Stage 2
2016
SUBJECT
Information Booklet
CABRA
DOMINICAN COLLEGE
VERITAS
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 2016.

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.sace.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.

Nicole Laube
Deputy Principal (Curriculum)
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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 for tertiary study.

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.
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This table is only to illustrate related subject connections. These connections are not prescriptive. Subjects not offered at Cabra may be able to be studied through external studies (e.g. Open Access College, School of Languages). See the External Studies Coordinator.
QUALIFYING FOR THE SACE in 2016

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 Stage 2 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 in 2017, students need to achieve 90 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 2014 onwards can be found in the Tertiary Entrance Booklet 2016, 2017, 2018, published by the South Australian Tertiary Admissions Centre. Go to the SATAC website for more information and examples of how this works www.satac.edu.au.

Only one Integrated Learning subject is eligible to be used for an ATAR.

Students with disabilities

The SACE caters for students with special needs with special provisions. The SACE also 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.

www.sace.sa.edu.au

Further information

Visit the SACE Board website at www.sace.sa.edu.au for more information about the SACE
VOCATIONAL EDUCATION & TRAINING (VET)

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.

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

Traineeships – some students undertake a traineeship through their employer, eg., 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.
VET OFFERINGS AT CABRA 2016

Certificate II in Creative Industries (Media)
Full Year - Available to Years 10-13 (SACE Credits at Stage 1)

The Certificate II in Creative Industries (Media) – Specialising in 3D Animation is designed to introduce students to the many career opportunities available for 3D artists, animators and designers. This course gives students an understanding of the creative potential of 3D animation software used in the games, film and visual effects industry.

** Students require high levels of communication and analytical skills for this course.

Please note - This Certificate is the first year of the Certificate III in Media.

If, at the end of the year, students wish to continue on with a Certificate III in Media, some of the competencies completed are able to be resulted under the Certificate III in Media and therefore can count for Stage 2 credits for SACE. This means a student could choose to receive a partial Certificate II in Creative Industries with Stage 1 credits and the start of Certificate III in Media with some Stage 2 credits.

If students choose NOT to continue with the Cert III in Media they will receive a full Certificate II in Creative Industries.

Certificate III in Media - Full Year available to Years 11-13 (SACE Credits at Stage 2)

The Certificate III in Media – specialising in game design, is designed to introduce students to the game design workflow in order to create a 3D playable game. This course is run with a focus on game design, giving students an understanding of the game development workflow and preparing them for a future in various digital interactive fields using the Unreal 4 game engine.

** Students require high levels of communication and analytical skills for this course.

It is preferable if students have completed the Certificate II in Creative Industries (Media).

For further information and details please contact Mrs Tanya Sharkey, (VET Coordinator).
WHAT IS COMMUNITY LEARNING?

Students are able to earn 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.sace.sa.edu.au](http://www.sace.sa.edu.au)

For further information and details please contact Mrs Cheryl Webber, (SACE Coordinator)
ENGLISH PATHWAYS at CABRA DOMINICAN COLLEGE

YEAR 10

ENGLISH

PRE-ENGLISH STUDIES (LITERATURE)

LITERACY

PRE-ENGLISH COMMUNICATIONS (LANGUAGE)

LITERACY FOR WORK & COMMUNITY LIFE (VOCATIONAL COURSE)

STAGE 1

ENGLISH STUDIES

STAGE 2

ENGLISH COMMUNICATIONS

NO ENGLISH SUBJECTS
HEALTH & PHYSICAL EDUCATION PATHWAYS
at CABRA DOMINICAN COLLEGE

YEAR 10

STAGE 1

STAGE 2

HEALTH & PHYSICAL EDUCATION (A) (COMPULSORY) (S)

PHYSICAL EDUCATION (SEMESTER OR FULL YEAR)

INTEGRATED LEARNING II (SPORT STUDIES)

CHILD STUDIES

FOOD & HOSPITALITY

FOOD & HOSPITALITY

INTEGRATED LEARNING I (FOOD STUDIES)

NUTRITION

HEALTH

HEALTH & PHYSICAL EDUCATION (B) (COMPULSORY) (S)

HEALTH & PHYSICAL EDUCATION (ELECTIVE) (S)

