A Dominican Co-educational College

Year 12
2013

Stage 2
Subject Information Booklet

225 Cross Road
CUMBERLAND PARK SA 5041
Ph: 8179 2400
Fax: 8272 9810

Web: www.cabra.catholic.edu.au
Intranet: https://intranet.cabra.catholic.edu.au
Dear Students

The purpose of this handbook is to provide you with important information to help you make informed and therefore better decisions for your course of study in 2013.

It is most important that students consider the following questions before making any decisions about subjects and courses:

- How successful were you in the Stage 1 studies? Did you meet the requirements for the SACE and did you achieve satisfactory results for continuation in subjects at Stage 2?
- What subjects are you good at, like and are committed to?
- Do you plan to complete the SACE requirements next year?
- Do you plan to go to University? What do you want to study?
- Have you checked University and TAFE entry requirements?
- Do you plan to take more than two years to complete the SACE requirements?

In looking further ahead, have you done any research into the requirements of future University and TAFE study, or employment? The following publications and resource people will help you to gather the necessary information:

- The Tertiary Entrance Booklet
- The Job Guide
- University Handbooks
- Career literature available through the school and other sources
- College Careers Adviser
- College School Counsellor
- SACE Coordinator
- VET Coordinator

SACE BOARD WEBSITE: [www.saceboard.sa.edu.au](http://www.saceboard.sa.edu.au)

Some subjects, not offered at Cabra, may be able to be studied through the External Studies mode. For details see the External Studies Coordinator, Mrs. Cheryl Webber.

As you can see, there is a lot of information to find out and consider. The staff at Cabra are most keen to support you through this very important decision-making time and urge you to take advantage of the considerable support available. Please use this booklet wisely and if necessary seek help.

We wish you well in making considered and informed decisions.

Margaret Barrachina
Deputy Principal Curriculum
CONTENTS

Foreword 1
Contents 2
Essential Reading 3
Related Subject Connections 4
Qualifying for the SACE 5
University and TAFE Entry 6
Vocational Education & Training 7
Community Learning 8
Mathematics Pathways Guide 9
Science Subject Pathways Guide 10
Physical Education Pathways Guide 11
Biology 12
Business and Enterprise 13
Chemistry 14
Child Studies 15
Community Studies 16
Design & Technology Communication Products 17
Design & Technology Material Products 18
Drama 19
English as a Second Language 21
English Communications 22
English Studies 24
Food & Hospitality 26
Geography 27
Integrated Learning (Sport Studies) 28
Italian Continuers 29
Japanese Continuers 30
Legal Studies 31
Mathematical Applications 32
Mathematical Methods 33
Mathematical Studies 34
Media Studies 35
Modern History 36
Modified Subjects 38
Music (range of subjects) 39
Nutrition 48
Physical Education 49
Physics 50
Psychology 51
Religion & Life 52
Research Project 53
Scientific Studies 54
Specialist Mathematics 55
Tourism 56
Visual Arts – Art 57
Visual Arts – Design 58
Workplace Practices 59
Year 13 Guidelines 61
SACE Glossary 62
ESSENTIAL READING

REQUIREMENTS FOR PROGRESSION IN SACE STUDIES

SACE STUDIES Students must demonstrate an overall ability to proceed with more demanding studies at a higher level.

As a guide, where a student achieves an A or B result, they gain automatic entry into the same or similar subject in the following year or semester.

Students who achieve a C result may gain entry into the same or similar subject on the recommendation of the Subject Coordinator.

Students who do not achieve a C level result will be counselled into an alternative subject or course of study. This avoids putting students into a situation of failure.

CONSIDERATIONS Before making any decisions, parents/carers and students should consult with the school and carefully consider the following:

- the results achieved to date
- the relationship between ability, interests and goals
- commitment to study
- vocational preferences and any pre-requisites.

COUNSELLING Various counselling, information and advisory services are available through the following people:

- School Counsellor
- Careers Adviser
- VET Coordinator
- Subject Coordinators
- Year Level Coordinators
- SACE Coordinator
- Deputy Principals

CONSTRAINTS Students’ initial choices are confirmed after consideration of their final results.

Unless a minimum number of students choose a subject, it will not be offered.

While every attempt is made to accommodate a student’s choice of subjects or course, the timetable lines will finally determine this.
## RELATED SUBJECT CONNECTIONS
### YEAR 10, STAGES 1 & 2

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion Studies</td>
<td>Religion Studies</td>
<td>Religion &amp; Life</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Business and Enterprise</td>
<td>Business and Enterprise</td>
</tr>
<tr>
<td>Community Studies</td>
<td>Community Studies</td>
<td>Community Studies</td>
</tr>
<tr>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English Studies</td>
</tr>
<tr>
<td>English Communications</td>
<td>English Communications</td>
<td>English Communications</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>English as a Second Language</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>Tourism</td>
<td>Tourism</td>
<td>Tourism</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Legal Studies</td>
<td>Legal Studies</td>
</tr>
<tr>
<td>Health</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Nutrition</td>
<td>Nutrition</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
<td>Modern History</td>
</tr>
<tr>
<td>Ancient Studies</td>
<td>Legal Studies</td>
<td>Legal Studies</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Food &amp; Hospitality</td>
<td>Child Studies</td>
</tr>
<tr>
<td></td>
<td>Food &amp; Hospitality</td>
<td>Food &amp; Hospitality</td>
</tr>
<tr>
<td>Information Technology Systems</td>
<td>Information Technology Systems</td>
<td>Design and Technology: Communication Products</td>
</tr>
<tr>
<td>Italian</td>
<td>Italian (Continuers)</td>
<td>Italian (Continuers)</td>
</tr>
<tr>
<td>Japanese</td>
<td>Japanese (Continuers)</td>
<td>Japanese (Continuers)</td>
</tr>
<tr>
<td>Material products (Metals Engineering, Furniture Construction)</td>
<td>Material products (Wood)</td>
<td>Design and Technology: Material products</td>
</tr>
<tr>
<td>Material Products (Metals)</td>
<td>Material Products (Metals)</td>
<td>Material Products (Metals)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>(range of subjects)</td>
<td>(range of subjects)</td>
<td>(range of subjects)</td>
</tr>
<tr>
<td>Media Studies</td>
<td>Media Studies</td>
<td>Media Studies</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrated Studies (Sport Studies), Nutrition</td>
</tr>
<tr>
<td>Personal Learning Plan</td>
<td>Research Project</td>
<td>Research Project</td>
</tr>
<tr>
<td>Psychology</td>
<td>Psychology</td>
<td>Psychology</td>
</tr>
<tr>
<td>Science</td>
<td>Biology, Chemistry, Physics</td>
<td>Biology, Chemistry, Physics</td>
</tr>
<tr>
<td>Nutrition, Psychology</td>
<td>Nutrition, Psychology</td>
<td>Nutrition, Psychology</td>
</tr>
<tr>
<td>Scientific Studies</td>
<td>Scientific Studies</td>
<td>Scientific Studies</td>
</tr>
<tr>
<td>Social Studies</td>
<td>History, Geography, Tourism, Psychology</td>
<td>History, Legal Studies, Tourism Geography; Child Studies</td>
</tr>
<tr>
<td>Workplace Practices</td>
<td>Workplace Practices</td>
<td>Workplace Practices</td>
</tr>
</tbody>
</table>

This table is only to illustrate related subject connections. These connections are not prescriptive.
QUALIFYING FOR THE SACE in 2013

Each SACE subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Ten credits are equivalent to one semester or six months’ study in a particular subject or course.

Students will receive a grade – from A to E – for each subject. For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1)
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits. (Note: More for University entrance)

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student’s choice.

*** NOTE: At Cabra all students study a compulsory non-SACE subject ‘Religion & Life’ for two lessons a week in Terms 1, 2 & 3 that is assessed internally only.)
UNIVERSITY AND TAFE ENTRY

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 80 credits at Stage 2, including three 20-credit Stage 2 subjects. The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses.

Full details of university and TAFE entry requirements for 2013 onwards can be found in the Tertiary Entrance Booklet 2013, 2014, 2015, to be published in July 2012 by the South Australian Tertiary Admissions Centre. Go to the SATAC website for more information www.satac.edu.au.

Students with disabilities

The new 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. Please contact the school if you need more information.

Course planner

You can download a course planner for the SACE at the SACE Board website. Follow the link below and scroll down to the 'For schools' section to find it.

http://www.sace.sa.edu.au/students-online

Further information

Visit the SACE Board website at www.saceboard.sa.edu.au for more information about the SACE.
VOCATIONAL EDUCATION & TRAINING

VET is education and training which orients student training and learning to their chosen vocation(s). It consists of VET units of competency taken from Industry Training Packages. The VET training is provided by a range of Registered Training Organisations (RTOs).

Students undertaking VET can have the units completed counted towards both an Industry Certificate and their SACE. A student who satisfactorily completes any VET units will obtain a Transcript of Achievement of results which are nationally recognised. So when students are enrolling in post secondary education through TAFE and/or Industry, the student will be given credit for the units completed, enabling the students to
- Enrol in higher level modules
- Achieve the program/award faster.

Students can earn up to 150 of the 200 credits required to complete the SACE, through recognised VET. The remaining 50 credits may be completed through subjects with a VET focus, provided the Personal Learning Plan, Research Project, Stage 1 Literacy and Stage 1 Numeracy requirements are also satisfied.

Students undertaking VET are able to remain at Cabra for most of the time, obtain their SACE, may qualify for University entry and obtain VET qualifications all at once. VET courses are run during school time, afterschool and some in the school holidays, for a full day or a half day, for a term, semester or a year.

Traineeships – some students undertake a traineeship through their employer, for example - Woolworths, Boost Juice, Hungry Jacks, McDonalds to name a few. Students may complete a full certificate whilst at school and having a part time job at one of these places. Students enter a contract of training with the workplace usually for two years. They are paid and need to work a minimum of 8 hours per week. The training may include on the job as well as training days with the organisation. Upon completion of the required hours and the designated competencies students will be awarded their certificate. The competencies can be counted towards the student’s SACE.

Australian School Based Apprenticeships (ASBAs) - some students may begin an apprenticeship whilst they are still at school. This may involve the student being away from school on a regular basis – may be weekly, fortnightly, block time or a combination of these. Students enter a contract of training, once they leave school the ASBA converts to a full time apprenticeship. Any competencies students complete whilst at school count towards their SACE.

VET courses include – Automotive, Hospitality, Electro technology, Hairdressing, Community Services (Childcare), Animal Studies, Bar & Wine, Building, Construction, Furnishing, Fitness, Makeup, Interior Decoration and Design, Massage, Photography, Sport & Recreation, Tourism. There are many others available.

For further information and details please contact Mrs. Tanya Sharkey, (VET Co-ordinator).
WHAT IS COMMUNITY LEARNING?
Students are able to SACE credits (up to 80 points) for learning undertaken in the community.

SACE students can gain recognition for community learning in two ways:

- **Community-developed Programs** through a current award or certificate of a community-developed program, such as those offered by the Royal Life Saving Society or the Duke of Edinburgh’s Award.
- **Self-directed Community Learning** such as taking care of a family member, coaching a sporting team, supporting a refugee family, or volunteering for a community project. To gain recognition for this kind of community learning, students need to show evidence about what they have learnt.

