



Senior School SUBJECT SELECTION

for 2026

Parent Information Presentation

Purpose:



- To understand SACE / IBDP / FIP (VET) requirements.
- To understand the subject selection process
- Provide Key dates for 2026 Subject Selection

Key contacts:



Aberfoyle Park High School
www.aphs.sa.edu.au

Curriculum Coordinators:

HASS	Ms Amanda Chandler
English	Ms Sharmaine Mills
Maths	Mr Sam Eager (Term 3)
Arts	Ms Suriya Down
HPE	Mr Adam Langley
Science	Ms Kerry Pinchbeck
Tech	Mr Ryan Brown/Ms Danielle Speer
Languages	Ms Mercedes Puyo-Opitz

Principal: Ms Cassie Dickeson (Term 3)

Deputy Principal: Ms Fran Charlton (Term 3)

AP Senior School: Ms Julie Mohtasham (Term 3)

AP Middle School: Ms Laryssa Montgomery

Assistant Principal Daily Operations: Ms Danielle Speer

SACE Coordinator: Ms Julie Mohtasham

Year 10 Leader: Ms Brooke Nykiel

Year 11 Leader: Mr Chris Jones (Term 3)

IGNITE Leader: Ms Ameer Allison

Assistant Principal Innovation in Curriculum and IBDP: Mr Ryan Brown

Student Wellbeing Leaders: Ms Jules Hannaford and Mr Alan Peat

Future Pathways Leader: Mr Ben Denning

Learning Support Coordinator: Mr Ben Young

Which path is right for you?



South
Australian
Certificate of
Education
(SACE)



International
Baccalaureate
Diploma
Programme
(IBDP)

Which path is right for you?



SACE

Allows more specialised subject combinations

Students study more subjects over two years

Assessment types are more diverse



IBDP

Encourages broader subject choices

Students study less subjects in greater depth over two years

Assessment types can be more tailored



THE SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)



The South Australian Certificate of Education (SACE)



The South Australian Certificate of Education (SACE) is a **qualification** that demonstrates you have acquired a certain level of knowledge and skills important to your job, study and training goals.

You'll be awarded the SACE if you **successfully complete requirements** that include a range of skills and subjects you may study at school or may have acquired through other education, training or experience.



How does the SACE work?

The SACE is made up of two parts:

Stage 1 (which most students do in Year 11)

Stage 2 (which most students do in Year 12)

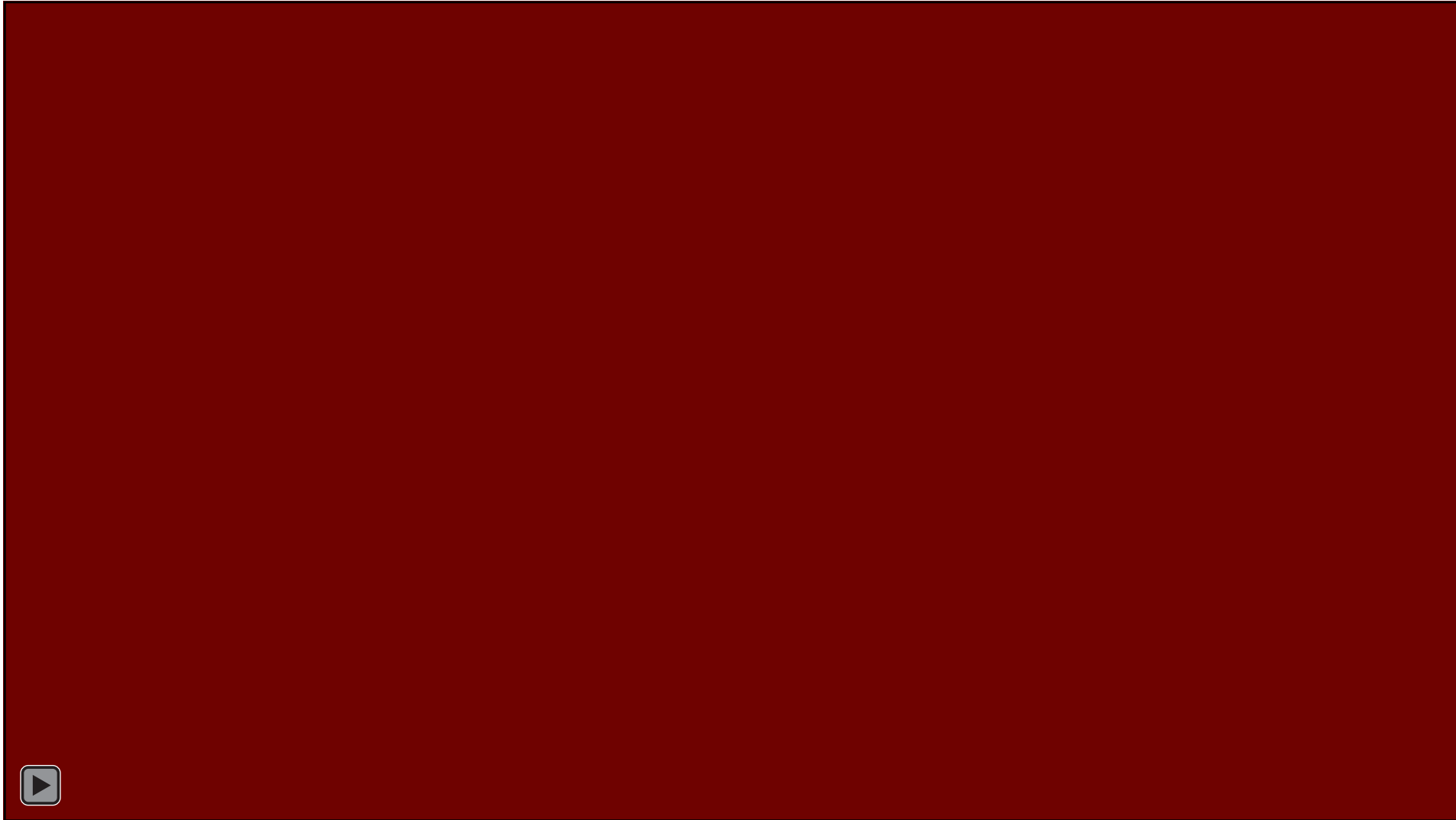
Students need to attain 200 credits to achieve the SACE. This is achieved through a combination of compulsory and elective subjects.

