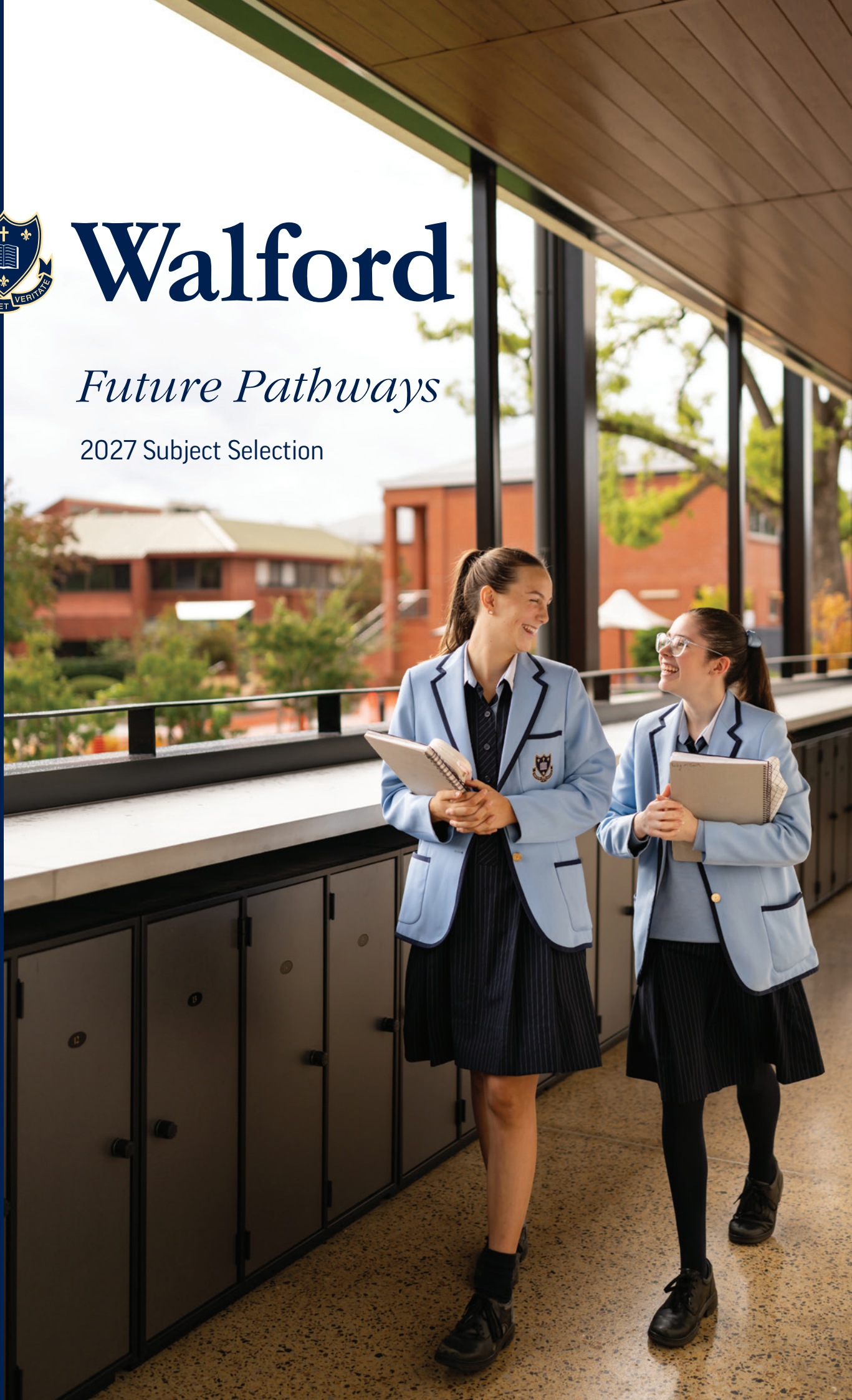




# Walford

## *Future Pathways*

2027 Subject Selection



## Acknowledgement of Country

Walford acknowledges the Kurna people as the first learners, teachers and leaders of the Adelaide Plains, the land on which our school stands. We pay our respect to Kurna Elders past and present, and recognise their enduring wisdom, culture, and connection with Country. We honour the Kurna people's profound traditions of learning from the land, teaching through story, and leading with ancient knowledge, which continue to inspire us today. As a community of learners, we are grateful to walk together in the spirit of reconciliation, respect, and shared stewardship for this Country and its future.



*Collaborative artwork created by Sam Gollan and the 2025 Walford RAP Committee.*

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## Key Contacts

For further support with subject selection and pathways planning, please contact:

### Leadership

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SACE Coordinator	Kelly Scott	kscott@walford.asn.au
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### Learning Leaders

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Mathematics	Julia Switala	jswitala@walford.asn.au
Music	Lara Elsdon	lelsdon@walford.asn.au
Science	Maria Caruso	mcaruso@walford.asn.au
Visual Art and Design	Emily Button	ebutton@walford.asn.au

## Important Links

**Walford Anglican School for Girls** – [walford.sa.edu.au](http://walford.sa.edu.au)

**SACE** – [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

**SATAC** – [www.sat.ac.edu.au](http://www.sat.ac.edu.au)

**Adelaide University** – [www.adelaide.edu.au](http://www.adelaide.edu.au)

**Flinders University** – [www.flinders.edu.au](http://www.flinders.edu.au)

**UCAT: University Clinical Aptitude Test** – [www.ucat.edu.au](http://www.ucat.edu.au)

## *Future Pathways Overview*



**At Walford, we believe the decisions you make about your learning are among the most meaningful in your secondary years. Subject selection invites you to reflect on your interests, strengths and aspirations, while also encouraging you to remain open to growth, challenge and new possibilities. The subjects you choose shape far more than your timetable; they open doors to university, careers, and the life you are working toward.**

This handbook has been designed to guide you and your family through everything you need to know, including the decisions ahead, the people who can help, and the many ways Walford will support you throughout this journey.

Our staff are here to offer guidance, insight and support, and we look forward to working alongside girls and families as together we shape your education.

### **Shane Hill**

Director of Learning and Teaching

## **Our Learning Philosophy**

At Walford, learning is personal, rigorous and purposeful. Grounded in *Virtute et Veritate*, moral courage and truth, a Walford education develops intellect and character. It forms knowledgeable, ethical and compassionate young women who live with meaning, purpose and principle.

Girls flourish when they are known well, taught expertly and expected to achieve. As a school designed for girls, Walford creates the conditions for every student to participate fully, think deeply, speak with confidence, and pursue academic ambition without limitation. Walford girls develop courage, curiosity, creativity, knowledge and commitment.

Teaching at Walford is evidence-informed, relational and intentional. Expert teachers build secure foundations in disciplinary knowledge and skill, extending each student through structured challenge, disciplined inquiry, deliberate practice and timely feedback. Assessment and data are used carefully to guide progress. Technologies, including emerging tools such as AI, are used deliberately to deepen learning while protecting human connection.

