to 8 units of Stage 1 Art and Design over Years 10 and 11. The content is different in each semester and is tailored to individual students' preferences.

A folio of work, which includes experimentation with media and techniques, and the development of a major art or design work supports the final piece. Students also study artists and designers, analyzing works and interpreting the artist's and designer's styles.

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

Major design briefs can focus on graphic design, architecture, fashion design or landscape design, and students continue to build on their 'Design Thinking' techniques in a series of practical and problem-solving challenges.

## 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 Learning Area Coordinator. 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.

[Click here to go to the English and English as an Additional Language \(EAL\) Curriculum Sequence Chart](#)





## 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.

Evidence of learning is provided by:

- > Three responses to texts (30%)
- > Three examples of text creation and one Writer's Statement (40%)
- > One 2,000 word comparative essay analysis of two independently chosen texts (external assessment 30%)

### English Literary Studies

The subject offers students the opportunity to study complex texts and develop their critical thinking skills. Through analysis and argument students explore how authors represent ideas and develop strategies to enhance their own skills in creating and responding to texts.

Evidence of learning is provided by:

- > Responses to text (50%)
- > Text production (20%)
- > Individual Study (external assessment 15%)
- > Examination (90 minutes - external assessment 15%)



# 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
- > Softball
- > Athletics
- > AFL
- > Soccer
- > Badminton
- > Netball
- > Fitness

Within Health, students develop their knowledge in a number of topics including nutrition, mental health, relationships, sexual health, alcohol 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:

- > Swimming
- > Softball
- > Fitness
- > Volleyball
- > Football codes
- > Basketball

Within Health, students develop their knowledge in a number of topics including fitness, mental health, alcohol and other drugs, nutrition and sexual health.

## Year 9 Physical Education – Extension

This course is designed for students who are particularly interested in Health and Physical Education and prepares students for SACE Health and Physical Education. Students develop their fitness, skills and performance in practical topics including netball, football codes, tennis and other negotiated sports. Within theory lessons, students develop their knowledge and understanding of topics including team dynamics and leadership, fitness components and anatomy.

## SACE Stage 1 and 2 Physical Education

Courses in Year 11 and 12 are not compulsory but are designed for students who have an interest in Physical Education or who may want to pursue careers within this field.

## SACE Stage 1 Physical Education

SACE 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. 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.

## Physical Education in Semester 1

Students complete practical models to further develop their skills and technique in sports including handball, netball, frisbee and other negotiated practical.

The theoretical components of this course include:

- > Energy Systems
- > Body Systems
- > Performance Analysis

## Physical Education in Semester 2

Students complete practical models to further develop their skills and technique in sports including aquatics, soccer, badminton and other negotiated practicals.

The theoretical components of this course include:

- > Biomechanics
- > Energy Systems
- > Barriers and Enablers to Physical Activity

Physical Education is assessed through written work, issues analysis and practicals.

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





## SACE Stage 2 Physical Education

Students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes.

Education ‘in’ physical activity involves students making meaning of personal movement experiences. Through these movement experiences, students engage in thoughtful participation where skills of internal reflection and articulation of learning progress are developed.

Education ‘through’ physical activity involves students using movement to strengthen their personal, intellectual, and social skill development. Such skill development allows students to engage more purposefully in physical activity.

Education ‘about’ physical activity involves students developing an understanding of biophysical, psychological, and sociocultural domains through participation in physical activity.

Evidence of learning is assessed through:

- > Diagnostics (30%)
- > Improvement Analysis (40%)
- > Group Dynamics (30%)

## SACE Stage 1 Health

Students in Year 11 investigate factors that shape the behaviours and attitudes of individuals and groups in relation to healthy living. 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 issues analysis, group activity and investigation.

## SACE Stage 2 Health

Students focus on the health and wellbeing of individuals and communities. They study at least one core topic of Health Literacy or Social/Economic Determinants of Health.

They also complete three topics from the following:

- > Health Promotion in the Community
- > Health and Environment
- > Sexuality and Health
- > Health and Relationships
- > Risks and Challenges to Health
- > Stress and Health
- > Vocational Studies and Applications in Health

Evidence of learning is assessed through:

- > Group Investigation and Presentation
- > Issues Analysis
- > Practical Activities
- > Investigation

## SACE Stage 1 Food & Nutrition

Students in Year 10 and 11 focus on the fundamental knowledge in food and nutrition. They examine the factors that influence people’s food choices and the health implications of these choices.

The course also covers the nutritional characteristics of the Five Food Groups including:

- > Concepts of Energy Balance
- > Nutrient Calculations
- > Energy Density of Foods
- > Assessment of Diet Quality
- > The Impact of Diet on Nutritional Status

Practical work is based on associated theory.

## SACE Stage 1 Child Studies

Students in Year 11 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, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

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



# Humanities & Social Sciences (HASS)

## Year 7, 8 and 9 Geography and History

Students in Year 7, 8 and 9 undertake compulsory semesters of study in both Geography and History. In addition, students in Year 7 and 8 undertake a four-week Business & Enterprise unit of project-based learning and Year 7 students complete a four-week Civics and Citizenship course.

### 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

The Year 7 History curriculum begins with an overview of the Ancient World. In this section students explore the oldest continuous culture, that of Australia's Aboriginal communities. Classes then undertake depth studies in two areas, the first being the Ancient Society of Rome and the second study focusing on India. Through this exploration students develop their skills in source identification, analysis and evaluation as well as exploring the concept of historical timelines.

#### Year 8

The Year 8 curriculum provides a study of 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: The Medieval World, Shogunate Japan and The Black Death. This was when major civilizations around the world met each other and beliefs were challenged.

#### Year 9

The Year 9 curriculum provides a study of the making of the modern world from 1750 to 1918. This was a period of industrialization and rapid change in the ways people thought and lived. Students examine The Industrial Revolution, Australia's development in the 19th Century and complete a study of World War I.

## Geography

The content of the Year 7, 8 and 9 Geography courses is 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 studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

“Place and Livability” focuses on the concept of place through an investigation of livability. This unit examines factors that influence livability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and spaces are planned and managed by people. Students undertake a local excursion.

#### 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, including Aboriginal and Torres Strait Islander relationships with the natural world. “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 investigating 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.

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







# Languages French or Italian



Students entering Year 7 undertake the study of either French or Italian for two years. New Year 8 students undertake one full year of study in either of the language subjects. In Years 9 to 12, students may elect to study either French or Italian for a full year as a choice subject. They cannot swap from one language to the other at this point in time.