At Stage 1 student work will be assessed using an A to E grading system

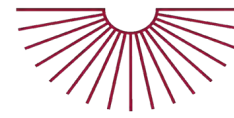
At Stage 2 student work will be assessed using an A+ to E–grading system



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Respect, Care & Compassion, Honesty



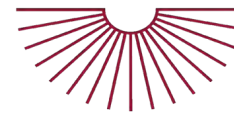
IBDP- What's the difference?

The IBDP is one course studied over two years:

Students study 6 subjects across a broader range of disciplines.

The IB focus on breadth of understanding is designed to keep options open to students, by instilling a wide skill set.

The course is designed to promote student independence and self-management, similar to the expectations of a university setting.



Achieving your SACE at Aberfoyle Park High School

Each subject or course that students successfully complete earns 'credits' towards the SACE. To achieve the SACE, Students need to achieve at least **200 credits**.

- The compulsory subjects at APHS make up **70 credits**
- 10 credits for EIF (previously PLP) at Stage 1 **(Completed during Year 10)**
- 20 credits of English subjects (literacy requirement) **(Completed during Year 11)**
- 10 credits of Mathematics subjects (numeracy requirement) **(Completed during Year 11)**
- 10 credits for Activating Identities and Futures (AIF) at Stage 2 **(Completed during Year 11)**
- 10 credits of Connecting Identities and Futures (Integrated Learning) at Stage 1 **(Completed during Year 11)**

Students also need to successfully complete at least **60 credits** from Stage 2 subjects. 80 Stage 2 Credits an ATAR is required. (This can also include a approved completed Certificate III FIP or one IBDP subject)

The remaining credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognized courses.

Australian Tertiary Admission Rank (ATAR) and University Entrance



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For university entry, and to gain an ATAR, students need to achieve 90 credits at Stage 2, generally undertaken in Year 12.

At Stage 2, students take four Stage 2 Subjects, or FIP or IBDP equivalent (**80 credits**).

Note: Universities specify if there are required Stage 2 subjects for their courses.





Year 10 into 11 Course Overview

All Aberfoyle Park High School Year 11 students undertake subjects up to 120 credits. This is made up of 60 compulsory credits plus 60 elective credits. 10 credit subjects are semester courses (half year) and 20 credit subjects are full year courses.

The compulsory subjects are:

English (20 Credits)

Mathematics (10 Credits)

Connecting Identities and Futures (10 Credits @ Stage 1)

Activating Identities and Futures (10 Credits @ Stage 2)

Year 11 students will have the opportunity to choose 60 credits of elective subjects. They can also choose to undertake a FIP, however, they will still be required to choose a full load of subjects.



Year 10 in 11 IBDP

For students looking to undertake the IBDP, the subject selection process is slightly less complex. Students choose one subject from each of the 6 disciplines, and this creates their learning pathway for the next two years.

Group 1: Language and Literature

IB Language and Literature

Group 2: Language Acquisition

IB Japanese

IB Spanish

IB Beginners Spanish (Ab Initio)

IB Beginner's French (Ab Initio)

Group 3: Individuals and Societies

IB Environmental Systems and Societies

IB Psychology

IB Global Politics

Group 4: Science

IB Chemistry

IB Environmental Systems and Societies

IB Physics

Group 5: Mathematics

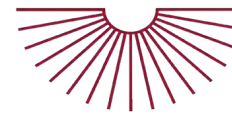
IB Mathematics: Analysis and Approaches

Group 6: The Arts

IB Music

IB Film

2026 Subject Selection Form – Year 10 into Stage 1



Aberfoyle Park High School
YEAR 11 2025 SUBJECT SELECTION FORM

Family Name: _____ First Name: _____
2024 Care Group Teacher's Name: _____ 2024 Care Group: _____
Career Pathways: 1. _____ 2. _____ 3. _____

My Senior School Pathway is: (tick one)

- IBDP Complete section 1
 SACE Complete section 2
 SACE with one IBDP subject Complete section 2
 SACE with VET Complete section 2 and the VET information below
 SACE with one IBDP subject and VET Complete section 2 and the VET information below

Vocational Education and Training (VET) Information

If choosing a VET course, complete the following: Tick

Certificate III in Construction Pathways	<input type="checkbox"/>
Certificate III in ICT - Cyber Security	<input type="checkbox"/>
VET course not delivered at Aberfoyle Park High School	Name of course: _____

If you intend to study a VET course, you are advised to choose at least one semester of Workplace Practices and must choose subjects for a full year of study (10 subjects) when completing Section 2

Specific tertiary entry requirements. Do your post school courses/pathways require:

An Australian Tertiary Admissions Rank (ATAR)*	No <input type="checkbox"/> Yes <input type="checkbox"/> Details: _____
Pre-requisite subjects*	No <input type="checkbox"/> Yes <input type="checkbox"/> Details: _____
Assumed knowledge*	No <input type="checkbox"/> Yes <input type="checkbox"/> Details: _____

Please refer to the Curriculum Handbook on the school's website to help you choose your subjects for 2025.