Each girl is known as an individual learner. Through personalised pathways—including extension, acceleration and broad co-curricular opportunities—students are stretched, supported and given genuine voice in their learning. In close partnership with families, Walford ensures each student is cared for and challenged.

Walford students learn to question assumptions, solve complex problems, collaborate effectively and contribute beyond themselves. They develop the confidence to lead, the discipline to achieve and the character to act with integrity. They graduate as capable learners, principled citizens and future-ready women, prepared to contribute wisely and lead with purpose in a complex and changing world.





## Our Learning Principles

Our Learning Philosophy is enacted in the classroom, by students, through our Learning Principles.

- We are agents of our own learning.
- We construct meaning and make sense of the world through inquiry, action and reflection and do this independently and collaboratively.
- We develop skills and passion for life-long learning with an awareness of different perspectives and a global mindset.
- We learn in environments that are safe, inclusive, engaging, challenging and are tailored to our community.

We are:

- **Thinkers** We think critically and creatively. We analyse, create, evaluate and transfer ideas and skills. We embrace academic challenge.
- **Accountable** We know where we are in our learning through a range of strategies. We can provide and reflect on evidence of our progress and achievement. We are motivated learners who show perseverance and commitment.
- **Global Learners** We value all people and perspectives. We value all cultures, languages and beliefs and show empathy and understanding.
- **Curious** We are active learners who inquire and respond to relevant and real-world contexts with rigour.
- **Collaborators** We work effectively with others and demonstrate teamwork and leadership.
- **Communicators** We share ideas and information effectively with confidence and clarity.

## We strive to achieve our best

Our Learning Philosophy is enacted in the classroom, by teachers, through our Instructional Handbook, which translates academic research and evidence-based strategies into clear, actionable steps for the classroom. Teachers use the Walford Instructional Handbook to collaborate with others and support colleagues to grow, improve and consolidate their practice. We know that when teachers work together and collaborate to improve, we improve faster as professionals and our students make more progress.

## Key Terms

TERM	DEFINITION
<b>ATAR</b>	Australian Tertiary Admissions Rank – a number between 0 and 99.95 indicating a student's academic performance relative to peers
<b>ATAR Calculator</b>	An online tool that provides an approximate ATAR based on subject scores.
<b>SACE</b>	South Australian Certificate of Education – the qualification received upon successful completion of Year 12
<b>SACE Credits</b>	Units used to measure progress toward completing the SACE: <ul style="list-style-type: none"> <li>• 10 credits = one semester</li> <li>• 20 credits = one full year</li> </ul>
<b>University Studies</b>	Courses that Year 12 students can enrol in at university level – See Activate (Adelaide University) and Extension Studies (Flinders University)
<b>Activate</b>	Adelaide University's program for school students to study university courses
<b>Extension Studies</b>	Flinders University's program for school students to study university-level courses
<b>VET</b>	Vocational Education and Training – hands-on qualifications that can contribute to SACE credits and, in some cases, an ATAR
<b>Edval</b>	The timetable software used by Walford for subject selection and timetable construction
<b>Timetable Lines</b>	Class groupings used to construct the timetable – subjects are placed on a specific Line that allow the most students possible to gain their preferred subjects
<b>V9 Australian Curriculum</b>	Version 9 of the mandated curriculum that all Australian school students must cover
<b>Stage 1</b>	SACE curriculum typically studied in Year 11 (some in Year 10 via acceleration)
<b>Stage 2</b>	SACE curriculum typically studied in Year 12 (some in Year 11 via acceleration)
<b>Semester</b>	A half-year of study (two terms)
<b>Precluded Combinations</b>	Subjects that cover similar content and cannot be studied together at the same SACE stage
<b>Assumed Knowledge</b>	Content that university lecturers expect students to already understand, often from specific senior subjects
<b>Prerequisites</b>	Specific subjects that must be completed before applying for certain university courses
<b>Scaling</b>	A mathematical process used by SACE to fairly compare results across different Stage 2 subjects
<b>SATAC</b>	South Australian Tertiary Admissions Centre – the body that calculates ATARs and manages tertiary applications



## *Subject Selection Timeline*

The subject selection timeline supports students and families in making informed decisions about future learning pathways in a timely manner.

### Key Dates

DATE	EVENT
1 June 2026	Year 11 subject information communicated to students
3 June 2026	Year 12 subject information communicated to students
15 June 2026	2027 Pathways Expo
23 July - 4 August 2026	Student meetings with the Counselling team (families may attend in person or via Teams) – subject selections entered at this meeting
11 August 2026	Subject Selection Portal closes on Edval

### Changes to Selections

Before the 2027 timetable is constructed, students may request subject changes by contacting the Director of Learning and Teaching. After the timetable has been constructed, all subject transfer requests require a meeting with the Director of Learning and Teaching. Changes may be possible depending on the timetable lines (class placements), availability of classes, and class numbers. The final decision lies with the Director of Learning and Teaching.

# Middle School Pathways Overview

## Year 7

Year 7 marks an important transition from the primary years of Junior School to the secondary years of Middle School. Students are supported through this change with a structure that maintains familiarity while gradually introducing greater independence. Students will continue to work closely with a core teacher while also experiencing an increase in specialist teachers, helping them adapt to a broader and more autonomous secondary school environment.

The curriculum is based on the Version 9 (V9) Australian Curriculum and focuses on building strong foundations in key learning areas. Students study a core program and have an elective. Year 7 is designed to support students in developing confidence, organisation, and effective learning habits as they adjust to new expectations.

### Core Curriculum

#### 5 Lessons Per Week

- English
- Humanities
- Mathematics (\*2 lessons of Extension Mathematics if recommended)

\*Extension Mathematics is offered to students who have demonstrated a consistently high level of mathematical capacity. Selection is based on several factors, including Mathematics grades, PAT data, NAPLAN Numeracy data, teacher recommendation, a Learning Leader of Mathematics recommendation, as well as evidence of the readiness and maturity to learn at a level beyond what is typically expected for a Year 7 student. The final decision lies with the Director of Learning and Teaching.

#### 4 Lessons Per Week

- Language Elective (Chinese or French)
- Learning Support (one or two semesters if recommended)
- Science

#### 3 Lessons Per Week

- Digital and Design Technology
- Health and Physical Education

#### 2 Lessons Per Week

- Drama
- Music
- Visual Art

## Year 8

Year 8 builds on the foundations established in Year 7, with a continued focus on strengthening students' skills, independence, and engagement with learning. Students will engage in increased challenge through carefully designed learning experiences with growing levels of complexity, supporting each student's development at their point of need.

The curriculum continues to follow the V9 Australian Curriculum, with students engaging in a broad range of subjects while further developing their ability to manage different teachers, subjects, and expectations, supporting students in becoming increasingly self-directed learners.