Students must successfully complete study in Years 7 to 10 if they wish to undertake languages as part of their SACE studies. Students studying languages in Years 7 to 10 are required to purchase Language Perfect, a study program which is used in all classes.

## Year 7

Students begin their studies of French or Italian with an emphasis on listening, speaking, reading and writing. Cultural units of learning underpin broader understanding of Global Citizenship, one of Mitcham Girls High School's core values.

Students access the online learning activities program Language 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. Students participate in cultural activities related to celebratory days and festivals, National days and film festivals.

Students access the online learning activities program Language 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 Year 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 include fashion, health and nutrition, home, family and festivals. This may involve some excursion or 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. Film study, including analysis, is also introduced at this year level. Students are encouraged to participate in the competitive ACER and Language Perfect activities. This occurs in both written and spoken examination formats.

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





## SACE Stage 1 Languages

Year 11s learn to interact with others to share information, ideas, opinions and experiences at a deeper level than in previous years. 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 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

During SACE Stage 2, students work towards capabilities in partial fluency. By the end of the year, they should be able to accurately and confidently communicate 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 and lifestyle of either French or Italian speaking communities. The course has a compulsory written external examination as well as an oral external examination. Once combined, they are worth 30% of the subject grade.



# Mathematics

## Year 7 Mathematics

Students are taught by specialist mathematics teachers, who have a comprehensive knowledge of mathematics and understand where Year 7s are heading in their learning.

This learning encompasses a range of teaching methods along with an online learning environment, Mathspace, which adapts to the students' learning needs. Units of work will also be incorporated that allow for exciting possibilities with regard to STEM learning and inquiry/project-based learning.

## Year 8 and 9 Mathematics

Year 8 and 9 Mathematics are compulsory full year subjects in each year level. Throughout these years, students develop skills in the three areas of: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Wherever possible, the learning is linked with other curriculum areas, or using an Inquiry Model, allowing the students to see the 'bigger picture' and the importance of maths when solving a wide range of real-life problems, including what skills and knowledge are required in various scenarios. A focus on Growth Mindset and the understanding that anyone can do 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 of Year 9, where students start to explore more applications of digital technology to model financial problems. Many of the skills are applied across other curriculum areas, such as ways to collect, represent and interpret data in new ways. The focus on teaching is to develop collaborative, critical and creative problem-solving skills. Those students who are particularly interested in careers in science, engineering, medicine, technology and computing enjoy the stretch and challenge offered in the new topics they undertake in 10A Mathematics. This enables students to become confident at 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 Year 11 and 12, have the option of adding an extra semester, making this a three semester course. Although not compulsory, this gives a thorough and deeper understanding of topics in preparation for Year 11 and 12. It also enables students to get a 'head-start' on topics which could include: circle proofs, exponential equations and matrices. Additionally, this could include an extended investigation with an engineering focus.

[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.

*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. These include visits to primary schools and Open Night. It is also 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.*

## 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, vectors, complex numbers and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science and physical sciences.



# 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

- > Earth and Space
- > Chemical Change
- > Forces and Machines
- > Living Diversity
- > Separating Mixtures
- > Water

### Year 8

- > Matter
- > Acids and Bases
- > Energy Transformation
- > Changing Earth
- > Alternative Energy
- > Cells

### Year 9

- > Body Systems
- > Disease
- > Electromagnetic Spectrum
- > Coordination and Control
- > Atoms and Nanotechnology
- > Ecology and Nature's Cycles

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

Year 9 students have the opportunity to plan their own investigations in the theme of Consumer Science (CREST Awards).

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
- > The Universe

#### Chemistry

- > Periodic Table
- > Reactions

#### Biology

- > Genetics
- > Evolution

#### 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.

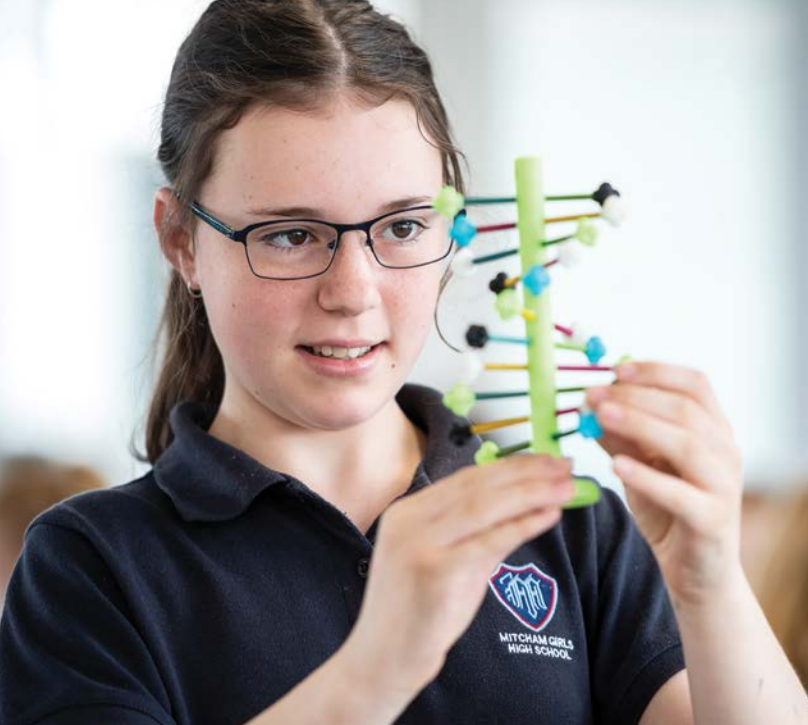
Students consider how human beings make use of the Earth's resources and the impact of human activity on the environment. Through practical studies, students develop investigation skills and an understanding of the physical world that enables them to be questioning, reflective and critical thinkers.

This full year SACE Stage 1 practical-based subject introduces students to the concepts of Chemistry through a study of the following topics:

- > Bonding

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





- > 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:

- > Introduction to Psychology
- > Social Influence and Social Interaction
- > Memory and Cognition
- > Brain and Behaviour
- > Human Development
- > Emotion

In SACE Stage 2, topics include:

- > Introduction to Psychology
- > Learning

- > Social Psychology
- > Personality
- > Alternative States of Awareness
- > Healthy Minds

## 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.



# Technologies

The Technologies curriculum 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 in Year 7 and 8. The subject is separated into two focus areas - Design & Technologies and Food Technologies. Each area is one term in length with Digital Technologies incorporated throughout the semester. Students experience how to solder electronic circuits, produce healthy food options, construct timber and sheet metal projects, 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/or laser cutting.

