

We treat others with kindness and respect • We look after our environment and each other • We try our best and we do our work on time

YEAR 11
CURRICULUM GUIDE

2025
Para Hills
High School

PHHS Curriculum Guide

Semester 2	ENGLISH	MATHEMATICS	ELECTIVE	ELECTIVE	ELECTIVE
Semester 1	ENGLISH	ACTIVATING IDENTITIES & FUTURES (AIF)	ELECTIVE	ELECTIVE	ELECTIVE

At year 11, students will typically undertake a total of 5 subjects per Semester, worth 10 SACE credit each. It is expected that students accrue between 20 and 40 credits from their learning program in year 10.

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VET & SACE

The South Australian Certificate of Education (SACE) is an internationally respected senior secondary education qualification that equips students with the knowledge, skills, and capabilities they need to progress to further learning and work as confident and responsible global citizens.

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

The certificate is based on two stages of achievement: Stage 1 (predominantly undertaken in year 11) and Stage 2 (Year 12). Students will be able to study a wide range of subjects and courses as part of their SACE. Scan the QR code at the bottom of page for more information.

WHAT IS VET?

VET stands for Vocational Education and Training. Students can undertake hands-on learning in a workplace setting and get a head start on their career. They learn on-the-job skills while working towards their SACE and a VET qualification. Students can gain up to 150 of their 200 SACE credits at Stage 1 and/or Stage 2 from VET.

UNIVERSITY AND TAFE SA ENTRY

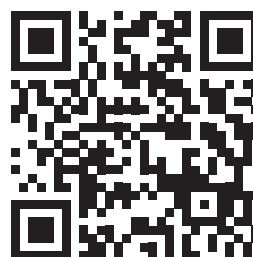
Getting the SACE is the main entry used by the South Australian students to gain admission into university and TAFE courses. TAFE SA recognises SACE as meeting the course admission entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes. Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to qualify for the SACE, obtain an Australian Tertiary Admission Rank (ATAR) and meet any prerequisite subject requirements for the course/program.

Applications for university and TAFE courses are handled by the South Australian Tertiary Admissions Centre (SATAC). Full details of university and TAFE entry requirements are included in the SATAC Tertiary Entrance booklet. For more information scan the SATAC QR code.

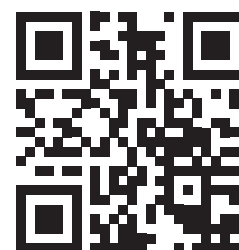
HOW DO I GET THE SACE ?

- Every subject you complete successfully will earn you 'credits'
- 200 credits of these in the right mix of subject will give you your SACE
- A full Semester (six months) of study in one subject will be worth 10 credits
- You will receive a grade for each subject - from an A to an E
- Compulsory subjects need a C grade or better to complete the SACE
- You will receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board.

Credits	Requirements
	Year 10
10	EIF
	Year 11 (Stage One)
20	Literacy (from a range of English subjects and courses)
10	Numeracy (from a range of Mathematics subjects & courses)
	Year 11 or 12 (Stage One or Two)
up to 90	Other subjects and courses of the student's choice
	Year 12 (Stage Two)
10	AIF
60 or more	Other Year 12 (Stage Two) subjects and courses*



<https://www.sace.sa.edu.au/studying>



www.satac.edu.au/

INTRODUCING SPECIAL INTEREST PATHWAY FOR 2025



Para Hills Performing Arts Company - Available to students in years 7 to 11

The Para Hills Performing Arts Company provides an opportunity for students to immerse themselves in the diverse and vibrant world of the performing arts. In the program, students will collaborate across year levels to make productions from start to finish. They will have the opportunity to undertake different roles, ranging from off-stage production elements to performance, developing relevant skills and knowledge for performing arts pathways.

The program will see students work closely with the local community and integrate hands on engagement with contemporary practitioners and industry professionals, giving them a comprehensive understanding of the opportunities that the performing arts world has to offer.

To apply, follow the link to submit the required documents. Once the online application has been received, the student will be invited to attend an audition. A limited number of places are available for students within and out of zone.

