



**PARA HILLS  
HIGH SCHOOL**

Your vision Your future



# Year 11 Course and Subject Information

# 2019

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# Introduction

This book gives an outline of the educational pathways offered to students at Para Hills High School and a description of subjects offered to students undertaking Year 11 in 2019.

After reading the relevant sections carefully, students (with caregivers,) should complete the subject choice record sheet at the back of this booklet. The final subject selection sheet can then be filled out during course counselling.

Students may change their course selection at the semester break or within TWO WEEKS of commencing a subject, considering the school constraints, and only after consultation with parents/caregivers and course counsellors.

Any choice subjects offered in this handbook will only be taught if there are sufficient student numbers to form viable classes and if teacher resources are available.

## Australian Curriculum

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.

The Australian Curriculum sets out what all young people should be taught through the specification of curriculum content and the learning expected at points in their schooling through the specification of achievement standards.

Each learning area or subject includes:

- A statement of rationale and a set of aims
- An overview of how the learning area is organised
- Year level descriptions
- Content descriptions (knowledge, understanding and skills) specifying what teachers are expected to teach
- Achievement standards that describe the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students at points in their schooling

Increasingly, in a world where knowledge itself is constantly growing and evolving, students need to develop a set of skills, behaviours and dispositions, or general capabilities that apply across discipline content and equip them to be lifelong learners able to operate with confidence in a complex, information-rich, globalised world.

The Australian Curriculum includes a focus on seven general capabilities (literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding) and three cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability). Criteria of learning have been developed for each, to describe the relevant knowledge, understanding and skills at particular points of schooling. These have been embedded where relevant and appropriate in each learning area and can be viewed explicitly in the curriculum online at [www.australiancurriculum.edu.au/](http://www.australiancurriculum.edu.au/).

## SACE Curriculum (Stages 1 & 2)

The SACE is an essential qualification. Please read the information about it carefully. After you have read this booklet, you may find it advisable to seek further information from subject teachers, subject coordinators or school counsellors, and the resource centre.

Those considering tertiary study should also refer to the SATAC "Tertiary Entrance" booklet, given to all students in Year 10, to make sure they understand requirements for entry to particular courses.

## English as a Language or Dialect Eligibility

Students are eligible to study English as a Second Language if they satisfy any of the following criteria:

1. Immigrants (both recently arrived and long term residents) whose first language is a language other than English, whose knowledge of English is restricted and whose learning needs are better met by studying ESL. Students in this category may have:
  - Spent time in a refugee camp
  - Had periods of interrupted schooling
  - Had no previous schooling
  - Well-developed oral and literacy skills in their first language
  - Had some experience with written English but lack oral skills
2. Students who were born in Australia (including children of immigrants) and who come from homes where English is not used, or is not the only language used, or where English is used as common language between parents who do not have the same first language.
3. Aboriginal students whose first language is not English. Students whose first language is a language other than English.

# SACE

## South Australian Certificate of Education

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

The SACE meets the needs of students, families, higher and further education providers, employers and the community. The SACE helps students develop the skills knowledge and capabilities needed to succeed - whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (normally 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 the SACE.

In 2019
Year 10 students study the Personal Learning Plan
Year 11 students study SACE Stage 1 subjects
Year 12 students study SACE Stage 2 subjects

What are some of the features of the SACE? As part of the SACE students 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
- Be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken
- Receive A-E grades in every Stage 1 and Stage 2 SACE subject
- Be expected to gain and demonstrate essential skills and knowledge for their future, focusing on communication, citizenship, personal development, work and learning

- have 30 per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including exams, practical performances and presentations
- have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State.

## The requirements to achieve the SACE

To gain the certificate students must earn 200 credits. **Ten credits are equivalent to one semester or six months' study in a particular subject or course.** Some elements of the SACE are compulsory.

These are:

- A Personal Learning Plan (PLP) at Stage 1 (usually undertaken in Year 10), worth 10 credits
- At least 20 credits towards literacy from a range of English/English as a Second Language studies at Stage 1
- At least 10 credits towards numeracy from a range of mathematics studies at Stage 1
- A Research Project (RP) of choice at Stage 2 with 10 credits
- Completion of at least 60 additional credits in Stage 2 subjects and courses.

The importance of the compulsory elements is reflected in the requirement that students must achieve either an A, B, C or equivalent in these subjects to complete the SACE successfully.

In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.

## Personal Learning Plan

### What is it?

The Personal Learning Plan is a new compulsory SACE subject, normally undertaken in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.

The Personal Learning Plan helps students to:

- Identify and research career paths and options, including further education, training and work
- Choose appropriate SACE subjects and courses based on plans for future work and study
- Consider and access subjects and courses available in and beyond school
- Review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills
- Gain skills for future employment
- Identify their goals and plans for improvement
- Review and adjust their plans to achieve their goals. The Personal Learning Plan contributes 10 credits towards the SACE. Because it is compulsory, students need to achieve a C grade or above.

## What is VET and how can I do it?

VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in the trades and industry. It is the kind of education offered by TAFE colleges and a range of other Registered Training Organisations.

In the SACE students will be able to study more VET than ever before. They can earn up to 150 of the 200 credits required to complete the SACE, through recognised Vocational Education and Training courses. This means the 200 SACE credits required to complete the certificate can be gained through a VET focus, provided the Personal Learning Plan, Research Project, and the Stage 1 literacy and numeracy requirements are also satisfied.

## Flexibility in the SACE

Flexibility in the SACE supports students to cater for their unique needs and pathways whilst maintaining the rigour and standards required by the SACE.

Students are able to earn SACE credits for learning undertaken in the community.

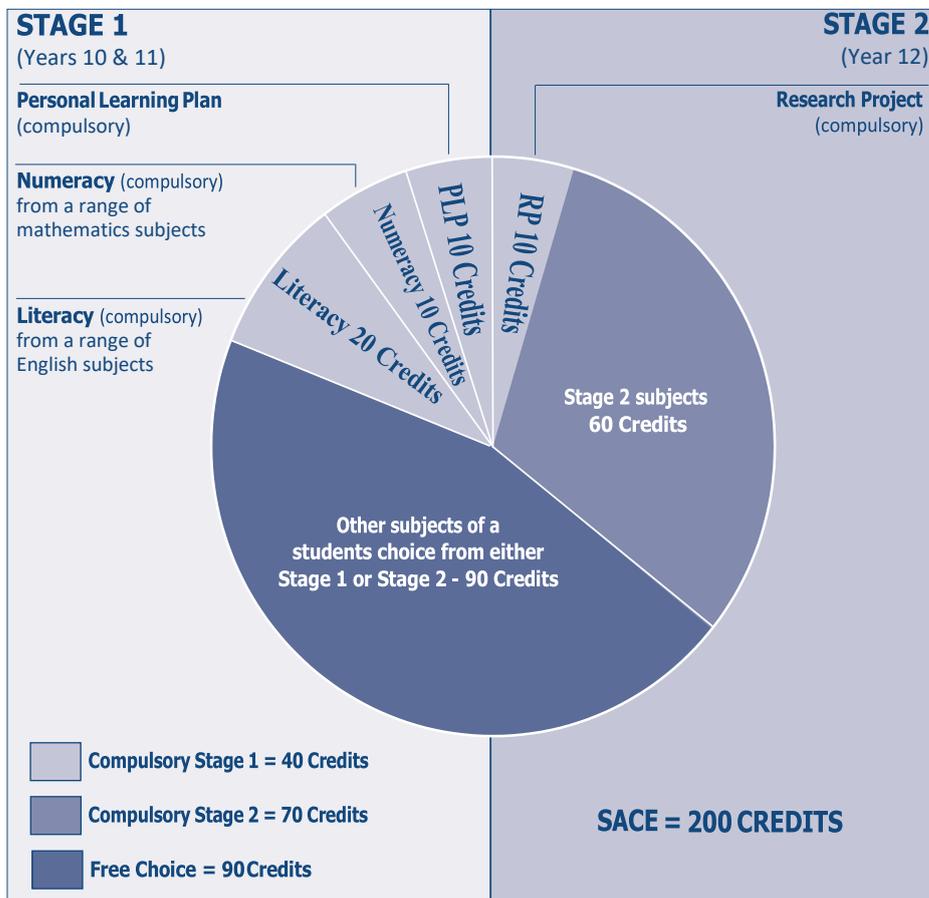
Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning. Where students are struggling within a subject, it may be possible to convert the course into an Integrated Studies or Community Studies course to recognise the work already completed and modify the work required to allow completion. Whilst this may allow students to complete the SACE, it may prohibit them from achieving an ATAR and there are limits on the number and type of subjects that can be converted.