NUTRITION (SEMESTER OR FULL YEAR)

HEALTH & PHYSICAL EDUCATION (A) (COMPULSORY) (S)

PHYSICAL EDUCATION (SEMESTER OR FULL YEAR)
MATHEMATICS PATHWAYS at CABRA DOMINICAN COLLEGE

YEAR 10

STAGE 1

STAGE 2

MATHEMATICS
(Level One)

MATHEMATICS
UNITS C, D & E

MATHEMATICAL STUDIES & SPECIALIST MATHEMATICS

MATHEMATICAL STUDIES

MATHEMATICAL METHODS

MATHEMATICAL APPLICATIONS
(Level Two)

MATHEMATICS
UNITS C, D & G

MATHEMATICAL APPLICATIONS
UNITS A & B*

MATHEMATICAL APPLICATIONS

MATHEMATICAL APPLICATIONS
UNIT A

NUMERACY
(Level Three)

NUMERACY FOR WORK and COMMUNITY LIFE

NO MATHEMATICS SUBJECTS

NB. * Possible pathway based on teacher recommendation.
If uncertain, students are advised to discuss their pathways with the Mathematics Coordinator/Subject Teacher.

A “C” grade or better in one semester of Maths is necessary to fulfil the Numeracy requirement for SACE.
One 10 credit unit is compulsory.
SCIENCE PATHWAYS at CABRA DOMINICAN COLLEGE

YEAR 10

SCIENCE LEVEL 1

+Level 1 Maths*

PHYSICS

CHEMISTRY

BIOLOGY

PSYCHOLOGY

NUTRITION

SCIENCE STUDIES

STAGE 1

PHYSICS

CHEMISTRY

BIOLOGY

PSYCHOLOGY

NUTRITION

SCIENTIFIC STUDIES

STAGE 2

PHYSICS

CHEMISTRY

BIOLOGY

PSYCHOLOGY

NUTRITION

SCIENTIFIC STUDIES

NO SCIENCE SUBJECTS

NO SCIENCE SUBJECTS
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

School-based Assessment  
Investigations Folio  40%  
Skills and Applications Tasks  30%

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

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

ASSESSMENT
School-based Assessment
Folio  30%
Practical  20%
Issues Study  20%

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.
CHEMISTRY

CONTACT TEACHER
Catherine O’Halloran

PREFERRED BACKGROUND
2 Semesters of Stage 1 Chemistry
Refer ‘Essential Reading’ Page 3
A or B at Stage 1 Chemistry

LENGTH / CREDIT
Full Year / 20 Credit Points

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

School-based Assessment
- Investigations Folio 40%
- Skills and Applications Tasks 30%

External Assessment
- Examination (3 hours)* 30%

*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.
CHILD STUDIES

CONTACT TEACHER(S)  Deanna Riley / Kathy Hall / Ros Patterson

PREFERRED BACKGROUND  Refer 'Essential Reading' Page 3
Year 10 and/or Stage 1 Home Economics.
An interest in children

LENGTH / CREDIT  Full Year / 20 Credit Points

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
School-based Assessment
Practical Activity  50%
Group Activity  20%

External Assessment
Investigation*  30%

*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 (S)  Cheryl Webber

PREFERRED BACKGROUND  Refer 'Essential Reading' Page 3

LENGTH / CREDIT  Semester (10 Credit Points) or Full Year (20 Credit Points)

WHAT IS THIS SUBJECT ABOUT?
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.

Students prepare a contract of work to develop a community activity from any of the following 6 areas of study:

- Arts and the Community
- Communication and the Community
- Environment and the Community
- Science, Technology and the Community
- Health, Recreation, and the Community
- Work and the Community.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:

- Contract of Work
- Folio
- Community Activity
- Reflection

(Note: Stage 2 Community Studies is NOT Tertiary Admission Subjects)
DESIGN & TECHNOLOGY - MATERIAL PRODUCTS

CONTACT TEACHER (S)  
Antonine Stagg / Andrew Patupas / John Cameron

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

School-based Assessment
Skills and Applications Tasks  20%
Product  50%

External Assessment
Folio*  30%

*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:

School-based Assessment
Folio  20%
Interpretative Study  20%
Group presentation  20%

External assessment
Group Performance  40%

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 (NEXT PAGE)
DRAMA – EXTERNAL ASSESSMENT INFORMATION

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 COMMUNICATIONS

CONTACT TEACHER (S)  Francesca Sutton / Erin Mann

PREFERRED BACKGROUND  Stage 1 English (Pre-English Studies or Pre-English Communication)

LENGTH / CREDIT  Full Year / 20 Credit Points

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.