[APHS Curriculum Handbook](#)

Section 1. IBDP only: Complete this if you intend to study the IBDP full time in Year 11 and in Year 12. Tick ONE subject from each group that you wish to study. For Group 6, if you do not wish to study Film or Music, write down a subject from Group 3 or 4 that you have not already chosen.

Group	Subject	Tick
Group 1: Language and Literature	IB Language and Literature Studies	<input type="checkbox"/>
	IB French Ab Initio	<input type="checkbox"/>
Group 2: Language Acquisition	IB Japanese	<input type="checkbox"/>
	IB Spanish	<input type="checkbox"/>
	IB Spanish Ab Initio	<input type="checkbox"/>
Group 3: Individuals and Societies	IB Environmental Systems and Societies*	<input type="checkbox"/>
	IB Psychology	<input type="checkbox"/>
Group 4: Science	IB Biology	<input type="checkbox"/>
	IB Chemistry	<input type="checkbox"/>
	IB Environmental Systems and Societies*	<input type="checkbox"/>
Group 5: Mathematics	IB Physics	<input type="checkbox"/>
	IB Mathematics: Analysis and Approaches	<input type="checkbox"/>
Group 6: The Arts (or write a second choice from Group 3 or 4 in the box)	IB Film	<input type="checkbox"/>
	IB Music	<input type="checkbox"/>

*Please note that IB Environmental Systems and Societies may only be chosen ONCE as a subject.

Aberfoyle Park High School
YEAR 11 2025 SUBJECT SELECTION FORM

Section 2. Complete this if you intend to study the SACE in Year 11 and in Year 12. This may include one IBDP subject and/or a VET course.

Completing the Subject Selection Form

Number, in order, 10 subjects (preferences 1 – 10) plus 3 reserves (preferences 11 – 13). Consider your reserve subject, preferences 11-13, carefully as these will be used in the event that you are not able to be assigned to preferences 1 – 10.

SACE STAGE 1 COMPULSORY SUBJECTS			
Personal Learning Plan (PLL) or Exploring Identities and Futures (EIF) successfully completed, C grade or higher, in Year 10	10 credits	YES / NO	
Connecting Identities and Futures	10 credits	All students	
Activating Identities and Futures	10 credits	All students	
Compulsory SACE Stage 1 Literacy (Preferences 1 and 2)		Preference	
English		and	
Essential English	20 credits	and	
Language and Literature Studies		and	
Compulsory SACE Stage 1 Numeracy			
Mathematical Methods A, B & C (preferences 3, 4 & 5)	30 credits	and	and
General Mathematics A (preference 3)	10 credits		
Essential Mathematics A (preference 3)	10 credits		
IB Mathematics: Analysis and Approaches (preferences 3 & 4)	**	and	

It is strongly recommended that students planning on studying General or Essential Mathematics in Year 12 (Stage 2) need to select a full year of Mathematics in Year 11 (Stage 1). Choose the 2nd semester below as required.

Learning Area	Subject	Credits	Preference
THE ARTS	Creative Arts - Art	10	
	Dance A	10	
	Dance B	10	
	Drama A	10	
	Drama B	10	
	IB Film	**	and
	IB Music	**	and
	Music A	10	
	Music A & B	20	and
	Music Performance: Ensemble (delivered offline therefore 11 subjects can be selected)	10	
Music Performance: Solo	10		
BUSINESS & ENTERPRISE	Business Innovation	10	
CROSS DISCIPLINARY STUDIES	Workplace Practices	10	
	Community Studies A	10	
DESIGN, TECHNOLOGY & ENGINEERING	Digital Communication Solutions: Advanced Technologies	10	
	Digital Communication Solutions: Creative Industries (Photography) A	10	
	Digital Communication Solutions: Creative Industries (Photography) B	10	
	Industry & Entrepreneurial Solutions: Metalwork A	10	
	Industry & Entrepreneurial Solutions: Metalwork B	10	
DIGITAL TECHNOLOGIES	Material Solutions: Woodwork A	10	
	Material Solutions: Woodwork B	10	
	Digital Technologies A	10	
	Digital Technologies B	10	