## Year 9 Technologies

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

### Design & Technologies

Students develop an understanding of a range of materials, components, tools and equipment. The major focus is to design 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 may include wooden games or metal fire pits.

### Digital Technologies

Students learn a range of coding/programming skills whilst designing a range of digital solutions. This includes new skills in web design and app development whilst continuing to develop existing knowledge of robotics. They also investigate emerging career pathways in cyber security, game development and artificial intelligence, 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 are recommended by their Year 8 Mathematics, Science and Technologies teachers to undertake this subject but it is open for all students to select. This subject focuses 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 one term each of 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 construction techniques.

## 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.

### Design & Technologies

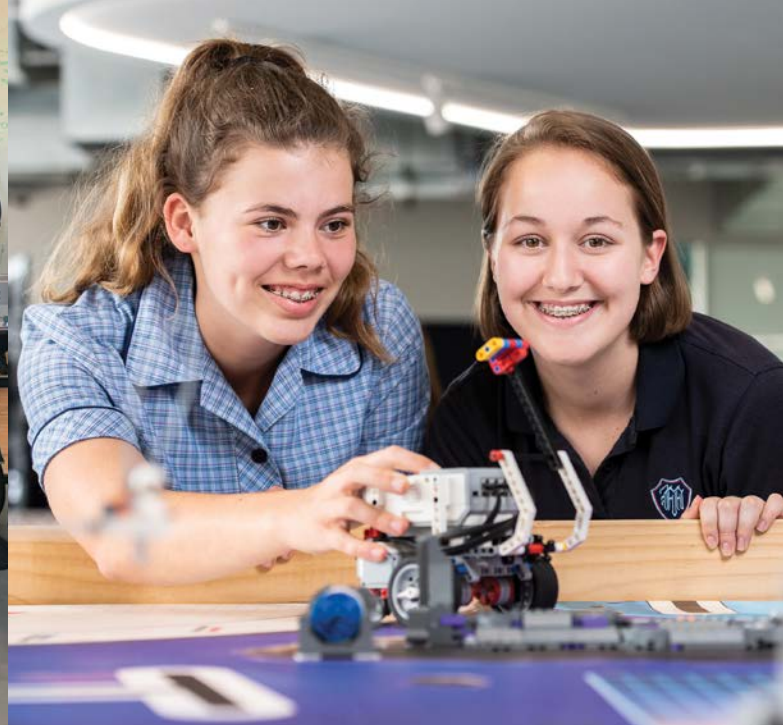
Students in Year 10 and 11 learn a range of construction techniques throughout the course to design their own projects out of timber or metal. They develop an understanding of how to use a variety of new power tools and machines to safely bring their designs to life. They can also utilise CNC routing and plasma cutting technology to design and make more intricate projects.

### Digital Media

Students in Year 10 and 11 have the opportunity to learn film production, graphic design, animation and game development. The focus of these areas is on developing industry standard skills by using Adobe software programs. These range from Adobe Illustrator and InDesign for graphical projects and Premiere Pro, After Effects and Animate to create interactive projects.

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





## Engineering

This subject is the continuation for students pursuing a STEM pathway in Year 10 and 11. Engineering focuses 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.

## Fashion & Textiles

Students in Year 10 and 11 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.

## Food Technologies

Students in Year 10 and 11 focus on current and emerging technological advances in the industry relating to the preparation and presentation of food. Students develop further understanding on how current food technologies can influence traditional food cultures and change how food is selected and prepared in the hospitality industry.

## Photography

Students in Year 10 and 11 develop their knowledge in a range of specialised camera techniques including shutter speeds, aperture and composition. Students then compare existing knowledge of darkroom techniques to a range of new digital image editing skills through Adobe Photoshop and Lightroom to create high quality images for a range of digital solutions.

## 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.

## 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 & Photography

This course provides a pathway for students who have studied both Stage 1 Photography and 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. They 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. Students develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. They focus on the impact of the food and hospitality industry and examine the contemporary and changing nature of the industry. Students 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 & Technologies, Engineering and Fashion & Textiles. Students investigate a range of existing products, systems or materials, then develop their own projects that meets 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 on 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.





# VET

## Vocational Education and Training

VET courses are industry-based courses that are accredited as a certificate/part certificate in further education.

VET courses and materials are developed with industry input and are designed to reflect industry training and skill requirements. Part of the assessment of students may take place in industry through structured work or vocational placements. Nationally accredited VET courses may be used to complete the SACE at Stage 1 and Stage 2.

Students who are interested in enrolling in VET courses must complete a full subject selection initially.

VET courses may be studied at TAFE, a Registered Training Organisation or a local school. All costs associated with VET courses must be paid in full before students are enrolled in the course. Costs for VET courses are funded by parents.

### VET Courses may include these options:

Allied Health Assistance	Hair/Make Up
Aged Care	Health and Community Services
Agriculture	Horsemanship
Animal Studies	Hospitality
Architectural Drafting	Information Technology
Automotive	Kitchen Operations
Barista	Interior Design
Business	Laboratory Skills
Children's Services	Make Up
Construction	Massage
Dance	Metal Engineering
Digital Photography	Music/Band Management
Disability	Nursing Introduction
Driver Education	Pharmacy
Electronics	Retail
Event Management	Science and Technology
Fibre/Fashion and Colour	Sound and Lighting
First Aid	Sound Production
Fitness	Sport and Recreation
Digital Animation	Sport Coaching
Food Processing	Studio Recording
Graphic Design	Stablehand
Hairdressing	Tourism

# 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; Business & Enterprise; Civics and Citizenship; Design & Technologies; Digital Technologies; English or English as an Additional Language (EAL); Geography; Health & Physical Education or Gift Dance (audition only); History; Languages; Mathematics; Science. Other areas of study include units from The Arts Choice Subjects.

Students can apply to join the Gift Academic Program and undertake specialised instruction in English, Geography, History, Mathematics and Science. Refer to the Enrolment Package.

Studying Gift Dance requires an audition and is undertaken for 3 units with 2 units replacing Health & Physical Education.

Languages incorporate Civics and Citizenship. Geography and History incorporate Business & Enterprise.