## Students with disabilities

The SACE will continue to cater for students with special needs. The existing special provisions will continue. In addition, the new SACE offers a range of modified subjects as options for students with significant disabilities.

## Further information

For further information please call Mrs Higgs (SACE Coordinator) Mrs Stewart (Senior School AP) at the school on 8258 5466 or visit the SACE Board website at [www.sace.sa.edu.au](http://www.sace.sa.edu.au) for more information about the SACE.



# SACE

South Australian Certificate of Education

## SACE Stage 1 Subjects proposed for Para Hills High School

Compulsory Subjects	Free Choice Subjects	Free Choice Subjects
<p>ENGLISH - 2 semesters from:</p> <ul style="list-style-type: none"> <li>English</li> <li>Essential English : EAL</li> <li>Essential English : Literacy</li> <li>Essential English</li> </ul> <p>MATHEMATICS- 1 semester from:</p> <ul style="list-style-type: none"> <li>Mathematics 1</li> <li>General Mathematics</li> <li>Essential Mathematics</li> </ul>	<p>ARTS</p> <ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Music</li> <li>Visual Arts - Arts</li> <li>Visual Arts – Design</li> </ul> <p>BUSINESS ENTERPRISE AND TECHNOLOGY</p> <ul style="list-style-type: none"> <li>Information Processing and Publishing</li> <li>Information Technology</li> <li>Workplace Practices</li> </ul> <p>CROSS DISCIPLINARY</p> <ul style="list-style-type: none"> <li>Catering Concepts</li> <li>Innovation and Design</li> <li>Peer Support - (Integrated Learning)</li> <li>Research Practices</li> </ul> <p>LANGUAGES</p> <ul style="list-style-type: none"> <li>Japanese (continuers)</li> </ul>	<p>HEALTH AND PHYSICAL EDUCATION</p> <ul style="list-style-type: none"> <li>Child Studies</li> <li>Physical Education</li> <li>Football Studies</li> </ul> <p>HUMANITIES AND SOCIAL SCIENCES</p> <ul style="list-style-type: none"> <li>Modern History</li> <li>Legal Studies</li> </ul> <p>MATHEMATICS</p> <ul style="list-style-type: none"> <li>Mathematics 2, 3 &amp; 4</li> <li>General Mathematics</li> <li>Essential Mathematics</li> </ul> <p>SCIENCES</p> <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Nutrition</li> <li>Physics</li> <li>Psychology</li> </ul>

## SACE Stage 2 Subjects proposed for Para Hills High School

Compulsory Subjects	Free Choice Subjects	Free Choice Subjects
<p>RESEARCH PROJECT</p> <p><b>Plus</b></p> <p>3 x 20 credit subjects for SACE completion</p> <p><b>Or</b></p> <p>4 x 20 credit subjects for an ATAR</p> <p><b>Or</b></p> <p>3x20 credit subjects and a Recognised VET Certificate 3 at Stage 2 for an ATAR</p>	<p>ARTS</p> <ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Music</li> <li>Visual Arts - Arts</li> <li>Visual Arts – Design</li> </ul> <p>BUSINESS ENTERPRISE AND TECHNOLOGY</p> <ul style="list-style-type: none"> <li>Information Processing &amp; Publishing</li> <li>Workplace Practices</li> </ul> <p>ENGLISH</p> <ul style="list-style-type: none"> <li>English</li> <li>Essential English</li> <li>Essential English : EAL</li> </ul>	<p>HEALTH AND PHYSICAL EDUCATION</p> <ul style="list-style-type: none"> <li>Child Studies</li> <li>Physical Education</li> </ul> <p>HUMANITIES AND SOCIAL SCIENCES</p> <ul style="list-style-type: none"> <li>Legal Studies</li> </ul> <p>LANGUAGES</p> <ul style="list-style-type: none"> <li>Japanese (continuers)</li> </ul> <p>MATHEMATICS</p> <ul style="list-style-type: none"> <li>Specialist Mathematics</li> <li>Mathematical Methods</li> <li>General Mathematics</li> </ul> <p>SCIENCES</p> <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Nutrition</li> <li>Physics</li> <li>Psychology</li> </ul>

# Career and further study information

As students' progress through their secondary education, the relationship between the subjects they choose at each year level and the requirements of employers or further study institutions, becomes more important.

Students in Year 8 - 10 have a limited choice in what subjects they can study. The courses at these year levels are designed to give students a broad and comprehensive educational experience.

In Stages 1 and 2, students are offered a greater degree of subject choice. During these years it becomes more important for students to plan their subject choices with future career paths or further study in mind.

Students must ensure that :

- their choice of subjects will satisfy the particular requirements of the employers or tertiary study institutions that they are planning for
- their subject combinations will satisfy a range of DIFFERENT career options
- they are pursuing subjects in which they can achieve success.
- they meet the SACE requirements.

Obtaining correct information and counselling is important and a number of different sources are available to students and parents.

Course Information sessions are arranged for all students in Years 8 to Year 11.

## **Our subject counselling day will be held in the Resource Centre and the VLCon Tuesday 4<sup>th</sup> September (Week 7 of Term 3.)**

More personalised information can be provided by the student counsellors who have current information about jobs and further study. Students and parents can make appointments to discuss matters about which they need more information.

Centre Link, Career Workplace Development Centre and the Career Information Centre can also be a useful resource. Finally, students are involved in a careful and thorough counselling process during the time in which they are making their subject choices. Counselling panels will review the student's past academic record, the subject choices for the year to come, and the possible career paths, to ensure that the student is making realistic plans for the future.

**Parents are requested to participate in course counselling sessions which will be held for Year 8 to Year 11 early in Term 3. Booking details will be shared via the school Newsletter.**

## **University or TAFE Eligibility**

Students who complete the SACE are eligible for University entry, provided they meet certain requirements. Students need to obtain an Australian Tertiary Admission Rank (ATAR) for University entry, and need to achieve 90 credits at Stage 2, including four 20 unit Stage 2 subjects or equivalent recognised studies.

All students interested in participating in any higher education course (University or TAFE) are strongly urged to discuss entry requirements with their Care Group teacher, the Careers Counsellor or Year Level Coordinator.

Entry to universities is based on a student's Australian Tertiary Admission Rank (ATAR) and their achievement of the SACE or STAT test result. Entry to many TAFE courses is based on student's TAFE Selection Score. Both these scores are based on SACE Stage 2 results.

### The University Aggregate

Entry requirements for courses can change from year to year, in 2015 the three South Australian universities and Charles Darwin in the Northern Territory changed the rules for how SACE Stage 2 students receive a university aggregate and hence an ATAR for entrance to university.

The aggregate is based on 90 credits. Students can use four Year 12 twenty credit subjects (Tertiary Admission subjects and Recognised Studies) plus the ten credit compulsory Research Project for their 90 credit university aggregate.

Students can also, if they choose, do five Year 12 twenty credit subjects (Tertiary Admission subjects and Recognised Studies) plus the ten credit compulsory Research Project and the 90 credit university aggregate is calculated to give the best possible score from their subject results.

Students are also eligible for up to five bonus equity points, and a further four bonus points for students undertaking a language other than English, or specified English and Mathematics subjects. These points will automatically be issued by SATAC when issuing an ATAR.