Information on community-based courses can be found at [www.saceboard.sa.edu.au](http://www.saceboard.sa.edu.au)

For further information and details please contact Mrs Cheryl Webber, (SACE Coordinator)
A “C” grade or better in one semester of Maths is necessary to meet the Numeracy requirement for SACE. One 10 credit unit is compulsory.
CABRA DOMINICAN COLLEGE - SCIENCE PATHWAYS

YEAR 10

Science Level 1
+ Level 1 Maths

STAGE 1

Physics
Chemistry
Biology
Psychology
Nutrition
Scientific Studies

STAGE 2

Physics
Chemistry
Biology
Psychology
Nutrition
Scientific Studies

No Science

Science Level 2
CABRA DOMINICAN COLLEGE - PHYSICAL EDUCATION PATHWAYS

YEAR 10

- Physical Education
- Physical Movement (Girls only)

STAGE 1

- Physical Education Semester 1 & 2
- Food & Hospitality
- Nutrition Semester 1 & 2

STAGE 2

- Physical Education
- Integrated Learning (Sport Studies)
- Food & Hospitality
- Child Studies
- Nutrition
BIOLOGY

CONTACT TEACHER (S)  Tanya Sharkey/Ed Lang

PREFERRED BACKGROUND  Stage 1 Biology/Chemistry or Physics
Refer 'Essential Reading' Page 3
Preferably an A or B at Stage 1 Biology, Chemistry or Physics

LENGTH/CREDIT  Full Year /20 Credit points

In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

The focus capabilities for this subject are communication and learning.

Content

Stage 2 Biology is organised around the following four themes:
- Macromolecules
- Cells
- Organisms
- Ecosystems.

Each theme is divided into the following six threads:
- Organisation
- Selectivity
- Energy Flow
- Perpetuation
- Evolution
- Human Awareness

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
</tr>
</tbody>
</table>

External Assessment

| Examination*                   | 30%       |

*The examination consists of:
- Multiple-choice questions
- Short-answer questions
- Extended response questions (two)

Questions will cover all themes and threads and will include experimental skills.

The examination will be marked by external assessors with reference to performance standards.
BUSINESS AND ENTERPRISE

CONTACT TEACHER (S)  Maria Zuni/Greg Way

PREFERRED BACKGROUND  Stage 1 Business and Enterprise
Refer 'Essential Reading' Page 3

LENGTH/CREDIT  Full Year /20 Credit points

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts.

Students gain an understanding of:
• The nature, role and structure of business and enterprise, locally, nationally and globally
• The relationship between business theory and practice
• Current trends, opportunities and issues that have an impact on business and enterprise.

Students evaluate the economic, ethical, social and environmental implications and consequences of business and enterprise practices in different contexts.

The focus capabilities for this subject are communication, citizenship, learning, personal development and work.

Content

Stage 2 Business and Enterprise comprises a core topic, and seven option topics.
Students complete the study of:
• the core topic
• two option topics

Core Topic
The Business Environment: Business in Australia, The Nature and Structure of Business,
The Business Enterprise

Option Topics Studied at Cabra
People, Business, and Work
Business and Marketing

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Practical</td>
<td>20%</td>
</tr>
<tr>
<td>Issues Study</td>
<td>20%</td>
</tr>
</tbody>
</table>

External Assessment

| Report (max 2000 words) | 30%   |

The report is a situation analysis that outlines the present state of an existing small- to medium-sized business, examining aspects such as market, competitors, staff, and business structure.
The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

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

The focus capabilities for this subject are communication and learning.

Content

Stage 2 Chemistry is organised so that each intended student learning is related to a key chemical idea or concept within five topics. Through the study of these key ideas and concepts students develop their chemistry investigation skills.

Topics:
- Topic 1: Elemental and Environmental Chemistry
- Topic 2: Analytical Techniques
- Topic 3: Using and Controlling Reactions
- Topic 4: Organic and Biological Chemistry
- Topic 5: Materials.

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination (3 hours)*</td>
</tr>
</tbody>
</table>

*Students are assessed on their knowledge and understanding of the key ideas and the intended student learning in the five topics and the investigation skills. The examination will be marked by external assessors with reference to performance standards.
This subject focuses on children’s growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of children. Through the study of Stage 2 Child Studies students develop a variety of research, management, and practical skills.

Content
Students study topics within the following five areas of study:
- Contemporary and Future Issues
- Economic and Environmental Influences
- Practical and Legal Influences
- Socio-cultural Influences
- Technological Influences

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Activity</td>
<td>50%</td>
</tr>
<tr>
<td>Group Activity</td>
<td>20%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Investigation*</td>
<td>30%</td>
</tr>
</tbody>
</table>

*The Investigation is a piece of writing of up to a maximum of 2000 words. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question or hypothesis.

The Investigation is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.
COMMUNITY STUDIES

CONTACT TEACHER    Cheryl Webber

PREFERRED BACKGROUND    Refer ‘Essential Reading’ Page 3

LENGTH/CREDIT    Semester units or full-year versions (10 or 20 credit points)

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment. Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

The focus capabilities for this subject are communication and citizenship.

Content

Students prepare a contract of work to develop a community activity from the following ten areas of study:
- Arts and the Community
- Communication and the Community
- Environment and the Community
- Health, Recreation, and the Community
- Technology and the Community
- Business and the Community
- Design, Construction, and the Community
- Foods and the Community
- Science and the Community
- Work and the Community.

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>(Weighting: 70%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract of Work</td>
<td></td>
</tr>
<tr>
<td>Folio</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>(Weighting 30%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection*</td>
<td></td>
</tr>
</tbody>
</table>

*The reflection is a piece of writing of up to a maximum of 500 words, or the equivalent in multimedia format, for a 10-credit subject; and up to a maximum of 1000 words, or equivalent in multimedia format for a 20-credit subject.

After completing the community activity and receiving feedback from their community contact and others, students reflect on what they have learnt and the value of their community activity to themselves and to the community. This summary and reflection may be presented in written format, or a combination of written, visual, and oral modes using digital communications.

The reflection is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the critical reflection with reference to the performance standards.

NOTE: This subject cannot be used as a tertiary admission subject.
CONTACT TEACHER (S) Charlotte Hejka/ Eli Sieradzki

PREFERRED BACKGROUND A keen interest in using computers. Refer 'Essential Reading' Page 3.

LENGTH/CREDIT Full Year/20 Credit points

Content

Students use symbols, signs, behaviour, speech, images, sound, or other data to design and make products that communicate information. Students demonstrate knowledge and skills associated with using manipulation of communication media, both manual and digital.

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>20%</td>
</tr>
<tr>
<td>Product</td>
<td>50%</td>
</tr>
<tr>
<td>External Assessment</td>
<td></td>
</tr>
<tr>
<td>Folio*</td>
<td>30%</td>
</tr>
</tbody>
</table>

*Students complete a Folio that contains documentation of their investigation and planning for their product, process, or system.

The Folio consists of two parts:
- Part 1: Product Design (Documentation of investigation and planning skills and analysis, including a report on the impact of technological practices related to their product, on individuals, society and/or the environment.)
- Part 2: Product Evaluation

Students provide a maximum of twelve pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluation. The evidence should include a maximum of 2000 words or 12 minutes of recorded oral explanation, analysis, and evaluation.

Evidence of development, with supporting written or oral summaries that explain, analyse, and evaluate the process and product could be presented in the form of photographic or electronic or digitally generated materials, audio visual evidence, materials, products, models, sketches, diagrams or annotations.

Students should submit their evidence either in an A4 folder, or on CD or DVD, or by any other electronic means conducive to external assessment.

The Folio is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Folio with reference to performance standards.

A copy of all student assessments must be kept at the school for moderation purposes.
CONTACT TEACHER (S)  
Tony Antenucci/Andrew Patupas/Neil Cutting

PREFERRED BACKGROUND  
Stage 1 Design & Technology (Wood)

LENGTH/CREDIT  
Full year/20 Credit points

Content

Students use a range of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products. Students demonstrate knowledge and skills associated with using systems, and processes and resistant materials such as, metals, plastics, wood, composites, ceramics, textiles, and foods.

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>20%</td>
</tr>
<tr>
<td>Product</td>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio*</td>
<td>30%</td>
</tr>
</tbody>
</table>

*Students complete a Folio that contains documentation of their investigation and planning for their product, process, or system.

The Folio consists of two parts:
- Part 1: Product Design (Documentation of investigation and planning skills and analysis, including a report on the impact of technological practices related to their product, on individuals, society and/or the environment.)
- Part 2: Product Evaluation
  Students provide a maximum of twelve pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluation. The evidence should include a maximum of 2000 words or 12 minutes of recorded oral explanation, analysis, and evaluation.

Evidence of development, with supporting written or oral summaries that explain, analyse, and evaluate the process and product could be presented in the form of photographic or electronic or digitally generated materials, audio visual evidence, materials, products, models, sketches, diagrams or annotations.

Students should submit their evidence either in an A4 folder, or on CD or DVD, or by any other electronic means conducive to external assessment.

The Folio is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Folio with reference to performance standards.

A copy of all student assessments must be kept at the school for moderation purposes.
DRAMA

CONTACT TEACHER (S)  Tess O’Callaghan

PREFERRED BACKGROUND  Stage 1 Drama

LENGTH/CREDIT  Full year/ 20 Credit points

In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

The focus capabilities for this subject are communication, citizenship, personal development and learning.

Content

A learning program based on the four following areas of study:
- Group Analysis and Creative Interpretation
- Review and Reflection
- Interpretative Study
- Presentation of Dramatic Works.

Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation (20-credit subject only)</td>
<td>20%</td>
</tr>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Interpretative Study</td>
<td>20%</td>
</tr>
</tbody>
</table>

| External Assessment                            |           |
| Performance                                    | 30%       |

Students undertake:
- one group presentation
- one report and at least two reviews for the folio
- one interpretative study
- one performance or one presentation

Supporting evidence for the school-based assessment component from, for example, performances, presentations, oral presentations, staged readings, round table presentations, workshops or discussions, should be recorded on DVD to provide evidence for the moderation purposes.
Information on the External Assessment

Students are involved in either:
- a group performance or presentation, or
- an individual performance or presentation.

Group Performance or Related Off-stage Presentation
Each student is assessed on either a focused performance (on-stage role) or a presentation (off-stage role). On-stage performers should present a focused performance of between 10 and 15 minutes. Students who work off-stage should spend a maximum of 15 minutes presenting evidence relevant to their specific off-stage role.

Students must not duplicate work undertaken in other areas of the subject. However, the work may be an extension of the ideas, genres, styles and/or influences explored in assessment types 1, 2, or 3.

Student’s involvement in the group performance or presentation may be in one or more of the following areas:
- acting
- design (set, costume, make-up, lighting, sound, publicity and promotions)
- dramaturgy
- front-of-house
- multimedia/Film and video
- stage management.

or

Individual Performance or Presentation
Students present a performance or presentation of a maximum of 15 minutes, in whatever practitioner role they have chosen, which demonstrates their application of the knowledge and skills they have acquired through their area of study.

The focus of performance or presentation could take inspiration from a range of influences such as a poem, novel, song, piece of music, ritual, play text, genre, or style of theatre or from dramatic practitioner(s). Students are encouraged to consider ways of making their performance or presentation dramatic in nature. The performance or presentation can take many forms including audio, songs, music, pod casts, film/video, live performance, Power Point presentation, photographs, sketches, diagrams, displays, staged readings, collages, DVDs, CD-ROMS, written formats or a combination of these formats. The presentation will include an analysis and discussion of the process the student has undergone to reach the outcome.

Students may use any medium (or combination of media) in their presentation. Students should ensure that their project sits firmly within the scope of the dramatic arts and does not overlap with other areas such as dance, music, or art.

Student’s involvement in the individual performance or presentation may be in one or more of the following areas:
- acting
- design (set, costume, make-up, lighting, sound, publicity and promotions)
- dramaturgy
- front-of-house
- multimedia/Film and video
- stage management.
- scriptwriting
- directing.
ENGLISH AS A SECOND LANGUAGE

CONTACT TEACHER (S)       Gavin Scrimgeour

PREFERRED BACKGROUND      Stage 1 English as a Second Language

LENGTH/CREDIT             Full year/ 20 Credit points

In Stage 2 English as a Second Language, students develop their confidence and competence as users of English, developing skills as critical viewers, listeners, speakers, readers, and writers.