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 & 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	
<b>Total Units</b>	<b>14</b>



# 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 & 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 & 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 & Technologies	
Digital Technologies	
Drama	
Engineering	
Food & Textiles	
French A & B (studied for a full year – 2 units)	
Italian A & B (studied for a full year – 2 units)	
Music A	
Music B	
Physical Education – Extension	
Visual Arts – Art	
Visual Arts – Photography	
<b>Total Units</b>	<b>14</b>

# 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.

### Subject Selection at Year 10 and 11

Mitcham Girls High School gives Year 10 students the opportunity to participate in some SACE Stage 1 Choice Subjects. This is designed to give Year 10s an opportunity to study subjects with SACE specific content in order to better prepare them for the demands of SACE Stage 1 and 2.

The SACE curriculum content in these subjects alternates on a two yearly cycle so that students do not study the same content twice and ensures students are not precluded from those SACE subjects studied at Year 10 when they progress to Year 11. Increasing the number of students accessing SACE Stage 1 Choice Subjects increases the number of classes we can run, and consequently allows a much greater degree of success for Year 11 students when allocating them to classes in the school's timetable.

Subjects taken in the first cycle are labelled A and B, in the second cycle C and D. The opportunity to undertake SACE Stage 1 subjects over two years also gives Senior Students the opportunity to experience greater breadth and depth of subjects in preparation for subject selection at SACE Stage 2. This does not, however, mean that Year 11 students are able to undertake SACE Stage 2 subjects when in Year 11, as all Year 11s are expected to select and study a full complement of SACE Stage 1 subjects.

### 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 11 and 12 students (and some Year 10s) 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.

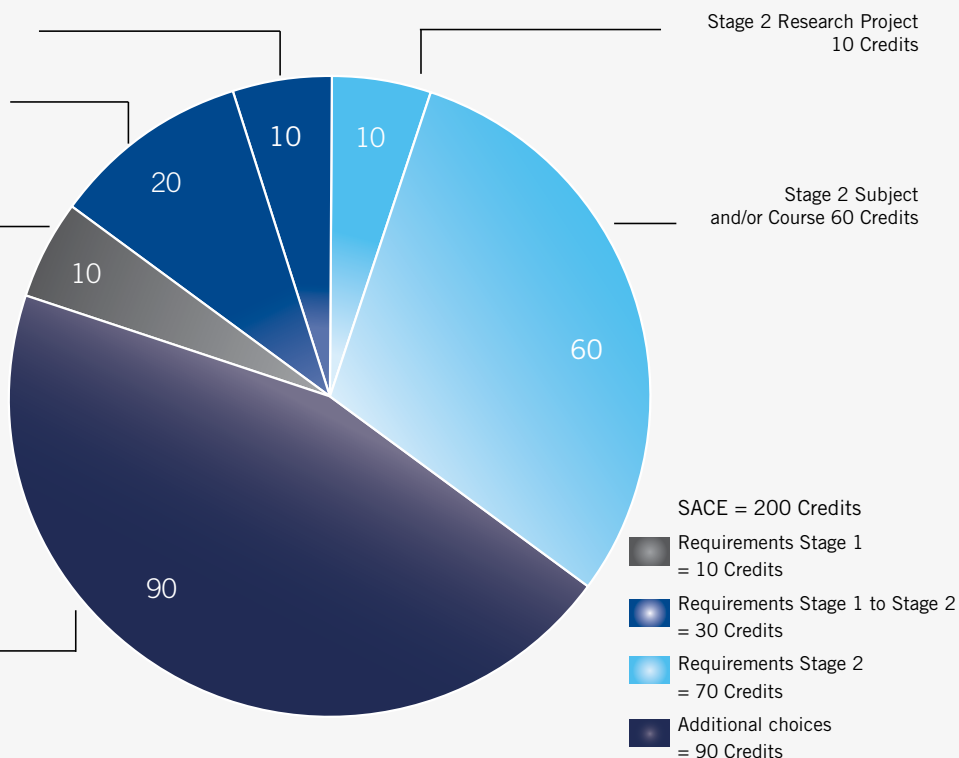
## ‘C’ GRADE OR BETTER

Stage 1 or Stage 2 Numeracy  
10 Credits

Stage 1 or Stage 2 Literacy  
20 Credits

Stage 1  
Personal Learning Plan  
10 Credits

Stage 1 or Stage 2 Subjects  
and/or Courses  
90 Credits



For more information on SACE Subjects visit [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

# Senior School

## Year 10 Curriculum

Compulsory Subjects *	SACE Credits
English or English as an Additional Language (EAL) – Full Year	N/A
Health & 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) – 1 Semester	10 Credits
Year 10 Choice Subjects *	SACE Credits
Dance A	N/A
Dance B	N/A
Gift Dance A, B & C (replaces 1 semester of compulsory H&PE)	N/A
French A & B (studied for a full year – 2 units)	N/A
Italian A & B (studied for a full year – 2 units)	N/A
Mathematics 10A C	N/A
Music A & B (studied for a full year – 2 units)	N/A
Year 10 and 11 Choice Subjects *	SACE Credits
SACE Ancient Studies	10 Credits
SACE Design & Technologies C	10 Credits
SACE Design & Technologies D	10 Credits
SACE Digital Media C	10 Credits
SACE Digital Media D	10 Credits
SACE Drama C	10 Credits
SACE Drama D	10 Credits
SACE Engineering C	10 Credits
SACE Engineering D	10 Credits
SACE Fashion & Textiles	10 Credits
SACE Food & Nutrition	10 Credits
SACE Food Technologies C	10 Credits
SACE Food Technologies D	10 Credits
SACE Modern History	10 Credits
SACE Photography C	10 Credits
SACE Photography D	10 Credits
SACE Physical Education C	10 Credits
SACE Physical Education D	10 Credits
SACE Society & Culture	10 Credits
SACE Tourism	10 Credits
SACE Visual Arts – Art C	10 Credits
SACE Visual Arts – Art D	10 Credits
SACE Visual Arts – Design C	10 Credits
SACE Visual Arts – Design D	10 Credits



# 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 or English Literary Studies – 1 Semester	10 Credits
General Mathematics A or Mathematical Methods A – 1 Semester	10 Credits
Research Project – 1 Semester	10 Credits
Independent Study – 3 Semesters	N/A

Year 11 Choice Subjects *	SACE 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
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
Physics A	10 Credits
Physics B	10 Credits
Psychology A	10 Credits
Psychology B	10 Credits
Specialist Mathematics	10 Credits

\* Year 10 and 11 students select a total of 14 units for the year, where one unit is equivalent to 1 semester of work and 2 units is equivalent to a full year subject. The 14 units are a combination of compulsory and choice subjects, based on the requirements of each year level. Year 10 and 11 students can select Choice Subjects from the list pertaining to their year level or from the Year 10 and 11 Choice Subjects labelled “SACE”.