[Performing Arts Company application form](#)



**** Applications for the 2026 program will commence in Term 1 2025. Students who are accepted into a special interest program will have alternate subject pattern aligning with their pathway.***

ACTIVATING IDENTITIES AND FUTURES (AIF)

LENGTH 1 Semester

Activating Identities and Futures engages students to take greater ownership and agency over their learning as they select relevant strategies to explore, create and/or plan to progress an area of personal interest towards a learning output. Students develop the skills to 'learn how to learn' and strategies to 'know what to do when you don't know what to do'.

Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution.

ASSESSMENTS

- Portfolio
- Progress checks
- Appraisal

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ABORIGINAL PROGRAMS - SOUTH AUSTRALIAN ABORIGINAL SECONDARY TRAINING ACADEMY



LENGTH 1 full year

The South Australian Aboriginal Secondary Training Academy (**SAASTA**) offers young Aboriginal and Torres Strait Islander students a range of highly engaging learning and personal development opportunities. Our academy works with school leaders and local communities to give students the skills, opportunities and confidence to dream, believe and achieve in the areas of education, employment, sport, healthy living and connection with their culture. Note: students must be enrolled during the calendar year of the program. If starting in year 10 or 11, students are eligible to continue for consecutive years if they continue to meet the program KPIs and are successful in the relevant year's selection process.

Try-outs/interviews take place for the specialist academies in late term 3 and early term 4 each year. This process involves an opportunity for students to showcase their skills or aptitudes in their chosen academy area. Regular attendance and good grades at school are also key factors when determining which students are selected.

ASSESSMENTS

- Learning journey
- Creative presentation
- Practical exploration
- Connections
- Personal venture

ABORIGINAL PROGRAMS - STARS PROGRAM

LENGTH 1 full year

A good education lays the foundation for success in life and achieving a higher level of education is one of the key factors most likely to reduce Indigenous disadvantage in Australia. Stars offers specially tailored mentoring and support programs for young Aboriginal and Torres Strait Islander girls. Stars offers a range of activities to the girls, including sport and physical activities, art, music and dance. Community and volunteering activities are also provided to support the girls to build their confidence and give them opportunities for personal growth.

The key to the success of the program are our full-time on-site mentors, who provide our girls with the intensive, daily support they need to identify and achieve their goals and reach their full potential.

The program focuses on four key area of personal development through the Stars Plan:

- Healthy Lifestyles
- Wellbeing
- Education, Training and Employment
- Community, Culture and Leadership

Each Stars student works closely with her mentor to develop a plan to help her move positively towards making active choices about her future.

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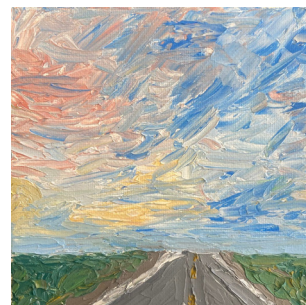
THE ARTS - CREATIVE ARTS

LENGTH 1 full year or 1 Semester

A subject that allows students to explore a specific area of Art/Design or the Performing Arts that interests them. Emphasis is placed on developing skills in the chosen area and on critical and creative thinking to develop creative Art works. Areas of interest may include: Jewellery, photography, stage management, theatrical performance, choreography, music composition, dance technology, film making.

ASSESSMENTS

- Production
- Folio



Mary Douros Y12

THE ARTS - DANCE

LENGTH 1 full year or 1 Semester

Successful completion of year 10 dance is recommended. It is also recommended that students wishing to study dance in year 12 undertake a full year of dance in year 11. In Dance - Stage 1, students will focus on 3 key learning areas: understanding dance, creating dance and responding to dance. In this subject students are expected to:

- Develop knowledge and understanding of the body, dance skills, dance elements, structural devices, production elements, and safe dance practices
- Apply technical and expressive dance skills in performance
- Communicate choreographic intent to an audience through composition and performance
- Reflect on their own creative works as an artist and that of others as an audience member
- Investigate dance in global contexts

ASSESSMENTS

- Skills development
- Creative explorations
- Dance contexts



THE ARTS - DRAMA

LENGTH 1 full year or 1 Semester

Successful completion of year 10 drama is recommended. It is also recommended that students wishing to study Drama - in Year 12 undertake a full year of drama in year 11.

