



CABRA  
DOMINICAN  
COLLEGE



STAGE 2 SUBJECTS  
2020

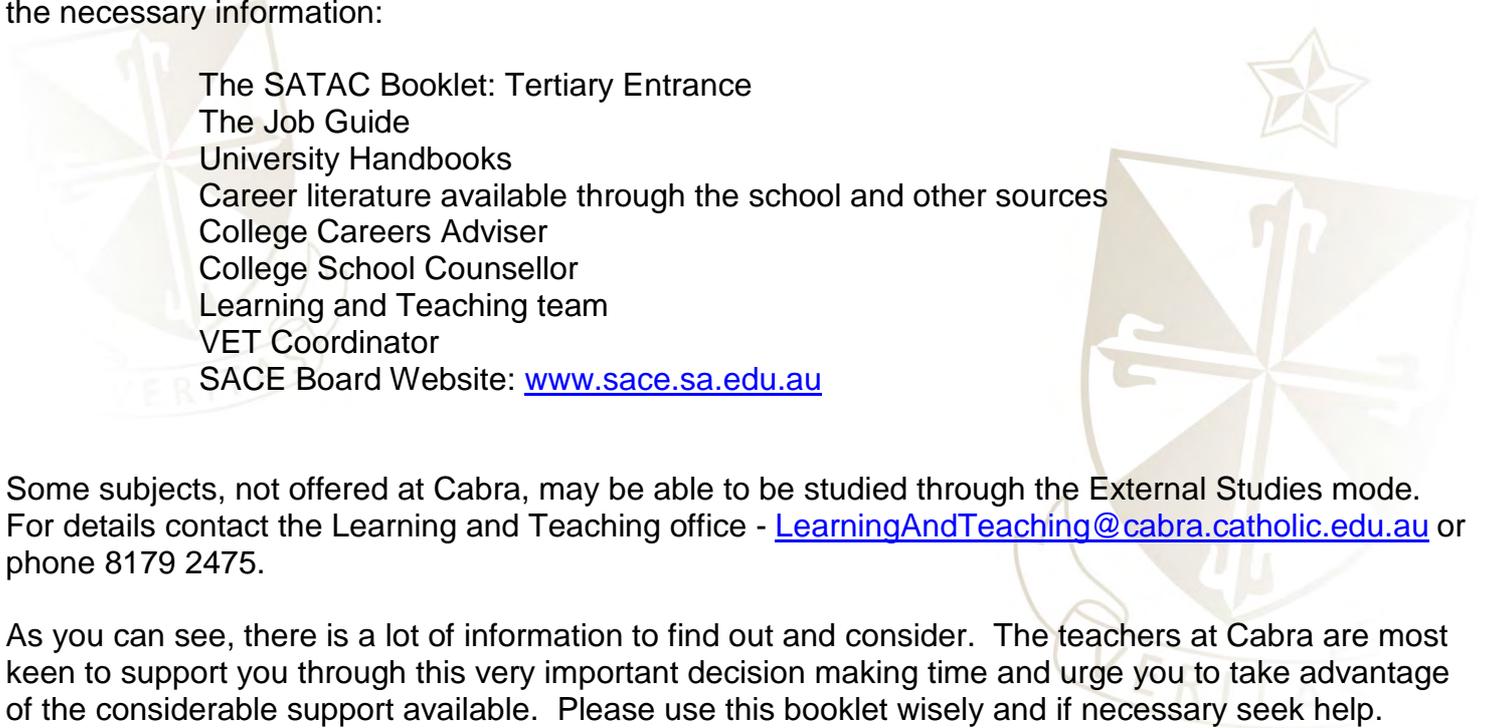
# FOREWORD

Dear Students

The purpose of this handbook is to provide you with important information to help you make informed and therefore better decisions for the immediate and possibly long term future.

In the process of making decisions, it is essential that you consider a number of things. At a personal level, what are the things that you are good at, that you like and to which you are committed? Have you considered the results that you have achieved to date and are they sufficient for the demands of the subject or course that you may wish to study?

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 SATAC Booklet: Tertiary Entrance
- The Job Guide
- University Handbooks
- Career literature available through the school and other sources
- College Careers Adviser
- College School Counsellor
- Learning and Teaching team
- VET Coordinator
- SACE Board Website: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Some subjects, not offered at Cabra, may be able to be studied through the External Studies mode. For details contact the Learning and Teaching office - [LearningAndTeaching@cabra.catholic.edu.au](mailto:LearningAndTeaching@cabra.catholic.edu.au) or phone 8179 2475.

As you can see, there is a lot of information to find out and consider. The teachers 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.

Learning and Teaching Team  
Nicole Laube - Deputy Principal, Erin Mann - Director

## CONTENTS

Foreword	2
Contents	3
Essential Reading	4
Qualifying for the SACE	5
University and TAFE Entry	6
Modified Subjects and Special Provisions	6
SACE Planner	6
Vocational Education & Training (VET)	7
Community Learning	8
SACE Capabilities	8
Related Subject Connections	9
English Pathways	10
HASS Humanities & Social Sciences Pathways	11
Health & Physical Education Pathways	12
Italian Pathways	13
Japanese Pathways	14
Mathematics Pathways	15
Science Pathways	16
Ancient Studies	17
Biology	18
Business and Enterprise	19
Chemistry	20
Child Studies	21
Community Studies	22
Cross Disciplinary Studies	23
Design & Technology Material Products	24
Drama	25-26
English Literary Studies	27
English	28
Essential English	29
Food & Hospitality	30
Geography	31
Health	32
Integrated Learning I (Food Studies)	33
Integrated Learning II (Sport Studies)	34
Italian Continuers	35
Japanese Continuers	36
Legal Studies	37
Math – Essential Mathematics	38
Math – General Mathematics	39
Math – Specialist Mathematics	40
Math – Mathematical Methods	41
Media Studies	42
Modern History	43
Modified Subjects	44
Music (range of subjects)	46-47
Nutrition	48
Physical Education	49
Physics	50
Psychology	51
Religion & Life	52
Religion Studies	53
Research Project	54
Scientific Studies	55
Tourism	56
Visual Arts – Art	57
Visual Arts – Design	58
Workplace Practices	59
Year 13 Guidelines	60
Terminology for the SACE	61-64
Useful Links	65

# ESSENTIAL READING

## REQUIREMENTS FOR PROGRESSION INTO 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 will 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.

### CONSIDERATIONS

Before making any decisions, parents 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 studies.

### COUNSELLING

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

- School Counsellors
- Careers Adviser
- VET Coordinator
- Subject Coordinators
- House Leaders
- Learning and Teaching team
- 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, this will finally be determined by the timetable lines.

## QUALIFYING FOR THE SACE in 2020

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.

### Your SACE journey

To complete the qualification, you will need to attain **200 credits** from a selection of Stage 1 and Stage 2 subjects. A 10-credit subject is usually one semester of study, and a 20-credit subject is usually over two semesters. **Here's how it works.**

#### COMPULSORY SUBJECTS

### 50 credits

- The Personal Learning Plan (PLP) (10 credits)
- Literacy requirement (20 credits) demonstrated from a range of English subjects at Stage 1 or Stage 2.
- Numeracy requirement (10 credits) demonstrated from a range of Mathematics subjects at Stage 1 or Stage 2.
- The Research Project (10 credits)



#### STUDENT SELECTED SUBJECTS

### 90 credits

Choose and successfully complete a selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning.



### 60 credits

Choose and successfully complete a selection of Stage 2 or VET subjects worth at least 60 credits in total.

Stage 2 subjects are externally assessed by the SACE Board of South Australia.

## UNIVERSITY AND TAFE ENTRY

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses.

It also considers a variety of other qualifications and experiences in its entry and selection processes.

Students who complete the SACE are eligible for University entry, provided they meet certain requirements. For University entry, students need to achieve **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.

Details of University and TAFE entry requirements can be found at South Australian Tertiary Admissions Centre. Go to the SATAC website for more information and examples of how this works [www.satac.edu.au](http://www.satac.edu.au).

## MODIFIED SUBJECTS and SPECIAL PROVISIONS

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.

## SACE 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](http://www.sace.sa.edu.au) SACE Planner

### Further information

Visit the SACE Board website at [www.sace.sa.edu.au](http://www.sace.sa.edu.au) for more information about the SACE.

The screenshot shows the 'SACE Planner' interface from the SACE Board of SA website. It features a dark header with the SACE logo and the text 'SACE Board of SA'. The main content area is divided into several sections, each with a colored bar representing a credit requirement and a corresponding 'Credits' column on the right with a 'Subtotal' box. The sections are:

- Personal Learning Plan = 10 credits** (Green bar): Credits 10, Subtotal 10.
- Literacy = 20 credits** (Purple bar): Choose from a range of English subjects or courses. Credits [ ], Subtotal [ ].
- Numeracy = 10 credits** (Purple bar): Choose from a range of mathematics subjects or courses. Credits [ ], Subtotal [ ].
- Stage 2 subjects or courses = 80 credits** (Yellow bar): Choose from a range of Stage 2 subjects and courses. Credits [ ], Subtotal [ ].
- Research Project = 10 credits** (Yellow bar): Credits 10, Subtotal 70.
- Additional choices = 90 credits** (Blue bar): Choose from a range of Stage 1 and Stage 2 subjects and courses. Credits [ ], Subtotal [ ].