# 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	
Dance	20 Credits	
Digital Media & Photography	20 Credits	
Drama	20 Credits	
English	20 Credits	
English as an Additional Language	20 Credits	
English Literary Studies	20 Credits	
Essential English	20 Credits	
Food & 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	
Physical Education	20 Credits	
Physics	20 Credits	
Psychology	20 Credits	
Scientific Studies	20 Credits	
Specialist Mathematics	20 Credits	
Technologies & Engineering	20 Credits	
Visual Arts – Art	20 Credits	
Visual Arts – Design	20 Credits	
Women's Studies	20 Credits	
<b>Total Units</b>		<b>14</b>



## Year 8 – 12 Subject Costs

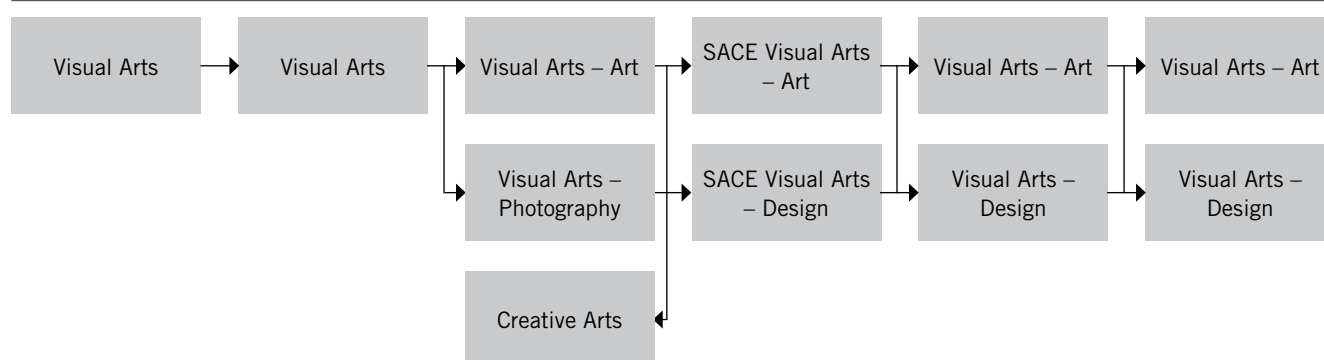
Subject	Year	Cost	Reason
Biology	12	\$95.00	Revision guide and workbook
Chemistry	12	\$95.00	Revision guide and workbook
Digital Media	10/11/12	\$8.00	Adobe Software per year
Engineering	10/11	\$10.00	Additional Materials and Adobe Software
Fashion & Textiles	10/11	\$40.00	Bernina bobbin, sewing kit and students provide their own fabric
Food Technologies	10/11	\$80.00	Food
Food & Hospitality	12	\$120.00	Food
Food & Nutrition	10/11	\$60.00	
French	9/10	\$40.00	Online language program
Health	12	\$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	\$100.00	Instrumental lessons (\$50) and instrument hire (\$50)
Music A or B	10/11/12	\$120.00	Instrumental lessons (\$70) and instrument hire (\$50)
Photography	10/11	\$8.00	Adobe Software Per Year
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
Technologies & Engineering	12	\$20.00	Additional Materials and Adobe Software
Tourism	10/11	\$50.00	Excursion

# Curriculum Sequence Charts

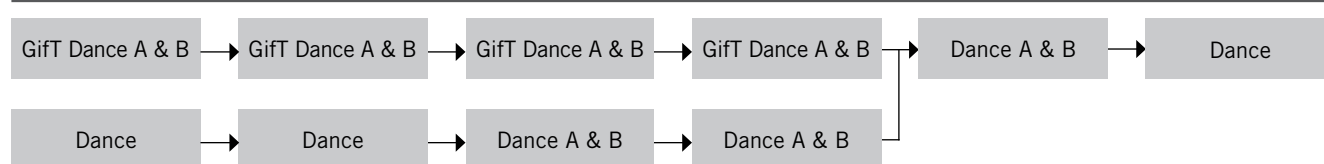
## Arts

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
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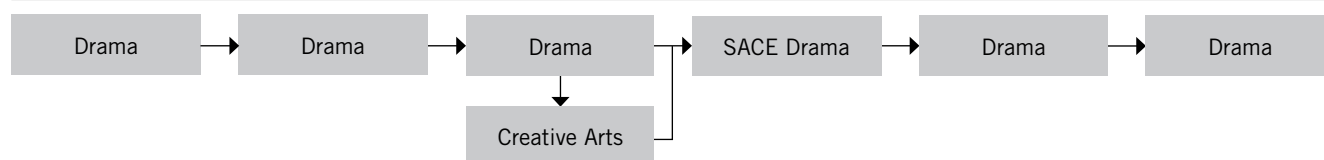
### Art



### Dance



### Drama



### Music



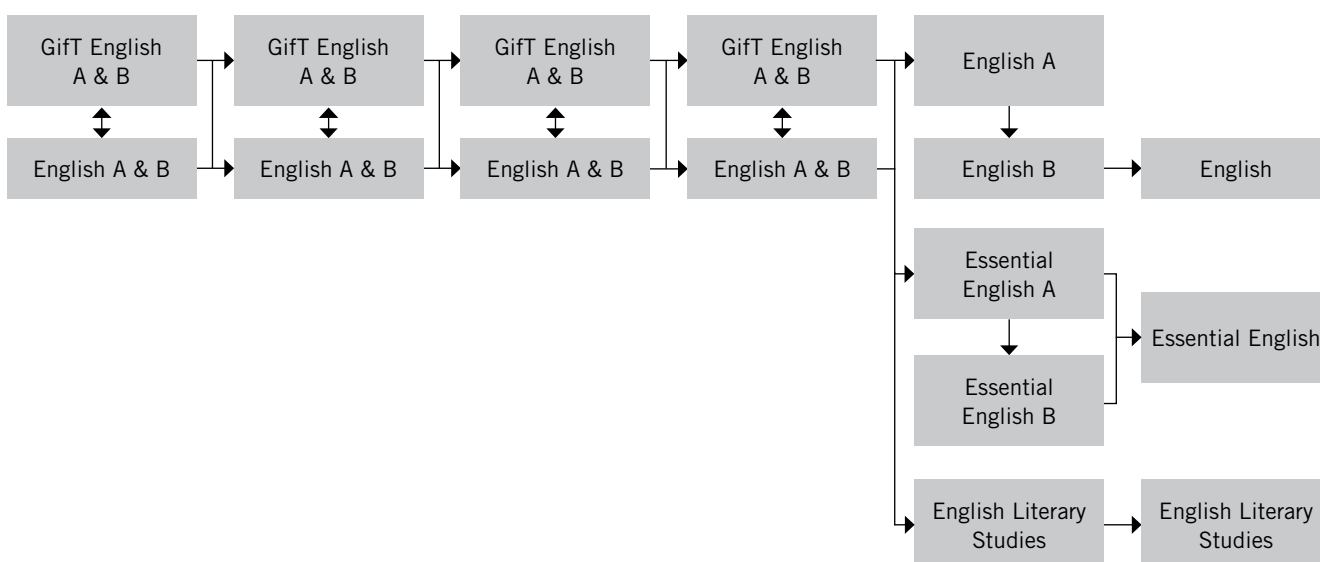
[Click here to go back to the Arts – Performing Arts page](#)  
[Click here to go back to the Arts – Visual Arts page](#)