Content

Students undertake tasks within the following areas of study:

- Communication Study
- Text Production Study
- Interaction Study
- Investigative Study

Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Study</td>
<td>20%</td>
</tr>
<tr>
<td>Text Production</td>
<td>30%</td>
</tr>
<tr>
<td>Language Application</td>
<td>20%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td><strong>30%</strong></td>
</tr>
</tbody>
</table>

Investigation
English Communications focuses on the development of English skills, and in particular the communication process. Students learn to recognise the conventions of different text types and contexts. They consider the role of language in communications between individuals, groups and organisations. By reading, writing, viewing, listening and speaking, and through the use of information and communication technologies, students develop literacy skills in a broad range of contexts.

Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content

Students undertake tasks within the following:
- Text Study
- Text Production Study
- Communication Study (consists of two parts)

1. Analysis and comparison of one of the following categories of communication:
   - Mass-media Communication
   - Personal Communication
   - Business Communication
   - Computer-mediated Communication
   - Advertising

2. Completion of a practical application involving the development of a product, reflection on the process of development, and the findings reached by the student. Students select one of the following applications:
   - Film-making
   - Interacting
   - Investigating
   - Language
   - Multimedia web authoring
   - Oral language
   - Workplace writing
   - Writing for publication.
Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Text Production</td>
<td>20%</td>
</tr>
<tr>
<td>Communication Study</td>
<td>30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the external assessment

Folio

Students complete a Folio containing work from both:
- Part 1: Response to an example of communication
- Part 2: Text production with writer’s statement.

**Part 1: Response to an example of communication**
Students write a commentary on an example of communication. This could be a short story, novel, poem, or film; or a text used to communicate an idea or information such as a transcript of a speech, or a letter.

**Part 2: Text production with writer’s statement**
Students compose a piece of written text and a writer’s statement that outlines their intentions and reflection of the process used to produce it.

The text production piece can be creative (e.g. a narrative or expository piece) or functional (e.g. writing for a technical journal).

The total length of the writing in the Folio is up to a maximum of 2000 words.

The folio is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the folio with reference to the performance standards.
In English Studies students read a range of extended texts and a number of shorter texts. They read texts analytically from a range of contexts, including those from the past, contemporary texts, and those from everyday experience. Students focus on the skills and strategies of critical thinking needed to interpret texts. Through a shared and individual study of texts, they have opportunities to exchange and develop ideas, find evidence to support a personal view, and learn to construct logical and convincing arguments.

Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content

Students undertake tasks within the following:

- Text Study
- Text Production Study

Text Study

The text study comprises four shared studies and an individual study.

Shared Studies consist of a:

- study of two single texts
- study of paired texts
- study of poetry
- critical reading study of short texts.

Among the texts chosen for the four shared studies there must be:

- one film text
- at least one extended prose text
- at least one written drama text
- at least 1000 lines of poetry
- a range of short texts for the critical reading study.

Individual Study (consists of two parts)

- critical essay
- collection of supporting material

The individual study provides scope for the development of student interest outside the texts studied as a class. It is undertaken independently.
Text Production Study

Students compose texts, both written and oral covering a range of text types. They should be given the opportunity to explore a range of forms (e.g. narrative, persuasive, expository, and descriptive) to enable them to model their own text production.

Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared Studies</td>
<td>30%</td>
</tr>
<tr>
<td>Individual Study</td>
<td>20%</td>
</tr>
<tr>
<td>Text Production</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment

Examination (3 hours)

The examination is divided into three sections. Students must choose one question from each section.

- Section A contains questions on the study of two single texts or the study of paired texts or the study of poetry.
- Section B contains a range of questions that focus on texts not included in Section A.
- Section C contains questions based on the critical reading of one or more unseen short texts.

The examination will be marked by external assessors with reference to the performance standards.
FOOD & HOSPITALITY

CONTACT TEACHER (S)  Kathy Hall

PREFERRED BACKGROUND  Stage 1 Food and Hospitality

LENGTH/CREDIT  Full year/20 Credit points

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

The focus capabilities for this subject are communication, learning, or work.

Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers.

Content

Students study topics within the following five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences.

Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Activity</td>
<td>50%</td>
</tr>
<tr>
<td>Group Activity</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation (max 2000 words)</td>
<td>30%</td>
</tr>
</tbody>
</table>
GEOGRAPHY

CONTACT TEACHER (S)  Greg Way

PREFERRED BACKGROUND  Stage 1 Geography or related Humanities subject

LENGTH/CREDIT  Full year/ 20 Credit points

The discipline of Geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning.

Through the study of Geography, students develop an understanding of the spatial interrelationships of people, places, and environments. They develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities, challenges, and constraints of different locations.

The focus capabilities for this subject are citizenship, learning, and work.

Content

Core Topic: Population, Resources, and Development
Students are introduced to the processes involved in population change and become aware of the impacts of population and consumption on the environment.

Option Topics
Students must study issues related to two of the following options topics:
• Option Topic 1: Urbanisation
• Option Topic 2: Rural Places
• Option Topic 3: Tourism
• Option Topic 4: Sources and Use of Energy
• Option Topic 5: Coasts
• Option Topic 6: Biodiversity
• Option Topic 7: Climate Change
• Option Topic 8: Soils
• Option Topic 9: Environmental Hazards
• Option Topic 10: Globalisation
• Option Topic 11: Drylands
• Option Topic 12: Negotiated Topic.

The option topics are assessed through fieldwork activities and inquiries.

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork</td>
<td>25%</td>
</tr>
<tr>
<td>Inquiry</td>
<td>20%</td>
</tr>
<tr>
<td>Folio</td>
<td>25%</td>
</tr>
</tbody>
</table>

External Assessment

| Examination (2 hours) | 30%       |
INTEGRATED LEARNING (Sport Studies)

CONTACT TEACHER (S)          Sharon Cibich/Mike Whinnen

PREFERRED BACKGROUND          Stage 1 Physical Education

LENGTH/CREDIT                 Full year/ 20 Credit points

Content

Students undertake two or more key areas of study. The capabilities form the content of the key areas of study for Integrated Learning.

Key Areas of Study:
- Developing the Capability for Communication
- Developing the Capability for Citizenship
- Developing the Capability for Personal Development
- Developing the Capability for Work
- Developing the Capability for Learning.

At Cabra, the broad area of focus is Sport Studies. The key areas are developed and applied through a practical study. Students will develop an understanding of three different sporting activities. They will be required to demonstrate a broad range of skills and apply appropriate tactical and strategic knowledge, leadership and interpersonal skills. Students will maintain a reflective journal. Students will apply their knowledge to undertake a group activity with the other class members such as organizing a sports day or managing the handball carnival.

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>30%</td>
</tr>
<tr>
<td>Group Activity</td>
<td>20%</td>
</tr>
<tr>
<td>Folio and Discussion</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Project *</td>
<td>30%</td>
</tr>
</tbody>
</table>

Students select an aspect of personal interest from the Integrated Learning program for their focused development. The project can be presented in the form of an exhibition, video of a dramatic presentation, model, written report or review, website, film, multimodal presentation, or photographic essay. The project should be a maximum of 2000 words if written or a maximum of 12 minutes if presented in spoken or multimodal form.

Each student’s project is assessed individually, and is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.
ITALIAN (Continuers)

CONTACT TEACHER (S)  
Elena Guastella / Sandra Ciccarello

PREFERRED BACKGROUND  
4 previous years of study - high achievement in Stage 1 Italian.  
Refer 'Essential Reading' Page 3

LENGTH/CREDIT  
Full Year/20 Credit points

The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

In these languages subjects, students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

The focus capabilities for this subject are communication and citizenship.

Content

Stage 2 Italian at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:
- The Individual
- The Italian speaking Communities
- The Changing World.

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
</tr>
<tr>
<td>In-depth Study</td>
<td>20%</td>
</tr>
</tbody>
</table>

External Assessment

<table>
<thead>
<tr>
<th>Examination</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment

The examination consists of:
- Oral examination
- Written examination

Oral Examination

The oral examination will take 10–15 minutes and consists of two sections:
- Section 1: Conversation
- Section 2: Discussion

Written Examination (3 hours)

The written examination has three sections:
- Section 1: Listening and Responding
- Section 2: Reading and Responding
- Section 3: Writing in Italian
JAPANESE (Continuers)

CONTACT TEACHER (S)  Carey Murray / Sandra Ciccarello

PREFERRED BACKGROUND  4 previous years of study - high achievement in Stage 1 Japanese.
Refer 'Essential Reading' Page 3

LENGTH/CREDIT  Full Year/20 Credit points

The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

In these languages subjects, students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

The focus capabilities for this subject are communication and citizenship.

Content

Stage 2 Japanese at continuers’ level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:
- The Individual
- The Japanese-speaking Communities
- The Changing World.

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
</tr>
<tr>
<td>In-depth Study</td>
<td>20%</td>
</tr>
</tbody>
</table>

External Assessment

<table>
<thead>
<tr>
<th>Examination</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment

Oral Examination
The oral examination will take 10–15 minutes and consists of two sections:
- Section 1: Conversation
- Section 2: Discussion

Written Examination (3 hours)
The written examination has three sections:
- Section 1: Listening and Responding
- Section 2: Reading and Responding
- Section 3: Writing in Japanese
LEGAL STUDIES

CONTACT TEACHER (S)  Paula Hensing/Greg Way

PREFERRED BACKGROUND  Stage 1 Legal Studies or other SOSE related subject

LENGTH/CREDIT  Full Year/20 Credit points

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.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

The focus capabilities for this subject are citizenship, personal development and learning.

Students explore the Australian legal system from the local level to its global connections. They examine the key concepts of parliamentary democracy, constitutional government, and participation.

Content

At Stage 2 students study the following four topics:
- Topic 1: The Australian Legal System
- Topic 2: Constitutional Government
- Topic 3: Law-making
- Topic 4: Justice Systems.

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
</tr>
<tr>
<td>Inquiry</td>
<td>20%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Examination* (3 hours)</td>
<td>30%</td>
</tr>
</tbody>
</table>

*The examination is divided into two parts:

Part A: Short Responses
Part A consists of some compulsory questions. Students may also be required to respond to short-answer questions, analyse a media article, respond to a stimulus, or analyse a legal process. All topics are examined in this part.

Part B: Extended Responses
Students answer two questions, including at least one essay question.
MATHEMATICAL APPLICATIONS

CONTACT TEACHER (S) Isabel Heath/ Pauline O’Donnell

PREFERRED BACKGROUND An overall score of C or better in any two units of SACE Stage 1 Mathematics - preferably Mathematical Applications Units A & B.

LENGTH/CREDIT Full Year/20 Credit points

Stage 2 Mathematical Applications enables students to appreciate, experience and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise. The subject provides opportunities for students to experience and learn the mathematical processes associated with investigating, modelling and solving problems drawn from real or realistic contexts.

Stage 2 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.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Students study four of the seven topics listed below (2 topics in each semester)

- Topic 1: Applied Geometry
- Topic 2: Investment and Loans
- Topic 3: Mathematics and Small Business
- Topic 4: Matrices
- Topic 5: Optimisation
- Topic 6: Share Investments
- Topic 7: Statistics and Working with Data.

In order to accommodate the external examination at the end of each semester, schools select two topics from those listed under semester 1, and two different topics from those listed under semester 2 in the table below.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 2: Investment and Loans</td>
<td>Topic 1: Applied Geometry</td>
</tr>
<tr>
<td>Topic 4: Matrices</td>
<td>Topic 2: Investment and Loans</td>
</tr>
<tr>
<td>Topic 5: Optimisation</td>
<td>Topic 3: Mathematics and Small Business</td>
</tr>
<tr>
<td>Topic 6: Share Investments</td>
<td>Topic 6: Share Investments</td>
</tr>
<tr>
<td>Topic 7: Statistics and Working with Data</td>
<td>Topic 7: Statistics and Working with Data</td>
</tr>
</tbody>
</table>

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
</tr>
<tr>
<td>Folio</td>
<td>40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination (1 ½ hours)</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment

Examinations are set by the SACE Board and conducted twice yearly, at the end of semester 1, and again at the end of semester 2. Each examination is 90 minutes long.