### Core Curriculum

#### 5 Lessons Per Week

- English
- Humanities  
(One semester of History | One semester of Geography)
- Mathematics
- Science

#### 4 Lessons Per Week

- Language Elective (Chinese or French)
- Learning Support (one or two semesters if recommended)

#### 3 Lessons Per Week

- Health and Physical Education

#### 3 Lessons Per Week (One Semester)

- Digital and Design Technology
- Drama
- Music
- Visual Art

## Year 8 Signature Subjects

#### 2 Lessons Per Week

Students also complete two interdisciplinary learning subjects that develop their research, critical thinking, and real-world problem-solving knowledge and skills.

- **Semester 1:** Start Ups – focused on entrepreneurship skills and creating a 'start up' business.
- **Semester 2:** Critical Thinking – explicitly learning skills for critical thought.



## Year 9

Year 9 is a crucial year of academic growth and habit formation, during which students begin to take greater ownership of their learning.

While continuing with V9 Australian Curriculum core subjects, students are introduced to increased choice through a structured elective program. This balance of core learning and subject choice supports students in further developing a broad academic foundation, while also allowing them to explore interests, build confidence in decision-making, and prepare for the subject selection processes that follow in Years 10-12.

### Core Curriculum

#### 5 Lessons Per Week

- English
- Humanities  
(One semester of History | One semester of Geography)
- Mathematics
- Science

#### 3 Lessons Per Week

- Health and Physical Education

### Year 9 Signature Subjects

Students also complete two interdisciplinary learning subjects that develop their research, critical thinking, and real-world problem-solving knowledge and skills.

- **Semester 1:** Analyse That – exploring current events, considering the impacts of technology such as AI, and thinking how they consume information to expand critical thinking.
- **Semester 2:** Her World Project – empowering students to focus on a cause that they feel passionate about.

### Elective Subjects

Students begin exploring areas of interest through electives.

- Two electives each semester for a total of four electives for the year
- Each elective includes 5 lessons a week

### Full Year Electives

- Chinese
- French

### Semester Electives

- Digital and Design Technologies
- Drama Production
- Learning Support (one or two semesters if recommended)
- Music (Semester 1)
- Music Extension (Semester 2. Must be chosen if you wish to continue this pathway in Year 10).
- Visual Art
- World of Business

# Senior School Pathways Overview

## Year 10

Year 10 is an important transition year into Senior School. As a landing and launching pad for the senior secondary years of schooling, students begin to make more intentional subject choices that connect to possible Year 11 and 12 pathways. It is important to consider Year 11 and 12 pathways when choosing Year 10 subjects, as some Year 11 and 12 subjects have prerequisites.

While students still complete core curriculum requirements studying V9 Australian Curriculum subjects, they also begin to explore personal interests through elective subjects.

### Planning for Senior School

Some subjects are compulsory in Year 10 if students wish to continue them into Stage 1 and Stage 2 (Years 11-12). Students must choose the following options if they would like to continue this pathway in Year 11:

- Languages
- Music
- Standard Mathematics is required for students intending to study Mathematical Methods or Specialist Mathematics pathways (Maths A, B, C, D) in Year 11

Choosing these subjects ensures students meet the prerequisites for senior subjects and potential university pathways.

## Core Curriculum

### 5 Lessons Per Week

- English
- Mathematics
- Science
- History (one semester)

### 3 Lessons Per Week

- Health and Physical Education

### 2 Lessons Per Week

- Exploring Identities and Futures (EIF)

## EIF – Exploring Identities and Futures

All students complete EIF, a compulsory 10-credit SACE subject required to receive the SACE. This subject helps students:

- Explore personal interests, strengths, and values.
- Investigate career pathways and future opportunities.
- Develop skills in planning and decision-making for senior study.

Learning from EIF will be further built upon in Stage 2 Activating Identities and Futures.

## Electives

*(All semester subjects excluding Music and Languages)*

### 5 Lessons Per Week

- Certificate III in Sports Coaching (cost incurred)
- Design, Technology and Engineering
- Fashion for Runway
- Forensics
- Geography
- Justice Matters
- Modern History (additional semester)
- Music (full year)
- Stage 1 Chinese Background (Full Year)
- Stage 1 Chinese Continuers (Full Year)
- Stage 1 Drama
- Stage 1 French (Full Year)
- Stage 1 Outdoor Education
- Visual Arts - Art
- Visual Arts - Design



## **VET – Certificate III in Sport Coaching**

In Year 10, students can complete a Certificate III in Sport Coaching at Walford. This VET course is developed by the Australian College of Sport and delivered by trained Walford teachers in school time. A Certificate III qualification can contribute to a student's ATAR and is calculated by the average of their best 3.5 Stage 2 subjects. This is an automatic calculation that will occur at the end of Year 12.

This is a semester course and incurs an additional cost of \$1,495. For further details about VET pathways, please refer to the VET section of this guide.

## **Learning Support**

Students who require additional academic support may choose Learning Support. This subject is designed to assist students with:

- Organisation and study strategies.
- Additional study time with teacher support in core subjects such as English, Mathematics, and Science.
- Building confidence and independence in learning.

Learning Support is only offered to students who would benefit from targeted academic assistance alongside their other subjects.

## **Accelerated Learning Opportunity – Stage 1 Nutrition (Semester 2 Only)**

Students may apply to complete Stage 1 Nutrition in Semester 2 of Year 10. This option is designed for students planning to complete Stage 2 Nutrition in Year 11.

### **Entry Requirements**

- An A grade average across all terms in Year 9 Science.
- An A grade average in Year 10 Science in Semester 1.
- A teacher recommendation in Year 10.
- Evidence of maturity, independence, and readiness for Stage 1 (Year 11) learning.
- Written application via Microsoft Form to the Learning Leader of Science and Director of Learning and Teaching.

### **Important Considerations**

- Students selecting this pathway are intending to study Stage 2 Nutrition in Year 11.
- Students will complete Stage 2 Nutrition one year earlier, meaning they will be younger than most Stage 2 students, potentially affecting their level of achievement.
- Students will have completed less preparatory coursework than students who follow the standard pathway, including understanding assessment types and summative tasks.
- Students can select only one science elective in Semester 2 of Year 10 (i.e. Stage 1 Nutrition cannot be taken alongside Forensics).

Once all documentation has been considered, approval for Stage 1 acceleration is not automatic. The final decision is made by the Director of Learning and Teaching.

## Year 11

Year 11 is the first full year of Stage 1 SACE and provides students with significant flexibility to shape their learning according to their interests, strengths, and future pathways. Students begin focusing more intentionally on subjects that lead into Stage 2 in Year 12, while continuing to develop the academic skills and learning habits required for senior school success.

It is important to understand the purpose of Year 11 as preparation year for Year 12. Teachers intentionally design learning experiences that build the knowledge, skills, and resilience needed for success, which means students may encounter challenge or struggle at times.

This is a valuable part of the learning process, and students are encouraged to work through this in partnership with their teachers.