# English

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
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## English

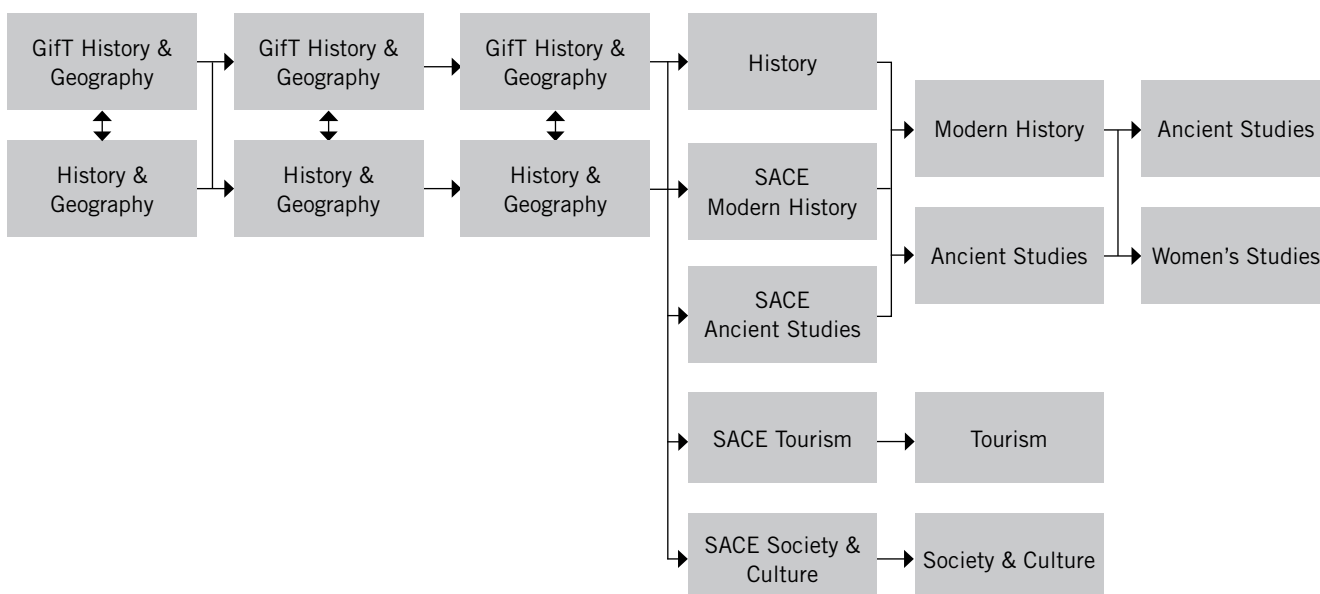


## English as an Additional Language (EAL)



# Humanities & Social Sciences (HASS)

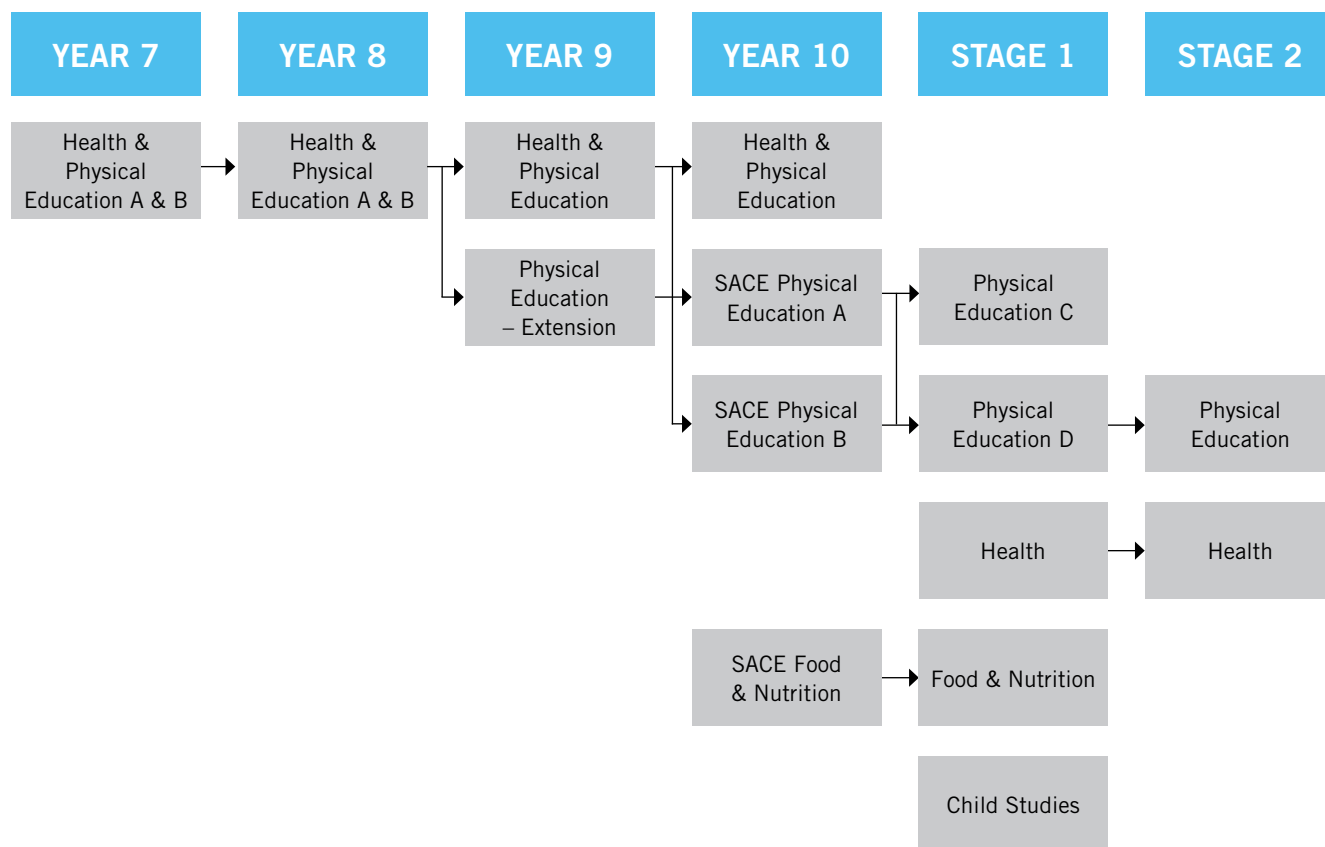
YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
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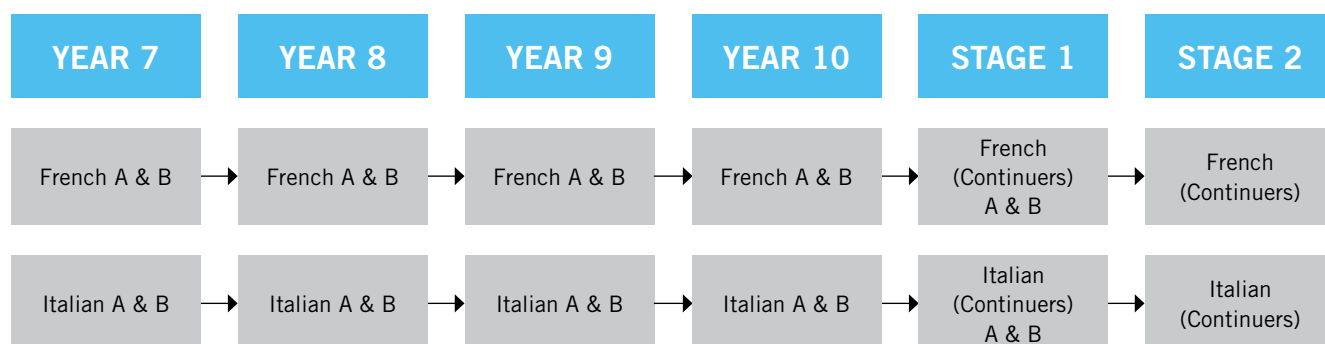
[Click here to go back to the English and English as an Additional Language \(EAL\) page](#)  
[Click here to go back to the Humanities & Social Sciences \(HASS\) page](#)