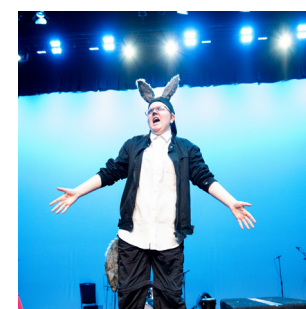
Drama - Stage 1 consists of the following three areas of dramatic study

- Company and performance
- Understanding and responding to drama
- Drama and technology.

In this course, students engage in learning as dramatic artists. The 3 areas of dramatic study are integrated to provide students with opportunities to learn dramatic conventions and elements, and the dramatic process of conceiving, experimenting, developing, making, presenting, analysing, and evaluating drama. Students will explore and experiment with a range of drama studies, including texts, innovators, styles, and professional productions.

ASSESSMENTS

- Performance
- Responding to Drama
- Creative Synthesis



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THE ARTS - MUSIC

LENGTH 1 full year or 1 Semester

To enroll in Stage 1 Music, it is highly recommended that students have passed at least one Semester of Year 10 Music.

In Music, students have the opportunity to engage in performing both as a soloist and in an ensemble. Students also learn composition and the use of musical technologies. Students creatively and critically engage in developing and applying musical literacies.

Students will continue to engage in free tuition of their chosen instrument, in one 30-minute lesson per week (in addition to their other subjects).

ASSESSMENTS

- Ensemble performance
- Solo performance
- Composition



THE ARTS - VISUAL ART

LENGTH 1 or 2 Semesters

Art Component

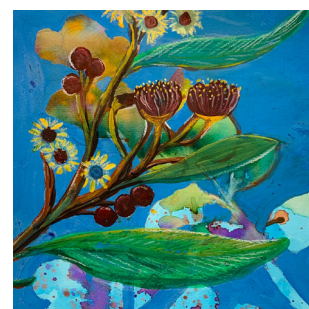
Students study a variety of designers and design styles, build technical skills and experiment with creative ideas, to develop their own personal design aesthetic. They apply skills and knowledge to solve design problems and follow the design process to present professionally finished products. Students will have access to digital media technologies to enhance their design work using industry standard software such as Adobe Photoshop, Illustrator and InDesign.

Design Component

Students study a variety of artists and art styles, building technical skills and experimenting to develop their own personal aesthetic. They apply skills and knowledge to respond to theme based art tasks. Students will have access to a variety of art mediums to enable experimentation and practical skill development.

ASSESSMENTS

- Folio
- Practical
- Visual study



Artwork by
Hniang Mangpa Y12

CROSS DISCIPLINARY - CATERING CONCEPTS

LENGTH 1 Semester

Students will work independently or as part of a group to investigate current trends in catering and the hospitality industry. Topics may include funky food presentation, street food, portable food, technology and food preparation and what's hot - trendy foods. Students will demonstrate their knowledge and develop food preparation techniques through weekly practical tasks, culminating in hosting a luncheon for 20 people.

ASSESSMENTS

Students are expected to critically evaluate and reflect on their work throughout the course.

- Practical
- Group activity
- Investigation

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DESIGN & TECHNOLOGY - CONSTRUCTION TECHNOLOGY

LENGTH 1 Semester or 1 full year

In this subject students will have a core focus in the tech workshops using wood as their medium. Students will be required to conceptualise, plan, draw and then construct their item. An example item at this level would be a full-sized coffee table.

ASSESSMENTS

- Specialised skills task
- Design process and solution



DESIGN & TECHNOLOGY - DIGITAL TECHNOLOGY

LENGTH 1 Semester or 1 full year

Digital technology promotes learning through initiative, collaboration, creativity, and communication using project- and inquiry-based approaches. You will be required to work both in groups and individually to complete your assessments, with individual videos and screen capture to demonstrate your progress and final solutions. In order to undertake the Semester 2 course, students must have completed the Semester 1 programming unit successfully.