The examination is based on the key questions and key ideas outlined in the two topics studied in the semester.
MATHEMATICAL METHODS

CONTACT TEACHER (S) Isabel Heath

PREFERRED BACKGROUND An overall grade of C or better in Stage 1 Mathematics Units C & D

LENGTH/CREDIT Full Year/20 Credit points

Through the study of Mathematical Methods students participate in a wide variety of problem-solving activities, they express and interpret mathematical ideas, and use appropriate instruments, technology, and networks to access information, process ideas, and communicate results.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content

Stage 2 Mathematical Methods consists of the following four topics:
- Topic 1: Working with Statistics
- Topic 2: Algebraic Models from Data — Working from Observation
- Topic 3: Calculus — Describing Change
- Topic 4: Linear Models — Managing Resources.

Each topic consists of a number of subtopics, which are presented as key questions and ideas.

Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>45%</td>
</tr>
<tr>
<td>Folio</td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination (3 hours)</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment

Examination (3 hours)

Students undertake a 3-hour external examination based on the subtopics and key questions and key ideas outlined in the three topics. The examination will consist of a range of questions, some focusing on knowledge and routine skills and applications, and others focusing on analysis and interpretation.

Students will have access to the appropriate technology during the examination.

The examination will be marked by external assessors with reference to the performance standards.
MATHEMATICAL STUDIES

CONTACT TEACHER (S) Isabel Heath

PREFERRED BACKGROUND An overall grade of C or better in Stage 1 Mathematics
Units C, D & E or G
Refer ‘Essential Reading’ Page 3

LENGTH/CREDIT Full Year/20 Credit points

Through the study of Mathematical Studies students explore, describe and explain aspects of the world around them in a mathematical way. Students understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content

Stage 2 Mathematical Studies is a 20-credit subject that consists of the following three topics:
• Topic 1: Working with Statistics
• Topic 2: Working with Functions and Graphs Using Calculus
• Topic 3: Working with Linear Equations and Matrices.

Each topic consists of a number of subtopics, which are presented as key questions and ideas.

Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>45%</td>
</tr>
<tr>
<td>Folio</td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment

Examination (3 hours)

Students undertake a 3-hour external examination based on the subtopics and key questions and key ideas outlined in the three topics. The examination will consist of a range of questions, some focusing on knowledge and routine skills and applications, and others focusing on analysis and interpretation.

Students will have access to the appropriate technology during the examination.

The examination will be marked by external assessors with reference to the performance standards.
MEDIA STUDIES

CONTACT TEACHER (S)  Paul von der Borch / Cheryl Webber / Greg Way

PREFERRED BACKGROUND  “B” Level English and/or previous study in Year 10 or Stage 1 Media

LENGTH/CREDIT  Full Year

Media Studies develops students’ media literacy and production skills.

Students discuss and analyse media issues, and interact with, and create media products. The analytical elements of Media Studies support students to develop research and analysis skills that may lead to future study or employment pathways. The subject focuses on exploring the role of media in Australian and global contexts. Students consider how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content

The following key media concepts underpin the study of media and provide an investigative framework to support students’ assessments in critical analysis and production:

- Media conventions
- Media organisations
- Media audiences
- Media representations

Students choose three of the following topics:

<table>
<thead>
<tr>
<th>Photojournalism</th>
<th>Documentaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cult Television/Film</td>
<td>Music and Media</td>
</tr>
<tr>
<td>The Internet</td>
<td>Television Genres</td>
</tr>
<tr>
<td>Community Media</td>
<td>Short Films</td>
</tr>
<tr>
<td>Advertising and Audiences</td>
<td>Globalisation and Media</td>
</tr>
<tr>
<td>Youth and Media</td>
<td>Children and Media</td>
</tr>
<tr>
<td>Media Ethics and Regulation</td>
<td>Cultural Diversity in Media</td>
</tr>
</tbody>
</table>

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Product</td>
<td>40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment

Investigation

The investigation should be a maximum of 2000 words if written or the equivalent if in multimedia format. Students select a topic that has been the subject of public debate or coverage within the previous 12 months, and formulate a question to be addressed in the investigation.

The investigation is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to performance standards.
MODERN HISTORY

CONTACT TEACHER (S)  David McManus/Greg Way

PREFERRED BACKGROUND  Competent level of achievement in Stage 1 Social and Cultural Studies subjects
Refer ‘Essential Reading’ Page 3

LENGTH/CREDIT  Full Year/20 SACE Credit points

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.

The focus capabilities for these subjects are communication, citizenship, personal development, learning, and work.

Content

Students study:
- one topic from a choice of six thematic studies
- one topic from a choice of five depth studies
- an individual history essay

Thematic Study

Topics:
- Pain and Gain: Modernisation and Society since c. 1700.
- Intruders and Registers: Imperialism and its Impact since c 1500.
- Revolutions and Turmoil: Social and Political Upheavals since c. 1500 (with focus on French Revolution)
- A Sense of Belonging: Groups and Nations since c. 1500.
- The Captives, the Unwanted, and the Seekers: Forced and Free Migration since c. 1500.
- Slaves, Serfs, and Emancipation: Forced Labour since c. 1500.

Depth Study

Topics:
- The War to End all Wars: The First World War and its Consequences, c.1870–1929 (main focus)
- Postwar Rivalries and Mentalities: Superpowers and Social Change since c. 1945.
- Persecution and Hope: Power and Powerlessness in Society since c. 1500.

Individual History Essay

Students choose a key area for inquiry from one of eleven topics.
Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
</tr>
<tr>
<td>Essay</td>
<td>20%</td>
</tr>
<tr>
<td>External Assessment</td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment

Examination (3 hours)

The 3-hour external examination consists of three parts:
- Part 1: Thematic Study
- Part 2: Depth Study
- Part 3: Sources Analysis

Part 1: Thematic Study
This part of the examination will focus on the key areas for inquiry in the thematic study. Students are required to answer one essay question.

Part 2: Depth Study
This part of the examination will focus on the key areas for inquiry in the depth study. Students are required to answer one essay question.

Part 3: Sources Analysis
The part of the examination will focus on the skills of sources analysis. Students are required to answer the sources analysis question.

The examination will be marked by external assessors with reference to the performance standards.
CONTACT TEACHER (S)  Ruth Evans

Modified subjects facilitate the development of students' capabilities and personal learning goals. Students learn how to identify, develop, and achieve their personal learning goals in the context of the subject undertaken. To be able to do this, students need the support of teachers, parents/carers, and other significant people in their lives.

The modified subjects are intended for students who have:
- severe multiple disabilities (also referred to as students with severe intellectual and physical disabilities)
- moderate to profound intellectual disability;
- mild intellectual disability (i.e. students who cannot meet the performance standards of a mainstream subject because of their intellectual and functional disability). These students may be considered eligible to undertake modified subjects and sites will need to consider the student’s suitability for modified subjects on a case-by-case basis.

Eligibility criteria apply to modified subjects. Eligibility guidelines are available from the SACE Board website www.saceboard.sa.gov.au.

Teachers, together with the students and their families/carers, prepare teaching programs based on content descriptions that meet the student’s specific needs, interests, and aspirations. The content includes the development of particular capability(ies) and key areas of learning.

Teachers select from/adapt the suggested key areas of learning that are described for each of the modified subjects. Teachers adapt the general descriptions of the capabilities as they pertain to the student and the modified subject.

Assessment of Individual Achievement

For modified subjects assessment is school-based.

The assessment of individual achievement is based on the features of knowledge, skills, and understanding that can be observed in the student's evidence of learning in:
- an assessment
- the set of assessments as a whole.

At the end of the teaching and learning program, the teacher makes a judgment about the student’s learning by considering whether achievement can be registered against:
- one or more capabilities selected for development in the subject
- personal learning goals.

The teacher assigns a result of ‘completed’ or ‘not completed’ for the modified subject, based on the student’s evidence of learning. For a result of ‘completed’, the student’s evidence of learning will demonstrate achievement against:
- the selected capabilities for development in the subject
- his or her personal learning goals.

For more information on modified subjects available at Cabra, contact the St Mary’s Unit.

NOTE: Modified subjects cannot be used for tertiary admission.
CONTACT TEACHER (S)  Gemma Roberts

PREFERRED BACKGROUND  Stage 1 Music Advanced or equivalent.

LENGTH/CREDIT  Students may study up to 4 units of Stage 2 Music. Most students undertake 2 music subjects (2 x 10 credits). It is possible to undertake 1 subject. Each subject (10 credits) runs for the full year.

Through the study of music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students’ cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

The focus capabilities for this subject are personal development, citizenship, communication and learning. The variations of this subject are detailed in the following pages.
This 10-credit subject develops students’ musical imagination and creativity by composing and/or arranging musical works.

**Content**

In Stage 2 Composing and Arranging the following two areas of study must be covered:

- Folio of Minor Works
- Major Work.

**Assessment**

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio of Minor Works</td>
<td>70%</td>
</tr>
</tbody>
</table>

**Information on the External Assessment: Major Work**

Students complete a work for any medium or ensemble with a minimum of three parts (e.g. melody, bass, accompanying melody/figures) with an analysis. The assessment component consists of two parts:

- Part 1: Major Work - Composition or Arrangement
- Part 2: Analysis of the Major Work.

**Part 1: Major Work - Composition or Arrangement**
The composition/arrangement must be the work of the student. Computer-generated instrumental/vocal parts or pre-existing midi, etc., must not be included. Synthesised sounds may be used in the recording of students’ works if instruments are not available.

Students submit a score and recording of the work. A printed or recorded copy of the original music/melody must be included for every theme used in an arrangement.

**Part 2: Analysis of the Major Work**
Students present an oral or written analysis of their major work. An oral analysis may be up to a maximum of 5 minutes (not including musical examples) and should be supported by backup work. A written analysis may be up to a maximum of 750 words (not including musical examples) and may include complete sentences, dot points, diagrams, and notated musical examples.

The Major Work is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Major Work with reference to performance standards.
Ensemble Performance

This 10-credit subject develops students’ skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble.

Content

Students who study Ensemble Performance and/or Performance Special Study and/or Solo Performance may perform on the same instrument in all subjects.

In general, students participate in one of the following throughout the subject:
- A small ensemble of two or more performers
- An orchestra
- A band
- A choir, vocal ensemble, or with a solo performer (as an accompanist)
- A performing arts production (as a singer or an instrumentalist).

Students perform on only one instrument or the voice and in only one ensemble. Students may perform as a vocalist and as an instrumentalist. They may also perform with recognised doublings such as saxophone and clarinet.

Students prepare and present three public performances, comprising two initial performances and one final performance.

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Performance</td>
<td>30%</td>
</tr>
<tr>
<td>Second Performance</td>
<td>40%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Final Performance</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment: Final Performance

Students perform in the ensemble in a practical examination, comprising one public summative performance of 10 to 12 minutes, either live or filmed. Students are required to perform, individually, selections from their parts in the final performance.

The Final Performance is marked by external assessors with reference to performance standards.
Musicianship

Content

Stage 2 Musicianship is designed to be undertaken as a 10-credit subject. The following three areas of study must be covered:

- Theory, Aural Recognition, and Musical Techniques
- Harmony
- Arrangement.

**Theory, Aural Recognition, and Musical Techniques**

Students develop their aural acuity and ability to acquire fundamental functional musical knowledge, and associated aural, theoretical, and notational skills. They learn theory, aural recognition, and musical techniques in a variety of contexts through a variety of learning activities. Students develop their understanding of the relationship between theoretical notation and sound, using aural and visual recognition, and notation.

**Harmony**

Students learn to harmonise a melody by applying theoretical knowledge. Students undertake one of the following three options:

- Option A: Countermelody
- Option B: Jazz-related Harmony
- Option C: Four-part Vocal Style.