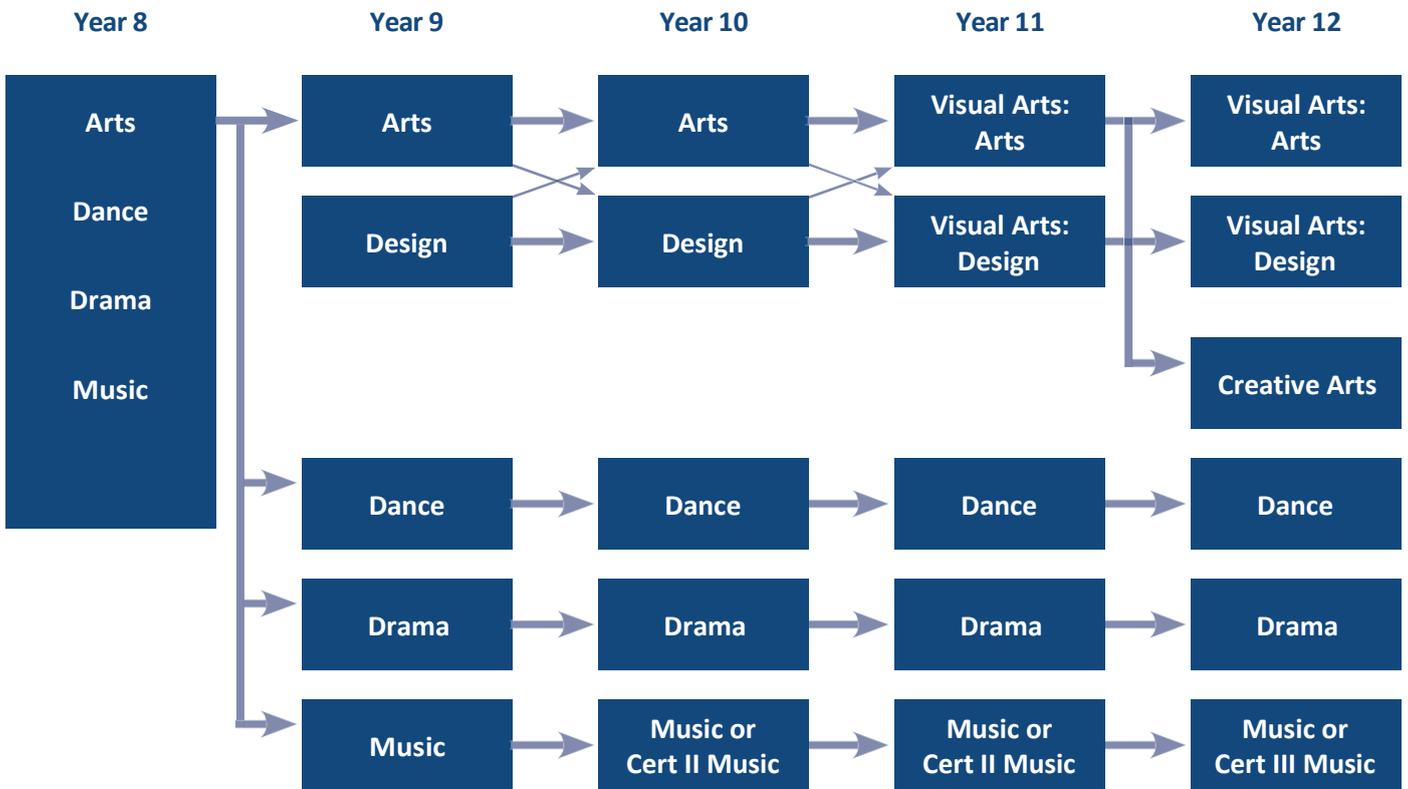
Please refer to the SATAC (South Australian Tertiary Admissions Centre) website [www.satac.edu.au](http://www.satac.edu.au) for further reading and details.



# Learning Area Flow Charts

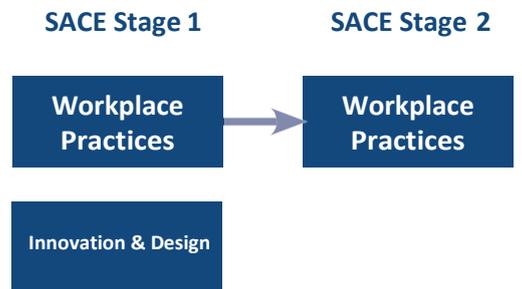
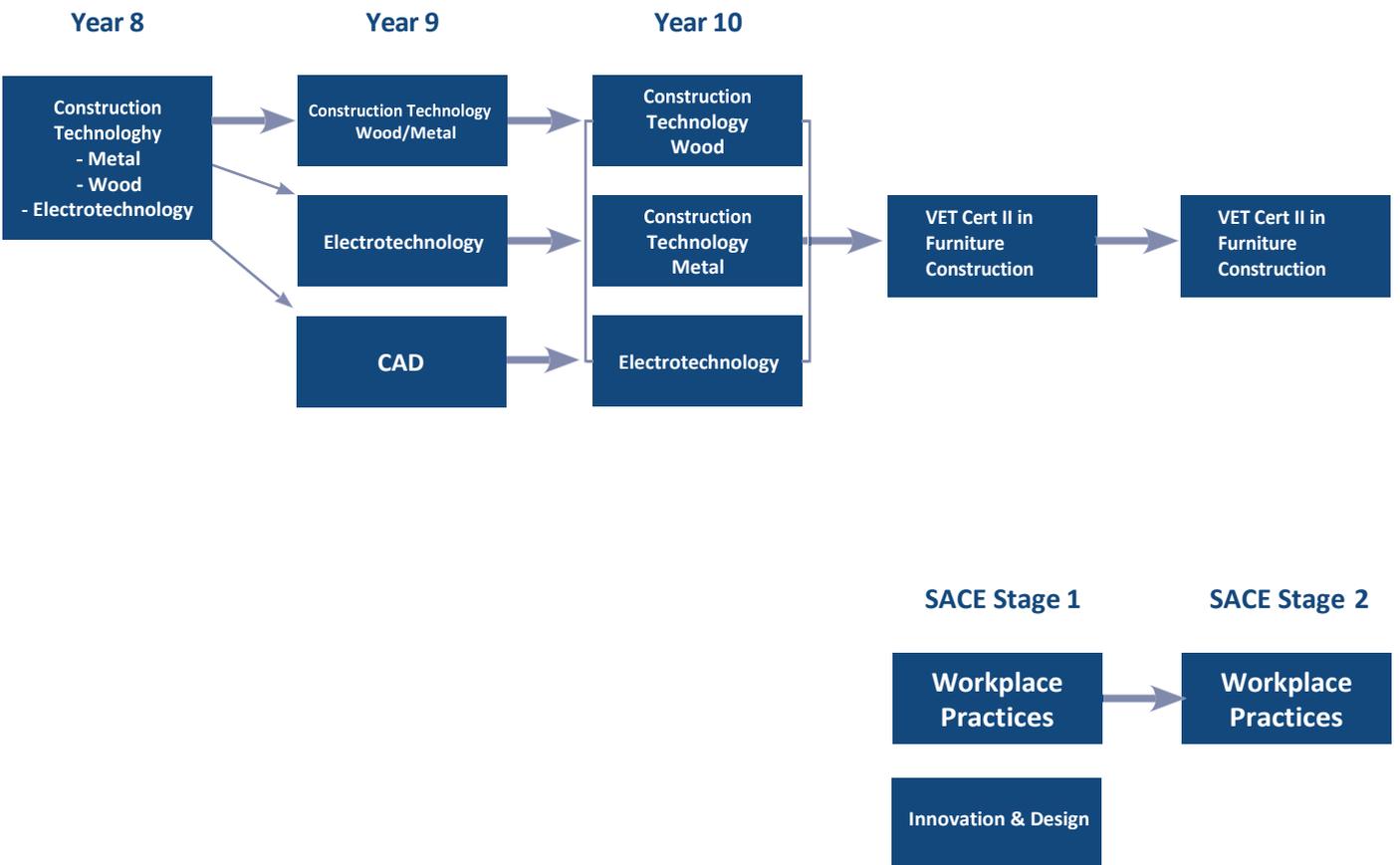
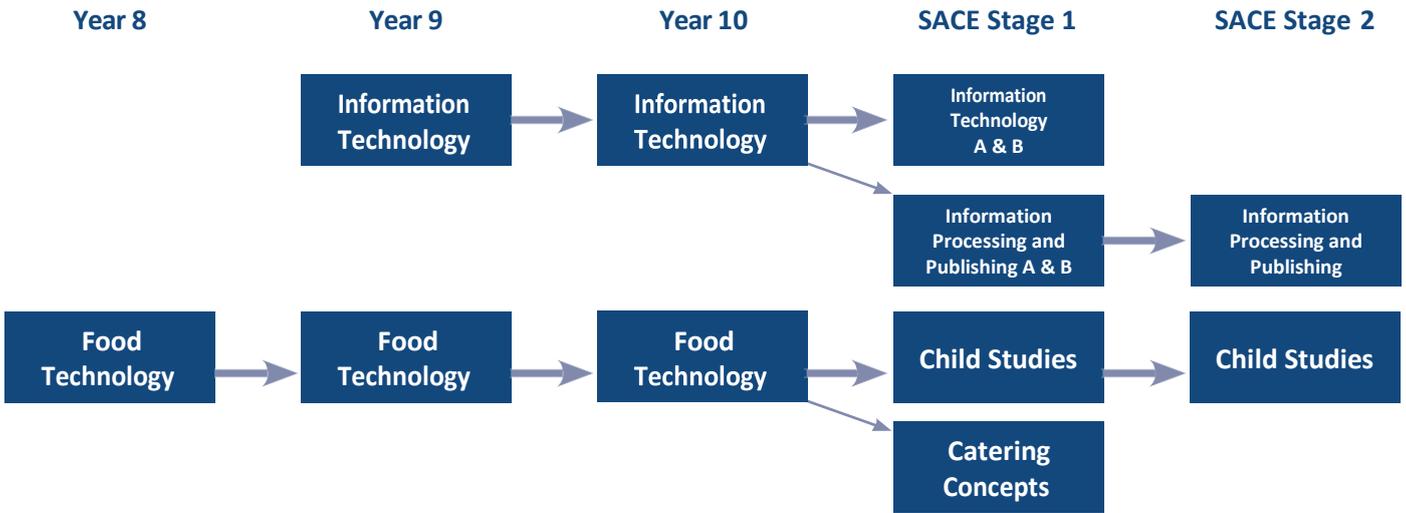
Learning Area Flow Charts show how the Year 8 - 12 subjects are linked.  
They do not indicate pre-requisites for selecting subjects.