Year 11 also provides an opportunity for students to identify subjects that may not suit their interests or strengths, which is an important outcome. Students are expected to commit to their chosen subjects and cannot withdraw simply due to a change in preference.

Stage 1 subjects in Year 11 can be seen as a 'dress rehearsal' for Stage 2 subjects in Year 12, providing a lower-stakes environment in which students can refine their pathway and hone their study habits and approaches to learning.

All subjects studied in Year 11 are 5 lessons per week.



## Compulsory Subjects

All Year 11 students study the following core subjects:

- Activating Identities and Futures (AIF) – Stage 2 subject
- English
- Mathematics

These subjects form part of the SACE requirements and support students in developing strong academic and personal capabilities.

## Choosing Your Subjects

Beyond the compulsory subjects, students will select additional subjects based on their interests and potential pathways. Year 11 is an important time for students to:

- Explore areas of academic interest
- Identify their strengths as learners
- Consider subjects they may wish to continue into Stage 2 in Year 12

## Stage 2 Subjects in Year 11 – Acceleration

In some cases, students may be able to study a Stage 2 subject in Year 11. This opportunity is available to students who demonstrate:

- Strong academic achievement (A grades in Year 10, including Stage 1 subjects)
- A recommendation from their subject teacher, supported by the Learning Leader
- A written application via Microsoft Forms to the Learning Leader and Director of Learning and Teaching

### Important Considerations

- Approval for Stage 2 acceleration is not automatic.
- The final decision is made by the Director of Learning and Teaching.
- Students who complete a Stage 2 subject in Year 11 cannot repeat that subject in Year 12.

## Semester Electives

- Biology
- Business Innovation
- Design, Technology and Engineering
- Economics
- English
- English as an Additional Language
- Essential Mathematics
- General Mathematics
- Geography
- Integrated Learning
- Legal Studies
- Mathematics A, B and C
- Mathematics A, B, C and D
- Modern History
- Nutrition
- Psychology
- Physical Education
- Visual Arts – Art
- Visual Arts – Design

## Full Year Electives

- Chemistry
- Music Advanced
- Physics
- Stage 1 Chinese (Background)
- Stage 2 Chinese (Background)
- Stage 2 Chinese (Continuers)
- Stage 2 Drama
- Stage 2 French
- Stage 2 Outdoor Education

## Learning Support

Students who require additional academic support may choose Learning Support. This option is designed for students who may benefit from extra assistance with subjects such as English, Mathematics, and Science. Learning Support helps students develop organisation, study strategies, and confidence in managing senior school learning.

## Year 12

Year 12 is the final year of the SACE and is focused on completing Stage 2 subjects that contribute to a student's final SACE completion and their ATAR for university entry. Students build on the learning and pathway decisions made in Year 11, selecting subjects that align with their strengths, interests, and future study or career goals.

Year 12 is a time that can feel like the pinnacle of academic pressure, but is also a year that holds many exciting events and rites of passage, and often includes study periods that can support students to manage the academic and wellbeing demands of the year.

### Stage 2 Subjects

All Year 12 subjects are Stage 2 subjects and run for the full academic year. Students typically study either four or five subjects, depending on their individual pathway and learning program.

SUBJECT LOAD	DETAILS
Maximum	5 subjects (can include University Studies/ offsite offering)
Minimum	4 subjects (can include University Studies/ offsite offering)

### Important Considerations

- Students studying 3 Walford subjects may be enrolled in a University Studies course, VET course, completing an external Stage 2 subject or have completed a Stage 2 subject in Year 11.
- Students require 4.5 Stage 2 subjects to obtain an ATAR.
- Most Stage 2 subjects contribute 20 SACE credits. Students generally complete 80 credits at Stage 2 during Year 12.

More information on SACE credits and ATAR can be found on pages 18-23.

### Electives

- Biology
- Business Innovation
- Chemistry
- Chinese (background)
- Chinese (continuers)
- Creative Arts - Drama
- Design, Technology and Engineering
- Economics
- English
- English as an Additional Language
- English Literary Studies
- Essential Mathematics
- French (continuers)
- General Mathematics
- Geography
- Integrated Learning
- Legal Studies
- Mathematical Methods
- Modern History
- Music Explorations
- Music Performance (Ensemble and/or Solo)
- Music Studies
- Nutrition
- Outdoor Education
- Psychology
- Physical Education
- Physics
- Specialist Mathematics
- University Studies Course: Entrepreneurial Solutions to 21st Century Challenges
- Visual Arts - Art
- Visual Arts - Design

Note that the Stage 2 subject, Activating Identities and Futures, is completed in Year 11.



## Entrepreneurial Solutions to 21st Century Challenges – a University Studies Course

Entrepreneurial Solutions to 21st Century Challenges is a bespoke university course co-designed with Flinders University academics and offered exclusively to two independent schools in Adelaide. This University course counts as a 20-credit Stage 2 subject.

It develops strategic thinking through engagement with complex global challenges such as geopolitical tensions, climate change, and economic instabilities. By utilising future scenario planning models used by the world's leading companies, students learn how to make informed decisions based on trends analysis, helping them navigate an increasingly complex and fast-paced global society.

Considered Flinders University students, they gain access to city facilities on North Terrace, as well as industry connections at Lot 14 and the world-class Tonsley precinct, providing authentic real-world learning experiences relevant to any future pathway.