At the bottom, a 'Total' box shows 90 credits. Below this, a legend explains the color coding:

- Green: Compulsory Stage 1. Students must achieve a C grade or higher for Stage 1 requirements and a C- or higher for Stage 2 requirements to complete the SACE.
- Purple: Compulsory Stage 1 and/or Stage 2.
- Yellow: Compulsory Stage 2.
- Blue: Choice of subjects and/or courses (Stage 1 and/or 2). Students must achieve a grade or equivalent for subjects and/or courses selected.

---

## 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 are completed through the subjects - Personal Learning Plan, Stage 1 Literacy, Stage 1 Numeracy and Research Project.

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. Some courses have a required number of Structured Work placement hours to be completed as part of the qualification.

---

### SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

---

**Traineeships** – some students undertake a traineeship, with a contract of training, 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 number of 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, Business, Hospitality, Electrotechnology, Hairdressing, Early Childhood Education and Care, Animal Studies, Construction, Fitness, Makeup, 2D and 3 D Animation, Photography.

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 the Learning and Teaching office email [LearningAndTeaching@cabra.catholic.edu.au](mailto:LearningAndTeaching@cabra.catholic.edu.au) or visit us in the Monica Farrelly Atrium.

---

## SACE CAPABILITIES

---

When you study the SACE you continue to develop capabilities to live, learn, work, and participate successfully in an ever-changing society.

The following seven general capabilities underpin the SACE:

- literacy
- numeracy
- information and communications technology
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

<https://www.sace.sa.edu.au/students/sace-overview/sace-capabilities>

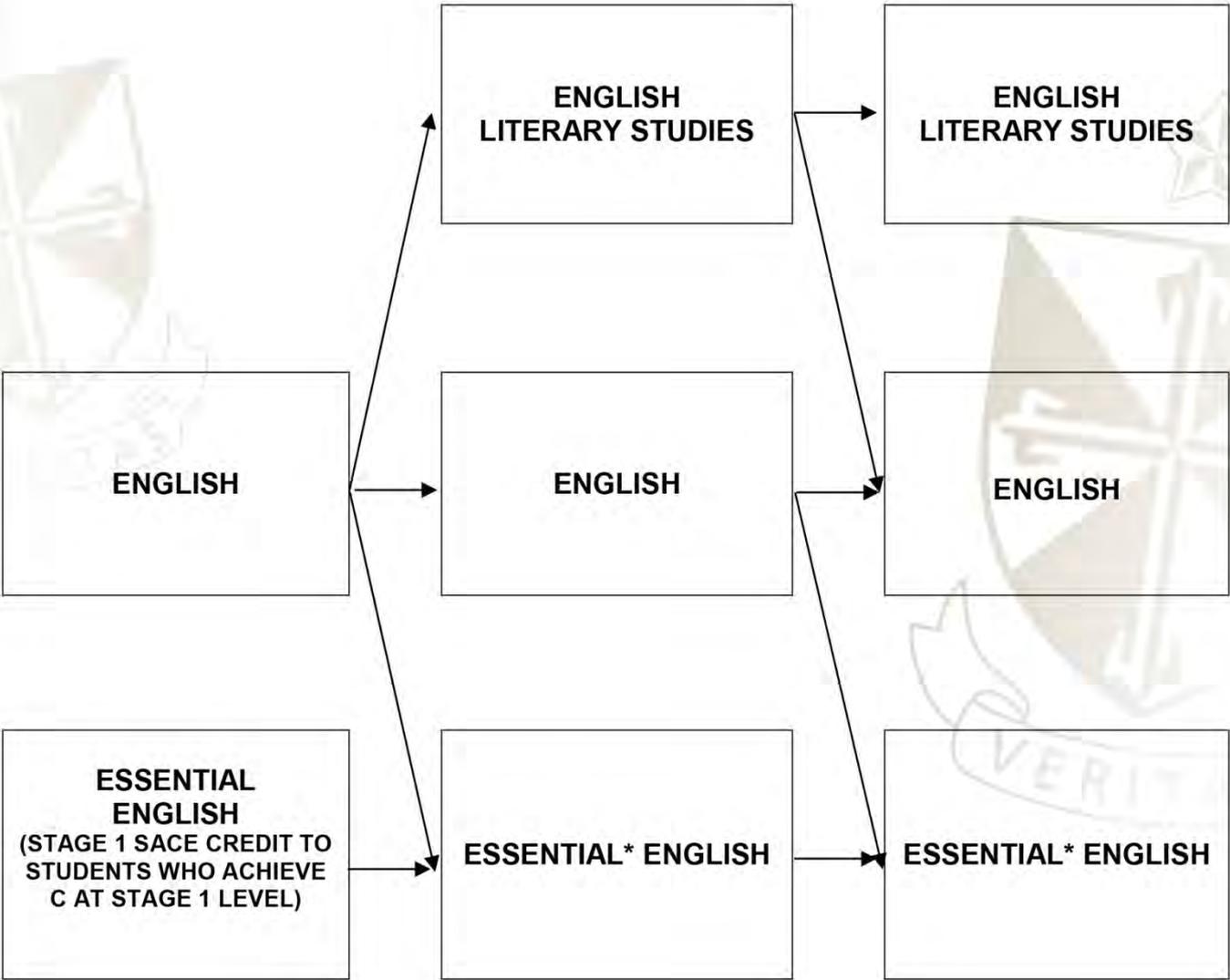
## RELATED SUBJECT CONNECTIONS- YEAR 10, SACE STAGES 1 & 2

YEAR 10	STAGE 1	STAGE 2
Religion Studies	Religion Studies	Religion & Life Religion Studies
	Community Studies	Community Studies
Drama	Drama	Drama
Economics and Business	Business Innovation	Business Innovation
English Essential English	Pre Literary Studies English Essential English	English Literary Studies English Essential English
Geography	Geography	Geography
Law and Society	Legal Studies	Legal Studies
Health	Physical Education Nutrition	Physical Education Nutrition Health
History	Modern History Ancient Studies	Modern History Ancient Studies
Food Technology	Food & Hospitality Integrated Food Studies (Hospitality & Catering) Child Studies	Child Studies Food & Hospitality Integrated Learning I (Food Studies)
Italian (Continuers)	Italian (Continuers)	Italian (Continuers)
Japanese (Continuers)	Japanese (Continuers)	Japanese (Continuers)
Law and Society	Legal Studies	Legal Studies
Material Products (Metals Engineering, Furniture and Construction)	Material Products (Wood) Material Products (Metals)	Design and Technologies: Material Products
Mathematical Methods General Mathematics Essential Mathematics	Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics	Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics
Media Arts	Media Studies	Media Studies
Music	Music Advanced Music Experience	Music Explorations Music Performance - Ensemble Music Performance - Solo
	Personal Learning Plan	Research Project A or B
Physical Education	Physical Education Integrated Learning (Sport Studies)	Physical Education Integrated Learning II (Sport Studies) Nutrition Health
	Psychology	Psychology
General Science	Biology, Chemistry, Physics Nutrition, Psychology, Scientific Studies	Biology, Chemistry, Physics, Nutrition, Psychology, Scientific Studies
Essential Science	Scientific Studies	Scientific Studies
	Tourism	Tourism
Visual Arts: Art General (2D, 3D, Art Ceramics), Visual Arts: Design (Design: Fashion, Visual Communication)	Visual Arts: Art (2D or 3D) Visual Arts: Design (Architecture and Interior, Fashion, Communication Products: Digital Photography, Architectural Models)	Visual Arts: Art Visual Arts: Design Design & Technology Communication Products
	Workplace Practices	Workplace Practices

This table is only to illustrate related subject connections. These connections are not prescriptive.  
Subjects not offered at Cabra may be available to be studied externally (e.g. Open Access College, School of Languages).