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

ASSESSMENT
Students provide evidence of their learning through ten assessments, including the external assessment component.

School-based Assessment
Text Analysis  20%
Text Production  20%
Communication Study  30%

External Assessment
Folio  30%

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.
ENGLISH STUDIES

CONTACT TEACHER (S)  Francesca Sutton / Erin Mann

REQUIRED BACKGROUND  Stage 1 pre-English Studies (only)

LENGTH / CREDIT  Full Year / 20 Credit Points

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.

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

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.
ENGLISH STUDIES cont.

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:

**School-based Assessment**
- Shared Studies: 30%
- Individual Study: 20%
- Text Production: 20%

**External Assessment**
- Examination: 30%

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 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)  Ros Patterson
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:

School-based Assessment
Practical Activity  50%
Group Activity  20%

External Assessment
Investigation (max 2000 words)  30%
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
School-based Assessment
Fieldwork  25%
Inquiry  20%
Folio  25%

External Assessment
Examination (2 hours)  30%
HEALTH

CONTACT TEACHER (S)  Sharon Cibich

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

LENGTH / CREDIT  Full Year / 20 Credit Points

In Health, students focus on the health and well-being of individuals, communities, and societies in the environments they share. They investigate the role of individuals, communities and governments in identifying and addressing health issues. Students identify current issues and trends affecting the health status of individuals and communities and the role of education in Health promotion. Students work independently and collaboratively to achieve common goals.

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

CONTENT
- Investigating Health and the Environment
- 2015 in review
- Volunteering in the school or local community
- School based health promotion
- Developing first aid skills
- An investigation of Health in individuals, or the community

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

School based assessment
Group investigation and presentation  30%
Issues analysis  20%
Practical activity  20%

External assessment
Investigation  30%
INFORMATION TECHNOLOGY

CONTACT TEACHER (S)  Charlotte Hejka / Ann-Maree Davies

PREFERRED BACKGROUND  Stage 1 Information Technology, or competent level of Stage 1 Mathematics and strong problem-solving skills.

LENGTH / CREDIT  Full Year / 20 Credit Points

Information technology has changed how tasks are undertaken, creating new opportunities in many aspects of people’s lives. The study of information technology systems allows students to critically analyse limitations and consequences of present technologies and to consider the implications of new technologies. Students develop the ability to critically analyse and reflect on social and ethical issues related to the increased use of and dependence on computer-based systems in society.

Students learn how a computer-based system comprises people, software, and hardware, and how to apply their knowledge and skills to a range of methods to collect and process data, and transmit and produce information.

In the study of Information Technology, students actively engage in developing their own systems, and interact with and analyse others, using the following three processes: evaluating, designing and making. Information Technology enables students to go from being users to creators of digital systems. The skills learned in this subject are applicable in a range of careers.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

At Stage 2, Information Technology combines theory and practical learning. Students study both core topics and two of the option topics. Each topic contains key questions and concepts related to the topic focus, design and development processes, and issues of social responsibility.

Core Topics
  Topic 1: Information Systems
  Topic 2: Computer and Communication Systems

Option Topics
  Topic 1: Relational Databases
  Topic 2: Application Programming
  Topic 3: Multimedia Programming
  Topic 4: Website Programming
  Topic 5: Dynamic Websites

ASSESSMENT

School-based Assessment
  Folio 20%
  Skills and Application tasks 30%
  Project 20%

External Assessment
  Examination 30%
INTEGRATED LEARNING I (FOOD STUDIES)

CONTACT TEACHER (S)  Sharon Cibich / Ros Patterson

PREFERRED BACKGROUND  Stage 1 Food and Hospitality

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 Citizenship
Developing the Capability for Personal Development
Developing the Capability for Learning.