Aberfoyle Park High School
YEAR 11 2025 SUBJECT SELECTION FORM

Learning Area	Subject	Credits	Preference
HEALTH & PERSONAL DEVELOPMENT	Child Studies	10	
	Food and Hospitality A	10	
	Food and Hospitality B	10	
	Health & Wellbeing A	10	
	Health & Wellbeing B	10	
	Integrated Learning - Fitness	10	
	Outdoor Education	10	
	Physical Education A	10	
	Physical Education B	10	
	HUMANITIES AND SOCIAL SCIENCES	Ancient Studies	10
Legal Studies		10	
Modern History		10	
Tourism		10	
IB Environmental Systems and Societies*		**	and
French (beginners)		20	and
LANGUAGES	Japanese (continuers)	20	and
	Spanish (continuers)	20	and
	IB French Ab Initio	**	and
	IB Japanese	**	and
	IB Spanish	**	and
	IB Spanish Ab Initio	**	and
MATHEMATICS	Essential Mathematics B	10	
	General Mathematics B	10	
	Specialist Mathematics (Mathematical Methods A, B & C must also be chosen)	10	
SCIENCE	Biology A: Cells and Ecosystem Dynamics	10	
	Biology B: Organisms and Infectious Disease	10	
	Chemistry	20	and
	Physics	20	and
	Psychology A	10	
	Psychology B	10	
	IB Biology	**	and
	IB Chemistry	**	and
	IB Environmental Systems and Societies*	**	and
	IB Physics	**	and
IB Psychology	**	and	

* Please note that IB Environmental Systems and Societies may only be chosen ONCE as a subject.

** A full year of study in an IBDP subject is equivalent to 20 credits towards the SACE. To be awarded the credits, the student must have provided evidence of their learning in the subject at a level of at least 3 out of 7 as verified by the Principal.

Subject(s) selected that is/are not recommended for further study:

If a student selects a subject for which they have not been recommended, a letter will be sent home asking the Parent/Caregiver to acknowledge this with their signature.

Please return the signed form to your Care Group Teacher by Friday 16 August 2024.

Date:	
Student signature:	Student name:
Parent/Caregiver signature:	Parent/Caregiver name:
Care Group teacher signature:	Care Group teacher name:

Key Points

Career Pathways

FIP

Tertiary

Requirements

Number, in order, 10 subjects (preferences 1 – 10) plus 3 reserves (preferences 11 – 13).



Career Action Plans

Aberfoyle Park High School

My Career Action Plan: Year 11

A Career Action Plan helps you to focus on your goals and plans for the future. It helps you to work out how you are going to achieve what you want relating to school, work and life. A Career Action Plan lets you focus on the skills and knowledge you need to achieve what you want.

It's okay if there are some questions you cannot answer. You should continue to come back to your Career Action Plan throughout the year and answer these questions.

1. Identification	
a. Name	
Date	

2. About me		
Think about any changes you have noticed in your self-view, interests, learning experiences and skills gained in the last year.		
a. What are two new skills you think you have gained?	1.	2.
b. What are two new learning experiences you have had?	1.	2.
c. What are two new interests?	1.	2.
d. What are two aspects of yourself you have reflected on in Semester 2?	1.	2.

3. Interests	
Think about any changes you have noticed in your attitude, interests, learning experiences and skills gained in the last year.	
a. What are your top three interests at school?	1. 2. 3.
b. What are your top three interests outside of school?	1. 2. 3.
c. Who are the most important people to you right now? And why? In terms of your wellbeing and career connections,	1.

2.	
3.	

4. Your subjects / courses		
This will be reviewed in Term 3 for Subject Selection so it is only a thought at this stage.		
a. What subject / course are you thinking of doing next year (Including VET)?	Does this subject / course reflect your interests and capabilities? How?	How is this subject / course important to your preferred career direction/s?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

5. Values	
Values are things that you believe are important in the way you live and work. They inform and influence our attitudes, choices, and behaviours.	
c. What are your top three values? (e.g. accountability, beauty, compassion, creativity,	1. 2.

2

fairness, integrity, faith, fame, optimism, trustworthiness etc)	3.
d. How do you implement them on a daily basis?	1. 2. 3.
e. How do your top three values relate to your proposed career direction/s?	1. 2. 3.

6. Work activities		
'Work activities' can include a part-time job, volunteering, and hobbies, looking for a job and community work. Think about the different activities that you are currently doing and the skills you are developing. Complete the below table.		
Work activity	1.	2.
a. What tasks did you have to do?	1.	2.
b. Did you know how to do the tasks? How did you learn them?	1.	2.
c. Did you enjoy the tasks? If not, how did you manage this?	1.	2.
d. What did you do when you were stuck / made an error?	1.	2.
e. How did these experiences help you decide about what you want to do in the future?	1.	2.

7. Planning your pathway		
There are many different pathways out of school. Understanding the different available options can help you plan and manage your career. Websites such as Student Pathways , MyFuture and JobsOutlook provide information that can help support pathway planning.		
a. What careers are you considering?	1.	2.

3

b. Which pathways are you considering to get there?	1.	2.
c. What attributes will you need?	1.	2.
d. What skills will you require?	1.	2.
e. Are you on track? What do you need to do to get there?	1.	2.
f. Where will you find the information from?	1.	2.

8. My action plan	
a. What have you done in the last year (inside or outside of school) that you are proud of? Why was it so important to you?	
b. What did you learn about goal setting from this achievement?	
c. What is something you planned to achieve last year but didn't manage to? Why did you not achieve it?	
d. What did you learn from this about yourself and about goal setting?	
e. What goals will you be setting for this year?	
f. How are you going to prepare for this?	
g. What may stop you (barriers)? What can you do to manage this?	
h. What will you do if you do not achieve it?	

9. Your referees	
A referee is a responsible adult that can vouch for your skills, abilities or capacity. It is best to notify your referee before you provide their contact details to a prospective employer. Let them know what types of roles you will be applying for.	
a. Who would you use as a possible referee?	What could they say about you?
1.	