**Please note**, there is a cost associated with this subject.

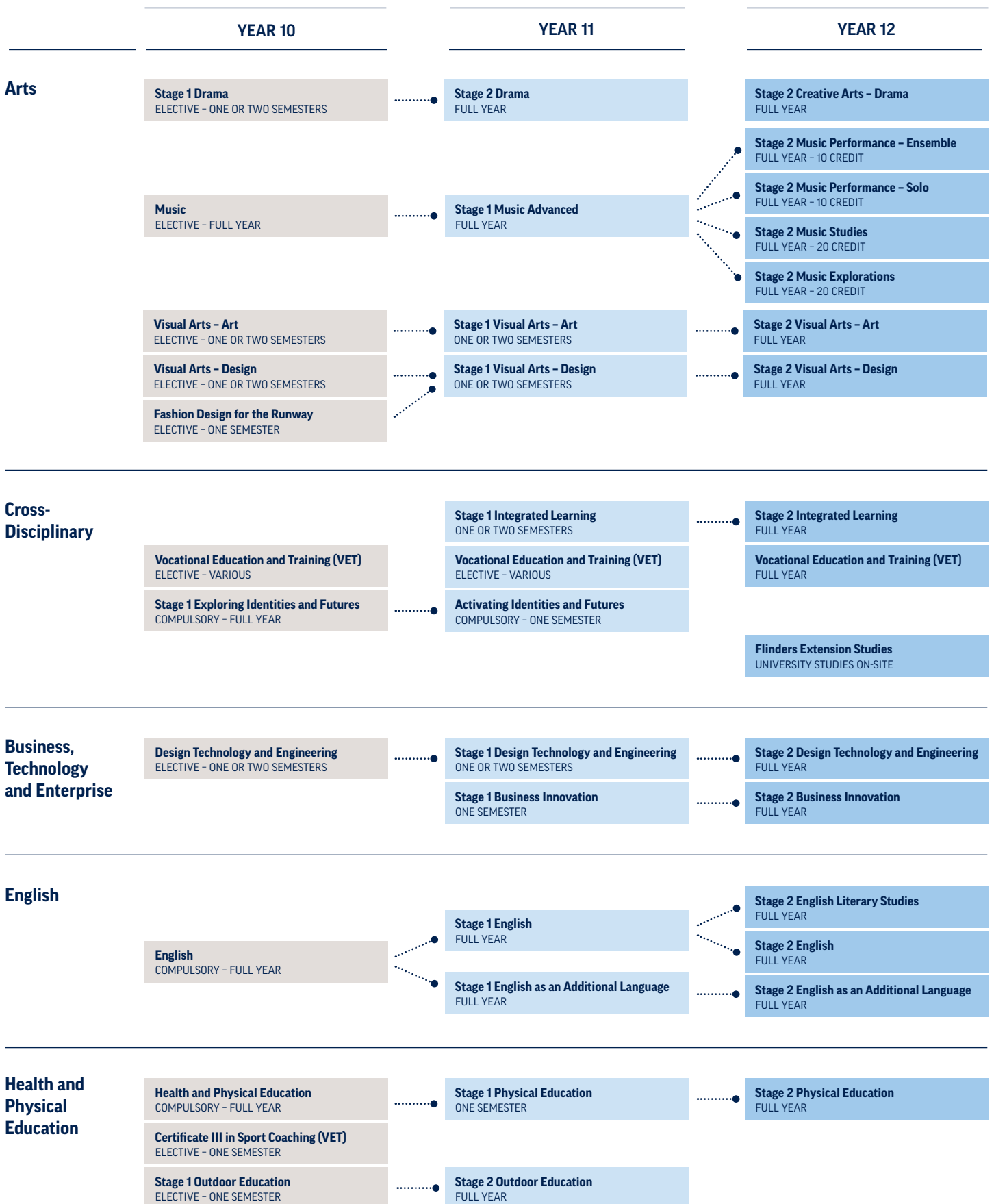
Places are limited and preference ranking on your subject selection will be considered.

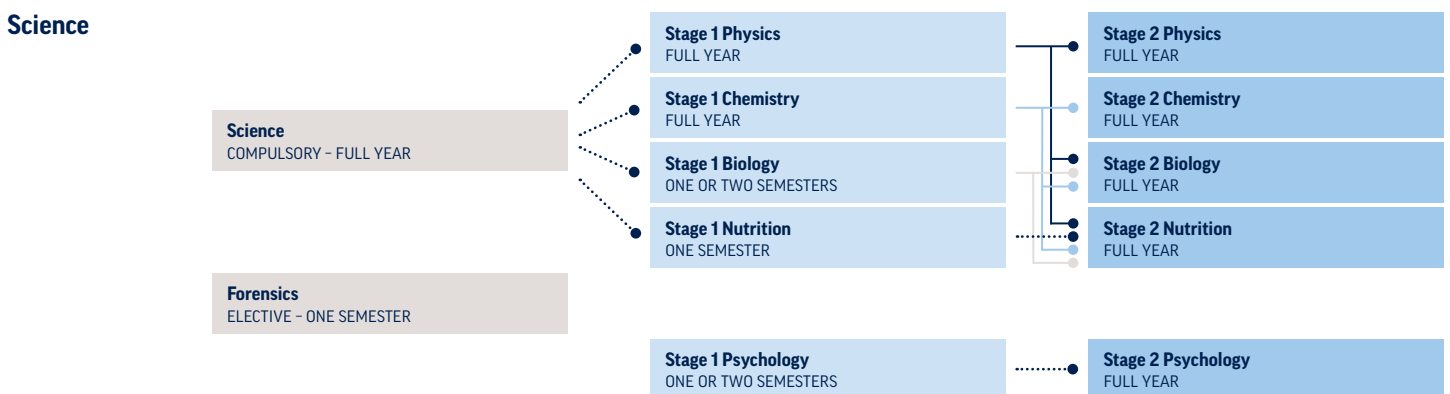
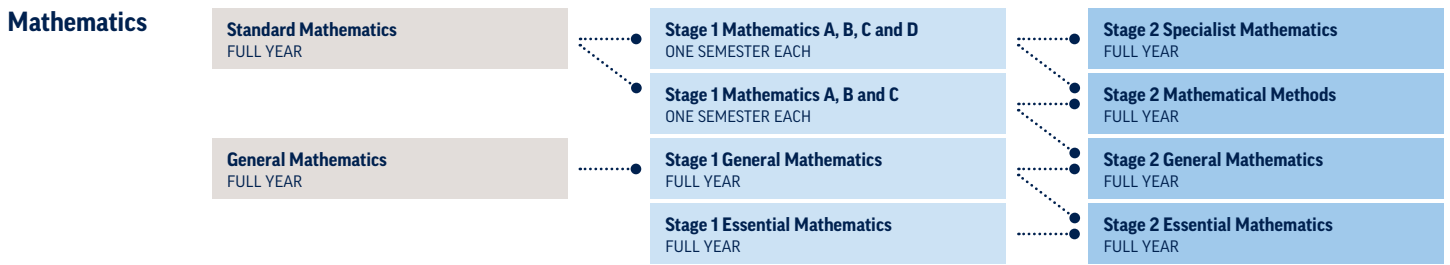
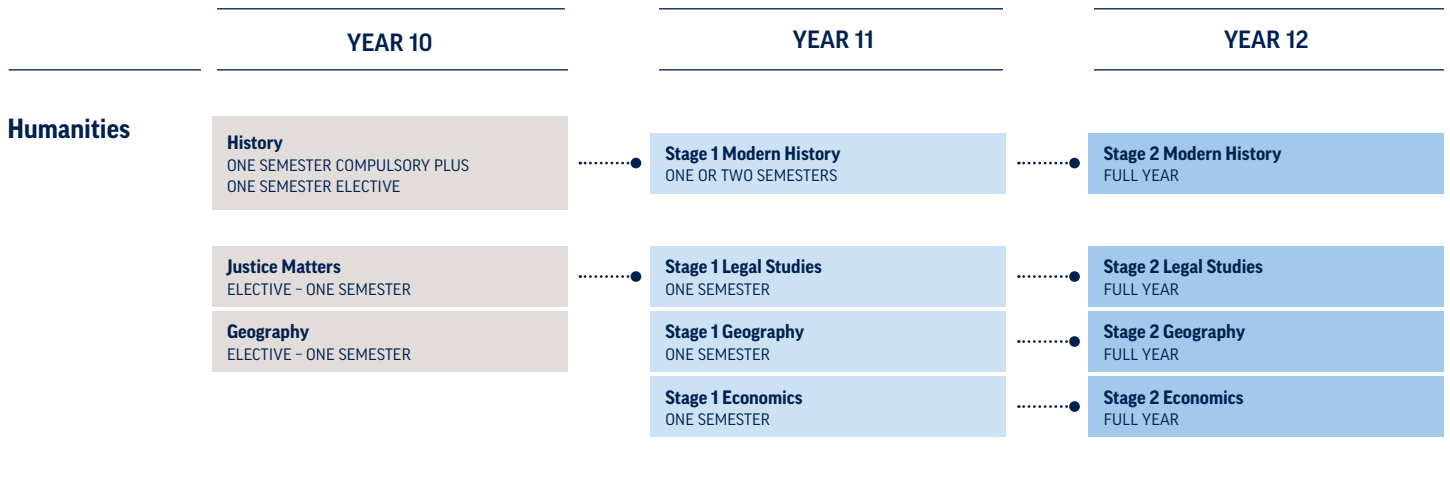
Please refer to the ATAR section of this guide on pages 22-23 for how university results transfer to a scaled SACE score.