Integrated Learning (Food Studies) requires students to apply their knowledge and skills to engage in simulated hospitality experiences. The students will develop their understanding and practical skills to demonstrate their understanding and develop their learning in essential life/industry skills. Integrated Learning (Food Studies) requires collaboration, team work and individual input to plan and organise activities/events/products that develop their organisational skills, inquiry learning and applying their new knowledge to meet their set goals.

Examples of assessment task include;
Completion of barista course
Organise, plan and catering for Year 12 Breakfast for 6 mornings once per week.

ASSESSMENT
School-based Assessment
Practical 30%
Group Activity 20%
Folio and Discussion 20%

External Assessment
Project * 30%

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.
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. No prior sporting experience is required to achieve success in this subject. Students will be required to demonstrate a broad range of skills including coaching, group collaboration communication. Students are required to be independent leaners in this subject.

Students will apply their knowledge to undertake a group activity with the other class members such as organising a sports day or managing the handball carnival.

ASSESSMENT

School-based Assessment
Practical 30%
Group Activity 20%
Folio and Discussion 20%

External Assessment
Project * 30%

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)  
Ian Carmichael / Elena Guastella

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

School-based Assessment
Folio 50%
In-depth Study 20%

External Assessment 30%

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)  
Ian Carmichael / Carey Murray

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  
*School-based Assessment*  
Folio  50%  
In-depth Study  20%

*External Assessment*  
Examination  30%

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>
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</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
</tr>
<tr>
<td>Inquiry</td>
<td>20%</td>
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**External Assessment**

| Examination* (3 hours) | 30% |

*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 (Examined Topic)
- Topic 3: Mathematics and Small Business
- Topic 4: Matrices (Examined Topic)
- Topic 5: Optimisation
- Topic 6: Share Investments
- Topic 7: Statistics and Working with Data. (Examined Topic)

In order to accommodate the external examination at the end of the year, schools select two topics in semester 1 (which are not examined) and then in semester 2, two different topics, from the three Examined Topics.

ASSESSMENT

School-based Assessment
Six (6) Skills and Applications Tasks 30%
Three (3) Folio Tasks 40%

External Assessment
Examination (2 hours) 30%

INFORMATION ON THE EXTERNAL ASSESSMENT

Examination (2 hours)

Students undertake a 2 hour external examination based on the subtopics and key questions and key ideas outlined in the two Examined Topics studied in semester 2. 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 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:

School-based Assessment
Skills and Applications Tasks 45%
Folio 25%

External Assessment
Examination (3 hours) 30%

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:

**School-based Assessment**
- Skills and Applications Tasks 45%
- Folio 25%

**External Assessment**
- Examination 30%

### 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 / Jess Rossi / 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:

Photojournalism          Documentaries
Cult Television/Film     Music and Media
The Internet             Television Genres
Community Media          Short Films
Advertising and Audiences Globalisation and Media
Youth and Media           Children and Media
Media Ethics and Regulation Cultural Diversity in Media.

ASSESSMENT

School-based Assessment
Folio          30%
Product        40%

External Assessment
Investigation  30%

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) Chris de Silva / 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
School-based Assessment
Folio 50%
Essay 20%

External Assessment
Examination 30%
MODIFIED SUBJECTS

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.sace.sa.edu.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.
**MUSIC**

**CONTACT TEACHER (S)**  
Gemma Heath

**PREFERRED BACKGROUND**  
Stage 1 Music Advanced, Stage 1 Contemporary Music Workshop or equivalent. Solo and/or Ensemble Performance with skills at a senior standard.

**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.
COMPOSING and ARRANGING

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:

School-based Assessment
- Folio of Minor Works 70%

External Assessment
- Major Work 30%

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

School-based Assessment
First Performance 30%
Second Performance 40%

External Assessment
Final Performance 30%

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: Counter-melody
- 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:

**School-based Assessment**
- Skills Development 30%
- Arrangement 40%

**External Assessment**
- Examination 30%

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.
MUSIC IN CONTEXT

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

School-based Assessment
Skills Development 30%
Investigation 40%

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:

**School-based Assessment**
- Folio 30%
- Product 40%

**External Assessment**
- Report 30%

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 1500 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:

School-based Assessment
Folio of Minor Projects 70%

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.
PERFORMANCE SPECIAL STUDY

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:

School-based Assessment
First Performance 20%
Second Performance 30%
Commentary 20%

External Assessment
Final Performance 30%

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
- B flat tenor saxophone
- Horn in F
- 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

School-based Assessment
First Performance 30%
Second Performance 40%

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
School-based Assessment
Investigations Folio  40%
Skills and Applications Tasks  30%

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  Basketball 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
School-based Assessment
Practical  50%
Folio 20%

External Assessment
Examination  30%
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.