## Arts Pathways:



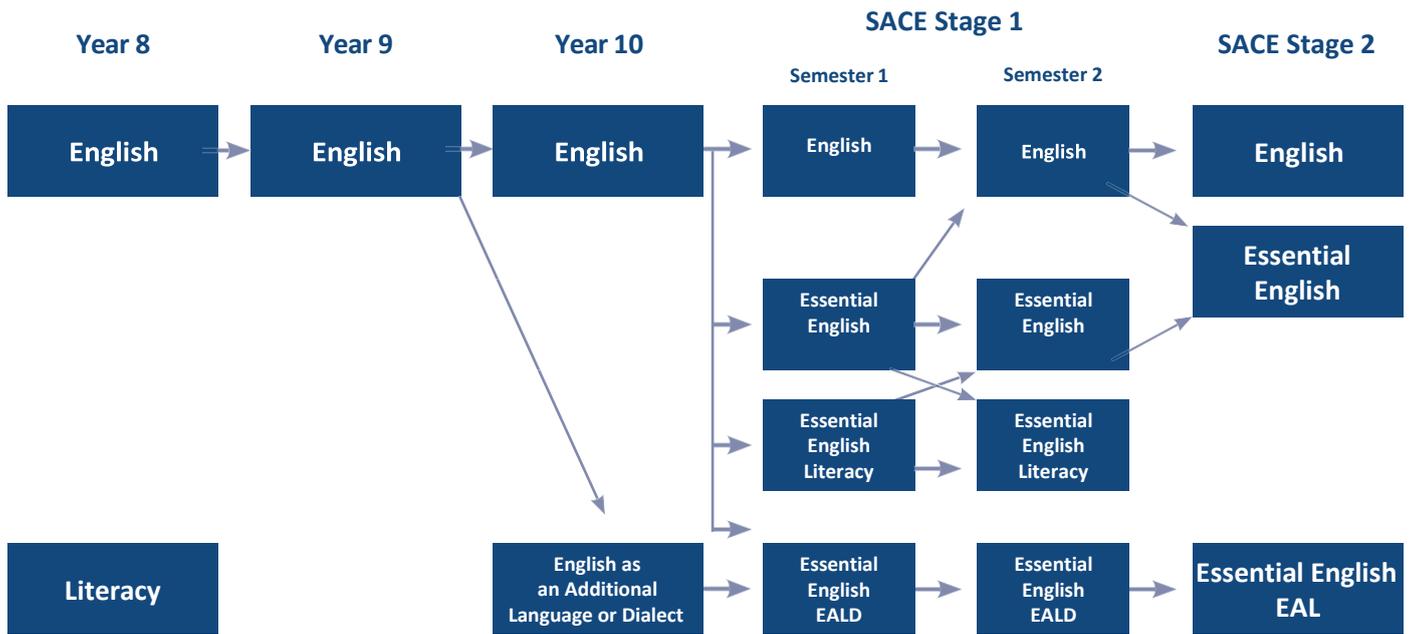
# Learning Area Flow Charts

## Business Enterprise and Technology Pathways:

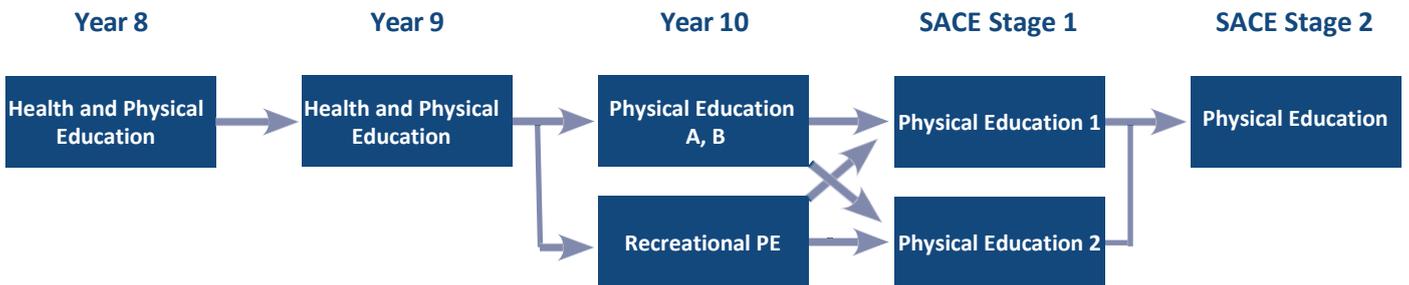


# Learning Area Flow Charts

## English Pathways:

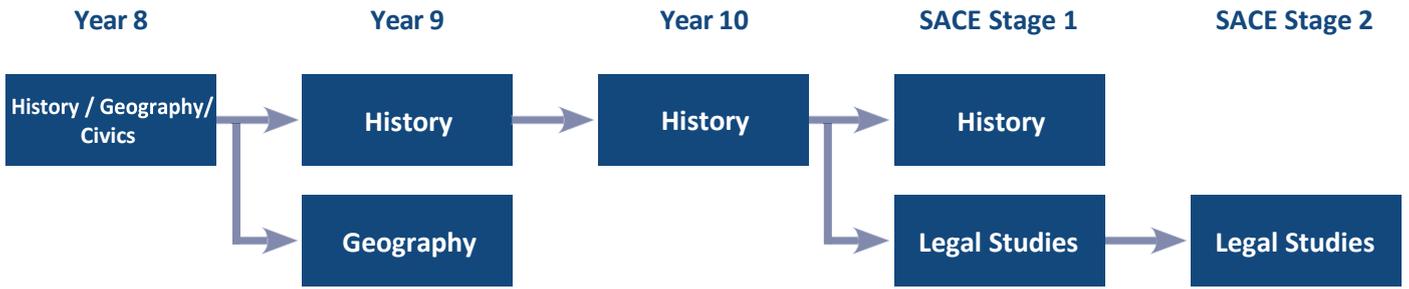


## Health and Physical Education Pathways:



# Learning Area Flow Charts

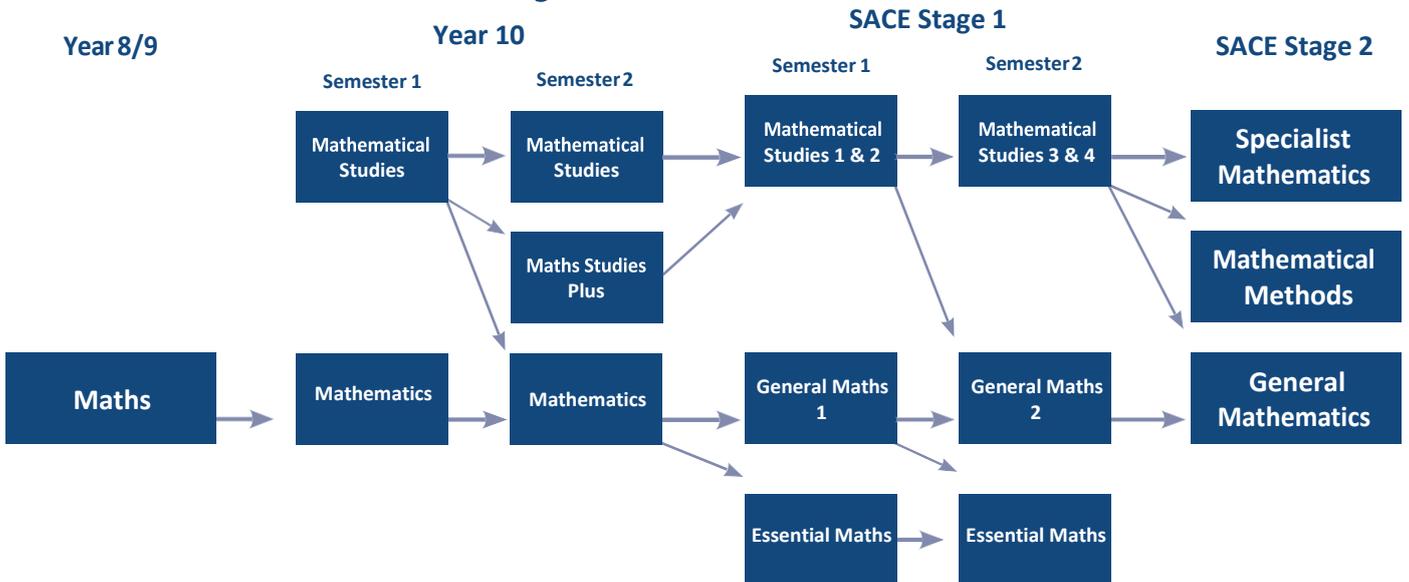
## Humanities and Social Sciences Pathways:



## Language Pathways: Japanese

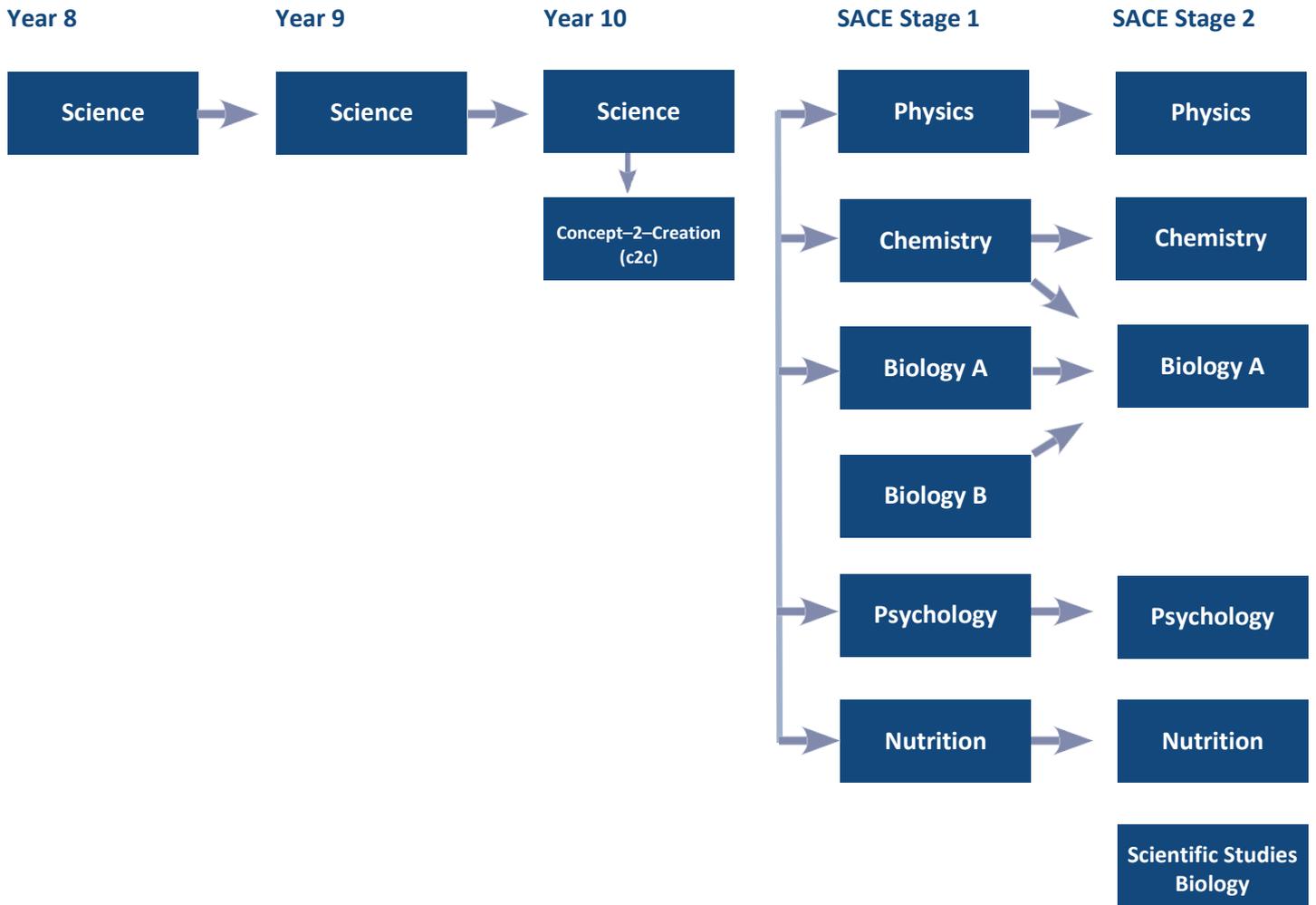


## Mathematics Pathways:



# Learning Area Flow Charts

## Science Pathways:



# SACE Stage 1 Curriculum

## Arts

### Dance

**Contact:** Arts Coordinator

**Length:** 1 Semester of Full Year

**Recommended:** Successful completion of Year 10 Dance

**Descriptor:**

Practical - This course is physically demanding. The practical component makes up 80% of the assessment criteria. Students explore various contemporary dance styles through technique, composition and performance. Theory - Areas covered included terminology, dance history, dance analysis and dance in the Australian Arts Industry.

**Assessment:**

Is divided into four sections.

- Technique
- Composition
- Performance
- Appreciation

It is recommended students wishing to study Dance in Year 12 undertake a full year of Dance in Year 11.

### Drama

**Contact:** Arts Coordinator

**Length:** 1 Semester or Full Year

**Recommended:** Successful completion of Year 10 Drama

**Descriptor:**

Stage one Drama focuses on SACE assessments that involve action, directing, investigation and design. Students develop their knowledge and understanding of the subject through both practical and theory assessments. Students have the opportunity to explore both onstage and offstage roles and will take part in a senior Drama production.

Taking a full year of the topic is highly recommended in preparation for Stage 2 Drama.

**Assessment:**

- Group performance
- Individual study
- Review writing
- Production report

It is recommended students wishing to study Drama in Year 12 undertake a full year of Drama in Year 11.

### Music or Certificate II in Music Industry (Performance)

**Contact:** Arts Coordinator

**Length:** Semester (Year 10 Australian Curriculum Music)/Full Year (Cert II in Music Industry)

**Note:** The Certificate II in Music is a VET course. Completion of this course will result in 30 Stage 1 Credits. In order to be enrolled in the Certificate II in Music, students must have successfully completed a full year of Music in Year 9, unless negotiated. Students with little/no experience welcome but will be enrolled in Year 10 Australian Curriculum Music. Year 10 Australian Curriculum Music does not result in any Stage 1 Units.

**Descriptor:**

This course is a practical, skills-based approach to learning music and sound production which can prepare students for work and life as a musician/producer/song writing in the contemporary music industry. The course is designated to gain and develop skills and knowledge relevant to working in the music industry with a focus on ensemble performance, creative song writing and recording/manipulations digital audio. Student will explore the different styles of contemporary music, examine song writing methods and sound engineering basics. Students will compose using instruments, synthesisers and loops

Students will perform in the community and will need to enroll in one of the lunch time ensembles in addition to their class ensemble. Lunch time ensembles available in 2019 included The African Drum Ensemble, The Ukulele Ensemble and The Stage Band.

Students must either own or hire instrument. Instruments are available for hire from the school at a highly subsidised price. Hire fees for 2018 were unavailable at the time of printing.

### Visual Arts: Art

**Contact:** Arts Coordinator

**Length:** 1 Semester or Full Year

**Recommended:** Year 10 Art preferred

**Descriptor:**

A course which enables students to apply skills, insights or knowledge to particular problems or issues that engage interest. Students are encouraged to have confidence in pursuing both their own goals and set tasks, and making value judgements regarding their own work. Art appreciation, criticism and evaluation is an integral part of the course.