In Semester 1, students use data analytics to explore the concept of big data and look at tools to analyse and extract useful information from large data sets. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems. Students will also use computational thinking skills and strategies to identify, deconstruct, and solve problems then analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. In programming students will use GameMaker Studio to develop arcade style games (Pacman, Donkey Kong, Zelda). Students will analyse and deconstruct a game, and then develop and use code to design and test your solution. In Semester 2 students explore innovations and advanced programming. In exploring innovations you will investigate current innovations and advances in technology and apply their critical and creative thinking skills to explore digital innovations, develop ideas, and create digital solutions. In advanced programming we will delve deeper into GameMaker Studio to make more advanced and difficult games using more intricate programming solutions, and look at the advantages that other platforms such as Unity offer for game programmers.

ASSESSMENTS

- Specialised skills task
- Design process and solution

ENGLISH - ESSENTIAL ENGLISH

LENGTH 1 full year compulsory

Students respond to and create texts in and for a range of personal, social, cultural, community, and/ or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. This course allows students to achieve the literacy requirement in the SACE.

ASSESSMENTS

- Responding to texts
- Creating texts
- Intertextual studies



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ENGLISH - GENERAL ENGLISH

LENGTH 1 full year compulsory

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

An understanding of purpose, context, and audience is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multi-modal. Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

ASSESSMENTS

- Responding to texts
- Creating texts
- Intertextual studies



HEALTH & PHYSICAL EDUCATION - PHYSICAL EDUCATION (Delivered as Health and Wellbeing)

LENGTH 1 full year or 1 Semester

Stage 1 PE will embed a Health and Wellbeing course that enables students to develop skills and knowledge around health issues and concepts. There will be a strong practical focus in developing this foundational knowledge for students aiming to complete Stage 2 Health and Wellbeing.

The topics of focus include:

- Develop empathetic and ethical understanding of health and wellbeing issues
- Apply knowledge and understanding of health and wellbeing concepts to contemporary issues and make informed decisions
- Analyse and reflect on health and wellbeing trends and issues
- Take action to improve health and wellbeing outcomes individually or collaboratively
- Evaluate and reflect on personal and social action through reflective practice.



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HEALTH & PHYSICAL EDUCATION - OUTDOOR EDUCATION

LENGTH 1 Semester

Within Outdoor Activities students' skills are developed through learning and experiencing the natural environment. Students will have significant opportunities to experience personal growth through participating in recreational activities that can impact positively on students' health and wellbeing. Outdoor Activities is a very energetic subject so students must be prepared to be very physical. This subject is for students who are genuinely interested in developing their Outdoor Education skills and will more than likely choose Stage 2 Outdoor Education in the following year.

This course costs will require a contribution of approximately \$200 per Semester, which must be paid on top of your annual school fees. This covers student camps, transport, hiring of equipment and maintenance of school equipment including tents, rain jackets, Trangias, backpacks and navigational equipment.

Theory

- Nutrition and strength training
- Bushcraft (navigation, cooking and bush etiquette)
- First aid Practical
- Mountain bike riding
- Bushwalking/orienteering or Aquatics

ASSESSMENTS

Type 1: Learning about natural environments - coastal investigation and designing PHHS mountain bike pump track folios.

Type 2: Learning in natural environments (60%) - mountain bike excursions and a 3-day hiking/surfing camp



Stage 1 Outdoor education Aquatics excursion

HUMANITIES AND SOCIAL SCIENCES - LEGAL STUDIES

LENGTH 1 Semester

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

Students will examine the Australian legal system. They will read, write about, discuss, analyse and debate issues. Students will also use a variety of methods to investigate legal issues, including observing the law in action in courts and through various media.

Topics include: Law and society, Justice system and Young People and the Law.