4



Stage 1 into Stage 2 Overview

All Aberfoyle Park High School Year 12 students undertake subjects up to 80 credits.

The 80 credits can be made up using a combination of the following:

- Full Year, 20 Credit Subjects
- Semester Length, 10 Credit Subjects
- A mixture of 10 and/or 20 credit subjects and Vocational Education
- A two-year IBDP Subject

For the majority of students this will mean selecting 4 Stage 2 subjects. Students who choose a FIP will still pick a full load of subjects. Students continuing the study of an IBDP subject from stage 1 will only select three 20 credit subjects.

There are no compulsory subjects for students in Year 12 at APHS as Activating Identities and Futures (AIF) is completed whilst they are in Year 11.



Year 12 IBDP

Unlike SACE students, IBDP students do not choose different subjects for their second year of study.

The subject selection form allows students to indicate their desire to continue in the IBDP.

A student who has not studied the IBDP in year 11 is not able to choose IBDP subjects for year 12.

2025 Subject Selection Form – Year 11 into Year 12



Aberfoyle Park High School
YEAR 12 2026 SUBJECT SELECTION FORM

Family Name: _____ First Name: _____

2025 Care Group Teacher's Name: _____ 2025 Care Group: _____

Possible career pathways: 1. _____ 2. _____ 3. _____

My Senior School Pathway is: (tick one)

- IBDP (continuing from Year 11) Complete section 1
 SACE Complete section 2
 SACE with one IBDP subject Complete section 2
 SACE with FIP Complete section 2 and the FIP Information below
 SACE with one IBDP subject and FIP Complete section 2 and the FIP Information below

Flexible Industry Program (FIP – formerly VET) Information

If choosing a FIP, complete the following:

	Tick
Certificate II in Construction Pathways	<input type="checkbox"/>
FIP not delivered at Aberfoyle Park High School	<input type="checkbox"/>
Name of FIP:	_____

If you intend to study a FIP you are strongly advised to choose Workplace Practices and must choose subjects for a full year of study (4 subjects).

Specific tertiary entry requirements. Do your post school courses/pathways require:

An Australian Tertiary Admissions Rank (ATAR)?	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Details:
Required subjects?	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Details:
Assumed knowledge?	No <input type="checkbox"/>	Yes <input type="checkbox"/>	Details:

Please refer to the Curriculum Handbook on the school's website to help you choose your subjects for 2026.

[APHS Curriculum Handbook](#)

Section 1. IBDP only: Complete this if you are continuing to study the IBDP full time in Year 12. Tick ONE subject from each group that you are continuing to study. For Group 6, if you have not been studying Music in Year 11, write down the subject from Group 3 or 4 that you have been studying.

Group	Subject	Tick
Group 1: Language and Literature	IB Language and Literature	<input type="checkbox"/>
	IB Beginner French	<input type="checkbox"/>
Group 2: Language Acquisition	IB Beginner Spanish	<input type="checkbox"/>
	IB Japanese	<input type="checkbox"/>
	IB Spanish	<input type="checkbox"/>
Group 3: Individuals and Societies	IB Environmental Systems and Societies ♦	<input type="checkbox"/>
Group 4: Science	IB Psychology	<input type="checkbox"/>
	IB Biology	<input type="checkbox"/>
	IB Chemistry	<input type="checkbox"/>
	IB Environmental Systems and Societies ♦	<input type="checkbox"/>
	IB Physics	<input type="checkbox"/>
Group 5: Mathematics	IB Mathematics: Analysis and Approaches	<input type="checkbox"/>
Group 6: The Arts	IB Film	<input type="checkbox"/>
	IB Music or write a second choice from Group 3 or 4 in the box	<input type="checkbox"/>

♦ Please note that IB Environmental Systems and Societies may only be chosen ONCE as a subject

Aberfoyle Park High School
YEAR 12 2026 SUBJECT SELECTION FORM

Section 2. Complete this if you are studying the SACE in Year 12. This may include one IBDP subject and/or a FIP.

Completing the Subject Selection Form:

Number preferences in order totalling 80 credits. You also need to indicate at least 2 reserve subjects. Consider your reserve subjects carefully as these will be used in the event that you are not able to be assigned to your first preferences. You should have a minimum of 6 preferences on your form.

SACE STAGE 2 SUBJECTS

LEARNING AREA	SUBJECT	CREDITS	PREFER-ENCE
ARTS	Art: Creative Arts	20	
	Dance	20	
	Drama	20	
	Music Explorations	20	
	Music Performance: Ensemble	10	
	Music Performance: Solo	10	
	IB Film	♦♦	
	IB Music	♦♦	
BUSINESS AND ENTERPRISE	* Industry Connections	20	
	Workplace Practices	20	
CROSS DISCIPLINARY STUDIES	* Community Studies A	20	
DESIGN, TECHNOLOGY & ENGINEERING	** Digital Communication Solutions: Advanced Technologies	20	
	** Material Solutions: Woodwork	20	
	** Industry & Entrepreneurial Solutions: Metalwork	20	
DIGITAL TECHNOLOGIES	Digital Technologies	20	
ENGLISH	English	20	
	English Literary Studies	20	
	Essential English	20	
	IB Language and Literature	♦♦	
HEALTH AND PERSONAL DEVELOPMENT	Child Studies	20	
	Food and Hospitality	20	
	Health & Wellbeing	20	
	*** Physical Education: Integrated Learning	20	
	*** Stage 2 Integrated Learning: Fitness	20	
HUMANITIES AND SOCIAL SCIENCES	Ancient Studies	20	
	Legal Studies	20	
	Modern History	20	
	Tourism	20	
	IB Environmental Systems and Societies ♦	♦♦	