LENGTH / CREDIT  
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

School-based Assessment
- Investigations Folio 40%
- Skills and Applications Tasks 30%

External Assessment
- Examination* 30%

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

CONTACT TEACHER (S)    Paula Hensing

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
School-based Assessment
Investigations Folio 30%
Skills and Applications Tasks 40%

External Assessment
Examination (2 hours)* 30%

*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 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 program 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
School-based 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.
RELIGION STUDIES

CONTACT TEACHER (S) Maree Samuel

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

LENGTH / CREDIT Full Year / 20 SACE Credit Points

CONTENT

Students study the core topic and two option topics.

Core Topic
Understanding Religion
The core topic provides students with an overview of religion and the study of religions and spiritualities, and gives a general introduction to the study of individual religious traditions. The core topic consists of four key areas of study. Students should cover all four key areas before they begin their study of the option topic(s).

Key Areas of Study
1. What is religion? What is spirituality?
2. What are the key phenomena that make up religion?
4. How are secular culture and religious culture linked?

Option Topics: Religious Traditions
Option Topic B: Christianity
Option Topic D: Indigenous Australian Spirituality

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 2 Religion Studies:

ASSESSMENT

School based Assessment (70%)
Assessment Type 1: Sources Analysis (30%)
Assessment Type 2: Folio (40%)

External Assessment (30%)
Assessment Type 3: Investigation (30%)
RESEARCH PROJECT

CONTACT TEACHER (S)  Stephen Bull

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

LENGTH / CREDIT  Semester/10 SACE credit points. 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 STAGE 2 SUBJECT IN THE SACE
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 focus capabilities for this subject are literacy, numeracy, information and communication technology, critical and creative thinking, personal and social, ethical understanding, and intercultural capabilities.

Research Project A is offered
Research Project B is offered and can be used as a tertiary admission subject.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based and also includes an external assessment

School Based Assessment
- Folio containing record of research and Discussion 30%
- Outcome 40%

External Assessment
- Evaluation 30%

Information on the External Assessment
Students are required to provide an evaluation of their project, reflecting on their overall learning experience.
SCIENTIFIC STUDIES

CONTACT TEACHER (S) Robert Nussio / Tanya Sharkey

PREFERRED BACKGROUND Refer ‘Essential Reading’ Page 3

LENGTH / CREDIT Full Year / 20 Credit Points

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

School-based assessment
Investigations folio (practical and issues investigations) 40%
Skills and application tasks 30%

External Assessment
Practical investigation 30%
SPECIALIST MATHEMATICS

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
School-based Assessment
Skills and Applications Tasks  45%
Folio  25%

External Assessment
Examination  30%

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

School-based Assessment
Folio 20%
Practical Activity 25%
Investigation 25%

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.
VISUAL ARTS - ART

CONTACT TEACHER (S)  
Antonine Stagg / Kate Lymn / Sally Mahony

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 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 or Visual Arts – Design.

CONTENT  
The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

ASSESSMENT  

School-based Assessment

Practical  
70%

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.
VISUAL ARTS - DESIGN

CONTACT TEACHER (S)  
Antonine Stagg / Sue Wilson

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 or Visual Arts – Design.

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

ASSESSMENT  
School-based Assessment  
Practical 70%

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

PREFERRED BACKGROUND Refer ‘Essential Reading’ Page 3.

LENGTH / CREDIT Full Year (20 SACE Credits)

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.