**Arrangement**

Students develop their musical imagination and ability to write musical arrangements. They learn to apply fundamental knowledge of theoretical concepts, musical styles, and associated aural and notational skills.

Students create a notated arrangement of a melody of their choice, taken from the existing repertoire (not created by the student). The arrangement is submitted with a score using standard notation, a recording, and a statement outlining the ideas in, and the musical intention of, the arrangement.

**Assessment**

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Development</td>
<td>30%</td>
</tr>
<tr>
<td>Arrangement</td>
<td>40%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Information on the External Assessment**

**Examination (1¾ hour)**

Students undertake a 1¾-hour external examination, which is divided into two parts:

- Part 1: Theory, Aural Recognition, and Musical Techniques
- Part 2: Harmony

Part 1 consists of multiple-choice and short-answer questions on aspects of rhythm, pitch, and musical techniques. It draws on the aspects of music outlined in the ‘Theory, Aural Recognition, and Musical Techniques’ section of the content. Students have approximately 1 hour to complete Part 1.

Part 2 consists of one harmonisation question. Students can undertake the harmonisation question for Option A, Option B, or Option C. Students have approximately 45 minutes to complete Part 2.
This 10-credit subject consists of two compulsory areas of study:
- Section 1: Topics (Part A: Core Topics, and Part B: School-developed topic)
- Section 2: Investigation

**Content**

**Section 1: Topics**
Students study two core topics from Part A and one school-developed topic from Part B.

**Part A: Core Topics**
Teachers select one core topic for study from the following list:
- Topic 1: Bach: Music and Patronage
- Topic 2: Beethoven: Music Finds Its Voice
- Topic 3: Schubert: The Romantic Voice
- Topic 4: Stravinsky and Diaghilev
- Topic 5: Contemporary Australian Indigenous Music
- Topic 6: The Blues: Of Sadness and Joy
- Topic 7: Duke Ellington: Pianist, Composer, and Bandleader
- Topic 8: Miles Davis: Jazz Comes of Age

**Part B: School-developed Topic**
The school develops one topic for the class. These topics are to consist of one or more works, which must be different from those being studied in the core topics.

Examples of possible topics:
- The American Musical
- The Birth of Rock and Roll
- The Classical Concerto
- Contemporary Australian Indigenous Music
- Dance Music
- Music of the Digital Age
- 1970s Progressive Rock
- Opera
- Punk and Grunge Music
- Traditional Australian Indigenous Music
- Music for film, games or advertising.

**Section 2: Investigation**
Students investigate a question or topic of their choice, and present their findings. Individual investigation questions and topics must be submitted to the SACE Board for approval.

**Assessment**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Development</td>
<td>30%</td>
</tr>
<tr>
<td>Investigation</td>
<td>40%</td>
</tr>
</tbody>
</table>

**External Assessment**

| Examination | 30% |

**Information on the External Assessment: Examination.** Students undertake a 1½-hour external examination in which they analyse the set works studied for the selected core topics. The examination comprises an essay and a combination of short answers and extended-paragraph responses. Students may bring scores, transcriptions, or charts to the examination for all other topics to help them with their responses. The examination is marked by external assessors with reference to performance standards.
Music Individual Study

This 10-credit subject allows students to undertake an individually negotiated topic in an area of interest that is not covered in any other Stage 2 Music subject. Students pursue an area of interest that is directly applicable to their intended vocation, career, further study, or recreation. The ability to work independently is essential.

Content

Students negotiate and plan with their teacher a topic they have chosen for their individual study. A proposal that includes a brief outline of the scope of the topic and the proposed format of the final product must be submitted to the SACE Board for approval. Suggested topics include:

- **Tutoring** – allows students to share with others their high level of technical skill and/or musical knowledge.
- **Community** – allows students to investigate and experience the social, political, and/or cultural aspects of music in the community.
- **Musical Instrument** – allows students to build or restore a musical instrument.
- **Music and Cultures** – allows students to demonstrate their understanding of music in its diverse cultural contexts.
- **Music Industry** – allows students to gain experience in the music industry. Work experience in the industry, to extend the student’s musical skills and/or understanding, is recommended where possible.

Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Product</td>
<td>40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Report</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment Report

Students present a report of their completed individual study in two parts:

**Part 1: Documentation of Skills**
Documentation of the skills developed in the study could take the form of photographs of the product at various stages of production, audiovisual evidence, written text, narration, web pages sketches and/or diagrams. Written documentation should be up to a maximum of 500 words.

**Part 2: Evaluation**
Students present a written or spoken personal reflection about their individual study. The final evaluation should be up to a maximum of 500 words.

The Project Report is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Project Report with reference to performance standards.
Music Technology

This 10-credit subject is designed to develop students’ skills in, and knowledge of, music technology.

Content

Students study a selection of the following topics including at least one of the three option topics.

Suggested Topics

- Acoustics
- The Mixing Console
- Microphones
- Digital Audio Basics
- Signal Processing
- Aural Analysis.

Suggested Option Topics

- MIDI
- The Recording Process
- Loops and Waves
- Unlisted Process.

Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio of Minor Projects</td>
<td>70%</td>
</tr>
</tbody>
</table>

External Assessment

| Major Project | 30% |

Information on the External Assessment

Major Project with Commentary

This assessment type consists of two parts: Part 1: Major Project and Part 2: Commentary.

Part 1: Major Project

The focus of the major project is on the use of technology as a tool for recording, assembling, and producing music. Each student submits one major project. Each project must:

- be up to a maximum of 5 minutes long
- not include pre-existing live recordings
- not include pre-existing MIDI files
- not include pre-existing extended wave loops
- be completed during current study of this project
- be submitted on audio CD.

Students choose one of the following three options as the basis for their major project:

- An analogue recording or a digital recording
- A MIDI sequenced piece
- A digital recording with sequenced components.

Part 2: Commentary

Students present their teacher with a commentary on their completed major project — up to a maximum of 1200 words for a written commentary or a maximum of 7 minutes for an oral commentary. The commentary should be supported by backup work.

The Major Project with Commentary is marked by external assessors with reference to performance standards.
Stage 2 Performance Special Study is a 10-credit subject. Performance Special Study gives instrumentalists and vocalists the opportunity to address the technical and musical demands of performing an approved work in public. Students may perform as a soloist or as a member of a chamber ensemble (one performer per part).

Students who study Performance Special Study and/or Solo Performance and/or Ensemble Performance may perform on the same instrument in all subjects.

Content

This 10-credit subject consists of two areas of study:
- Part 1: Performance of an Approved Work
- Part 2: Commentary.

Part 1: Performance of an Approved Work
This part develops and extends the student’s skills on a chosen instrument or the voice and the application of these skills, musical understanding, and aesthetic awareness in a performance as an instrumental or vocal soloist or as a member of a chamber ensemble.

The approved work may be:
- an extended work
- selected movements from an extended work
- a folio of related works or syntactically linked works.

Part 2: Commentary
This part develops the student’s analytical skills and the application of these skills, through analysis of the approved work. Students submit a written analysis at the second public performance.

Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Performance</td>
<td>20%</td>
</tr>
<tr>
<td>Second Performance</td>
<td>30%</td>
</tr>
<tr>
<td>Commentary</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Performance</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment

Final Performance

Students perform the approved work in its entirety as a soloist or member of a chamber ensemble (one player per part) in a practical examination.

The Final Performance is marked by external assessors with reference to performance standards.
Solo Performance

This 10-credit subject develops students’ skills on a chosen instrument or the voice and the application of these skills, musical understanding, and aesthetic awareness in a solo performance.

Students who study Ensemble Performance and/or Performance Special Study and/or Solo Performance may perform on the same instrument in all subjects.

Content

Each student must perform as an instrumental or vocal soloist or as a vocalist and instrumentalist. The performance of a vocalist who accompanies himself or herself may include solo parts from each. Students may also perform with recognised doublings, such as piccolo and flute, tenor saxophone and alto saxophone, flute and saxophone, electric guitar and acoustic guitar. Students must present their program on an instrument chosen from the following list:

- Flute
- Recorder
- Oboe
- Clarinet
- Bassoon
- E flat alto saxophone
- E flat tenor horn
- Trumpet
- Cornet
- Trombone
- Euphonium
- Baritone
- Tuba
- Percussion
- Indigenous Australian instruments
- Traditional instruments (e.g. bagpipes)
- Violin
- Viola
- Cello
- Double bass
- Harp
- Voice
- Piano
- Harpsichord
- Pipe organ
- Electric keyboard (e.g. clavinova)
- Classical guitar
- Guitar (steel string, acoustic, or electric)
- Electric bass.

Students prepare and present public performances

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Performance</td>
<td>30%</td>
</tr>
<tr>
<td>Second Performance</td>
<td>40%</td>
</tr>
</tbody>
</table>

*External Assessment*

| Final Performance*     | 30%       |

*Students perform in a practical examination. A solo summative performance of 10 to 12 minutes must be presented (live) for assessment.

The Final Performance is marked by external assessors with reference to performance standards.
NUTRITION

CONTACT TEACHER (S)  Sharon Cibich

PREFERRED BACKGROUND  Stage 1 Science subject

LENGTH/CREDIT  Full year/20 Credit points

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 all four core topics and one option topic.

Core Topics
- Core Topic 1: The Fundamentals of Human Nutrition
- Core Topic 2: Diet, Lifestyle, and Health
- Core Topic 3: Food Selection and Dietary Evaluation
- Core Topic 4: Food, Nutrition, and the Consumer.

Option Topics
- Option Topic 1: Global Nutrition and Ecological Sustainability
- Option Topic 2: Global Hunger.

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
</tr>
</tbody>
</table>

External Assessment

| Examination                          | 30%       |

Information on the External Assessment: Examination (2 hours)

Students undertake a 2-hour external examination, which is divided into two parts.

Part 1 consists of short-answer and analytical questions that enable students to apply their learning in a variety of contexts related to the core topics and investigation skills.

In Part 2 students choose one extended-response question, which is related to the option topics.

The examination will be marked by external assessors with reference to performance standards.
PHYSICAL EDUCATION

CONTACT TEACHER (S)  Sharon Cibich

PREFERRED BACKGROUND  Stage 1 Physical Education. Refer ‘Essential Reading’ Page 3

LENGTH/CREDIT  Full Year/20 Credit points

In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance and health issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations. 

The focus capabilities for this subject are communication, learning, and personal development.

Stage 2 Physical Education consists of two key areas of study and related key concepts:

Practical Skills and Applications
Students complete three practical assessments that are balanced across a range of individual, fitness, team, racket, aquatic, and outdoor activities and that cater for the different skills, interests of the students.

There is an opportunity to complete practical assessments in

1 Basketballs and Netball, Volleyball or Netball Umpiring or
2 Soccer, Touch Football, Badminton or other selection

Students can select the option 1 or 2. In some cases, it may be possible to combine these sports.

Principles and Issues (based on the following three topics):

Exercise Physiology and Physical Activity
Key Concept 1: The sources of energy affecting physical performance
Key Concept 2: The effects of training and evaluation on physical performance
Key Concept 3: The specific physiological factors affecting performance

The Acquisition of Skills and the Biomechanics of Movement
Key Concept 1: Skill acquisition
Key Concept 2: Specific factors affecting learning
Key Concept 3: The effects of psychology of learning on the performance of physical skills
Key Concept 4: The ways in which biomechanics improve skilled performance

Issues Analysis
Students analyse and interpret their findings from investigating a chosen issue. (e.g. commercialism, culture/race relations, equity, gender, media, professionalism, sport in the Australian context, Paralympics, the science of drugs, technology).

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>50%</td>
</tr>
<tr>
<td>Folio</td>
<td>20%</td>
</tr>
</tbody>
</table>

External Assessment

| Examination | 30% |

Total: 100%
PHYSICS

CONTACT TEACHER (S)  Rob Nussio

PREFERRED BACKGROUND  2 Semesters of Stage 1 Physics.
Refer 'Essential Reading' Page 3
A or B at Stage 1 Physics
Students should have Stage 1 Maths Units C & D.
It is recommended that students study Stage 2 Maths for
tertiary courses involving Physics. Essay writing skills are required.