Aberfoyle Park High School
YEAR 12 2026 SUBJECT SELECTION FORM

LEARNING AREA	SUBJECT	CREDITS	PREFER-ENCE
LANGUAGES	French (beginners)	20	
	Japanese (continuers)	20	
	Spanish (continuers)	20	
	IB French Ab Initio	♦♦	
	IB Japanese	♦♦	
	IB Spanish	♦♦	
MATHEMATICS	IB Spanish Ab Initio	♦♦	
	Essential Mathematics	20	
	General Mathematics	20	
	Mathematical Methods	20	
	Specialist Mathematics	20	
	IB Mathematics: Analysis and Approaches	♦♦	
SCIENCE	Biology	20	
	Chemistry	20	
	Physics	20	
	Psychology	20	
	IB Biology	♦♦	
	IB Chemistry	♦♦	
	IB Environmental Systems and Societies ♦	♦♦	
	IB Physics	♦♦	
	IB Psychology	♦♦	

Please Note:

- Subjects with * Do not count towards an ATAR.
 Subjects with ** 3 subjects can be chosen however, only 2 of these subjects will count towards the SACE and an ATAR.
 Subjects with *** Both subjects count towards the SACE, however only one subject will count towards an ATAR.

- Subjects with ♦ IB Environmental Systems and Societies may only be chosen ONCE as a subject
 Subjects with ♦♦ A full year of study in an IBDP subject is equivalent to 20 credits towards the SACE. To be awarded the credits the student must have provided evidence of their learning in the subject at a level of at least 3 out of 7 as verified by the Principal.

Subject(s) selected that is/are not recommended for further study:

If a student selects a subject for which they have not been recommended, a letter will be sent home asking the Parent/Caregiver to acknowledge this with their signature.

Please return the signed copy of the form to your Care Group Teacher Friday 15 August 2025.

Date: _____	
Student signature: _____	Student name: _____
Parent/Caregiver signature: _____	Parent/Caregiver name: _____
Course Counsellor signature: _____	Course Counsellor name: _____

Key Points

My Senior School Pathway:
IBDP or SACE

Vocational Education and Training

Tertiary Requirements

IBDP – tick one subject from each box.

SACE – number preferences in order totaling 80 credits.



Web Preferences

Preference boxes that have a  icon located to the right must have a valid subject selected from that box before you can submit your preferences.

SACE Stage 2 Electives

Preference 1	-----UNSELECTED-----	
Preference 2	-----UNSELECTED-----	
Preference 3	-----UNSELECTED-----	
Preference 4	-----UNSELECTED-----	
Reserve 1	-----UNSELECTED-----	
Reserve 2	-----UNSELECTED-----	
Counselor Notes:		

Proceed Cancel Log Out



Pathway Planning Sessions

- Tuesday 12 August 11 am to 7.00pm Year 10 into Year 11
- Thursday 14 August from 11am to 7:00pm Year 11 into Year 12
- Venue is the library
- Booking via Daymap
- No formal lessons for year 10s on Tuesday 12 August and no formal lessons for 11s on Thursday 14 August



Course Counselling Preparation – Advice to students

Choosing what subjects to study in the SACE may seem daunting – there are lots of options. Students need to be confident in the work they have done so far, ask the right questions and use the right resources in order to make informed choices that will get you where you want to go.

Review EIF

In EIF, students considered their strengths and interests – consider how these relate to the range of subjects available in Year 11 and Year 12. Have another look at the personal and learning goals your child identified, and think about how these might flow into choices about further study and work after they finish secondary school. Let their interests and strengths guide you and your child.

Talk to teachers, parents and friends

They may have an idea about the areas of learning they are interested in, such as the sciences, mathematics or humanities, but have they decided on the particular subjects they want to study? Pathway Planning Counsellors can advise them about the subjects offered at APHS, and what might fit best with their goals. It is not unusual for students not to know what they want to do when they leave school, however they should have some idea of whether they wish to pursue University, a FIP or employment post school.



Course Counselling Preparation – Advice to students

Think about future career requirements

Consider the type of career you may want to enter after school, and what pathways there are to that sort of career. If you want to study at university, you can use the SACE or the IBDP to gain an Australian Tertiary Admission Rank (ATAR) for entry into courses in SA and around Australia. Some university courses also have required subjects. Many SACE students each year enter top universities around the world – if this is something you are interested in, you will want to look at the entry requirements. If you want to study at TAFE SA, you will be looking at getting a TAFE SA Entry Score, which has its own requirements.