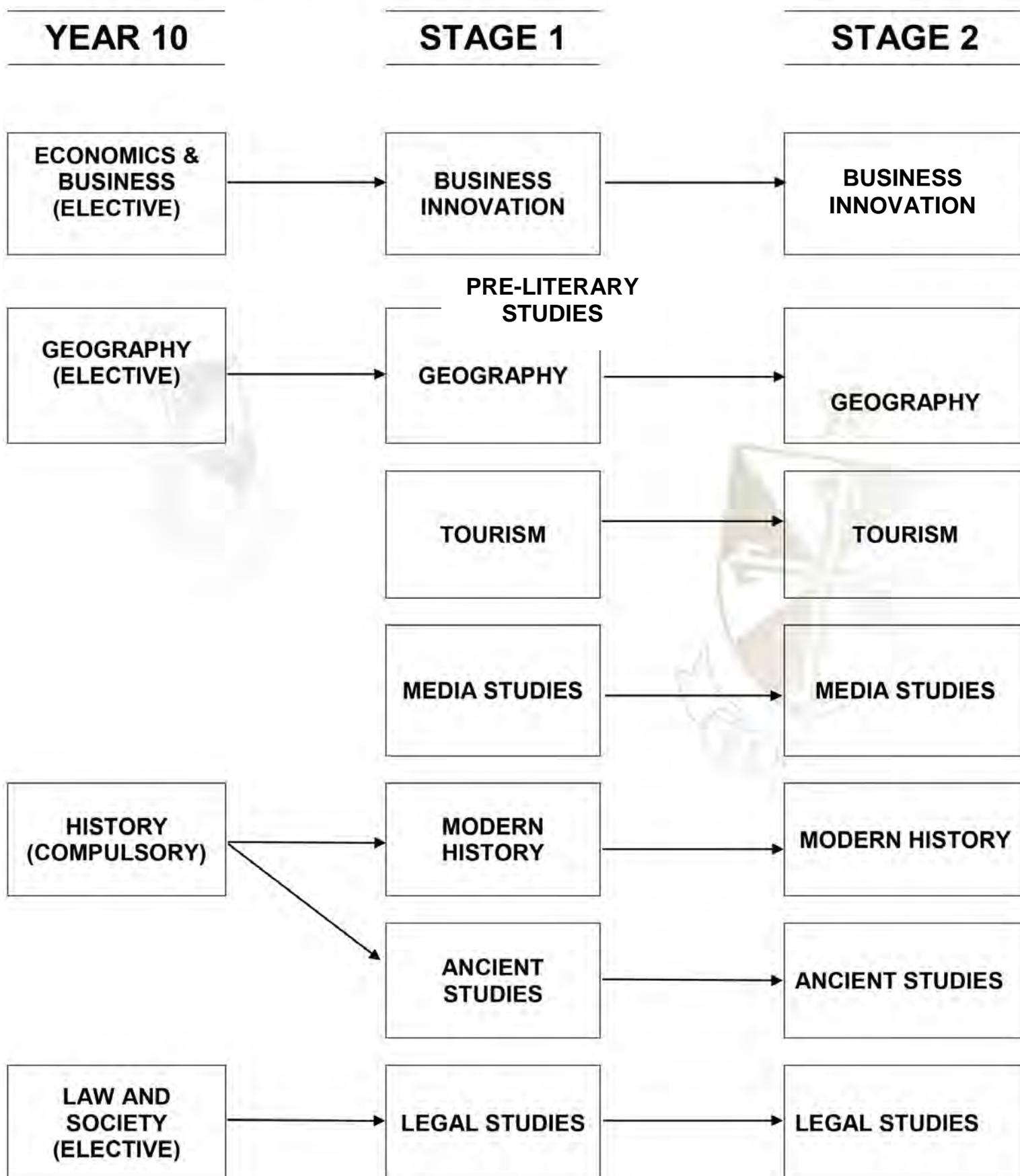
# ENGLISH PATHWAYS at CABRA DOMINICAN COLLEGE

<b>YEAR 10</b>	<b>STAGE 1</b>	<b>STAGE 2</b>
----------------	----------------	----------------

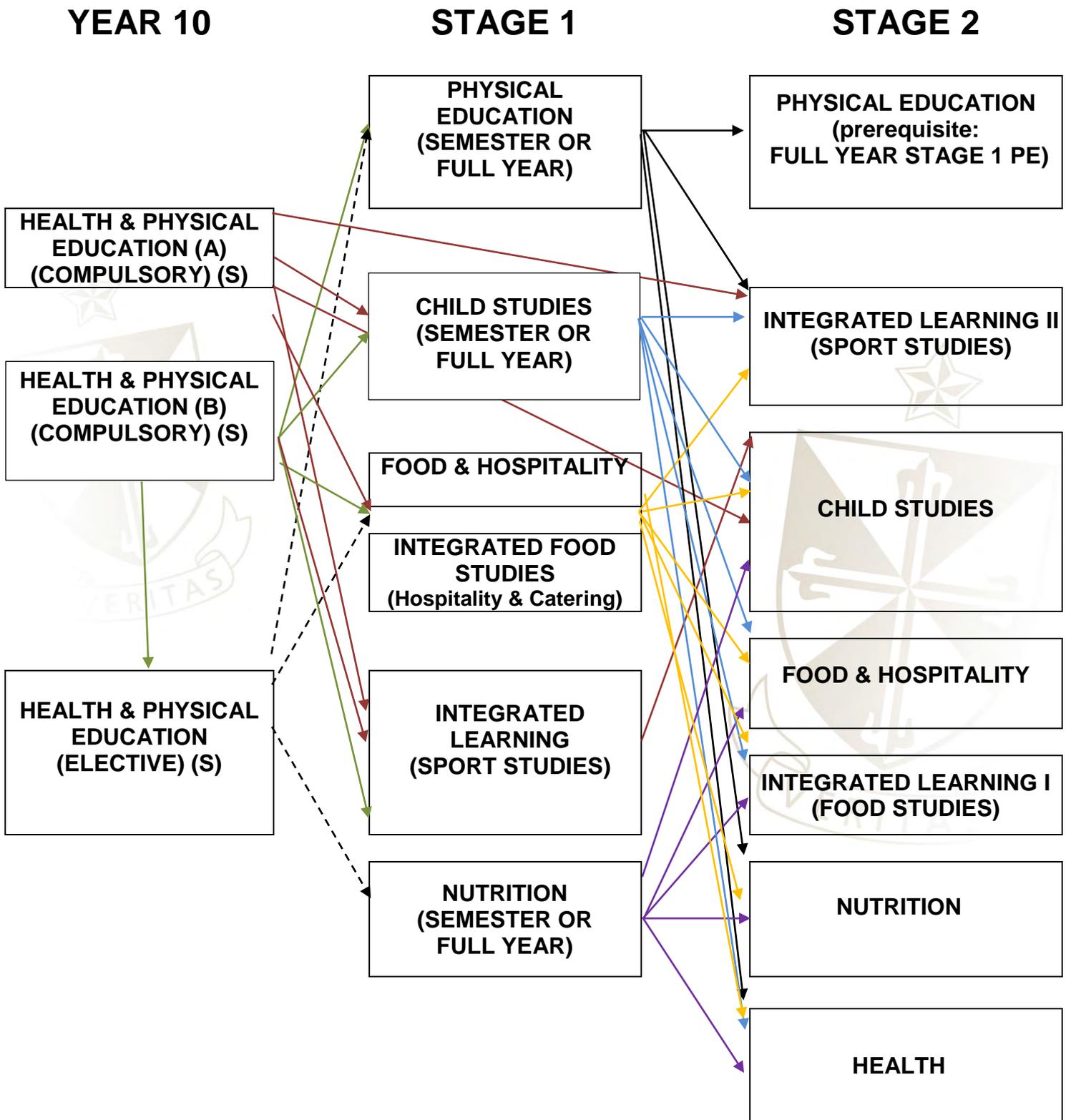


***Prerequisite: Students at Year 10 and Stage 1 must achieve a B or Higher in both Essential English units or be recommended by teachers to undertake Stage 2 Essential English.***