# Curriculum Sequence Charts

## Health & Physical Education



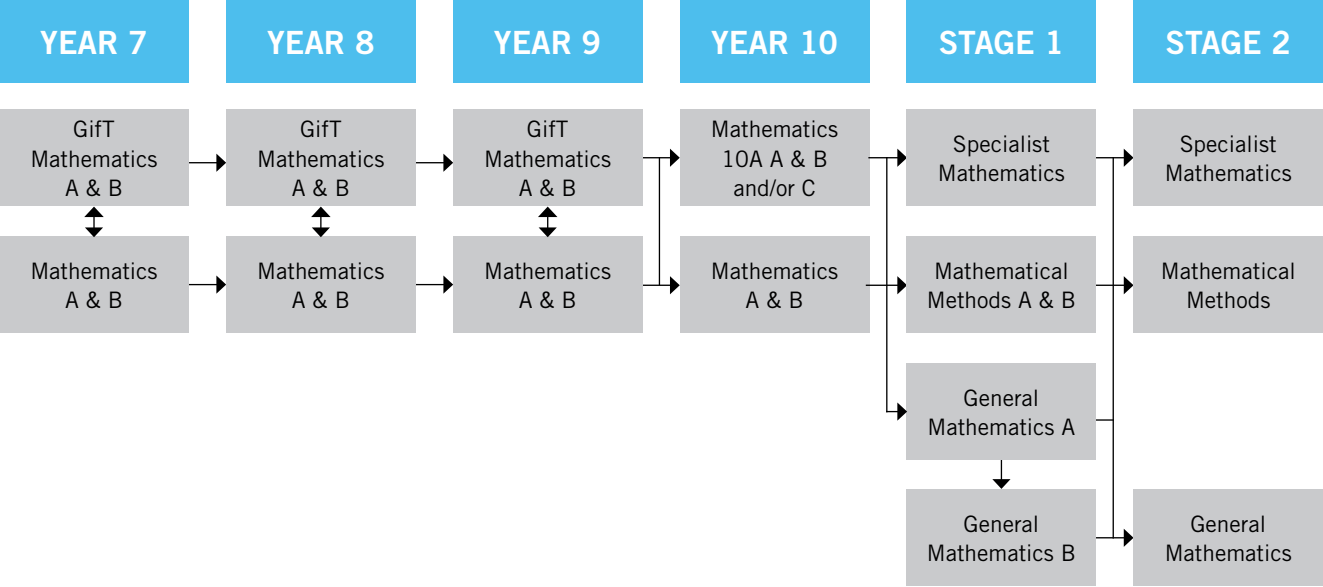
## Languages



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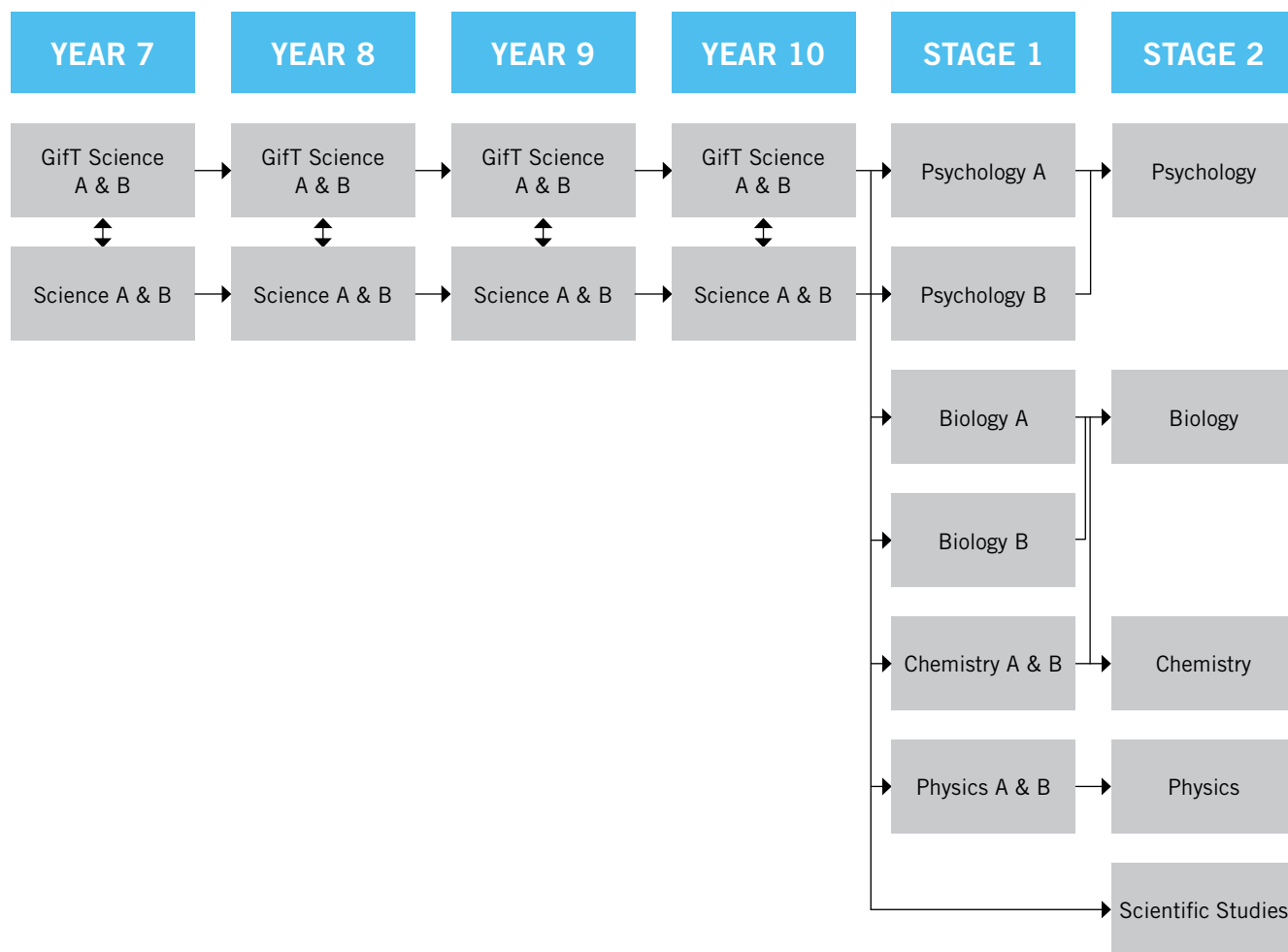