SEMESTER/FULL YEAR  Full Year

The study of physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

The focus capabilities for this subject are communication and learning.

Content

Stage 2 Physics has 4 topics, each section with four sub-topics. Each topic includes an application.

Topics:
- Topic 1: Motion in Two Dimensions
- Topic 2: Electricity and Magnetism
- Topic 3: Light and Matter
- Topic 4: Atoms and Nuclei

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
</tr>
</tbody>
</table>

External Assessment

| Examination*                            | 30%       |

*The examination will be marked by external assessors with reference to performance standards
PSYCHOLOGY

CONTACT TEACHER (S)  Paula Hensing/Elizabeth Mann

PREFERRED BACKGROUND  Refer ‘Essential Reading’ Page 3.
Preferably an A or B at Stage 1 Psychology, Biology, Chemistry or Physics

LENGTH/CREDIT  Full year/20 SACE credit points

The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Stage 1 and Stage 2 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

The focus capabilities for this subject are communication and learning.

Content

Topics
- Introduction to Psychology (compulsory)
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination (2 hours)*</td>
<td>30%</td>
</tr>
</tbody>
</table>

*The examination will be marked by external assessors with reference to performance standards.
RELIGION & LIFE

CONTACT TEACHER (S) Maree Samuel

PREFERRED BACKGROUND Studies in Religion Stage 1
Refer 'Essential Reading' Page 3.

LENGTH/CREDIT Terms 1, 2 & 3
This is a compulsory school specific subject (see note below).

Content

Students will choose at the end of Year 11 a topic from 5 or 6 alternatives for each of the following three areas:

- **Jesus & Christ** - exploring the significance of Jesus of Nazareth and the Christ of Faith
- **Being True** - exploring ethics and moral issues facing individuals, society, the church and the planet
- **Spirituality for life** - exploring in creative ways various topics that link faith with everyday life experience, as well as a possibility of being involved in Community Service.
- Information about the 5 or 6 options in each of the above three areas will be distributed to Stage 1 during Term 4.
- Integral to this programme is participation in a 4 day Retreat which aims to provide opportunities for students to grow in self knowledge, self worth and to be challenged to deepen their relationships with others.

Assessment

- Research assignments
- Oral presentations
- Journal/reflective writing
- Class participation.

Note: A school grade will be given in the Term 1, 2 & 3 reports.

This subject **cannot be used as a tertiary admission subject.**
RESEARCH PROJECT

CONTACT TEACHER (S) Paula Hensing/Cheryl Webber

PREFERRED BACKGROUND Competency in Stage 1 subjects. Refer ‘Essential Reading’ Page 3.

LENGTH/CREDIT Semester/10 SACE credit points. This is a compulsory subject of the SACE which students must complete, with a C-grade or better. At Cabra, Stage 1 students may choose to complete the Stage 2 Research Project in the second semester of Year 11. It is also offered in Semester 1 at Year 12.

THIS IS A COMPULSORY SATGE 2 SUBJECT IN THE SACE and students must achieve a “C” grade or better in order to be awarded the South Australian Certificate of Education. The research project gives students the opportunity to study an area of interest in depth. It allows students to use creativity and initiative, while developing the research and presentation skills they will need in further study or work.

The Research Project can take many forms, for example:

- Community-based projects
- Technical or practical activities
- Work-related research
- Subject-related research

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning. The communications and learning capabilities will be an integral part of all students’ research projects and thus will be part of the school-based component. Students select one of the following capabilities- citizenship, personal development or work – that is particularly relevant to their research project for development and demonstration.

Students receive a result in one of two forms: Research Project A or Research Project B, depending on the external assessment chosen. See information below.

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio containing record of research and Discussion</td>
<td>40%</td>
</tr>
<tr>
<td>Outcome</td>
<td>30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment

Students are required to provide an evaluation of their project, reflecting on their overall learning experience which should include:

- An explanation of how their thinking has been challenged
- An evaluation of the selected capability and its relevance to their research project
- A reflection on the value of their research project to themselves and others
- An assessment of the strengths/limitations of their research processes, new ideas/insights and findings.

Research Project A: The evaluation may be presented in one format or a combination of written, oral or visual formats, not exceeding 1500 words or 10 minutes of recorded multimedia material or equivalent.

Research Project B: The Evaluation must be presented in written form, with any visual material integrated into the text. A maximum of 1500 words is allowed.

Only Research Project B can be used as a tertiary admission subject.
In Scientific Studies, students develop their knowledge of scientific principles and concepts, the ability to use that knowledge to identify questions, issues, opportunities and challenges, and the capacity to acquire new knowledge through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from the investigation of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways and everyday life.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content

Themes and topics are chosen to provide opportunities for students to explore contemporary links between learning in science and in other areas, and to discuss historical, social, ethical, and environmental contexts. Examples of themes and topics that could be chosen:

- The implications of human intervention through science (e.g. alternative energy, genetic modification)
- The relevance of science for the community and self (e.g. sports science, the marine world)
- The impacts of science on the local environment (e.g. environmental sustainability)
- The possible impacts of science in Australia and the world in the future (e.g. climate change, space travel, food technology, water/air quality, forensic science, disease control).

Assessment in this subject is based on:

- investigation
- analysis and evaluation
- application
- knowledge and understanding

Assessment

<table>
<thead>
<tr>
<th>School-based assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations folio (practical and issues investigations)</td>
<td>40%</td>
</tr>
<tr>
<td>Skills and application tasks</td>
<td>30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>
CONTACT TEACHER (S) Isabel Heath

PREFERRED BACKGROUND An overall grade of B or better in Stage 1 Mathematics Units C, D & E. Refer 'Essential Reading' Page 3
To be taken in conjunction with Stage 2 Mathematical Studies

LENGTH/CREDIT Full Year/20 Credit points

Through the study of Specialist Mathematics students gain the insight, understanding, knowledge, and skills to follow pathways that will lead them to become designers and makers of technology. The subject provides pathways into university courses in mathematical sciences, engineering, computer science, physical sciences, and surveying. Students envisaging careers in other related fields, including economics and commerce, may also benefit from studying this subject.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content

Stage 2 Specialist Mathematics is a 20-credit subject that consists of the following five topics:
- Topic 1: Trigonometric Preliminaries
- Topic 2: Polynomials and Complex Numbers
- Topic 3: Vectors and Geometry
- Topic 4: Calculus
- Topic 5: Differential Equations.

Each topic consists of a number of subtopics, which are presented as key questions and ideas.

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>45%</td>
</tr>
<tr>
<td>Folio</td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment

Examination (3 hours)

Students undertake a 3-hour external examination based on the subtopics, key questions and key ideas outlined in the five topics. The examination will consist of three sections, the first focusing on knowledge and routine skills and applications, the second focusing on more complex questions, and the third focusing on investigative questions.

The examination will be marked by external assessors with reference to the performance standards.

TOURISM

CONTACT TEACHER (S) Greg Way
**PREFERRED BACKGROUND**  
Competent level of achievement in Stage 1 Tourism, or competent level of achievement in Stage 1 Social and Cultural Studies subjects. Refer ‘Essential Reading’ Page 3.

**LENGTH/CREDIT**  
Full year/20 Credit points

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism; and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student’s understanding of the sustainable management of tourism is central to the subject.

The focus **capabilities** for this subject are communication, citizenship and learning.

**Content**

**Themes**
- Operations and Structures of the Tourism Industry
- Travellers’ Perceptions, and the Interaction of Host Community and Visitor
- Planning for and Managing Sustainable Tourism
- Evaluating the Nature of Work in the Tourism Industry.

**Topics**
- Applications of Technology in Tourism
- The Economics of Tourism
- Establishing a Tourism Venture
- Indigenous People and Tourism
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Responsible Travel
- Special Interest Tourism
- The Role of Governments and Organisations in Tourism
- Tourism Industry Skills
- Negotiated Topic.

**Assessment**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>20%</td>
</tr>
<tr>
<td>Practical Activity</td>
<td>25%</td>
</tr>
<tr>
<td>Investigation</td>
<td>25%</td>
</tr>
</tbody>
</table>

**External Assessment**

| Examination*            | 30%       |

*The examination (2 hours) consists of a range of questions on a number of sources based on the four themes. Sources could be in many different forms including written materials, media items (e.g. news report, radio interview and newspaper article), quotations, cartoons, graphical information (e.g. maps, photographs, diagrams) and statistical data.
In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

The focus capabilities for this subject are communication and personal development.

Students can enrol in Visual Arts – Art and/or Visual Arts – Design.

### Content

The following three areas of study are covered:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

### Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Practical</td>
<td>40%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Visual Study</td>
<td>30%</td>
</tr>
</tbody>
</table>

A copy of the student’s school-based assessments must be kept at the school for moderation purposes.

### Information on the External Assessment: Visual Study

A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioner(s).

Students are to provide an A3 folio or CD or DVD with photographs of their visual explorations. Audiovisual electronic format may be necessary if the study idea is a practical application in three dimensions, for example, model making, sculpture, installation, performance, or body art. The A3 folio, CD or DVD should contain written or verbal material that should include introductory information, annotated comments, analysis, response, synthesis, and conclusions.

For 20-credit subjects, students submit no more than twenty A3 pages (or equivalent) of visual study, integrated with no more than 2000 words or 12 minutes of recorded oral explanation.

The visual study is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the visual study with reference to performance standards.
PREFERRED BACKGROUND  Stage 1 Art or Design  
Refer 'Essential Reading' Page 3

LENGTH/CREDIT  Full Year/20 SACE Credit points

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

The focus capabilities for this subject are communication and personal development.
Students can enrol in Visual Arts – Art and/or Visual Arts – Design.

Content
The following three areas of study are covered:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Practical</td>
<td>40%</td>
</tr>
</tbody>
</table>

External Assessment

| Visual Study            | 30%       |

A copy of the student’s school-based assessments must be kept at the school for moderation purposes.

Information on the External Assessment: Visual Study

A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioner(s).

Students are to provide an A3 folio or CD or DVD with photographs of their visual explorations. Audiovisual electronic format may be necessary if the study idea is a practical application in three dimensions, for example, model making, sculpture, installation, performance, or body art. The A3 folio, CD or DVD should contain written or verbal material that should include introductory information, annotated comments, analysis, response, synthesis, and conclusions.

For 20-credit subjects, students submit no more than twenty A3 pages (or equivalent) of visual study, integrated with no more than 2000 words or 12 minutes of recorded oral explanation.

The visual study is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the visual study with reference to performance standards.

WORKPLACE PRACTICES

CONTACT TEACHER (S)  Cheryl Webber
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 may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

The focus capabilities for this subject are personal development, work, and learning.

Stage 2 Workplace Practices can be studied as a 10-credit subject or a 20-credit subject.

At Stage 2 there are three enrolment options:
- Workplace Practices A (10-credits)
- Workplace Practices B (10-credits)
- Workplace Practices (20-credits)

At Stage 2, students can undertake up to 40 credits of this subject (i.e. Workplace Practices A, Workplace Practices B, and Workplace Practices).

Content

There are three focus areas of study of this subject:
- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET).

For both a 10-credit and 20-credit subject, students must include the following areas of study:
- Industry and Work Knowledge,
- Vocational Learning and/or Vocational Education and Training (VET).

For the Industry and Work Knowledge component, students undertaking:
- Workplace Practices A (10-credits) and/or Workplace Practices B (10 credits), study two or more negotiated topics in each subject;
- Workplace Practices (20-credits), study the three or more topics from the list below:
  - Topic 1: Work in Australian Society
  - Topic 2: The Changing Nature of Work
  - Topic 3: Industrial Relations
  - Topic 4: Finding Employment
  - Topic 5: Negotiated Topic.