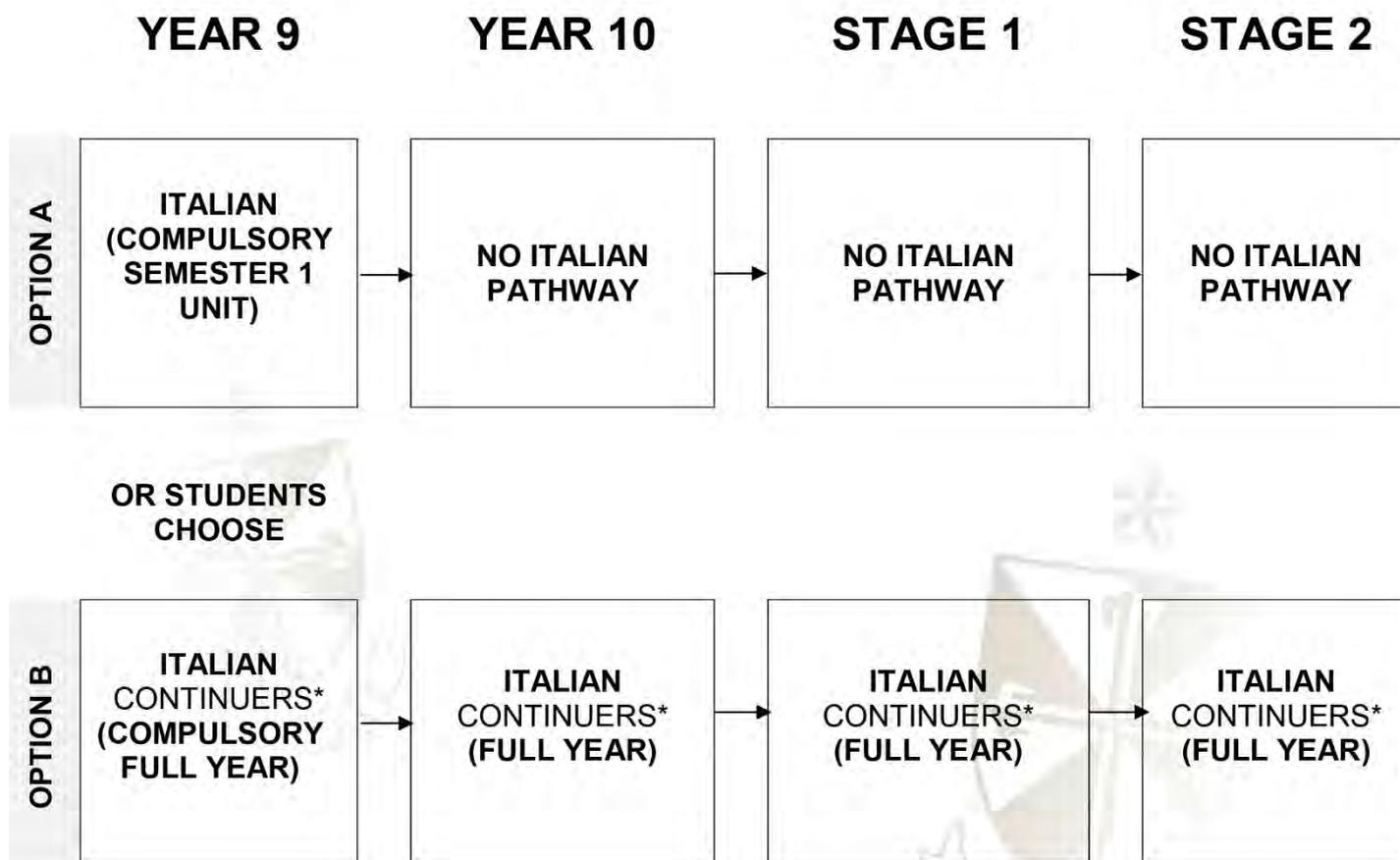
## (HASS) HUMANITIES AND SOCIAL SCIENCES PATHWAYS at CABRA DOMINICAN COLLEGE



# HEALTH & PHYSICAL EDUCATION PATHWAYS at CABRA DOMINICAN COLLEGE



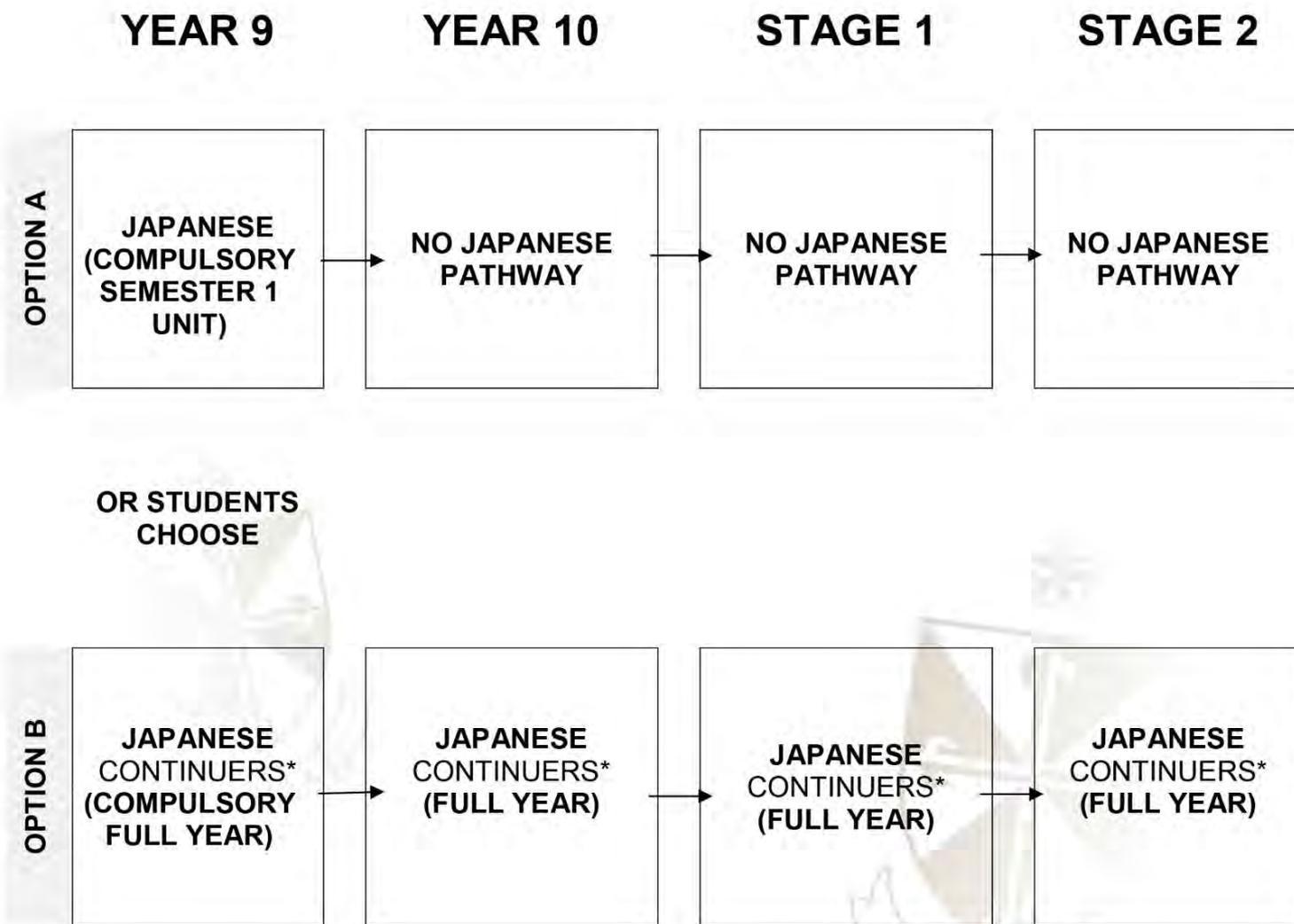
## ITALIAN LANGUAGES PATHWAYS at CABRA DOMINICAN COLLEGE



**NB. \* FULL YEAR SUBJECTS IN CONTINUERS LEADS TO THE STUDY OF THE LANGUAGE IN SUBSEQUENT YEARS with recommendation from Language teachers.**

**Students who undertake Italian for a whole year in years 10-12 are eligible to attend the biannual language Immersion program in Italy.**

## JAPANESE LANGUAGES PATHWAYS at CABRA DOMINICAN COLLEGE



**NB. \* FULL YEAR SUBJECTS IN CONTINUERS LEADS TO THE STUDY OF THE LANGUAGE IN SUBSEQUENT YEARS with recommendation from Language teachers.**

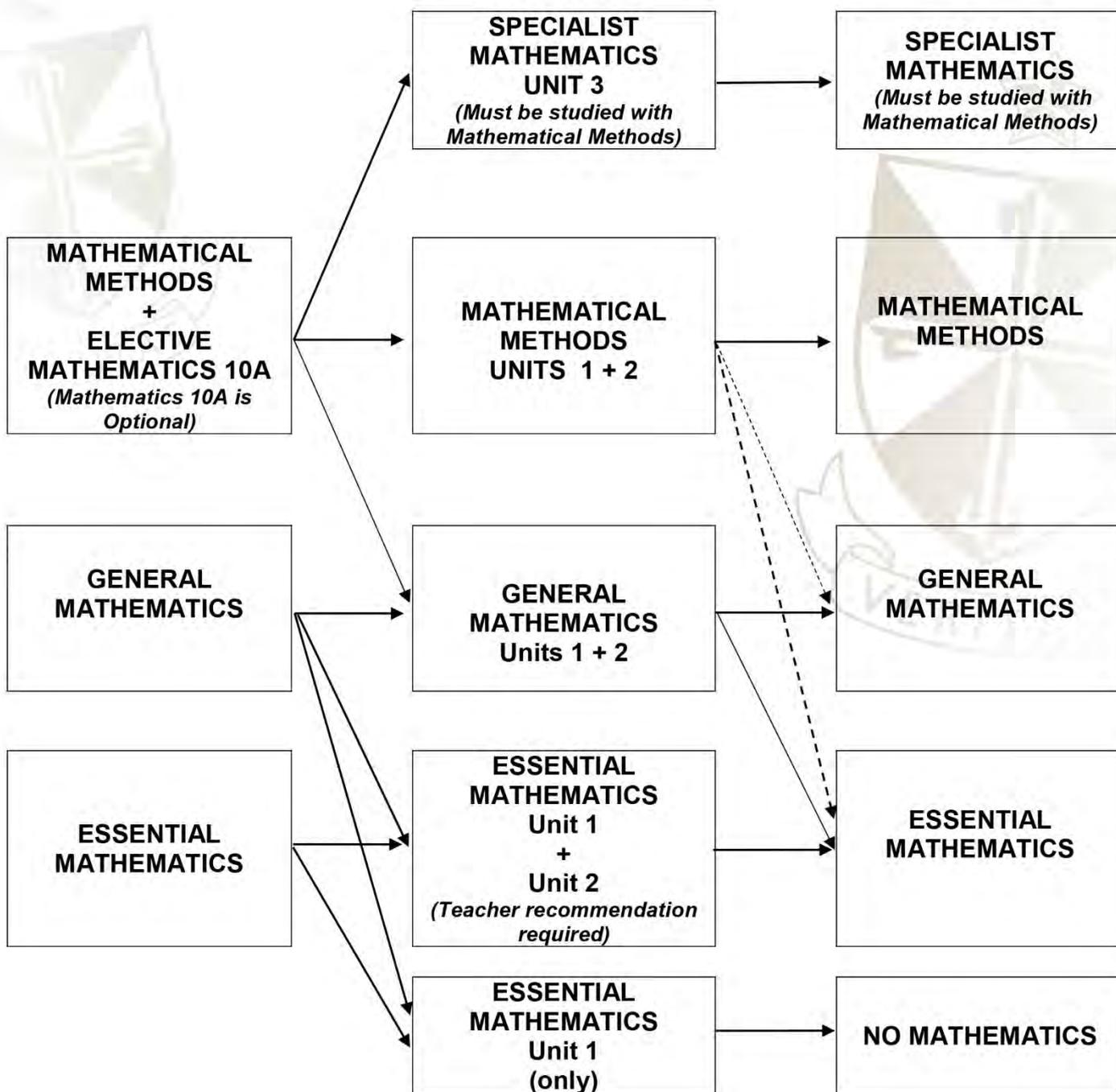
**Students who undertake Japanese for a whole year in Years 10-12 are eligible to attend the biannual language Immersion program in Japan.**