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

CONTENT
There are three focus areas of study of this subject:
- Industry and Work Knowledge
- Vocational Learning, including 60+ hours of practical workplace involvement
- 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; and/or
- Workplace Practices C (20 credits), study 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

School-based Assessment
Folio 25%
Workplace Performance 25%
Reflection 20%

External Assessment
Research Investigation 30%

The External Assessment is an Issues-based or Practical Investigation with a 2000-word written component or the equivalent in multimodal format. It is double-marked by SACE Board assessors.
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 Coordinator and SACE Coordinator.
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 note 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'

Note: 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 program can be personalised within the constraints of the school timetable
4) Greater flexibility in school attendance is allowed.
5) School uniform is not mandatory
6) Students' study/achievement is monitored closely
7) Students may become involved in all aspects of school life, including the co-curricular program
9) The average improvement in scores after Year 13 has been 20% to date.
Terminology for the South Australian Certificate of Education (SACE)

**Adult student**
A student who is at least 18 years old by 1 January of his or her final year of Stage 2 study, and who has left school for at least 1 continuous year before returning to study.

**Assessment design criteria**
The qualities a student displays in an assessment task and/or in a set of evidence that can be referenced to the performance standards. The performance standards are described through three or four assessment design criteria. Assessment design criteria consist of specific features that students should demonstrate in their evidence of learning, and that teachers look for as evidence that students have met the learning requirements of a subject outline.

**Assessment group**
The group to which students belong for assessment and moderation in a subject, as determined by the school. The assessment group can include for example: all the students in the school undertaking the subject and taught by one or more teachers; the students in a particular class taught by a particular teacher; the students in more than one school taught by one or more teachers. *Schools Online* will automatically create one assessment group, whenever two or more classes of the same subject have the same teacher in a school.

**Assessment task**
An assessment activity, item, or instrument for collecting evidence of student achievement of the learning requirements of a subject outline.

**Assessment type**
A single assessment task or a combination of assessment tasks grouped together to elicit the evidence of achievement that a student needs in order to demonstrate his or her learning against the performance standards.

**Australian Qualifications Framework (AQF)**
A national framework of formal qualifications issued in the secondary schools sector, the VET sector, and the higher education sector.

**Australian Quality Training Framework (AQTF)**
A set of nationally agreed standards that ensure the quality and consistency of VET throughout Australia.

**Board-accredited subject**
The learning and assessment accredited and quality assured by the SACE Board for teaching, learning, and assessment in schools. Each board-accredited subject is described in a subject outline.

**Board-recognised course**
The learning and assessment accredited and quality assured by other education providers and recognised by the SACE Board for SACE completion.

**Capabilities**
The knowledge and skills essential for people to act in effective and successful ways. There are currently five capabilities underpinning the SACE: communication, citizenship, personal development, work, and learning.

The new SACE Capabilities Policy (approved by the SACE Board in 2013) identifies seven capabilities: literacy, numeracy, information and communication technology capability, creative and critical thinking, personal and social capability, ethical understanding, and intercultural understanding.

These seven capabilities have as their basis the Australian Curriculum General Capabilities. All SACE Board-accredited subjects will progressively integrate the seven capabilities as appropriate in curriculum and assessment.

**Competency standard**
An industry-determined specification of performance that sets out the skills, knowledge, and attitudes required to operate effectively in employment. Competency standards are commonly known as units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide. Competency standards are an endorsed component of a training package.

**Evidence of learning**
The knowledge, skills, and understanding that students demonstrate through a set of assessment tasks that are designed according to guidelines in the subject outline and meet the learning requirements of the subject.

**External assessment**
The assessment of student learning is external when the assessment specifications for assessment tasks are defined by the SACE Board; and when each student’s performance is assessed by at least one person who is appointed by the SACE Board, and who is not the student’s teacher. All Stage 2 Board-accredited subjects have a 30% external assessment component. External assessment applies only to Stage 2 subjects.

**Grade level**
A level within a grade at Stage 2 (e.g. A+, A, A-).

**Insufficient evidence (I)**
The designation I (for ‘Insufficient Evidence’) that is recorded when the quality of learning based on the set of evidence of learning provided by a student is insufficient to show achievement against the lowest performance standard (grade E) for an assessment type.

**Integrated program**
A program that combines the learning and assessment requirements of two or more whole subjects. A student’s achievements in each subject delivered through an integrated program will be granted SACE credits; the student’s results will be reported separately against the name of each subject.