For more information, please contact the Director of Learning and Teaching.



# Learning Pathways 2027





# The South Australian Certificate of Education (SACE)

The SACE is the qualification students receive when they successfully complete Year 12. It is recognised internationally and is widely regarded as one of the most innovative secondary certificates in Australia. It is designed to equip students with the skills, knowledge, and capabilities needed to participate successfully in a complex, rapidly changing global environment.

A key strength of the SACE is its flexibility. Students can tailor their learning through a range of subjects and recognised learning experiences. Schools also have flexibility to design programs that reflect student interests, relevance, and opportunities for success

## Stage 1

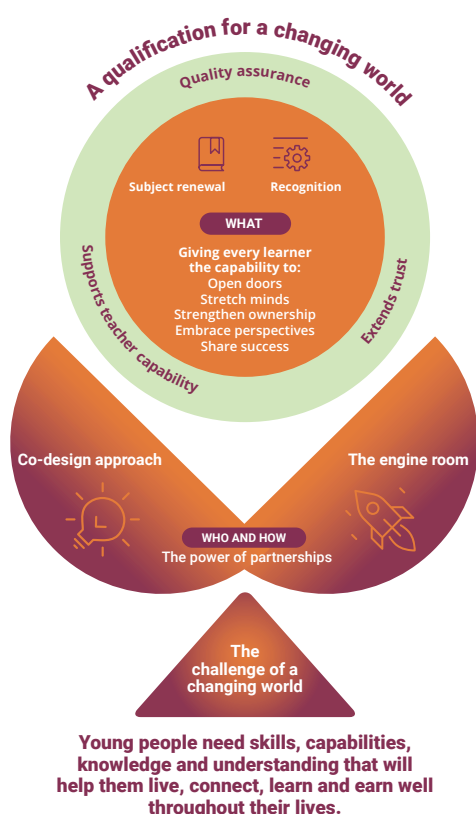
Stage 1 subjects are typically studied in Year 11. Some Stage 1 subjects may be offered to students in Year 10 as part of an accelerated pathway, although the majority are completed in Year 11. EIF is the exception, as all Year 10 students complete this Stage 1 subject as a prerequisite to AIF in Year 11.

Students at Stage 1 receive grades from A to E when reported to the SACE Board. Within the school, this may be further indicated using plus (+) or minus (-) to show performance within a grade band.

## Stage 2

Stage 2 subjects are typically studied in Year 12. Some Stage 2 subjects may be available to selected students in Year 11, though most students complete them in Year 12. Students receive grades from A+ to E. Most Stage 2 subjects run for the full academic year. Stage 2 AIF completed in Year 11 is a 1 semester, 10-credit course.

## Passport to Thrive



## Assessment in the SACE

### Stage 1 Assessment

- Subjects are graded A to E
- Assessment is completed by teachers at the school
- Tasks are assessed against SACE performance standards
- Some subjects are externally moderated by the SACE Board

### Stage 2 Assessment

- Subjects are graded A+ to E
- Most subjects are studied for a full year
- 70% of assessment is completed by teachers and moderated by the SACE Board for quality assurance
- 30% of assessment is externally assessed by the SACE Board (e.g. exams, investigations, performances)

## Key Terms – Credits

CREDITS	MEANING
10 credits	One semester of study
20 credits	A full year of study
200 credits	Total required to receive the SACE

## SACE Requirements

To achieve the SACE, students must complete 200 credits, which include the following requirements:

REQUIREMENT	DETAILS
<b>EIF – Exploring Identities and Futures</b>	10 credits   Completed in Year 10   Must achieve C or better
<b>AIF – Activating Identities and Futures</b>	10 credits   Completed in Year 11   Must achieve C- or better
<b>Literacy</b>	20 credits   Completed through English or EALD   Must achieve C or better
<b>Numeracy</b>	10 credits   Completed through Mathematics   Must achieve C or better
<b>Stage 2 Subjects</b>	60 credits   Must achieve C- or better   Completed in Year 12
<b>Additional Learning</b>	90 credits   From school subjects, VET courses, University Studies, or approved community learning

## SACE Requirements Summary

STAGE 1 (COMPULSORY)	STAGE 2 (COMPULSORY)	STAGE 1 OR 2 (ELECTIVES)
<b>EIF:</b> Exploring Identities and Futures (C or better)   10 credits Completed in Year 10	<b>AIF:</b> Activating Identities and Futures (C- or better)   10 credits Completed in Year 11	90 credits from a range of subjects including VET courses, or University Studies courses (Activate/Extension Studies)
<b>Literacy</b> (C or better)   20 credits English or EALD	<b>60 credits</b> (C- or better)   Chosen from a range of subjects or VET studies	
<b>Numeracy</b> (C or better)   10 credits Mathematics		

## Vocational Education and Training (VET)

Students who prefer hands-on learning or workplace pathways can earn SACE credits through VET. VET can be completed in Years 10, 11 and 12 as part of an individual learning program.

Examples include:

- Industry training programs
- Technical qualifications
- Transition pathways

A Certificate III VET qualification can contribute to a student's ATAR, calculated by the average of their top 3.5 Stage 2 subjects. It will always be in the top half of Stage 2 results.

This calculation is automatic and completed at the end of Year 12. We offer a Certificate III in Sports Coaching at Walford. This is a semester elective that can be completed in Year 10.

VET options in other industry areas can be brokered through the School, with both online and face-to-face delivery options available.

For more information about VET Pathways facilitated through Walford, please contact the VET Pathways Coordinator.



## Community Learning

Students can also gain SACE credits through approved community learning activities.

Examples include:

- The Duke of Edinburgh's Award
- AMEB music examinations
- Other recognised learning experiences

Community learning contributes to SACE completion but does not contribute to an ATAR.