Look at the SACE and IBO Websites

The ‘Subjects’ section of the SACE website has lots of information on the topics covered in each subject – this should give you an idea of whether a particular subject is for you. You can use the information on the subject pages alongside the ‘Students Online’ tool to plan your SACE, look at different subject combinations and check your progress. Students Online can provide an overall picture of how you are doing in your SACE and how the subjects you choose can contribute to your certificate. www.sace.sa.edu.au. The IBO website also provides course and programme information. www.ibo.org



Course Counselling Preparation – Key Points

Things to consider:

- Short and long term goals
- Interests and aspirations – both in and beyond school, including further study or careers
- Strengths and passions
- Subject achievements thus far (Refer to past school reports - Available on Day Map)
- Potential University/TAFE courses, including any required subjects for tertiary study
- Possible Vocational Education and Training (VET) courses for 2026
- Subjects at Aberfoyle Park High School to help prepare for possible future pathways



Additional Information and Resources

www.sace.sa.edu.au

www.ibo.org

www.satac.edu.au

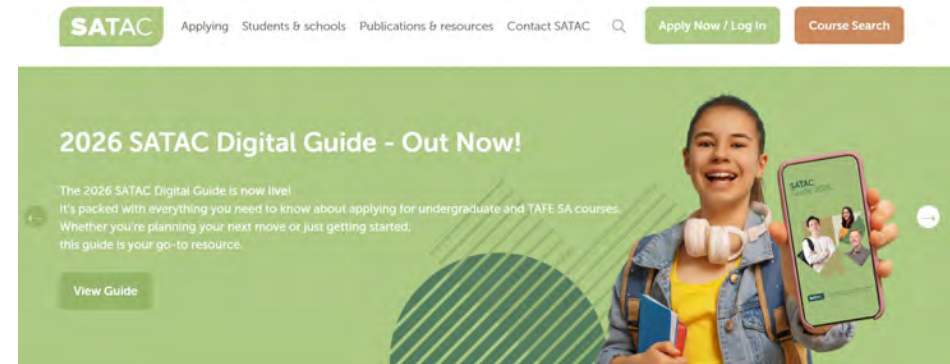
www.tafesa.edu.au

www.unisa.edu.au

[Flinders University - Adelaide, South Australia - Flinders University](#)

[Adelaide University – South Australia's university for the future](#)

[VET in SACE | What is VET | VET | SACE - Vocational Education and Training - South Australian Certificate of Education](#)





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Flexible Industry Programs (VET) at Aberfoyle Park High School

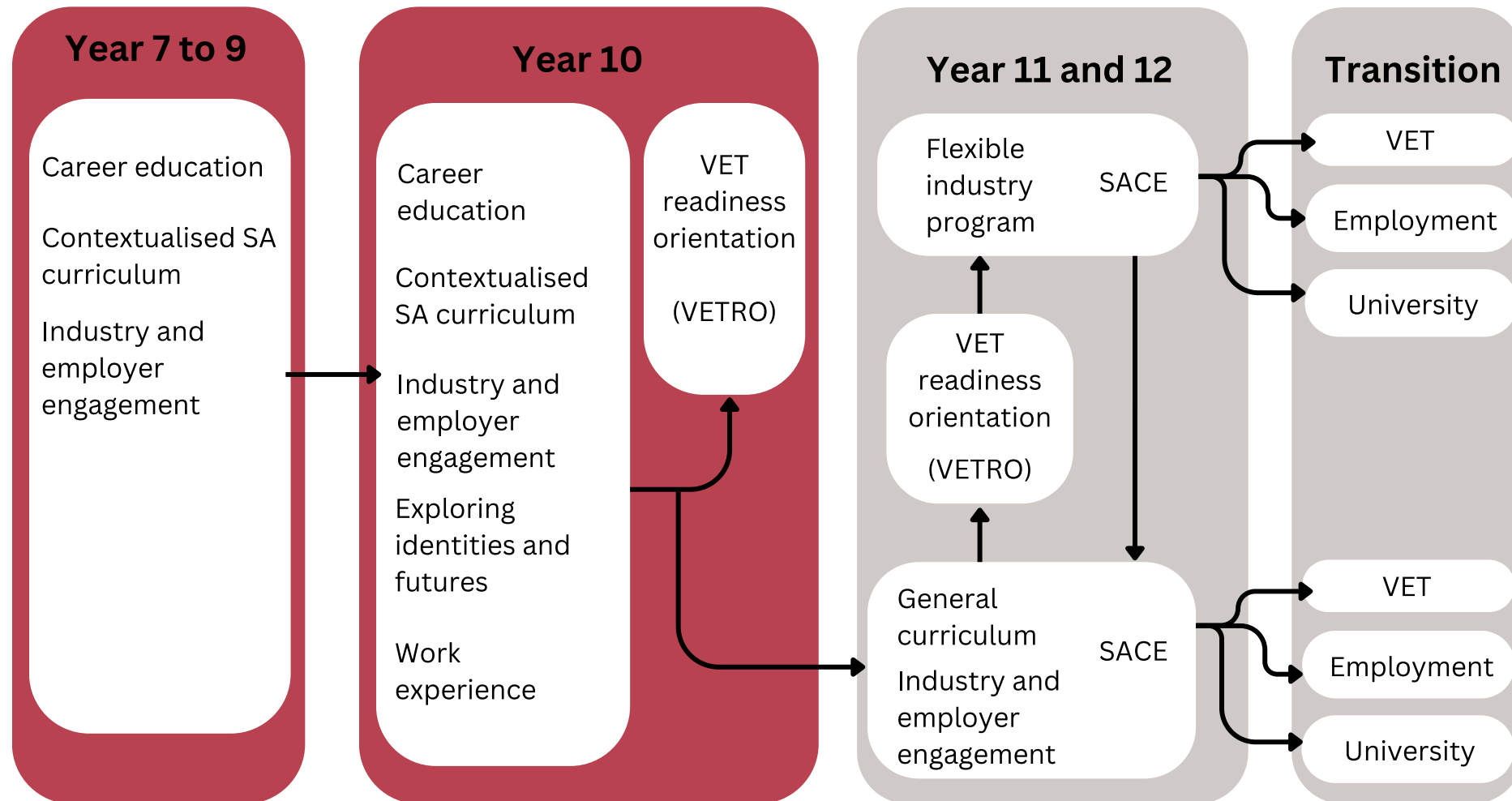
Respect, Care & Compassion, Honesty



WHAT ARE FIPs?