# MATHEMATICS PATHWAYS at CABRA DOMINICAN COLLEGE

## YEAR 10

## STAGE 1

## STAGE 2

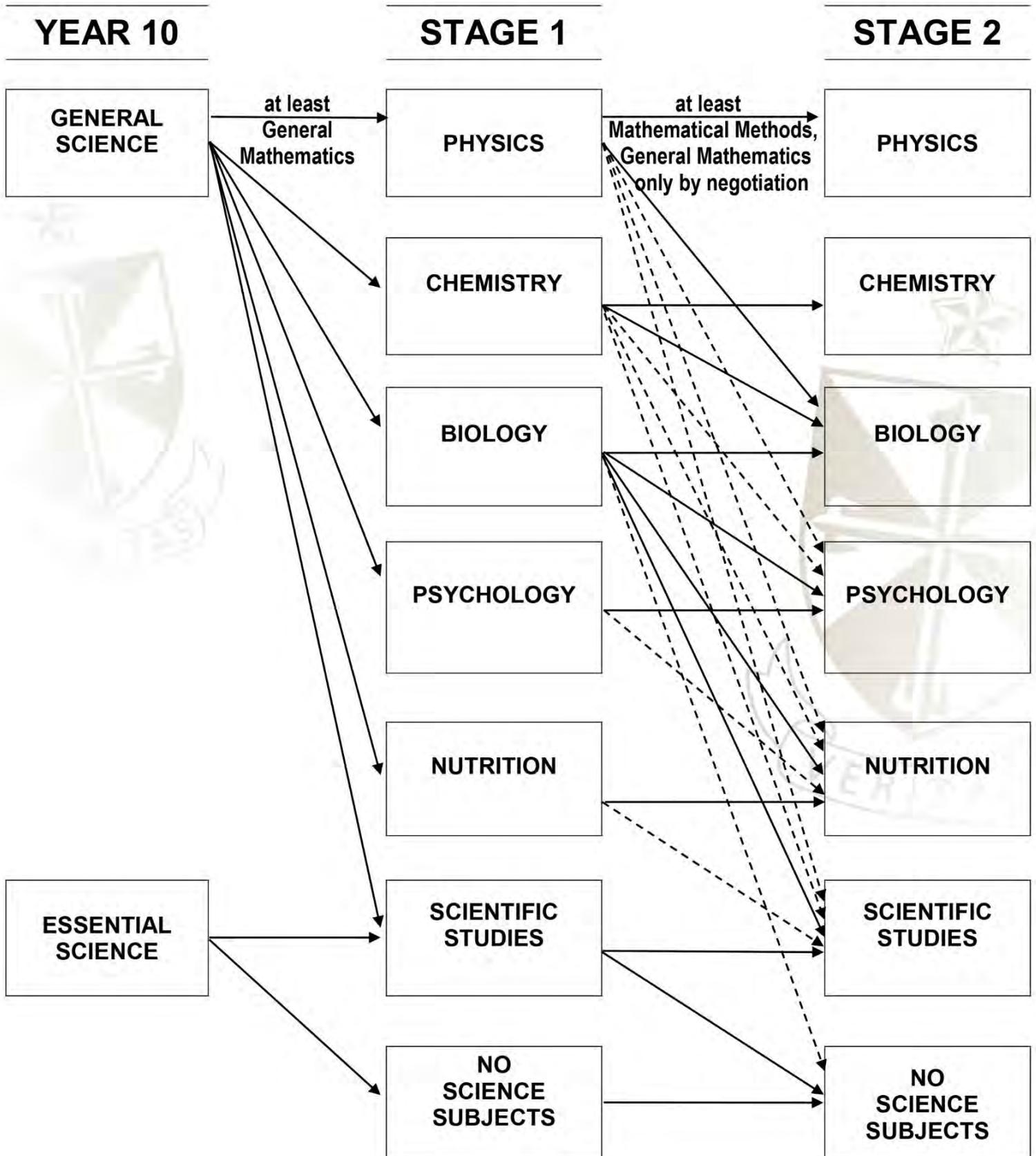


**NB. \* Possible pathway based on teacher recommendation.**

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



## ANCIENT STUDIES

<b>CONTACT TEACHER(S)</b>	Lucy Jenner / Greg Way
<b>PREFERRED BACKGROUND</b>	Competency in Stage 1 English / Modern History and or Ancient Studies
<b>LENGTH/CREDIT</b>	Full Year / 20 SACE Credits

### SUBJECT OUTLINE

- Students learn about the history, literature, society, and culture of ancient civilisations, which may include those of Asia–Australia, the Americas, Europe, and Western Asia/North Africa, and the classical civilisations of Greece and Rome.
- Students draw on many other fields of study. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. Students also explore the ideas and innovations that shape and are shaped by societies.
- Students critically engage with texts, including literary texts, and analyse archaeological sources, and primary and secondary historical sources.
- Students develop the inquiry skills that enable them to challenge or confirm beliefs, attitudes, and values in the ancient world.

### WHAT CAN I EXPECT TO LEARN IN THIS SUBJECTS?

Students study three topics from the list of seven topics:

- Topic 1: Daily Life
- Topic 2: Military Conflict
- Topic 3: Political Power and Authority
- Topic 4: Material Culture
- Topic 5: Religion
- Topic 6: Literature — Prose, Narrative, or Epic
- Topic 7: Literature — Drama and Poetry

### HOW WILL I BE ASSESSED?

<b>School Assessment</b>	<b>70%</b>
Assessment Type 1: Skills and Applications	50%
Assessment Type 2: Connections	20%
<b>External Assessment</b>	<b>30%</b>
Assessment Type 3: Inquiry	30%

Students provide evidence of their learning through seven or eight assessments, including the external assessment component. Students produce:

- at least four skills and applications tasks
- at least two connections tasks
- one inquiry

# BIOLOGY

<b>CONTACT TEACHER(S)</b>	Tanya Sharkey / Ed Lang
<b>PREFERRED BACKGROUND</b>	Stage 1 Biology / Chemistry or Physics Refer to 'Essential Reading' Page 4 Preferably an A or B at Stage 1 Biology, Chemistry or Physics
<b>LENGTH/CREDIT</b>	Full Year / 20 SACE Credits

## SUBJECT OUTLINE

In Biology, students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

Students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations into biology-related issues, developments and innovations. They explore how biologists work with other scientists to develop new understanding and insights, and produce innovative solutions to problems and challenges in local, national and global contexts, and apply their learning from these approaches to their own scientific thinking.

## CONTENT

The three strands of Science are integrated throughout student learning:

- science inquiry skills
- science as a human endeavor
- science understanding

The topics of Stage 2 Biology are:

- Topic 1: DNA and Proteins
- Topic 2: Cells as the Basis of Life
- Topic 3: Homeostasis
- Topic 4: Evolution

## HOW WILL I BE ASSESSED?

<b>School-based Assessment</b>	<b>70%</b>
Investigations Folio	30%
Skills and Applications Tasks	40%

*Including at least 2 practical investigations, 3-4 topic tests, and one investigation with a focus on science as a human endeavour.*

<b>External Assessment</b>	<b>30%</b>
Examination (2 hours)	30%

The examination will consist of different question types that assess science inquiry skills, science understandings and science as a human endeavor from all topics taught.

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

## BUSINESS INNOVATION

<b>CONTACT TEACHER(S)</b>	Maria Zuni / Greg Way
<b>PREFERRED BACKGROUND</b>	Stage 1 Business Innovation Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Full Year / 20 SACE Credits

### SUBJECT OUTLINE

In Stage 2 Business Innovation students are equipped with the knowledge, skills and understandings to engage in designing, sustaining and transforming business in the modern world. Students 'learn through doing', using design-thinking and assumption-based planning processes to anticipate, find and solve problems. Learning through risk-taking and group work is encouraged, whereby students work collaboratively in uncertain environments to identify problems or customer needs, generate and explore ideas and solutions, and make decisions.

In Business Innovation students engage with complex, dynamic real world problems, to identify and design, test, iterate and communicate viable business solutions. Through design-thinking and direct involvement in innovation, students develop and apply their critical and creative thinking skills.

### CONTENT

Stage 2 Business Innovation is structured around three key contexts:

- designing businesses
- sustaining businesses
- transforming businesses

### WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- Innovation
- Decision-making and project management
- Financial literacy and information management
- Global, local and digital perspectives

### HOW WILL I BE ASSESSED?

<b><i>School-based Assessment</i></b>	<b>70%</b>
Business Skills	40%
Business Model	30%
<b><i>External Assessment</i></b>	<b>30%</b>
Business Plan and Pitch	30%

# CHEMISTRY

<b>CONTACT TEACHER</b>	Catherine O'Halloran
<b>PREFERRED BACKGROUND</b>	2 Semesters of Stage 1 Chemistry Refer to 'Essential Reading' Page 4 A or B at Stage 1 Chemistry is preferable. The minimum requirement is a C grade for both folios (investigations and skills & applications)
<b>LENGTH/CREDIT</b>	Full Year / 20 SACE Credits

## SUBJECT OUTLINE

In Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment and the use of human beings make of the planet's resources.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

## CONTENT

The three strands of science are integrated throughout student learning:

- science inquiry skills
- science as a human endeavor
- science understanding

The topics for Stage 2 Chemistry are:

- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical Processes
- Topic 3: Organic and Biological Chemistry
- Topic 4: Managing Resources

## HOW WILL I BE ASSESSED?

<b>School-based Assessment</b>	<b>70%</b>
• Investigations Folio	30%
• Skills and Applications Tasks	40%

*Including at least 2 practical investigations, 3-4 topic tests, and one investigation with a focus on science as a human endeavour.*

<b>External Assessment</b>	<b>30%</b>
• Examination (2 hours)*	30%

The examination will consist of different question types that assess science inquiry skills, science understandings and science as a human endeavor from all topics taught.