**Integrity of assessment procedures**
The SACE Board adopts a four-phase process to assure the integrity of assessments: planning, clarifying, confirming, and improving. Each of these phases is based on the interconnected responsibilities of students, teachers, school leaders, and the SACE Board. Planning involves developing, approving, and communicating learning and assessment plans for each subject. Clarifying involves seeking feedback on the interpretation and application of performance standards. Confirming involves ensuring that the interpretation and application of performance standards are comparable across schools. Improving involves providing and analysing students’ results to identify where help and support may be provided in the school’s teaching, learning, and assessment program.

**Learning and assessment plan**
A plan that shows a teacher’s intended learning and assessment activities for a subject. The intended audience for the plan is the student. The teacher/school develops the plan, which should demonstrate to students the relationship of the learning scope and requirements to the assessment requirements and the performance standards of the subject outline. The SACE Board approves the plan for teaching on the recommendation of the principal of the school, according to the operational schedule in the SACE Online Calendar.
Learning area
Board-accredited subjects are organised in nine learning areas: Arts; Business, Enterprise, and Technology; Cross-disciplinary; English; Health and Physical Education; Humanities and Social Sciences; Languages; Mathematics; and Sciences.

Learning requirements
The summarised knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. The learning requirements form the basis of the content, the evidence of learning that students provide, the assessment design criteria, and the levels of achievement described in the performance standards for a subject outline.

Literacy requirement
To meet the literacy requirement of the SACE, students must complete, with a C grade or better, or the equivalent, 20 credits from a range of Board-accredited English subjects or Board-recognised courses.

The Board has endorsed the Australian Core Skills Framework (ACSF) level 3 descriptions in reading and writing as reference points for the SACE literacy benchmark. The Stage 1 Board-accredited subjects and Board-recognised courses in literacy have the ACSF level 3 integrated in their C grade or satisfactory achievement level.

Local program

The SACE Board has accredited the nine subject outlines listed below (one for each of the nine learning areas) that enable schools to develop local programs by varying the content and/or the school assessment component described in the subject outline:

- Business and Enterprise
- Creative Arts
- Cross-disciplinary Studies
- English Pathways
- Health
- Language and Culture
- Mathematics Pathways
- Scientific Studies
- Society and Culture.

Modified subjects

A set of Board-accredited subjects that are designed for students with identified intellectual disabilities. Students who are eligible to enrol in a modified subject are unable, because of intellectual and functional disabilities, to reach the performance standards in a mainstream subject. The following subjects are available at Stage 1 and Stage 2:

- Business and Enterprise: Modified
- Creative Arts: Modified
- Cross-disciplinary Studies: Modified
- English Pathways: Modified
- Health: Modified
- Language and Culture: Modified
- Mathematics Pathways: Modified
- Personal Learning Plan: Modified (Stage 1 only)
- Research Project: Modified (Stage 2 only)
- Scientific Studies: Modified
- Society and Culture: Modified.

Training.gov.au (TGA)

A national database of VET in Australia. It has information about training packages, VET units of competency, VET qualifications and Registered Training Organisations (RTOs).

New subject

A subject that is developed by a school, an institution, an authority, or an organisation to meet emerging needs. New subjects must be accredited by the SACE Board. Once accredited, these subjects will be made available to all schools.

No result (N)

The designation N (for ‘No Result’) that is recorded at Stage 1 when a student does not provide evidence of learning for a subject, and at Stage 2 for a component when a student does not provide evidence of learning for the school assessment component or the external assessment component of a subject. A student who receives a ‘N’ is attributed a numerical value of zero.

Numeracy requirement

To meet the numeracy requirement of the SACE, students must complete, with a C grade or better, or the equivalent, 10 credits from a range of Board-accredited mathematics subjects or Board-recognised courses.

The Board has endorsed the Australian Core Skills Framework (ACSF) level 3 descriptions in numeracy as reference points for the SACE numeracy benchmark. The Stage 1 Board-accredited subjects and Board-recognised courses in numeracy have the ACSF level 3 integrated in their C grade or satisfactory achievement level.

Partial assessment (PA)

The designation PA (for ‘Partial Assessment’) that is recorded for a subject when a student does not provide evidence of learning for either the school assessment component or the external assessment component.