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>25%</td>
</tr>
<tr>
<td>-----------</td>
<td>-----</td>
</tr>
<tr>
<td>Performance</td>
<td>25%</td>
</tr>
<tr>
<td>Reflection</td>
<td>20%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Information on the External Assessment**

**Investigation**

The Investigation may be either a practical investigation or an issues investigation.

- **Practical Investigation** – Students undertake a practical investigation based on a product, task, or service in which they have been involved. The practical investigation may be presented in written, oral or multimodal form. Students complete a report on their practical investigation in which they document the process of planning, making, delivering, and evaluating.

  The report should be up to a maximum of 1000 words for a 10-credit subject, or 2000 words for a 20-credit subject, if in written form, or the equivalent in other forms.

- **Issues Investigation** – Students undertake an investigation of a local, national, and/or global issue, culture or environment relating to the focus industry. It should be based on one or more of the topics studied. The issues investigation may be presented in written, oral or multimodal form.

  The report should be up to a maximum of 1000 words for a 10-credit subject, or 2000 words for a 20-credit subject, if in written form, or the equivalent in other forms.

The investigation is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.
YEAR 13 GUIDELINES

The Rationale
Under the SACE Board regulations students may complete their SACE accreditation for tertiary entrance over three attempts. These attempts need not be consecutive.

There is no discount of points if a student takes up to 3 attempts. The best four different subject results over these attempts form the aggregate score, from which the ATAR is calculated.

The Reasons
1) Students may wish to lessen the pressure of Stage 2 by deliberately planning a two year (or longer) course of study to maximise their success. This would be done in consultation with the Year 12 and 13 Coordinators
2) Students who did not achieve a high enough score for tertiary entrance may wish to improve their overall points
3) Students who did not achieve a high enough score for entrance to a particular tertiary course may wish to improve their overall points
4) Students who did not complete SACE requirements in two years may enrol in Year 13 to do so (see NB below)
5) Students may have had extenuating circumstances, such as ill-health or interrupted schooling, which affected their Stage 2 studies, thereby causing a poor result - they can have a 'second chance'
6) Students who re-enter SACE Studies as adults may join the Year 13 pastoral care level.

NB Year 13 is not open to a student who has not shown an obvious motivation for study in the previous year. Students accepted into Year 13 must, in our opinion, be able to complete SACE requirements in one more year of study.

The Rewards
1) Year 13 students' fees are pro-rata depending on the number of subjects studied
2) Students can work part-time as well as attend school
3) Each student's study programme can be personalised within the constraints of the school timetable
4) Greater flexibility in school attendance is allowed. They sign on each day and attend a weekly group meeting
5) School uniform is not mandatory
6) Students' study/achievement is monitored closely
7) Year 13 is specifically a separate entity to Year 12. Students are no longer seen as 'repeats'
8) Year 13 has its own Personal Development course, and students may become involved in all aspects of school life
9) The average improvement in scores after Year 13 has been 20% to date.
A accreditation: The process of development of curriculum statements that leads to endorsement and approval by the Board.

accredited subjects: Subjects approved by the Board that consist of 1 or 2 units of programmed time and are approved and assessed by the Board. These subjects are fully documented and undergo careful scrutiny before accreditation. Once accredited they are available for implementation by schools and school authorities in South Australia, the Northern Territory, and Asia.

adult students: Those students who are at least eighteen years old by 1 January of their final year of Stage 2 study and who have left school for at least one continuous year (i.e. one continuous year's absence from any SACE enrolment with—this could include two contiguous semesters). Students with all 'deleted' enrolments and enrolments with a result of 'withdrawn' may apply to the SACE Board for consideration as meeting the continuous year's absence requirement.

apparent retention rate: A measure used by the Australian Bureau of Statistics (ABS). The 'Year 12 apparent retention rate' is defined by the ABS as 'the percentage of full-time school of a given cohort group who continue from the first year of secondary schooling to Year 12'. Schools, Australia (ABS Cat. No. 4221.0) in Australian Social Trends 2002, Education – Definitions and references.

articulation: The process of joining together two related aspects of curriculum. This has several applications to the SACE. The main one is the relationship between Stage 1 and Stage 2, but articulation also refers to the relationship between R–10 and the SACE, and between the vocational education and training sector, the university sector, and the SACE.

Arts/Humanities/Social and Cultural Studies subjects: A group of subjects classified for SACE purposes at Stage 1 and Stage 2 as emphasising an understanding of the ways in which human experience is shaped by culture, heritage, and environment. These subjects are also known as Group 1 subjects.

assessment: The process of collecting, interpreting and using evidence of student achievement of curriculum statement learning outcomes. See also 'authentic assessment', 'diagnostic assessment', 'formative assessment', and 'summative assessment'.

assessment component: A component of an assessment scheme that indicates the way in which assessment tasks for that subject are organised.

assessment criteria: See 'criteria for judging performance'.

assessment plan: A statement of intention regarding assessment, developed for a teaching program derived from a SACE BOARD curriculum statement.

assessment report: The Chief Assessor for each Stage 2 subject provides a report on student performance against the assessment requirements of that subject. They provide advice for teachers, students, and parents/caregivers on the examination and/or school assessment.

assessment school: The assessment school is the school responsible for submitting the assessment results for the student.

assessment task: An instrument for collecting evidence of student achievement of curriculum statement learning outcomes. See also 'assessment component'.

Australian Qualifications Framework (AQF): A unified system of national qualifications in schools, vocational education and training, and the higher education sector. The SACE is a qualification within the AQF.


block status: The granting of 12 units towards the SACE for a bona fide full year of study or equivalent at Stage 1 level.

C central moderation: See 'final moderation (central)'.

collaborative learning: Learning occurring while a student is a member of a group and contributing to the group's as well as the student's own achievement of learning outcomes.

community-based learning: See 'Recognition of Community Learning'.

community-developed programs: Structured community-based programs through which young people gain learning that can count towards SACE completion. Examples of such learning include first aid and emergency services training. See also 'personal learning programs' and 'Recognition of Community Learning'.

community of practice: A group of people and/or organisations with similar interests in a particular field (e.g. teachers of a particular language). The existence of a community of practice does not imply legitimacy but it may have authority in the eyes of others prepared to trust its judgments. Source: Wenger, E., McDermott, R. & Snyder, W. (2002) Cultivating Communities of Practice, Harvard Business School Press, Boston, Mass.

constructivist curriculum: Curriculum that acknowledges the student as being active in the process of taking in information and building knowledge and understanding (i.e. constructing his or her own learning). Source: Zahorik, J. (1995) Constructivist Teaching, Phi Delta Kappa Educational Foundation, Bloomington, Ind.

contact school: The school where students spend most of their time, where their overall progress is monitored, where they are given counselling and pastoral care, and where SACE Board communications can most easily reach them.

credit: The process of granting credit (a result with a score) towards completion of the SACE on a subject-by-subject basis.

criteria for judging performance: Qualities or features of performance in an assessment task that are used to measure or describe the extent of student achievement of learning outcomes.

criteria-referenced assessment: The process of using criteria for judging performance to measure or describe the extent of student achievement.

curriculum statement: A comprehensive published document describing a particular SACE Stage 1 or Stage 2 subject. It includes common learning intentions and ways of organising learning, as well as the assessment requirements of the subject.

D DATEX: Data Exchange software system developed by the Board to assist schools with the management of the administration of the SACE, for example, student registrations, subject enrolments, results data, and SACE tracking for students.

DATEX Online: Internet facility to manage data exchange between schools and the SACE Board.

DATEX Online schools: Schools that use DATEX Online.

DATEX schools: Schools that use DATEX.

diagnostic assessment: A type of formative assessment that is used to identify specific learning difficulties and to indicate the nature of the difficulties. Source: Griffin, P. & Nix, P. (1991) Educational Assessment and Reporting: A New Approach, Harcourt Brace Jovanovich, Sydney: 264. See also 'formative assessment'.

SACE, for example, student registrations, subject enrolments, results data, and SACE tracking for students.
equivocating: The process of comparing other learning (e.g. from curriculum that is outside the Australian Qualifications Framework) with SSABSA curriculum statement learning outcomes, to determine if they are of an equivalent standard.

evaluation: Assessment that involves SACE Board-appointed marker(s) for marking all student responses. There are four categories of external assessment:
  - written examinations – SACE Board sets and marks examinations;
  - performance and practical examinations – SACE Board sets specifications and marks examinations;
  - studies – SACE Board sets specifications and marks studies;
  - investigations – SACE Board sets specifications and SACE personnel and teachers mark investigations.

moderator: A document issued by the Board to those students who obtain outstanding achievement in any Stage 2 subject.

moderation: A process of ensuring that final assessments are comparable across all schools and teachers, and that standards have been met. It may involve central, statistical, or visit moderation.

moderation (central): A form of final moderation, involving samples of student work (which has been marked by teachers in schools) being moderated by trained SACE Board moderators. The moderation takes place at a central venue.

moderation (statistical): A form of final moderation. The process by which class examination marks are used to adjust school assessment marks and predicted examination marks for Stage 2 subjects with external examinations, for the purpose of achieving comparability across schools. Statistical moderation maintains the students’ rank order given by the school.

moderation (visit): A form of final moderation, involving samples of student work (which has been marked by teachers in schools) being moderated by SSABSA moderators, at the school site.

Flexible Learning Programs: The Flexible Learning Programs area complements the eight general-education learning areas. It comprises Community Studies, Extension Studies, Integrated Learning, SACE-VET subjects, and Work Education.

formative assessment: Assessment that is designed to provide feedback to students on how to take action to improve their achievement against learning outcomes. See also 'diagnostic assessment'.

goal: A broad, aspirational aim that students work towards, and from which the curriculum statement learning outcomes are derived.

Group 1 subjects: See 'Arts/Humanities/Social and Cultural Studies subjects'.

Group 2 subjects: See 'Mathematics/Science/Technology subjects'.

informal learning: See 'personal learning programs' and 'Recognition of Community Learning'.

Intensive English Learning Program: An accredited English-language and cross-curriculum learning program (e.g. ISEC), for which students may gain up to 4 units of status granted towards SACE completion.

key competencies: A set of generic skills or competencies considered essential for people to participate effectively in the workforce. Key competencies apply to work generally, rather than being specific to work in a particular occupation or industry. The Finn Report (1991) identified six key areas of competence that were subsequently developed by the Mayer committee (1992) into seven key competencies: collecting, analysing and organising information; communicating ideas and information; planning and organising activities; working with others and in teams; using mathematical ideas and techniques; solving problems; and using technology. Source: Department of Education, Science and Training, National Training System Glossary.

learning area: One of the eight general-education learning areas into which SACE subjects are organised: Arts, English, Health and Personal Development, Languages, Mathematics, Science, Society and Environment, and Technology. The eight general-education learning areas are complemented by the Flexible Learning Programs area. See also 'Flexible Learning Programs'.

learning area manual: SSABSA publishes annually nine documents (one for each learning area plus one for Flexible Learning Programs) that contain subject-specific information relating to assessment, support moderation, and final moderation.

learning outcomes: The knowledge and understandings, and their underlying skills and attitudes, that are fundamental to a subject.

levelled result: A result that is reported as either Satisfactory Achievement (SA) or Recorded Achievement (RA) without an accompanying score out of 20 or grade. All Stage 1 subjects, and Stage 2 Community Studies, Languages 'A' Pathways subjects, and SACE-VET 'A' subjects are reported as levelled results. In Stage 2 Community Studies and Stage 2 SACE-VET 'A' subjects, the result of Outstanding Achievement (OA) is also reported.

Mathematics/Science/Technology subjects: A group of subjects classified for SACE purposes at Stage 1 and Stage 2 as emphasising the development of an understanding of mathematical or scientific principles and techniques, and/or the application of those principles and techniques in appropriate ways. These subjects are also known as Group 2 subjects.