**Assessment:**

- Practical Work
- Folio
- Visual Study

### Visual Arts: Design

**Contact:** Arts Coordinator **Length:** 1

**Semester or Full Year**

**Recommended:** Year 10 Design preferred

**Descriptor:**

A course which enables students to apply skills and knowledge to solve design problems and briefs. Students follow the designing process for practical work and present professionally finished design products. Practical work will include a skills folio of design technologies and examples of Graphic Design (Posters, CD Covers, Logos, etc.), Product Designs (Fashion, Jewellery, etc.). Students will have access to digital media technologies to enhance their design work using industry standard software such as Adobe Flash, InDesign, Illustrator and Photoshop.

**Assessment:**

- Practical Work
- Folio
- Visual Study

## Business, Enterprise and Technology

### Information Technology A & B

**Contact:** Mrs Simon

**Length:** 1 or 2 Semesters

**Descriptor:**

The content is organised into the following topics, two of which are combined to form a unit:

- Computer Systems
- Programming
- Relational Database Systems
- Applications

The topics are practically based and emphasise the development of skills and understanding in designing, making and critiquing systems.

**Information Technology A Semester One:**

Students will complete the Applications topic using Adobe software, Relational Database Systems and computer Systems.

**Information Technology B Semester Two:**

Students will complete Applications using website software and the Programming topic using JavaScript and Computer Systems.

**Assessment:**

PracticalSkills	60%
DesignTask	30%
IssuesAnalysis	10%

### Information Processing and Publishing A & B

**Contact:** Mrs Simon

**Length:** 1 or 2 Semesters

**Descriptor:**

This subject aims to develop students' skills, knowledge and understanding of information processing and publishing. It offers the opportunity to use the design process to create both paper based and electronic publications and critically evaluate the development process.

Students will use a variety of hardware and software to develop and apply practical skills in information processing and publishing. Topics covered may include; Data Input, Personal Publishing, Business Publishing, Digital Publishing and Digital Presentations.

Students will also investigate and present an analysis of a social or ethical issue associated with information processing and publishing e.g. copyright, privacy, defamation or technologysecurity.

**Assessment**

Consists of:

PracticalSkills	60%
DesignTask	30%
IssuesAnalysis	10%

### Workplace Practices

**Contact:** Mrs Stewart

**Length:** 1 Semester **Descriptor:**

**Descriptor:**

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject requires the undertaking of vocational education and training (VET), work experience or casual employment (30 hours)

**Assessment:**

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

- Folio
- Performance
- Reflection

### Catering Concepts

**Contact:** Mrs Stewart

**Length:** 1 Semester

**Prerequisites:** C grade or better in Year 10 Food

**Descriptor:**

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 High Tea. Flexible delivery will enable both Year 11 and Year 12 Students to access this subject.

**Assessment:**

A combination of written and practical.

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

- Connections: 30%
- Practical: 40%
- Personal Endeavour: 30%

# SACE Stage 1 Curriculum

## Cross Disciplinary Studies

### Peer Support

**Contact:** Student Counsellor

**Length:** 1 Semester

**Descriptor:**

This course begins with the successful completion of a compulsory two day Peer Support Training Program which must be done at the end of Year 10. The students will be meeting regularly with small groups of younger students so that they can understand group development, peer pressure and leadership; develop confidence, interpersonal skills, group skills, responsibility; engage in problem solving, decision making; promote trust and respect for the rights of others; work collaboratively; develop clear and realistic goals and apply them in practice and evaluate them.

All Peer Support Leaders will be actively involved in the organisation and participation of the Year 8 camp in Term 1. Students attending the camp will need to pay \$125.

**Assessment:**

The assessment tasks may include practical demonstrations, written assignments, maintaining a journal, group activities and community evaluation.

### Research Practices

**Contact:** Mrs Mercurio

**Length:** 1 Semester

**Descriptor:**

Stage 1 Research Practices is a 10 credit subject. This subject provides students with opportunities to:

- examine the role of research in society
- explore a range of research approaches
- develop their investigative and inquiry skills
- consider sources from a range of perspectives
- interpret and analyse information and data

**Assessment:**

- Folio

Students undertake at least two tasks for the folio. One task will focus on Exploring Research Approaches, and another will focus on Exploring Research Skills.

- Sources Analysis

Students undertake at least two sources analysis assessments. They analyse sources from different perspectives - for example, reliability, accuracy, bias, and fit for purpose.

### Innovation and Design

**Contact:** Mrs Stewart

**Length:** 1 Semester

**Descriptor:**

Do you have a creative idea for a product or service that the world should know about? Do you want to develop enterprise skills that will assist you in the ever changing world of work? Do you want to be your own boss? Are you a creative thinker? If you answered 'YES' to any of these questions, then this is the subject for you. Students will work independently and collaborate to develop an enterprise opportunity. Students will be supported to develop their own idea, investigate product design, costings, marketing, including a 'pitch' and produce an item for potential sale. Enterprise opportunity may involve service provision, food production, or product design incorporating technologies such as laser cutting or 3D printing. This subject could be the beginning of a real business opportunity.

Flexible delivery will enable both Year 11 and 12 Students to access this subject.

**Assessment:**

A combination of written and practical.

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

- Connections: 30%
- Practical: 40%
- Personal Endeavour: 30%

## English

### English

**Contact:** English Coordinator

**Length:** Full Year

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 multimodal.

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.

**Assessment:**

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts

Assessment Type 3: Intertextual Study

### Essential English - EALD

**Contact:** EALD Coordinator

**Length:** Full Year

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

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

This course is designed for students for whom English is an additional language or dialect.

**Assessment:**

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts

### Essential English

**Contact:** English Coordinator

**Length:** Full Year

**Recommended:** Successful completion of Year 10 English

**Description:**

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

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

This course allows students to achieve the literacy requirement in the SACE.

**Assessment:**

Assessment Type 1: Responding to Texts Assessment

Type 2: Creating Texts

### Essential English - Literacy

**Contact:** English Coordinator

**Length:** Full Year

**Description:**

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

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

This course is intended for those students who have identified literacy skills as an area for development.

**Assessment:**

Assessment Type 1: Responding to Texts Assessment

Type 2: Creating Texts

## Health & Physical Education

### Physical Education A

**Contact:** Health & PE Coordinator

**Length:** 1 Semester

**Descriptor:**

Students explore the 'Body in Action' and develop and extend their understanding of system structure, function and responses of the body during activity. Students will be required to apply, explain and at times practically demonstrate how relevant concepts covered will help to improve game based and movement performance.

It is recommended that students complete Physical Education A & B at stage 1 if they are considering undertaking the subject in stage 2.

Learning Opportunities will be provided using the following contexts:

**Physical Education A**

**Badminton** - Incorporating Skill Acquisition and Biomechanics concepts to explain performance improvement achieved.

**Negotiated activity** - One of Basketball, Indoor Soccer, Netball or Volleyball.

The Negotiated activity selected will again incorporate theoretical concepts of skill acquisition and/or explain performance improvement achieved.

**Physical Education B**

**Negotiated Activity** - One of Basketball, Indoor Soccer, European Handball or Volleyball (which wasn't completed in semester 1). Incorporating training principles and methods to explain performance improvements achieved.

**Touch Football** - Incorporating Energy Systems and Exercise Physiology concepts to explain movement performance.

**Assessment:**

Practical – 60%

Folio – 40%

### Child Studies

**Contact:** Mrs Alexander

**Length:** 1 Semester

**Descriptor:**

This course focuses on the many aspects of child development and is a foundation for stage 2 Early Childhood Studies. The emphasis will be on:

- Parenting
- Food and nutrition
- Stages of growth and development
- Importance of play
- Child care services

Participants will be involved in the practical application of these areas of investigation - food preparation, planning safe educational activities and visiting community organisations.

# SACE Stage 1 Curriculum

## Humanities & Social Sciences

### Modern History

**Contact:** Humanities Coordinator

**Length:** 1 Semester

**Recommended:** Successful completion of Year 10 history

**Descriptor:**

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:

- Imperialism
- Decolonisation
- Indigenous peoples social movements
- Revolution

**Assessment:**

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

- 3 historical skills assignments
- 1 history study investigation

### Legal Studies

**Contact:** Humanities Coordinator

**Length:** 1 Semester

**Recommended:** Successful completion of Year 10 history

**Descriptor:**

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

**Content:**

Topics include:

- Law and Society
- Justice System
- Young People and the Law

**Assessment:**

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

- Folio (20%)
- Media Analysis (20%)
- Issues Study (20%)
- Oral Presentation (20%)
- Examination (20%)

## Languages

### Japanese

**Contact:** Humanities Coordinator

**Length:** Full Year

**Compulsory:** Year 10 Japanese

**Descriptor:**

Stage 1 course focuses on developing language skills and verbal and written communication.