## Special Provisions

Special provisions may be available for students who experience circumstances that affect their ability to complete assessments, including:

- Learning difficulties
- Illness or injury
- Personal circumstances

Supporting evidence may be required, such as medical documentation or educational psychologist reports. Most provisions are determined by the school. For Stage 2 external assessments (such as exams), adjustments must be approved by the SACE Board.

For more information on special provisions, please contact the SACE Coordinator.

## University Studies: Adelaide University Activate and Flinders University Extension Studies

Some students may have the opportunity to undertake first-year university courses while still at school. These courses are known as University Studies and are usually available to Year 12 students. Adelaide University offers Activate options and Flinders University offers Extension Studies. Students receive SACE credits for successful completion, and their university grades convert to a scaled out-of-20 score.

SCALED SCORE EQUIVALENTS FOR UNIVERSITY STUDIES SUBJECTS			
GRADE	UNIVERSITY MARK	SCALED SCORE: SACE (USED FOR ATAR)	NOTES
<b>HD:</b> High Distinction	85% and above	<b>20.0</b>	Highest university grade
<b>D:</b> Distinction	75% - 84%	<b>19.8</b>	Very high achievement
<b>C:</b> Credit	65% - 74%	<b>18.0</b>	Above average achievement
<b>P1:</b> Pass 1	55% - 64%	<b>15.8</b>	Pass – upper band
<b>P2:</b> Pass 2	50% - 54%	<b>11.5</b>	Pass – lower band
<b>P:</b> Pass (no P1 in system)	50% and above	<b>15.8</b>	Used where grading system has no P1 distinction
<b>P:</b> Pass (P1 in system)	50% and above	<b>11.5</b>	Used where grading system includes P1
<b>CP:</b> Conceded Pass	45% - 49%	<b>10.0</b>	Marginal pass granted by university
<b>NGP:</b> Non-Graded Pass	Pass (ungraded)	<b>Avg of first 70 credits</b>	Score calculated from average of first 70 SACE credits

**Source: SATAC / SACE Board.** Scaled scores are used to calculate a student's University Aggregate and ATAR. A university grade converts to the scaled score above, which is then included in the student's best 90 Stage 2 credits. Results from University Studies courses are treated the same as Stage 2 SACE subjects for ATAR calculation purposes.

\*Note that only 1 of either a Certificate III or University Studies course can contribute to a student's ATAR.

## What is an ATAR?

The Australian Tertiary Admission Rank (ATAR) is a number between 0 and 99.95 that indicates a student's academic performance compared to other students completing an Australian Year 12 program.

ATAR SCORE	MEANING
ATAR of 90	Student performed better than 90% of students
ATAR of 75	Student performed better than 75% of students

For SACE students, the ATAR is calculated by SATAC (South Australian Tertiary Admissions Centre).

### What is the ATAR Used For?

Universities use the ATAR to rank applicants for courses. Some courses are highly competitive and have more applicants than available places, so universities need a fair way to compare students. The ATAR provides a transparent and consistent ranking system for tertiary admission. The ATAR is not a reflection of how difficult the coursework is, but rather how popular a course is.

### How the ATAR is Calculated

The ATAR is calculated from a student's best 90 Stage 2 credits. This is called the University Aggregate, which is scored out of 90 and then converted to an ATAR.

COMPONENT	DETAILS
60 credits (compulsory)	Three full 20-credit Stage 2 subjects
30 credits (flexible)	Best combination from: a 20-credit Stage 2 subject, half of a 20-credit subject, a 10-credit subject (e.g. AIF or Music Performance), a University Studies course (Activate or Extension Studies), or a VET Certificate III

### ATAR Worked Examples

STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4
19.4 (English)	18.2 (Stage 2 PE – Year 11)	19.3 (General Maths)	19.9 (University Studies)
19.4 (Maths Methods)	17.7 (Cert III)	18.8 (Physical Education)	19.7 (English)
19.4 (Physics)	17.2 (Physics)	16.1 (Visual Arts Art)	10 and 9.55 (Music Solo and Ensemble)
19.3 (Cert III)	16.9 (General Maths)	14.9 (English)	19.4 (Legal Studies)
½ of 18.9 (Spec Maths)	9.75 (AIF)	5.75 (AIF)	½ of 19.1 (Psychology)
Aggregate: 86.95	Aggregate: 79.75	Aggregate: 74.75	Aggregate: 88
ATAR: 99	ATAR: 93.9	ATAR: 88.3	ATAR: 99.5



**Scaling**

Scaling is a mathematical process used by SACE to compare results across different Stage 2 subjects. Each subject has its own curriculum, learning goals, and assessment tasks. The average ability of students can vary between subjects. Scaling adjusts results so that performance can be compared fairly across all subject combinations. Students are compared to other students completing the same combination of Stage 2 subjects and their out-of-20 scaled score is adjusted accordingly. For some subjects students may be scaled up, for others they may be scaled down.

**University Prerequisites**

Some university courses require students to complete specific Stage 2 subjects before applying. These are called prerequisites. Students should check SATAC and university websites for the latest course requirements.

**Assumed Knowledge**

Some university courses recommend students have studied certain subjects at school. These are known as assumed knowledge. While they may not always be mandatory, they provide important background knowledge that helps students succeed in first-year university courses. Lecturers often assume this knowledge and may not revisit it, so students are expected to independently address any gaps in their understanding.

**Precluded Combinations**

Some subjects cover similar content and therefore cannot be studied together. These are known as precluded combinations. If two subjects are listed as precluded, students may only receive SACE credit for one of those subjects, even if both are studied. Students should check subject descriptions or speak with a staff member during subject counselling to ensure their chosen subjects are not precluded combinations. For example, students cannot study English and English Literary Studies. This also includes certain SACE Stage 2 subjects and University Studies courses.

## *Future Pathways Planning*

Planning your future pathways is an exciting opportunity to explore where your interests and strengths might take you. Walford's Future Pathways Coordinator, Adele Harty, is available to work with students and families to research university pathways, understand entry requirements, and consider a broad range of post-school opportunities.

When exploring future pathways, students should consider:

- What are the prerequisites for courses I am interested in?
- What prior knowledge or assumed knowledge is recommended?
- What ATAR is required for the course I am interested in?
- What careers and pathways might this course lead to?
- Are there alternative pathways (such as VET, portfolio entry, or bridging studies) into my area of interest?

### **UCAT – University Clinical Aptitude Test**

The UCAT (University Clinical Aptitude Test) is an admissions test used by Australian and New Zealand universities as part of the selection process for medicine, dentistry, and other clinical health programs. It is sat in the year of application - typically during Year 12, and results are valid for that application cycle only.

The UCAT assesses a range of mental abilities and behavioural attributes considered important for clinical practice, across five sections:

- Verbal Reasoning – evaluating written information and drawing conclusions.
- Decision Making – making sound decisions and judgements using complex information.
- Quantitative Reasoning – using numerical and mathematical information to solve problems.
- Abstract Reasoning – identifying patterns and relationships between shapes and figures.
- Situational Judgement – understanding real-world situations and appropriate professional responses.