Flexible Industry Pathways or FIPs used to be known as VET courses

- FIPs are endorsed by industry and recognised across Australia
- A FIP is aimed to support students to achieve their SACE and support a successful transition opportunity post school via Entry Level Employment, Skilled Trades or Further Study.





What are the Benefits of a Flexible Industry Pathway?

- It can assist young people to enter apprenticeships and traineeships while at school
- Students can gain a headstart on their career by building industry endorsed technical skills and high level personal management and transferrable skills
- Students can gain up to 150 of 200 SACE credits from FIPs
- Some FIP courses can be used as a Year 12 subject for University entry



- A FIP can be built around:

Off the Job Training

- Standalone VET courses at Certificate II or III Level
- Advanced Skills Clusters
- Introductory Skills Cluster

On the Job Training

- Via a Traineeship or Apprenticeship under a contract of training
- A combination of SACE subjects, Trade School/VET training, Paid Employment

The school supports the student to build a program of learning to build skills and experience to meet their goal post school

Courses and options for future pathways



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Student Pathways

For students For employers For parents and carers For schools Login to MyCareerPortal

Connect with employers VET Pathways

**Your career.
Your pathway.
Your choice.**

For school enrolled students to explore, plan and connect with their career while still at school.

- EXPLORE VET PATHWAYS**
Find out about pathways to in-demand jobs you can start now
- CONNECT WITH EMPLOYERS**
Browse work experience and career exploration opportunities
- LOGIN TO MYCAREERPORTAL**
Planning your career journey (SA Government schools students only)
- START A CONVERSATION WITH CAREERCHAT**
Talk to our AI about your interests and career goals (SA Government schools students only)
- VISIT MYFUTURE WEBSITE**
Learn more about occupations, training and national labour market information

Explore different careers based on your interests or something you're curious about!

Try an interest like 'outdoors' or an occupation like 'engineer'

Respect, Care & Compassion, Honesty



Agribusiness, Food and Wine/ Beverages	
Agriculture	→
Animal Care and Racing Industry	→
Aquaculture	→
Conservation and Land Management	→
Food Processing	→
Forestry	→
Horticulture	→

Construction, Mining	
Building and Construction	→
Civil Construction, Resources and Infrastructure	→
Plumbing	→

Creative Industries, Arts, Finance, Technology and Business	
Business	→
Cyber and Information Technology	→
Screen and Media Production, Game Development and Visual Effects	→

Agribusiness, Food and Wine/ Beverages	
Agriculture	→
Animal Care and Racing Industry	→
Aquaculture	→
Conservation and Land Management	→
Food Processing	→
Forestry	→
Horticulture	→

Construction, Mining	
Building and Construction	→
Civil Construction, Resources and Infrastructure	→
Plumbing	→

Creative Industries, Arts, Finance, Technology and Business	
Business	→
Cyber and Information Technology	→
Screen and Media Production, Game Development and Visual Effects	→



Vocational Pathways at Aberfoyle Park High

- **Certificate II Construction**
- **Certificate III - ICT / Cyber Security**





Breakout session VET

- Application Processes
- VETRO
- Payment
- Venues
- Travel Arrangements
- School Based Apprenticeships and Traineeships



Breakout session IBDP

- Q and A
- What does learning look like in the IBDP?
- How is it assessed?
- IB and the ATAR



Course Counselling Process – Summary of Key Dates

- **Monday 28 July – Students watch relevant screen cast during WBfL lesson 2026 subject selection forms distributed**
- **Tuesday 12 August – Pathway Planning Day. All Year 10 students and parents can book an appointment time through Daymap to see a counsellor before subject confirmation. 11.00 – 7.00pm. Information has been sent home on how to book.**
- **Thursday 14 August - Pathway Planning Day. All Year 11 students and parents can book an appointment time through Daymap to see a counsellor before subject confirmation. 11.00 – 7.00pm. Information has been sent home on how to book and who with.**
- **Monday 18 August – Year 10 and 11 students enter their selections into Web Preferences themselves during WBfL once their course selection is signed off by parent/caregiver and checked by the Care Group teacher.**



Aberfoyle Park
High School

Curriculum Handbook



This online Curriculum Handbook outlines the curriculum requirements, choices and opportunities students have at Aberfoyle Park High School (APHS).

Students undertake study within the mandated frameworks of the Australian Curriculum for Years 7 to Year 10 and the South Australian Certificate of Education (SACE), or the International Baccalaureate Diploma Program (IBDP) for Year 11 and Year 12.



Curriculum Handbook

- > [Year 7 Curriculum Overview](#)
- > [Year 8 Curriculum Overview](#)



Thank you

Q & A