Pending (P)

The designation P (for ‘Pending’) that may be recorded when missing or insufficient evidence of learning prevents a student from gaining a C grade in the Stage 1 Personal Learning Plan, or in a Stage 1 English or mathematics subject that meets the literacy or numeracy requirement of the SACE. The designation is recorded until the student is able to provide evidence of learning at the C grade level.

Performance standards

Descriptions of levels of achievement in a subject outline. The five levels of achievement are reported with the grades A to E at Stage 1, and with a finer scale of A+ to E− at Stage 2. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated evidence of his or her learning. The process of interpreting and reporting a student’s level of achievement with reference to the performance standards is called ‘standards referencing’.
Terminology for the South Australian Certificate of Education (SACE)

Personal Learning Plan
A compulsory Stage 1 subject in the SACE. It is intended to help students to plan for their future. To gain their SACE, students must complete 10 credits of the Personal Learning Plan with a C grade or better.

Private candidate
A student who completes a Board-accredited subject without being formally enrolled in a school and without completing or submitting the school assessment component. Private candidature is approved by the Chief Executive of the SACE Board of SA. Private candidates are not eligible for Subject Merits.

Record of Achievement
The record of a student’s achievements in subjects and/or courses at Stage 1 and Stage 2 that can be counted towards SACE completion requirements. It lists the number of SACE credits granted for each subject or course in which the student has recorded achievement. The Record of Achievement is provided to all students at the end of Stage 2, or on request to the SACE Board.

Registered training organisation (RTO)
An organisation that is authorised to deliver and/or assess training, and to issue qualifications. TAFE SA is a public RTO. All RTOs must meet the standards of the Australian Quality Training Framework.

Research Project
A compulsory Stage 2 subject in the SACE. It is intended to help students to develop their research, planning, and evaluation skills. To gain their SACE, students must complete 10 credits of the Research Project with a C grade (i.e. C+, C, or C–) or better.

SACE
South Australian Certificate of Education.

SACE credits
The SACE is a credit-based qualification. Students must gain at least 200 credits to be awarded the SACE. A 10-credit subject consists of approximately 60 hours of programmed teaching and learning time. It is generally considered to be a one-semester or half-year subject.

A 20-credit subject consists of approximately 120 hours of programmed teaching and learning time. It is generally considered to be a full-year subject.

School assessment
The assessment of student learning is school based when the assessment tasks are designed by the student’s teacher in accordance with the specifications in the Board-accredited subject outline; when each student’s performance is assessed by the student’s teacher; and when the assessments of students’ performances are moderated by processes developed by the SACE Board.

Assessment at Stage 1 of the SACE is 100% school based. Assessment at Stage 2 of the SACE is 70% school based and 30% external.

Specific feature
See assessment design criteria.

Student assessment summary
A document that records a student’s achievements in their subjects. This document lists, for each subject, a student’s school grade and moderated grade for each school assessment type, and their numeric equivalents; school assessment grade and external assessment grade, and their numeric equivalents; final subject grade and its numeric equivalent.

Subject grade
A student’s level of achievement in a subject at the end of a program of learning that will be reported to the student by the SACE Board.

At Stage 1 the subject grades are reported as A to E. At Stage 2 the subject grades are reported as A+ to E–.

Subject operational information
A document that details procedural matters relating to final moderation and external assessment requirements, and key dates for the year, including dates for submission of results.

Subject outline
A document that describes the capabilities and learning and assessment scope and requirements of a Board-accredited subject.

Tertiary admission subject
A subject approved by the higher and further education authorities for contributing to the calculation of the Australian Tertiary Admission Rank (ATAR).

Training package
An integrated set of nationally endorsed competency standards, assessment guidelines, and qualifications for a specific industry, industry sector, or enterprise.

Unit of competency
A component of a competency standard and a statement of a key function or role in a particular job or occupation.

VET recognition register
A list posted on the SACE website. Schools, and the general public, refer to the list to find out how many SACE credits will be awarded for the successful completion of a particular qualification or unit of competency from the VET sector, and whether the credits will be awarded at Stage 1 or Stage 2 of the SACE.

Vocational education and training (VET)
Any training and assessment delivered by a registered training organisation that meets the requirements specified in national industry/enterprise training packages or in accredited courses. VET operates through training packages and state-accredited courses that are nationally recognised and registered by the National Training Information Service (NTIS).

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