Assessment tasks cover text analysis, written, investigative and oral tasks.

**Special Conditions:**

Students must undertake this subject as a full year course. This course is delivered off campus at the Adelaide School of Languages.

## Mathematics

### Mathematical Studies 1, 2, 3 & 4

**Contact:** Maths Coordinator

**Length:** 4 semesters

**Recommended:** Successful completion of Year 10 Maths Studies at a B grade or better and Maths Studies Plus

**Descriptor:**

In this subject, students are expected to:

1. understand mathematical concepts, demonstrate mathematical skills, and apply
2. mathematical techniques
3. investigate and analyse mathematical information in a variety of contexts
4. think mathematically by posing questions and solving problems, including making and testing conjectures
5. interpret results, draw conclusions, and determine the reasonableness of solutions in context
6. make discerning use of electronic technology
7. communicate mathematically and present mathematical information in a variety of ways.

Topics covered will be selected from the following list:

- Topic 1: Functions and graphs
- Topic 2: Trigonometry
- Topic 3: Counting and Probability
- Topic 4: Statistics
- Topic 5: Growth and Decay
- Topic 6: Introduction to Differential Calculus.
- Topic 7: Arithmetic and Geometric Sequences and Series
- Topic 8: Geometry
- Topic 9: Vectors in the Plane
- Topic 10: Trigonometry
- Topic 11: Matrices
- Topic 12: Real and Complex Numbers.

**Assessment:**

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

- Skills and application tasks
- Mathematical investigations

## General Mathematics

**Contact:** Mathematics Coordinator

**Length:** 1 or 2 Semesters

**Recommended:** Successful completion of Year 10 Maths at a high C or better.

**Descriptor:**

Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problems-based approach is integral to the development of mathematical skills and the associated key ideas in this subject.

Areas studied cover a range of applications of mathematics, including: personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks and matrices. In this subject there is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically. General Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

Stage 1 General Mathematics consists of the following list of six topics:

- Topic 1: Investing and borrowing
- Topic 2: Measurement
- Topic 3: Statistical Investigation
- Topic 4: Applications of Trigonometry
- Topic 5: Linear Functions and their Graphs
- Topic 6: Matrices and Networks.

**Assessment:**

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

- Skills and application tasks
- Mathematical investigations

## Essential Mathematics

**Contact:** Maths Coordinator

**Length:** 1 or 2 semesters

**Recommended:** Completion of Year 10 Maths

**Description:**

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

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

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

Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

Topics are selected from:

- Topic 1: Calculations, Time, and Ratio
- Topic 2: Earning and Spending
- Topic 3: Geometry
- Topic 4: Data in Context
- Topic 5: Measurement
- Topic 6: Investing

**Assessment:**

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

- Skills and assessment tasks
- Folio Tasks

# SACE Stage 1 Curriculum

## Science

### Biology A

**Contact:** Science Coordinator

**Length:** 1 Semester

**Recommended:** A satisfactory achievement in Year 10 Science Semesters 1 and 2

**Descriptor:**

Students will be introduced to living systems at a cellular and whole organism level. They will investigate cell structure and the function of plant and animal cells using research assignments and practicals. Students will also investigate the functioning of body systems using the digestive or circulatory systems as examples.

The Human Impact on our environment will be investigated. The course also studies the diversity of living things and the way organisms are grouped (or classified). Students are encouraged to critically evaluate data and develop sound recording and communication skills.

**Special Conditions:**

Field trip to the Adelaide Zoo and Botanic Gardens. A small cost will be incurred.

### Biology B

**Contact:** Science Coordinator

**Length:** 1 Semester

**Recommended:** A satisfactory achievement Year 10 Science Semester 1 and 2

**Descriptor:**

Students will study in further detail Cellular Structure and Function. This will lead students to investigate how characteristics are inherited (Genetics) leading to issues facing today's society such as the role of genetic engineering. Students will develop skills in logical thinking and will critically evaluate data from investigations they have planned. Enterprise and Vocational Skills will also be emphasized through an Ecology project

**Special Conditions:**

A field trip to CSIRO will result in a small cost.

Biology is an area where many employment opportunities will develop in the future. Both Biology A and Biology B will provide a good background for studying Stage 2 Biology

### Chemistry

**Contact:** Science Coordinator

**Length:** 1st Semester or Full Year

**Recommended:** A satisfactory achievement in Year 10 Science Semester 1 and 2

**Descriptor:**

Chemistry in the senior school seeks to extend student understanding of the behaviour of substances which make up our universe. Topics include: Matter, Organic Chemistry, Chemical Reactions, Acids and Bases, Redox, Quantities in Chemistry, Water. Learning takes place through lecture sessions, assignment work, laboratory exercises and class discussion. An awareness of chemistry in everyday living is promoted.

**Special Conditions:**

Chemistry is an important basis for some branches of science at tertiary level. It is strongly recommended that if students wish to do Stage 2 Chemistry they undertake both semesters at Stage 1. This course leads to a study of Chemistry in Stage 2, which is part of a joint approach by Para Hills High School, other DECS schools and the University of S.A.

### Nutrition

**Contact:** Science Coordinator

**Length:** 1 Semester

**Recommended:** Successful completion of Year 10 Science

**Descriptor:**

Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between food, health, and diet-related diseases.

Students have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues. They investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

**Content:**

- Students undertake the study of two or three topics. Examples of topics for study include:
- Macro and Micro Nutrients
- Fresh versus Processed Foods
- Australian Dietary Guidelines and Nutrition in the Lifecycle
- Psychology of Food Marketing
- Indigenous Australians: Food Changes from the Traditional to the Contemporary
- Contaminated Food.
- Safe Food Handling
- Organic Food versus Genetically Modified Food
- Sustainable Food Futures
- Water.

**Assessment:**

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

- Investigations Folio
- Skills and Applications Tasks

### Physics

**Contact:** Science Coordinator **Length:** 1st Semester or Full Year

**Recommended:** A satisfactory achievement in Year 10 Maths and Year 10 Science Semesters 1 and 2

**Descriptor:**

This subject concentrates on understanding the behaviour of the physical world. Topics may include: Motion; Nuclear Physics, Wave Motion; Light and Colour, Force, Sound, Electrostatics, Power and Energy; Newton's Laws; Projectile Motion; Momentum; and Current Electricity. Students develop skills of logical thinking, numerical problem solving and effective scientific communication. They record, tabulate, assess and interpret data and evidence from appropriately designed experiments.

**Special Conditions:**

Physics is an important basis for the continuing study of some branches of Science at tertiary level. It is most strongly recommended that if students wish to do Stage 2 Physics successfully, they undertake both semesters at Stage 1. This course leads to a study of Physics in Stage 2, which is part of a joint approach by Para Hills High School, other DECS schools and the University of S.A.

### Psychology

**Contact:** Science Coordinator

**Length:** 1st Semester

**Descriptor:**

Psychology is a multidisciplinary subject that deals with aspects of the brain and behaviour. It covers topics such as Neurobiology, Cognition, Intelligence, Social Behaviour, Emotion and Psychological Development.

There is a strong emphasis on designing scientific investigations.

Psychology is a Science subject that is both academically rigorous and interesting, as it aims to understand why people behave the way they do.

Psychology will be offered at Stage 1 as a one-Semester subject

# Vocational and Educational Training (VET)

## What is Vocational Education & Training (VET)?

Vocational Education and Training is a way for students to gain qualifications while at school.

Students may undertake a combination of:

- On-the-job learning  
Which will happen at one or more work places.
- Off-the-job learning  
Which might happen at school or with another training provider.

## Why choose VET Pathways?

Through a VET Course, you will be trained in skills, which may improve your chances of being employed. Many of the skills will be useful for a wide range of your chosen pathway of careers beyond the VET pathway in which you might enroll. You will leave school with nationally recognised qualifications recognised by both the education system and industry, giving you more choices in life. You will gain hands-on experience in your chosen pathway, allowing you to make better career choices.

## What qualifications will I receive?

The VET qualification will be a Certificate or a Statement of Attainment (listing competencies completed). These qualifications are recognised by industry and Registered Training Organisations throughout Australia. For every 70 hours of nominal training you will receive 10 SACE credits of either Stage 1 or 2.