ASSESSMENTS

- Folio
- Media analysis
- Issues study
- Oral presentation



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HUMANITIES AND SOCIAL SCIENCES - MODERN HISTORY

LENGTH 1 Semester

The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

Topics include 2 of the below options

- Imperialism
- Decolonisation
- Indigenous peoples' social movements
- Revolution

ASSESSMENTS

- 3 historical skills assignments
- 1 history study investigation



HUMANITIES AND SOCIAL SCIENCES - LANGUAGE AND CULTURE

LENGTH 1 Semester

This subject gives students the opportunity to explore a language and culture of their own interest. It also provides an opportunity for students to study and develop a language of their choice and understanding of culture. Furthermore, all students develop their understanding of the Indigenous culture and language from the area.

ASSESSMENTS

- Personal venture - Indigenous histories journal and report
- Practical exploration - coordination of a Harmony Day activity
- Connections - self-introduction and communication/exchange in target language
- Practical exploration - create a brochure in target language



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MATHEMATICS - MATHEMATICS

Computers will always be better, faster, and more accurate at calculations than even the fastest human, so why bother learning maths at all? Well, a computer can only do what it is told, and who tells the computer what to do? Why is the calculation important? How do we use a calculation to solve a problem and make good decisions? These are things that only a human can do, and this is what you will learn how to do in SACE mathematics. The best choice for you will depend on:

- Potential careers and university pathways
- Demonstrated academic capabilities
- Teacher recommendations

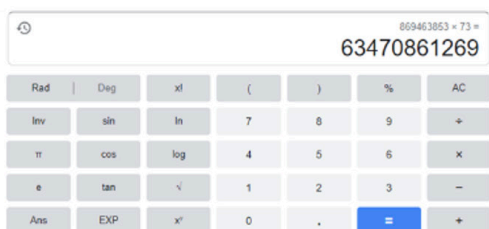
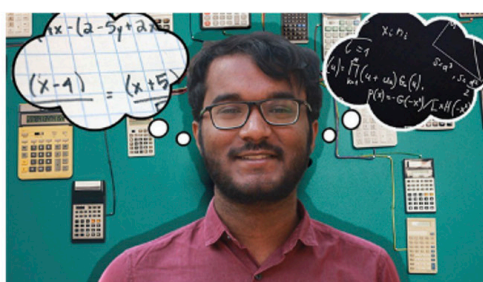
Have a chat to our maths teachers for more information on choosing the best maths pathway for you.

This is Neelakantha Bhanu Prakash, known as the "world's fastest human calculator."

So, Bhanu, what's 869,463,853 times 73?