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

## CHILD STUDIES

<b>CONTACT TEACHER(S)</b>	Deanna Riley / Ros Patterson
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4 Year 10 and/or Stage 1 Home Economics. An interest in children
<b>LENGTH/CREDIT</b>	Full Year / 20 SACE Credits

### SUBJECT OUTLINE

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

### HOW WILL I BE ASSESSED?

#### **School-based Assessment**      **70%**

- Practical Activity      50%
- Group Activity      20%

#### **External Assessment**      **30%**

- 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

<b>CONTACT TEACHER(S)</b>	Cheryl Webber
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH / CREDIT</b>	Semester (10 SACE Credits) or Full Year / 20 SACE Credits

### SUBJECT OUTLINE

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.

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?

#### **School-based Assessment**      **70%**

- Contract of Work
- Folio of Research
- Community Activity & Presentation
- 

#### **External Assessment**      **30%**

- Reflection

Community Studies B can be taken as a variation of any mainstream subject. It consists of 5 relevant tasks (fitting the chosen subject's assessment types) and a specific Community-focus major task. The 30% external component is a Report and Reflection about the Community Activity.

**(Note: Stage 2 Community Studies A & B are NOT Tertiary Admission Subjects)**

## CROSS DISCIPLINARY STUDIES

<b>CONTACT TEACHER(S)</b>	Sharon Cibich
<b>PREFERRED BACKGROUND</b>	An interest in education, health, sport sciences, food and sport psychology
<b>LENGTH / CREDIT</b>	Full Year / 20 SACE Credits

### SUBJECT OUTLINE

This subject is designed for students who have demonstrated a talent and commitment to a particular sport or specialist athletic pursuit eg dance. Students gain further understanding in a practical context or coaching the role sports science has on improving performance.

Students undertake a school-developed program around a sporting interest that cannot be studied within the one discipline, or within another SACE Board-accredited subject or recognised course.

The learning interest has a practical and theoretical component. Athletes can complete this program using their involvement 'in school' or 'out of school' sessions, including club state or national sporting commitments. The program has a strong focus on developing the athlete's practical skills and developing their understanding of sports science and how it applies to their development as an athlete.

### CONTENT

- Biomechanical analysis of technique
- Sports Nutrition and evaluation
- Skill learning impact on skill development
- Fitness analysis and development
- Data analysis and Issue Response

### HOW WILL I BE ASSESSED?

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

Commentary	30%
Group Project	20%
Presentation and Discussion	20%
External (school based)	30%

## DESIGN & TECHNOLOGY - MATERIAL PRODUCTS

<b>CONTACT TEACHER(S)</b>	Antonine Stagg / Andrew Patupas
<b>PREFERRED BACKGROUND</b>	Stage 1 Design & Technology (Wood)
<b>LENGTH/CREDIT</b>	Full Year / 20 SACE Credits

### SUBJECT OUTLINE

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.

### HOW WILL I BE ASSESSED?

#### **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)** Valeska Laity / Tess O'Callaghan

**PREFERRED BACKGROUND** Stage 1 Drama

**LENGTH / CREDIT** Full Year / 20 SACE Credits

### SUBJECT OUTLINE

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.

### 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

### HOW WILL I BE ASSESSED?

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

#### **School-based Assessment**

Folio	30%
Interpretative Study	20%
Group presentation	20%

#### **External assessment**

<b>Group</b> Performance	30%
--------------------------	-----

Students undertake:

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

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

### Information on the External Assessment (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 LITERARY STUDIES

<b>CONTACT TEACHER(S)</b>	Kathy Kontos
<b>REQUIRED BACKGROUND</b>	Stage 1 Pre-Literary Studies / 20 SACE Credits B Grade or higher Recommendation from teachers in Stage 1*
<b>LENGTH / CREDIT</b>	Full Year / 20 SACE Credits

\*Students who have not met their literacy requirement at Stage 1 may not be recommended for this Stage 2 course. (At the discretion of the English Coordinator)

### SUBJECT OUTLINE

Stage 2 English Literary studies focuses on the skills and strategies for critical thinking needed to interpret texts. There is the opportunity to study some texts in a shared environment whilst others individually. English Literary studies focusses on the way in which literary texts represent culture, identity, relationships between author, audience, texts and contexts.

### CONTENT

Responding to Texts, Creating Texts (includes Shared Text Study and Comparative Text Study), External Exam (Online)

#### Text Study

*Shared Studies* consist of a:

- study of three texts (One film, One Drama, One Prose)
- study of poetry (3 Poets)
- study of a range of short texts

### HOW WILL I BE ASSESSED?

**School-based Assessment** **70%**  
 Assessment type 1: Responding to Texts 50%  
 (Critical perspectives task, Critical responses to literature)

Assessment type 2: Creating Texts 20%  
 (Transformative text+ Writers statement, Creative Oral multimodal or written)

**External Assessment** **30%**  
 Assessment type 3: Text Study  
 Examination 15%  
 Comparative Text Study 15%

### INFORMATION ON THE EXTERNAL ASSESSMENT

Examination (90 minutes)

The examination 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.

**Comparative Text Study (1500 Words)** This study compares one of the texts studied in the shared study with another individually chosen by the student. The response is a comparative Critical Essay which is student directed.

# ENGLISH

<b>CONTACT TEACHER(S)</b>	Kathy Kontos
<b>REQUIRED BACKGROUND</b>	Stage 1 Pre-Literary Studies or English / 20 SACE Credits Recommendation from teachers in Stage 1*
<b>LENGTH / CREDIT</b>	Full Year / 20 SACE Credits

\*Students who completed 20 credits in Essential English are not recommended to undertake this course. \*Students who have not met their literacy requirement at Stage 1 are not recommended for this Stage 2 course.

## SUBJECT OUTLINE

In Stage 2 English students read and view a range of texts, including texts created by Australian authors. In comparing texts students analyse the relationships between language and stylistic features, text types, and contexts. Recognizing and analyzing the language and stylistic features and conventions of text types in literary and everyday texts influences interpretation. Through close study of texts, students explore relationships between content and perspectives and the text and its context.

### Text Study

Will come from a variety of the following types best suited to the student cohort. Poetry, extended text, Drama, other print media ie: Advertisement, cartoon, political media etc. and film. One study will be comparative in nature.

## HOW WILL I BE ASSESSED?

Students must successfully complete Oral and Written responses to complete this course.

### School-based Assessment

Assessment type 1: **Responding to Texts** 30%

Students complete:

- three responses to texts
- four created texts (one of which is a writer's statement)
- one comparative analysis

Assessment type 2: **Creating Texts** 40%

Students create:

- three texts
- one writer's statement

### External Assessment

Assessment type 3: Comparative Analysis 30%

### Comparative Analysis (2000 Words)

Students complete a comparative analysis of two texts and evaluate how the themes, language and stylistic features, and conventions in these texts are used to represent ideas, perspectives, and/or aspects of culture, and shape responses and interpretations.

## ESSENTIAL ENGLISH

<b>CONTACT TEACHER(S)</b>	Kathy Kontos
<b>REQUIRED BACKGROUND</b>	Stage 1 Essential English (B grade or higher) or English / 20 SACE Credits <b>*Recommendation from teachers in Stage 1</b>
<b>LENGTH / CREDIT</b>	Full Year / 20 SACE Credits

### SUBJECT OUTLINE

Stage 2 Essential English focuses on the study of the English language in vocational, school, social and cultural settings and or personal contexts. Students connect with other people in many ways, using a variety of forms for different purposes.

#### **Text Study**

Students **respond** to a range of texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives represented in the chosen texts.

Texts for this study will have a direct connection with the chosen context. Students could, for example, be involved in, or be a member of:

- a volunteer organisation, a workplace
- a group from a culturally and linguistically diverse background
- a social networking community
- a school-based special-interest group
- a group of students for whom English is a second or additional language

### HOW WILL I BE ASSESSED?

#### **School-based Assessment**

Assessment type 1: Responding to Texts	30%
Assessment type 2: Creating Texts	40%

#### **External Assessment**

Assessment type 3: Language report	30%
------------------------------------	-----

#### **Information on the External Assessment**

Language Report (1500 Words/8 minutes oral presentation)

The focus of study is an understanding of the use of spoken and/or written language by people in a chosen local, national, or international context, which may be accessed in person or online.

Although the language report is an independent study, it is appropriate for teachers to advise and support students in choosing a focus for study as well as to provide a structure for the completion of the report.

#### **The language report is presented in two parts:**

**Part 1:** Students to reflect on how the language in the resources used has contributed to answering the question or proven or disproven the hypothesis. The outline should make clear how the language resources are relevant to the focus of the study.