# Mathematics



# Curriculum Sequence Charts

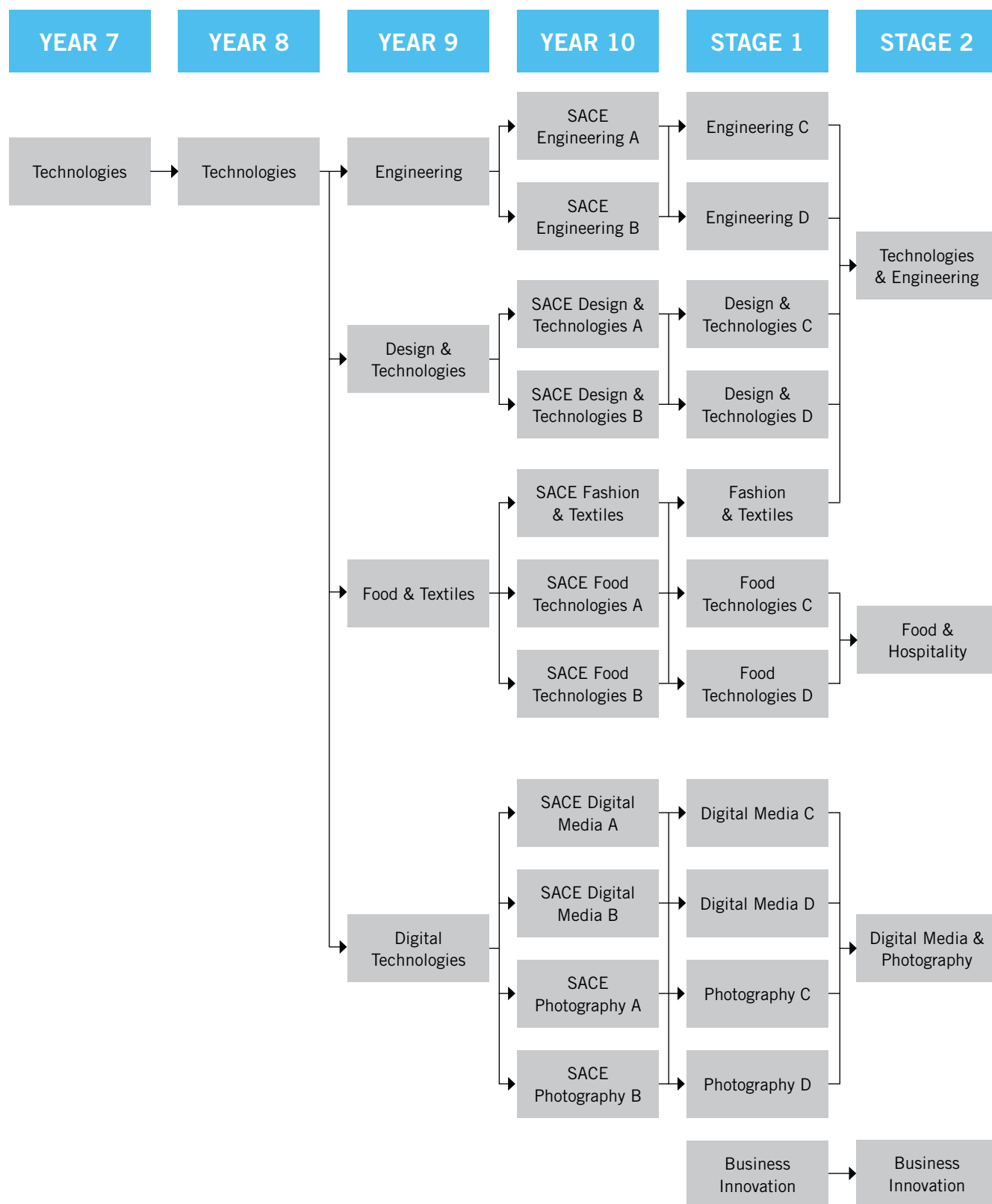
## Science



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# Technologies



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