It's 63,470,861,269

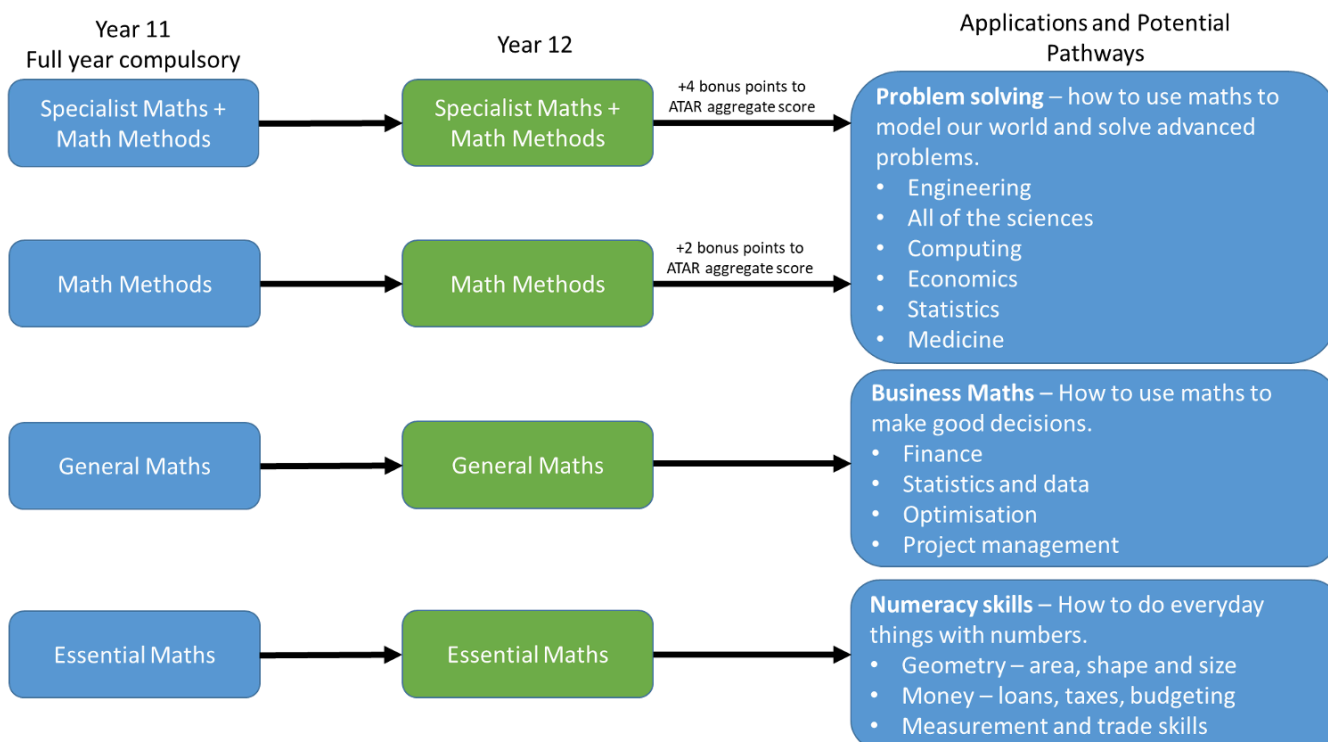
And it takes just 26 seconds for Bhanu to work it out in his head.



This is an actual calculator.

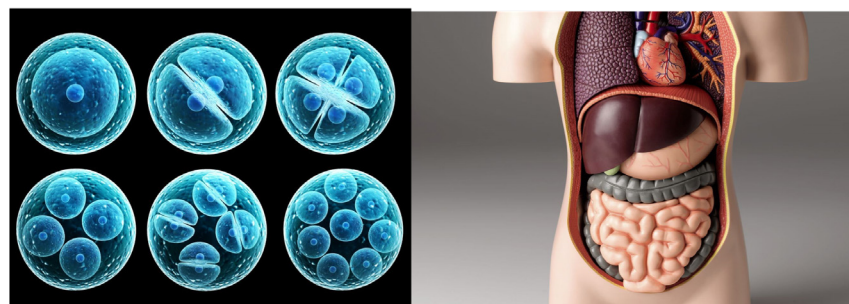
It can do 500 billion calculations every second.

Sorry Bhanu, calculator wins.



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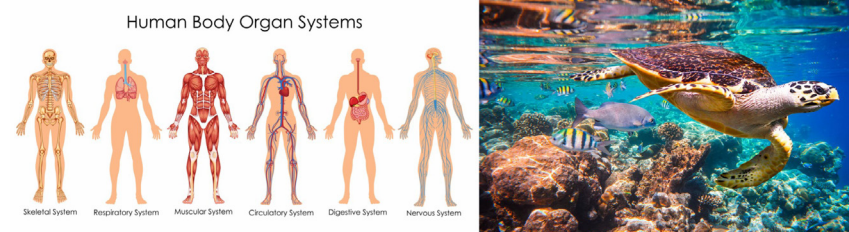
SCIENCES- BIOLOGY



LENGTH 1 full year or 1 Semester

What do the four pictures above have in common? They are all things we learn about in biology.

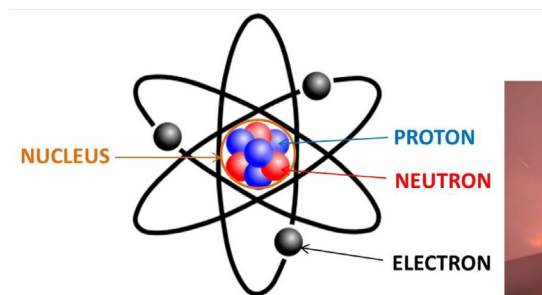
In Biology we learn about living things. We look different levels of organisation, from what happens in cells all the way up to how living things interact with each other in ecosystems.