Memorandum of Assessment Principles and Practices (MAPP): An agreement between the SACE Board and individual schools, covering Stage 1 assessment and moderation practices.

Merit Certificate: A document issued by the Board to those students who obtain outstanding achievement in any Stage 2 subject.

moderation: Procedures designed to ensure that assessments within a subject are comparable across all classes and schools. The SACE Board also uses the terms 'support moderation' and 'final moderation' for moderation procedures. See also 'final moderation (central)' and 'final moderation (visit)'.

moderator: A person undertaking support and/or final moderation.

non-formal learning: See 'personal learning programs' and 'Recognition of Community Learning'.

norm-referenced assessment: Assessment of performance based on comparing one student’s achievement with that of other students attempting the same or similar tasks. Source: ERIC database (1989) 'A glossary of measurement terms', ERIC Digest. http://ericdata.net/edo/ED0315430.htm Accessed on 12/02/03.

Northern Territory Certificate of Education (NTCE): A certificate of senior secondary education awarded by the Northern Territory Department of Employment, Education, and Training (NT DEET) to students in the Northern Territory.

NTCE: See Northern Territory Certificate of Education (NTCE).

online community: The SACE Board online community consists of email discussion groups that use the Internet to exchange information and discuss issues. www.ssabsa.sa.edu.au/comms-info.htm


outcomes-based education: An educational system focused on and organised around clearly defined outcomes that students are expected to demonstrate upon completion. Source: Department of Education, Science and Training, National Training System Glossary.
paper schools: Schools that use a paper system to manage students' personal details and enrolments and results data, and to exchange data with the SACE Board.

partial assessment: Assessment that is based upon partial completion of the assessment requirements of a Stage 2 subject.

PEB: The former Public Examinations Board.

performance assessment: See 'authentic assessment'.

performance standards: A set of descriptors of what student performance in different grade bands will look like for the various components of a subject. Performance standards are developed using the criteria for judging performance from the curriculum statement.

personal learning programs: Learning that young people gain through participation and experience in community activities, such as sport, community based work, and/or personal learning programs. See also 'community-developed programs' and 'Recognition of Community Learning'.

private candidate: A student who completes a subject without formally enrolling in a teaching program, or who is ineligible for a school assessment mark, and therefore does not complete and submit the school-assessed components. Private candidate must be approved by the Chief Executive and is available only in certain Stage 2 subjects where an examination measures the same learning outcomes as the other assessment components.

program: The interpretation of a curriculum statement into a teaching and learning plan.

Public Examinations Board (PEB): Until 1984, the Public Examinations Board administered the examination of matriculation subjects. With the establishment of SSABSA, the Public Examinations Board ceased to exist.

R

Recognition of Community Learning: A term used by the SACE Board to encompass learning through a community-developed program and/or a personal learning program. See also 'community-developed program' and 'personal learning program'.

recognition of prior learning (RPL): The acknowledgment of a person's skills and knowledge acquired through previous training, work, or life experience, which may be used to grant status or credit in a subject or module. Source: Department of Education, Science and Training, National Training System Glossary.

Record of Achievement: The record of a student's results in SACE Stage 1 and Stage 2 that can be counted towards completion of SACE requirements. The record is produced at the end of each year, for students with Stage 2 results.

recorded achievement (RA): A result of 'recorded achievement' against a unit means that:

- at Stage 1 – the student has demonstrated evidence of achievement that is equivalent to a score of between 3 and 9 out of 20 in an approved unit of study, according to the criteria for judging performance in the relevant curriculum statement. In Community Studies, the student must present evidence of having attempted some of the tasks agreed to on his/her contract of work.
- at Stage 2 – the student has gained a Subject Achievement Score of between 3 and 9 out of 20. In Community Studies, the student must present evidence of having attempted some of the tasks according to the criteria negotiated in his/her contract of work. In the SACE-VET 'A' subjects and the Languages ‘A’ Pathways subjects, the student has demonstrated evidence of achievement that is equivalent to a score of between 3 and 9 out of 20 in an approved unit of study, according to the criteria for judging performance in those curriculum statements.

Students may obtain recorded achievement in up to 6 of the 22 units required for the SACE.

Register of Results: A report sent to a school (with signed student permission) that lists the results for all students enrolled at that school who are undertaking the SACE.

registration: The process by which a new candidate advises the SACE Board of his or her personal details. The candidate is issued a SACE registration number (comprising six digits and a letter, e.g. 123456A), which ensures the correct identification of the student for as long as he or she is doing any SACE studies.

registration slip: Acknowledgment of registration and advice to a new candidate of the SACE registration number he or she has been assigned.


requirements not met (RNM): When RNM is reported on the SACE Statement of Results it indicates that a student has not gained satisfactory achievement or recorded achievement in a unit for which he or she was enrolled. RNM is not reported on the Record of Achievement.

S

SACE: The South Australian Certificate of Education. The certificate is the formal recognition that a student has completed the stated requirements.

SACE Operations Manual: An annual SACE Board publication for schools containing a calendar of events, information sheets to support the events listed, and relevant forms to be used in conjunction with the information sheets.

SACE registration number: A SACE registration number is assigned to a student for all of his or her SACE studies. It identifies the student's records in the SACE Board database and ensures that the student is credited with his or her SACE achievements for as long as he or she is doing SACE studies.

SACE unit: A SACE unit consists of 50–60 hours of programmed time devoted to a subject. This includes classroom and school-based activity, fieldwork, and practical work. It excludes homework, time for examinations, and programmed time interrupted by other school activities and by holidays. Subjects can be either 1-unit (half-year) subjects, or 2-unit (full-year) subjects.

- 1-unit (half-year) subject: A 1-unit SACE-accredited subject consists of 50–60 hours of programmed time. It is a semester-length or half-year subject. In some circumstances, half-year subjects may be 'stretched' to occupy a full year of less intensive study.
- Alternatively, subjects may be 'compacted' and the 50–60 hours delivered in a more intensive way.
- 2-unit (full-year) subject: A 2-unit SACE-accredited subject consists of 100–120 hours of programmed time. This is normally an annual or full-year subject occupying four terms or two semesters of the school year.

SAM: See ‘South Australian Matriculation (SAM) program’.

satisfactory achievement (SA): A result of 'satisfactory achievement' against a unit means that:

- at Stage 1 – the student has demonstrated evidence of achievement that is equivalent to a score of 10 or more out of 20 in an approved unit of study, according to the criteria for judging performance in the relevant curriculum statement. In Community Studies, the student must present evidence of having completed all the tasks agreed to on his/her contract of work.
- at Stage 2 – the student has gained a Subject Achievement Score of 10 or more out of 20. In Community Studies, the student must present evidence of having completed all the tasks according to the criteria negotiated in his/her contract of work. In the SACE-VET 'A' subjects and the Languages ‘A’ Pathways subjects, the student has demonstrated evidence of achievement that is equivalent to a score of 10 or more out of 20 in an approved unit of study, according to the criteria for judging performance in those curriculum statements.

Students must gain satisfactory achievement in at least 16 of the 22 units required for the SACE.

school-based moderation: See 'final moderation (visit)'.

notes: The interpretation of a curriculum statement into a teaching and learning plan.

Public Examinations Board (PEB): Until 1984, the Public Examinations Board administered the examination of matriculation subjects. With the establishment of SSABSA, the Public Examinations Board ceased to exist.
school sector: A group of schools or colleges forming part of the same system. The three sectors represented on the SACE Board are the South Australian Commission for Catholic Schools (SACCS), the Department of Education and Children's Services (DECS), and the Association of Independent Schools of South Australia (AISSA).

scope: A description of the knowledge, skills, and values to be taught, which are organised in a range of contexts, such as topics, key ideas, or areas of study.

semester: One semester is normally equal to a half-year.

Senior Secondary Assessment Board of South Australia (SSABSA): SSABSA was the statutory authority in South Australia responsible for SACE curriculum and assessment, and for issuing the SACE (1992-2008) – now called the SACE Board.

sequence of 2 units: At Stage 2 of the SACE, students are required to obtain Satisfactory Achievement in at least three sequences of 2 units. A 2-unit sequence can be:

* any program of study which runs for a minimum of 100–120 hours, for which there is only one reported result; or
* any 2 units of study which are taken from the same Stage 2 curriculum statement, and for which 1-unit results are reported and linked to form a 2-unit sequence. In subjects for which scores are given, the level of achievement for meeting the SACE requirements is derived from the average of the scores for the 2 separate units. In subjects that do not have scores, a result of SA (Satisfactory Achievement) is required for each unit in order to count them both as a 2-unit sequence. These 2-unit sequences do not have to be completed in the same calendar year.

South Australian Certificate of Education: See 'SACE'.

South Australian Matriculation (SAM) program: A 1-year version of the SACE designed for students doing a pre-university program in countries other than Australia. The program is administered by SSABSA.

special provisions: Special provisions are available to students whose capacity to participate in an assessment component is adversely affected in a significant way by illness, impairment, or personal circumstances. Special provisions allow for appropriate, fair, and reasonable alternative arrangements.

SSABSA: Senior Secondary Assessment Board of South Australia (1992-2008).

SSABSA–VET subjects: Now referred to as SACE-VET subjects. Subjects approved by the SACE Board that are formed from VET units of competency contained in particular nationally endorsed training packages.

Stage 1: The first of the two stages of the SACE. Students usually undertake Stage 1 in Year 11.

Stage 2: The second of the two stages of the SACE. Students usually undertake Stage 2 in Year 12.


standardised test: A test formulated through trial, analysis, and revision and administered and scored in a prescribed way. Validity, reliability, and norms have been established.


Statement of Results: The progressive record of all studies undertaken and results achieved in SACE studies. An individual student's Statement of Results is provided by the SACE Board, and regularly brought up to date.

statistical moderation: The process by which class examination marks are used to adjust school assessment marks and predicted examination marks for Stage 2 subjects with external examinations, for the purpose of achieving comparability across schools.

status: Provisions allowing for recognition of previous studies when a student is enrolling for SACE studies. Status granted is regarded as a result (without a score) for SACE completion purposes.

strand: A strand describes an essential dimension of a subject. It is a broad, organisational structure that defines a way of approaching learning in a particular subject.

subject: A study with a SACE enrolment code.

Subject Advisory Committee: A committee of subject experts appointed by the SACE Board, to give advice on curriculum and assessment matters.

Subject Achievement Score: This is the score out of 20 reported on the SACE Record of Achievement. It represents an assessment of the student's achievement of the learning outcomes of the curriculum statement.

subject enrolment: The process by which students advise the SACE Board of which subjects they are studying.

summative assessment: Assessment that is designed to measure the extent of student achievement of curriculum statement learning outcomes. Results of student performance in summative assessment tasks contribute to or form the SACE final assessment for the unit.

support moderation: A process of moderation of school-based assessments, to support teachers during the school year in ensuring that standards will be met.

T teaching school: This identifies a teacher's school location and is used by the SACE Board to distribute results sheets and to enable Stage 2 moderators to visit teachers in their teaching situation. Most students study all their subjects at one school (their contact school).

U unit: A clearly defined segment within a curriculum. Units may be organised sequentially or in independent modules. See 'SACE unit'.

V validity: A measure of the relationship between an assessment task or test and what it is purported to measure. The term is also used to refer to interpretations of the measurement and the uses to which the interpretations are put.

verification: A process of determining that evidence presented in an assessment is authentic.

VET: Vocational education and training. See 'vocational education and training (VET)'.

VET units of competency: Units accredited by the vocational education and training sector. At present, status towards SACE completion may be granted for up to 8 free choice units (400 nominal hours), which may include stand-alone VET units of competency.

vocational education and training (VET): Curriculum accredited by the VET sector. Students can participate in VET as part of their studies for the SACE. If completed independently of the SACE, VET may be counted towards SACE free-choice units (up to a maximum of 8). VET provides opportunities to meet the differing needs of Year 11 and 12 students and it enables students to make an early start on study with registered training organisations and on career pathways in industry.