**Part 2:** Is an analysis that brings together the learning about language. The analysis could, for example:

- examine the extent to which a hypothesis about language has been proven or disproven
- provide conclusions about the use of spoken or written language in the chosen context
- enable students to suggest further language research that could be completed around the question or topic

The language report could be presented in one of the following forms:

- Written (1500 words)
- Oral (9 minutes)

## FOOD & HOSPITALITY

<b>CONTACT TEACHER(S)</b>	Ros Patterson
<b>PREFERRED BACKGROUND</b>	Stage 1 Food and Hospitality
<b>LENGTH / CREDIT</b>	Full Year / 20 SACE Credits

### SUBJECT CONTENT

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.

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.

### HOW WILL I BE ASSESSED?

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

<b>CONTACT TEACHER(S)</b>	Greg Way
<b>PREFERRED BACKGROUND</b>	Stage 1 Geography or related Humanities subject
<b>LENGTH / CREDIT</b>	Full Year / 20 SACE Credits

## SUBJECT OUTLINE

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

Geography provides a systematic, integrative way of exploring, analysing, and applying the concepts of place, space, environment, interconnection, sustainability, scale, and change.

Through a humanities lens, students investigate spatial aspects of society using inquiry methods that are analytical, critical, and speculative. Through a science lens, students develop an appreciation of the interdependence between the biophysical environment and human activities.

Fieldwork, in all its various forms, is central to the study of Geography, as it enables students to develop their understanding of the world through direct experience.

## CONTENT

- The Transforming World

The transforming world introduces students to changes taking place in human and physical environments.

### Theme 1: Environmental Change

- Topic 1: Ecosystems and People
- Topic 2: Climate Change

### Theme 2: Social and Economic Change

- Topic 3: Population Change
- Topic 4: Globalisation
- Topic 5: Transforming Global Inequality.

### Topic 1 and Topic 3 are the focus of Part B of the external examination.

- Fieldwork
- Students undertake independent fieldwork on a local topic or issue of personal interest.

## HOW WILL I BE ASSESSED?

### School-based Assessment

- |  |     |
|--|-----|
| • Geographical Skills and Applications | 40% |
| • Fieldwork Report                     | 30% |

### External Assessment

- |               |     |
|---------------|-----|
| • Examination | 30% |
|---------------|-----|

# HEALTH

<b>CONTACT TEACHER(S)</b>	Sharon Cibich
<b>PREFERRED BACKGROUND</b>	Stage 1 Physical Education. Refer to 'Essential Reading' Page 3
<b>LENGTH / CREDIT</b>	Full Year / 20 SACE Credits

## SUBJECT OUTLINE

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.

- Investigating Health and the Environment
- 2017 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

## HOW WILL I BE ASSESSED?

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%
---------------	-----



## INTEGRATED LEARNING I (FOOD STUDIES)

**CONTACT TEACHER(S)** Sharon Cibich / Ros Patterson

**PREFERRED BACKGROUND** Stage 1 Food and Hospitality

**LENGTH / CREDIT** Full Year / 20 SACE Credits

### SUBJECT OUTLINE

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

### HOW WILL I BE ASSESSED?

#### **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 II (SPORT STUDIES)

**CONTACT TEACHER(S)** Sharon Cibich / Mike Whinnen / Liam Carr

**PREFERRED BACKGROUND** Stage 1 Physical Education

**LENGTH / CREDIT** Full Year / 20 SACE Credits

### SUBJECT OUTLINE

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 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 learners 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.

### HOW WILL I BE ASSESSED?

#### **School-based Assessment**

Practical Inquiry	40%
Connections	30%

#### **External Assessment**

Personal Endeavour*	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)

<b>CONTACT TEACHER(S)</b>	Kathy Kontos / Elena Guastella
<b>PREFERRED BACKGROUND</b>	4 previous years of study - high achievement in Stage 1 Italian Refer <a href="#">Italian Languages Pathways</a>
<b>LENGTH/CREDIT</b>	Full Year / 20 SACE Credits

### SUBJECT OUTLINE

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.

### 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

### HOW WILL I BE ASSESSED?

#### School-based Assessment

Folio	50%
In-depth Study	20%

#### External Assessment

Examination	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)

<b>CONTACT TEACHER(S)</b>	Kathy Kontos / Carey Murray
<b>PREFERRED BACKGROUND</b>	4 previous years of study - high achievement in Stage 1 Japanese Refer <a href="#">Japanese languages flow chart</a>
<b>LENGTH/CREDIT</b>	Full Year / 20 SACE Credits

### SUBJECT OUTLINE

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.

### 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

### HOW WILL I BE ASSESSED?

#### **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

<b>CONTACT TEACHER(S)</b>	Paula Hensing / Daniel Head / Greg Way
<b>PREFERRED BACKGROUND</b>	Stage 1 Legal Studies or other HASS related subject
<b>LENGTH/CREDIT</b>	Full Year / 20 SACE Credits

### SUBJECT OUTLINE

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.

### CONTENT

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.

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

### HOW WILL I BE ASSESSED?

#### **School-based Assessment**

Folio	50%
Inquiry	20%

#### **External Assessment**

Examination* (3 hours)	30%
------------------------	-----

\*The examination is divided into two parts:

#### **Part A: Short Answer Questions**

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 & Questions**

Students answer two questions, in this section.

# MATH - ESSENTIAL MATHEMATICS

<b>CONTACT TEACHER(S)</b>	Isabel Heath
<b>PREFERRED BACKGROUND</b>	An overall score of C or better in any two units of SACE Stage 1 Mathematics - preferably General Mathematics Units 1 & 2
<b>LENGTH/CREDIT</b>	Full Year / 20 SACE Credits

## SUBJECT OUTLINE

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

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

Students study *five* of the six topics listed below. All students study Topics 2, 4, and 5.

- Topic 1: Scales, Plans, and Models
- Topic 2: Measurement
- Topic 3: Business Applications
- Topic 4: Statistics
- Topic 5: Investment and Loans
- Topic 6: Open Topic

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

## CONTENT

- Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
- Develop skills in gathering, representing, analysing, and interpreting data relevant to everyday situations in a variety of contexts
- Use numeracy skills to investigate and solve practical problems in familiar and some unfamiliar everyday contexts
- Interpret results, draw conclusions, and reflect on the reasonableness of solutions in context
- Make discerning use of technology
- Communicate mathematically and present mathematical information in a variety of ways

## HOW WILL I BE ASSESSED?

### **School-based Assessment**

Five (5) Skills and Applications Tasks	40%
Two (2) Mathematical Investigations	30%

### **External Assessment**

Based on Topic 2- Measurement, Topic 4 – Statistics, and Topic 5 – Investment and Loans

Examination (2 hours)	30%
-----------------------	-----

# MATH - GENERAL MATHEMATICS

<b>CONTACT TEACHER(S)</b>	Isabel Heath
<b>PREFERRED BACKGROUND</b>	An overall score of C <sup>+</sup> or better in any two units of SACE Stage 1 Mathematics - preferably General Mathematics Units 1 & 2
<b>LENGTH/CREDIT</b>	Full Year / 20 SACE Credits

## SUBJECT OUTLINE

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Students study *five* of the six topics listed below. All students study Topics 1, 3, 4, and 5.

- Topic 1: Modelling with Linear Relationships
- Topic 2: Modelling with Matrices
- Topic 3: Statistical Models
- Topic 4: Financial Models
- Topic 5: Discrete Models
- Topic 6: Open Topic

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

## CONTENT

- Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques.
- Investigate and analyse mathematical information in a variety of contexts
- Recognize and apply the mathematical techniques needed when analysing and finding a solution to a problem, including the forming and testing of conjectures.
- Interpret results, draw conclusions, and determine the reasonableness of solutions in context
- Make discerning use of technology
- Communicate mathematically and present mathematical information in a variety of ways

## HOW WILL I BE ASSESSED?

### ***School-based Assessment***

Five (5) Skills and Applications Tasks	40%
Two (2) Mathematical Investigations	30%

### ***External Assessment***

Based on Topic 3 – Statistical Models, Topic 4 – Financial Models, and Topic 5 – Discrete Models.