KEY POINTS

- You can choose to do 1 or 2 Semesters of Biology in year 11
- You can pick Biology in year 12 without doing it in year 11 (but it's better to do it for two years)
- Biology is assumed knowledge for a lot of health related degrees at university

SCIENCES - CHEMISTRY



PERIODIC TABLE OF THE ELEMENTS

H																	He	
Li	Be											B	C	N	O	F	Ne	
Na	Mg											Al	Si	P	S	Cl	Ar	
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr	
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe	
Cs	Ba	La		Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn
Fr	Ra	Ac		Rf	Db	Sg	Bh	Hs	Mt	Ds	Rg	Cn	Nh	Fl	Mc	Lv	Ts	Og
		La	Ce	Pr	Nd	Pm	Sm	Eu	Gd	Tb	Dy	Ho	Er	Tm	Yb	Lu		
		Ac	Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Md	No	Lr		



LENGTH 1 full year

In chemistry we learn about atoms and why materials have the properties they do. This involves a lot of practical work and experimentation.

KEY POINTS

- You need to do a full year of chemistry in year 11
- You need to do chemistry in year 11 to be able to do it in year 12
- Chemistry is assumed knowledge (or very helpful) for a lot of health related degrees at university

https://youtu.be/-GY9qq_UzxQ



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SCIENCES - PHYSICS



Communication systems



Medicine



Space travel and exploration

LENGTH 1 full year

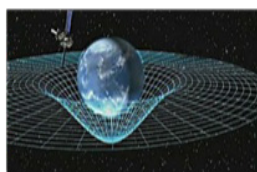
It's not rocket science... Well actually, it is. Can you learn rocket science in 1 minute?

Click the link to find out or scan the QR code.

In physics we learn about how things move and types of energy.

KEY POINTS

- You need to do physics in year 11 to be able to do it in year 12
- Physics is a pre-requisite subject for a lot of engineering degrees at university



Space-time: what is the empty space that we all live in?



Climate change

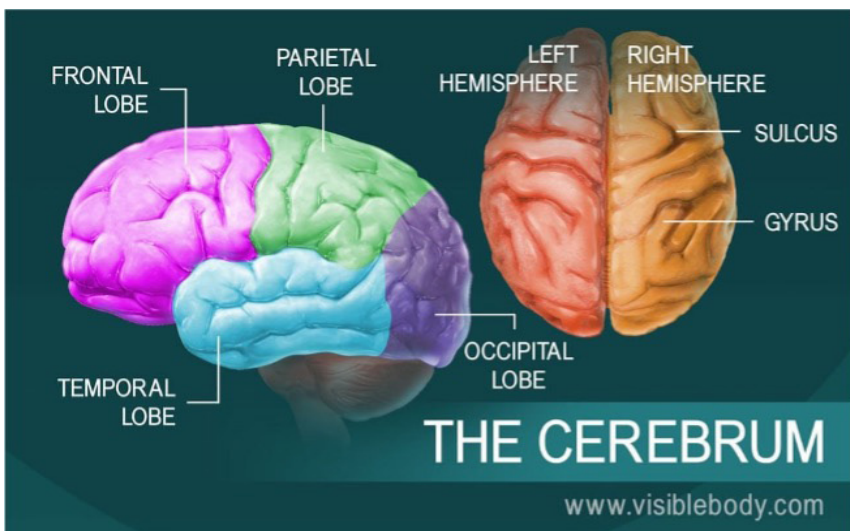


Motion: how things move

<https://youtu.be/EaxW2mIQPhg>



SCIENCES - PSYCHOLOGY



LENGTH 1 or 2 Semesters

In psychology we learn about how the brain works and how we learn.

KEY POINTS

- You can choose to do 1 or 2 Semesters of psychology in year 11
- You can pick psychology in year 12 without doing it in year 11 (but it's better to do it for two years)
- Psychology is useful for many fields after school (and is really interesting!)