## Where do VET pathways lead?

VET pathways can help to give you a focus for your future work. It's a way of sampling the world of work. For each VET pathway that you study, you will receive accreditation towards an award that industry recognises. VET pathways can lead to TAFE pathways, apprenticeships, Traineeships, University pathways and/or direct employment.

## When should I enrol?

Complete your application form and submit them at Course Counselling.

## Will doing a VET Pathway affect other subjects?

VET courses require you to receive training at work sites rather than in classrooms. You will need to be prepared to catch up work missed. Participating in VET is not an excuse for missing work in other subjects. VET students will be allocated a private study to catch up on work missed.

## How much will it cost me?

Most VET courses cost about \$2,000 and these are fully subsidised by the school; however, we seek \$160 per student for a full year course to help cover administration costs.

## How will it affect my chances of going to University?

All VET pathways are designed to prepare you for further study or the world of work. Any student can do a Stage 1 VET course without restrictions, and in Stage 2 any completed Recognised Certificate 3 qualification can be used as the fourth option when applying for an Australian Tertiary Admissions Rank (ATAR)

Many Universities are now accepting Certificate 3 or higher as meeting the entry requirements of some courses.

## Structured Workplace learning?

Through Structured Work place Learning, Students are given the opportunity to:

- Develop realistic career path alternatives.
- Gain knowledge of employer's expectations.
- Gain knowledge, skills and attitudes that are relevant to and valued in the work place before leaving school.
- Receive nationally recognised industry credentials.
- Apply knowledge learned in the classroom to the work place situation.
- Make contacts that can lead to future job prospects.
- Gain skills in the work place, which will help with other areas of study.
- Show evidence of their work place learning and achievements in the form of logbooks.

## What benefits will students gain from undertaking a VET program?

- A reliable and effective transition from school to work, enabling the student to contribute more effectively to the work place.
- The accommodation of different learning styles at school and at work.
- Developing learning skills and attitudes relevant to the world of work, thus increasing employability i.e.: valuable "job ready" skills.
- The ability to test out and broaden career or job options.
- Gaining firsthand experience in an industry area of interest.
- Gaining confidence, self-esteem and improving communication skills in an adult environment.
- Receive a nationally recognised retail qualification and their South Australian Certificate of Education (SACE)
- ANOTHER option through which to obtain an ATAR.

## Para Hills High School offers a range of VET Pathways either within the school or across NASSSA schools

These include:

- Animal Care
- Automotive
- Building and Construction
- Business Administration
- Community Services (Aged Care, Child Care and Health Support)
- Computer Aided Design
- Electronics
- Electro-Technology
- Engineering Skills Pathway
- Event Management
- Fitness
- Furniture Construction
- Hairdressing & Beauty
- Hospitality & Restaurant Operations
- Information Technology
- Micro business
- Multimedia & Game Design
- Music Industry
- Outdoor Recreation
- Transport & Distribution



# School of Languages

## Enhance your options through

### The School of Languages

School of Languages courses are available to students unable to study the language of their choice in their school or college.

SACE Beginners Level language courses in particular are a powerful alternative pathway for students who wish to pick up an additional language at senior secondary level, or who wish to begin studying a language for the first time in Year 11. Year 10 students can also enrol and capitalise on two units of SACE early.

### Language Courses:

#### Years 8 - 10

Students choosing to study a language at this level at the School of Languages generally do so as an additional subject.

### Language Courses:

#### SACE Stages 1 & 2

Students can drop a subject in the school when taking a SACE language course at the School of Languages.

### Languages offered:

- Arabic
- Chinese
- Croatian
- French
- German
- Indonesian
- Italian
- Japanese
- Khmer
- Korean
- Persian
- Polish
- Portuguese
- Serbian
- Spanish
- Vietnamese Australian Languages
- Kurna
- Pitjantjatjara

All courses are after hours, one lesson per week and a range of locations is available.

### Levels

Most languages are offered at SACE Stages 1 and 2 levels. Some languages are offered to year 8, 9 and 10 levels.

### How to Enrol

Speak to the Senior School Assistant Principal who will refer to the comprehensive School of Languages provisional timetable, for more detailed information regarding locations, levels and times of classes. You can also visit us at [www.schooloflanguages.sa.edu.au](http://www.schooloflanguages.sa.edu.au).

OR

Contact the School of Languages to discuss your particular needs with a School of Languages enrolment officer.

**Phone: 8301 4801**

Materials and Services Charges apply to all courses at the School of Languages. A schedule is available on request.



## Stage 1 Compulsory Subjects

### Stage 1 English Subjects (each is worth 20 credits)

- \* English
- \* Essential English
- \* Essential English – English as an Additional Language or Dialect (EALD)
- \* Essential English - Literacy

### Stage 1 Numeracy Subjects (each is worth 10 credits)

- Mathematical Studies
- General Mathematics
- Essential Mathematics

## Stage 1 Choice Subjects (each is worth 10 credits)

### Arts

Dance  
 Drama  
 Music or Cert III in Music Industry  
 Visual Arts - Art  
 Visual Arts – Design

### Business, Enterprise & Technology

Information Processing and Publishing  
 Information Technology  
 Workplace Practices  
 Catering Concepts

### Cross-Disciplinary

Integrated Learning (Peer Support)  
 Innovation and Design

### Health & Physical Education

Child Studies  
 Physical Education

### Humanities & Social Sciences

Modern History  
 Legal Studies

### Languages

Japanese (continuers)

### Mathematics

Mathematical Studies 2,3 & 4  
 General Mathematics 2  
 Essential Mathematics 2

### Sciences

Biology  
 Chemistry  
 Nutrition  
 Physics  
 Psychology

## Stage 2 Choice subjects - 60 credits for SACE or 80 credits for an ATAR

### Arts

Dance  
 Drama  
 Music  
 Visual Arts - Art  
 Visual Arts - Design  
 Creative Arts

### Business, Enterprise & Technology

Information Processing and Publishing  
 Workplace Practices

### English

English  
 Essential English  
 Essential English : EAL

### Health & Physical Education

Child Studies  
 Physical Education

### Humanities & Social Sciences

Legal Studies

### Languages

Japanese (continuers)

### Mathematics

Specialist Mathematics  
 Mathematical Methods  
 General Mathematics

### Sciences

Biology  
 Chemistry  
 Nutrition  
 Physics  
 Psychology

# SACE Stage 1 Subject Selection for 2019

Student name:	Caregroup:
Potential future pathway option 1:	Potential future pathway option 2:

The following subjects are **Compulsory:** You must select a total of 120 credits

Subject	Credits:
ESSENTIAL ENGLISH OR ENGLISH	20
MATHEMATICS (ESSENTIAL, GENERAL, STUDIES)	10
PERSONAL LEARNING PLAN (COMPLETED IN YEAR 10)	(10)
<b>TOTAL</b>	<b>30</b>

You must select a total of 90 credits

Subject	Credits:	Your Choice
BIOLOGY	10 or 20	
CATERING CONCEPTS	10	
CHEMISTRY	20	
CHILD STUDIES	10	
DANCE	10 or 20	
DRAMA	10 or 20	
ESSENTIAL MATHS	10	
FOOTBALL STUDIES	10	
GENERAL MATHS	10	
HISTORY	10	
INFORMATION PROCESSING AND PUBLISHING	10 or 20	
INFORMATION TECHNOLOGY A/B	10 or 20	
INNOVATION & DESIGN	10	
JAPANESE	20	
LEGAL STUDIES	10	
MATHEMATICAL STUDIES 2, 3, 4	30	
MUSIC OR CERT III IN MUSIC INDUSTRY	20	
NUTRITION	10	
PEER SUPPORT	10	
PHYSICAL EDUCATION	10 or 20	
PHYSICS *	20	
PSYCHOLOGY	10	
RESEARCH PRACTICES	10	
RESEARCH PROJECT *	10	
VISUAL ART: ART	10 or 20	
VISUAL ART: DESIGN	10 or 20	
WORKPLACE PRACTICES	10	
<b>TOTAL</b>	<b>90</b>	

**Reserve choices:** In the event that your choices cannot be accommodated please indicate 3 reserve choices:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**VET Courses:** Have you applied to do a VET course in 2019? \*

If Yes, Name of qualification: \_\_\_\_\_

Number of potential SACE credits: \_\_\_\_\_

#### Notes

\* If choosing **Physics** you must choose **Mathematical Studies 1, 2, 3, 4** or **General Maths**

**Year 12 Research Project** (By approval) - some very outstanding students may be permitted to complete their Research Project in Stage 1. This offer will be made to students on an individual basis.