Walford is committed to supporting students aspiring to pathways in medicine and other clinical health fields. Through UCAT preparation sessions, external pathways support and personalised guidance, students are supported throughout in developing the knowledge, confidence and preparation for these highly competitive pathways.

#### **Key Considerations for Students**

- Registration for the UCAT typically opens in March of Year 12, with testing available between July and August.
- There is a registration fee, with concession rates available.
- Most universities use the UCAT score in combination with the ATAR and an interview (such as a Multiple Mini Interview) as part of their selection process.
- Preparation is strongly recommended - practice materials and preparation courses are widely available.
- Most universities require you to study Mathematical Methods and at least one science (Biology or Chemistry). Requirements can vary, so it's important to check each university's prerequisites through SATAC early in Year 11.

For further information about future pathways planning, please contact the Future Pathways Coordinator.



## *Making Selections*

After a meeting with one of the subject counselling team, students will complete their subject selections online using a link emailed to them by Edval. The link will provide specific information relevant to each year level, with all appropriate subject options available.

Accelerated subjects that are not listed on the selection form will be added at a later stage, following appropriate consultation and approval by the Director of Learning and Teaching. It is up to the students to follow up any accelerated options they may be considering. All subject change requests after this stage must be discussed in consultation with the Director of Learning and Teaching.

The subject selection portal (Edval) will be accessible during your subject selection meeting.

### **Timetable Construction**

The timetable grid is constructed based on student subject selections. It is therefore important that students list their subjects in order of preference, as this information is used to create a timetable that meets the needs of as many students as possible. Please note that subjects will only run where there is sufficient demand.

### **Subject Changes**

Subject change requests must be discussed with the Director of Learning and Teaching. Decisions will be based on factors such as timetable structure and class availability.

For any questions regarding subject selection, please contact the Director of Learning and Teaching.

## *Frequently Asked Questions*

### **Can I change my subjects after I have submitted my selection?**

Before the timetable is constructed, changes can be requested by contacting the Director of Learning and Teaching. After the timetable is built, changes require a formal meeting and may not always be possible due to timetable constraints and class numbers.

The cut off after starting a subject is the end of Week 2, Term 1.

### **What if a subject I want is not available?**

Subjects will only run where there is sufficient student demand. If a subject does not run, students will be assisted by the Director of Learning and Teaching to find an appropriate alternative. In some instances this is brokering offsite opportunities.

### **Do I need to know what I want to do after school before choosing subjects?**

No, and that is perfectly normal. However, it is important to keep your options as open as possible if you are considering specific pathways with prerequisites. Speak with the Future Pathways Coordinator, Adele Harty, who can help you explore possibilities and ensure your choices do not inadvertently close doors.

### **Can I study a university subject while still at school?**

Yes. In Year 12, students can study University Studies courses through Adelaide University (Activate) or Flinders University (Extension Studies). One University Studies course is also available at Walford - see the Year 12 and ATAR sections of this guide for details.

### **What is the difference between Stage 1 and Stage 2?**

Stage 1 is typically studied in Year 11 and provides foundational learning and skills. Stage 2 is typically studied in Year 12 and contributes to the ATAR. Both stages contribute to SACE completion.

### **What if I am struggling in a subject?**

Speak with your teacher in the first instance. They will be best placed about your next steps. Further supports can be put in place when necessary. Learning Support options may be available. Walford's staff are committed to working with students to find the best path forward.

### **How do I apply for special provisions?**

Applications are made through the SACE Coordinator, Kelly Scott (kscott@walford.asn.au). Supporting documentation may be required. Applications for external assessment provisions must be submitted to the SACE Board.

### **Can I do VET subjects?**

Yes. VET can be completed in Years 10, 11, and 12. Speak with the VET Pathways Coordinator Tabitha Noble (tnoble@walford.asn.au), for more information.



# 2027 Pathway Planning

## Subject Selection Form – Year 10, 11 and 12

Use the worksheet below to record your subject preferences before entering them into the Edval portal.  
List subjects in your order of preference.

COMPULSORY SUBJECTS			
Tick year level	<input type="radio"/> Year 10	<input type="radio"/> Year 11	<input type="radio"/> Year 12
Post School Pathway:			
Tertiary Prerequisites:			
Core:	<b>Science, English, Maths, EIF, HPE</b> + 3 Electives each semester (inc. 1 semester of History) All automatically entered for you	<b>English + Mathematics + AIF</b> AIF is compulsory (10 credits) + 9 Elective subjects total Stage 2 subjects are 2 selections	<b>All subjects Stage 2, full year.</b> Minimum 4, Maximum 5 subjects Note any previously completed Stage 2 subjects in Notes section below
Semester Note:	Year 10 and 11 subjects run per semester. Each semester counts as 1 subject choice.		Year 12 subjects run full year. Each subject = 1 choice
English Option:	<b>English</b> Counts as 2 subject choices (S1 + S2)	<input type="radio"/> English <input type="radio"/> English as an Additional Language	
Mathematics Option:	<b>Mathematics</b> Counts as 2 subject choices (S1 + S2)	<input type="radio"/> Essential Mathematics (S1 + S2 = 2 choices) <input type="radio"/> General Mathematics (S1 + S2 = 2 choices) <input type="radio"/> Maths Units A and C (S1 + S2 = 2 choices) Unit B also required (+1 choice) Unit D optional (+1 choice)	
Accelerated / Previously Completed Subjects:			

**ELECTIVE SUBJECT PREFERENCES – list in order of preference in your year level column**

	Year 10 – Subject	Year 11 – Subject	Year 12 – Subject
Preference 1			
Preference 2			
Preference 3			
Preference 4			
Preference 5			
Preference 6 <i>(Year 11 only)</i>			
Preference 7 <i>(Year 11 only)</i>			
Preference 8 <i>(Year 11 only)</i>			
Preference 9 <i>(Year 11 only)</i>			
Reserve 1			
Reserve 2			

**Recommended by Staff?** Write Yes /No/NA next to any accelerated subject listed above

**Other SACE Credits:**

*e.g. VET Course, Duke of Edinburgh's Award, AMEB Music Examinations*

**DISCLAIMER – I understand:**

- Specific course and university admission requirements prior to an application.
- If I choose a subject not recommended by Walford staff, I take responsibility for my learning.
- When submitting selections via Edval, if I change my subjects, the Edval choices on that line will be my options, and I am responsible for this decision.
- Walford will do its best to accommodate preferences, but not all preferences can be guaranteed depending on student selections.
- Elective subjects depend on student demand; subjects may not run if there is insufficient interest. Oversubscribed subjects will prioritise students who ranked it highest.

Student name:

Parent name:

Counsellor name:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_



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# Walford

Her Best, Her Way