Examination (2 hours)	30%
-----------------------	-----

# MATH - SPECIALIST MATHEMATICS

<b>CONTACT TEACHER(S)</b>	Isabel Heath
<b>PREFERRED BACKGROUND</b>	An overall grade of B or better in Stage 1 Mathematical Methods Units 1, and 2 plus Specialist Mathematics Unit 3  To be studied in conjunction with Stage 2 Mathematical Methods
<b>LENGTH/CREDIT</b>	Full Year / 20 SACE Credits

## SUBJECT OUTLINE

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

Stage 2 Specialist Mathematics is a 20-credit subject that consists of the following five topics:

- Topic 1: Mathematical Induction
- Topic 2: Complex Numbers
- Topic 3: Functions and Sketching Graphs.
- Topic 4: Vectors in Three Dimensions
- Topic 5: Integration Techniques and Applications.
- Topic 6: Rates of Change and Differential Equations

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

## CONTENT

- Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques.
- Investigate and analyse mathematical information in a variety of contexts
- Think mathematically by posing questions and solving problems, including making and testing conjectures.
- Interpret results, draw conclusions, and determine the reasonableness of solutions in context
- Make discerning use of technology
- Communicate mathematically and present mathematical information in a variety of ways

## HOW WILL I BE ASSESSED?

### ***School-based Assessment***

Skills and Applications Tasks	50%
Mathematical Investigation	20%

### ***External Assessment***

Examination (2 hours)	30%
-----------------------	-----

# MATH - MATHEMATICAL METHODS

<b>CONTACT TEACHER(S)</b>	Isabel Heath
<b>PREFERRED BACKGROUND</b>	An overall grade of C+ or better in Stage 1 Mathematical Methods Units 1 & 2 Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Full Year / 20 SACE Credits

## SUBJECT OUTLINE

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Stage 2 Mathematical Methods is a 20-credit subject that consists of the following six topics:

- Topic 1: Further Differentiation and Applications
- Topic 2: Discrete Random Variables
- Topic 3: Integral Calculus
- Topic 4: Logarithmic Functions
- Topic 5: Continuous Random Variables and the Normal Distribution
- Topic 5: Sampling and Confidence Intervals

## CONTENT

- Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques.
- Investigate and analyse mathematical information in a variety of contexts
- Think mathematically by posing questions and solving problems, including making and testing conjectures.
- Interpret results, draw conclusions, and determine the reasonableness of solutions in context
- Make discerning use of technology
- Communicate mathematically and present mathematical information in a variety of ways

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

## HOW WILL I BE ASSESSED?

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

### **School-based Assessment**

Skills and Applications Tasks	50%
Mathematical Investigation	20%

### **External Assessment**

Examination (2 hours)	30%
-----------------------	-----

## MEDIA STUDIES

<b>CONTACT TEACHER(S)</b>	Paul von der Borch / Jess Rossi / Greg Way
<b>PREFERRED BACKGROUND</b>	“B” Level English and/or previous study in Year 10 or Stage 1 Media
<b>LENGTH/CREDIT</b>	Full Year / 20 SACE Credits

### SUBJECT OUTLINE

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.

### 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

### HOW WILL I BE ASSESSED?

#### **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

<b>CONTACT TEACHER(S)</b>	Chris De Silva / Greg Way
<b>PREFERRED BACKGROUND</b>	Competent level of achievement in Stage 1 Social and Cultural Studies subjects Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Full Year / 20 SACE Credit Points

## SUBJECT OUTLINE

Students will investigate the growth of modern nations at a time of rapid global change. They engage in a study of **one nation**, and of **interactions between or among nations**. In their study of one nation, students investigate the social, political, and economic changes that shaped the development of that nation. Students also explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact of the cotemporary world.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature if sources. This includes who wrote or recorded them, whose history they tell, whose stories are not included and why and how technology is creating new ways in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

## CONTENT

Students study:

- *one* topic from a choice of six different modern nations
- *one* topic from a choice of six possible topics on "the world since 1945"
- an individual history essay

### **Modern Nations**

- Topic 1: Australia (1901-56)
- Topic 2: United States of America (1914-1945)
- Topic 3: Germany (1918-1948)
- Topic 4: The Soviet Union and Russia (1945-c.2004)
- Topic 5: Indonesia (1942-2005)
- Topic 6: China (1949-c.2012)

Students complete two historical skills assessments based on the topic they have studied from 'Modern nations', for the school assessment.

### **The world since 1945**

- Topic 7: The changing world order (1946-)
- Topic 8: Australia's relationship with Asia and the South Pacific Region (1945-)
- Topic 9: National self-determination in South-East Asia (1945-)
- Topic 10: The struggle for peace in the Middle East (1945-)
- Topic 11: Challenges to peace and security (1945-)
- Topic 12: The United Nations and the establishment of a global perspective (1945-)

Students complete three historical skills assessments based on the topic they have studied for 'The world since 1945', for the school assessment.

### **Individual History Essay**

Students also complete an individual historical study based on an aspect of the world since c.1750.

## HOW WILL I BE ASSESSED?

### **School-based Assessment**

Assessment Task 1: Historical Skills	50%
Assessment Type 2: Historical Study (individual study)	20%

### **External Assessment**

Examination	30%
1 Essay on Modern Worlds	
1 Sources Analysis	

## 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](http://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 PERFORMANCE - ENSEMBLE

<b>CONTACT TEACHER(S)</b>	Valeska Laity / Gemma Heath
<b>PREFERRED BACKGROUND</b>	Stage 1 Music Advanced, Stage 1 Music Experience or equivalent. Solo and/or Ensemble Performance with skills at a senior standard.
<b>LENGTH/CREDIT</b>	Music Performance - Ensemble is a 10 credit subject. It may be studied in conjunction with Music Performance - Solo and Music Explorations (up to 4 units of Stage 2 Music).

### SUBJECT OUTLINE

Music Performance develops students' skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble.

### CONTENT

Music Performance - Ensemble consists of the following strands:

- Understanding music
- Creating music (performance)
- Responding to music

These strands are interconnected and provide for the development and extension of students' musical skills and techniques in creating performances as part of an ensemble. Students will interpret musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to the repertoire. Students extend their musical literacy through discussing key musical elements of the repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their own performances.

### HOW WILL I BE ASSESSED?

<b><i>School-based Assessment</i></b>	<b>70%</b>
Performance	30%
Performance and Discussion	40%
<b><i>External Assessment</i></b>	<b>30%</b>
Performance Portfolio	30%

### INFORMATION ON THE EXTERNAL ASSESSMENT: PERFORMANCE PORTFOLIO

Students present an ensemble performance portfolio consisting of:

- an ensemble performance of a musical work or works, and individual evidence of each student's contribution to the ensemble through individual part-testing
- an individual evaluation of their learning journey

The performance should be presented to a live audience. All performances must be recorded for assessment and moderation. A performance should be a maximum of 6 to 8 minutes, with approximately 2 minutes of part-testing. The evaluation should be to a maximum of 3 minutes if oral, 500 words if written, or the equivalent in multimodal form.

## MUSIC PERFORMANCE - SOLO

<b>CONTACT TEACHER(S)</b>	Valeska Laity / Gemma Heath
<b>PREFERRED BACKGROUND</b>	Stage 1 Music Advanced, Stage 1 Music Experience or equivalent. Solo and/or Ensemble Performance with skills at a senior standard.
<b>LENGTH/CREDIT</b>	Music Performance - Solo is a 10 credit subject. It may be studied in conjunction with Music Performance - Ensemble and Music Explorations (up to 4 units of Stage 2 Music).

### SUBJECT OUTLINE

Music Performance - Solo 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.

### CONTENT

Music Performance – Solo consists of the following strands:

- Understanding music
- Creating music (performance)
- Responding to music
- 

These strands are interconnected and provide for the development and extension of students' musical skills and techniques in creating their own solo performances. Students will interpret musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to their repertoire. Students extend their musical literacy through discussing key musical elements of their chosen repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their performances.

### HOW WILL I BE ASSESSED?

<b>School-based Assessment</b>	<b>70%</b>
Performance	30%
Performance and Discussion	40%
<b>External Assessment</b>	<b>30%</b>
Performance Portfolio	30%

Students provide evidence of their learning through four assessments, including the external assessment component. Students complete:

- one performance or set of performances
- one performance or set of performances and a discussion
- one performance portfolio

### INFORMATION ON THE EXTERNAL ASSESSMENT: PERFORMANCE PORTFOLIO

Students present a solo performance portfolio consisting of:

- a solo performance of a musical work or works
- an individual evaluation of their learning journey
- 

The performance should be presented to a live audience. All performances must be recorded for assessment and moderation. A performance should be a maximum of 6 to 8 minutes. The evaluation should be to a maximum of 3 minutes if oral, 500 words if written, or the equivalent in multimodal form.

# MUSIC EXPLORATIONS

<b>CONTACT TEACHER(S)</b>	Valeska Laity / Gemma Heath
<b>PREFERRED BACKGROUND</b>	Stage 1 Music Advanced, Stage 1 Music Experience or equivalent. Solo and/or Ensemble Performance with skills at a senior standard.
<b>LENGTH/CREDIT</b>	Music Explorations is a 20 credit subject. It may be studied in conjunction with Music Performance - Solo and Music Performance - Ensemble (up to 4 units of Stage 2 Music).

## SUBJECT OUTLINE

Music Explorations allows students to develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions.

## CONTENT

Music Explorations consists of the following strands:

- Understanding music
- Creating music
- Responding to music

These strands are interconnected and provide for the exploration and experimentation of musical styles, influences, techniques, and/or music production, as students develop their understanding of music. Students will develop and apply their musical understanding as they explore how others create, present, and/or produce music, and experiment with their own creations. Contexts for study may include aspects of the music industry, such as recording studios, performance rehearsal spaces, or instrument crafting workshops. Students respond to and discuss their own and others' works, synthesise their findings to make connections between the music they study and their own creative works.

## HOW WILL I BE ASSESSED?

<b>School-based Assessment</b>	<b>70%</b>
Musical Literacy	30%
Explorations	40%
<b>External Assessment</b>	<b>30%</b>
Creative Connections	30%

Students provide evidence of their learning through five assessments, including the external assessment component. Students complete:

- three musical literacy tasks
- one portfolio of explorations
- one creative connections task

## INFORMATION ON THE EXTERNAL ASSESSMENT: CREATIVE CONNECTIONS

Students provide evidence of their learning in a portfolio that comprises:

- a presentation of a set of short performances, compositions, and/or other musical products (for example, digital uploads; DJ set recording; the features of an original, handcrafted musical instrument)
- a commentary on the processes of exploration and experimentation that they have used, and their key findings.
-

# NUTRITION

<b>CONTACT TEACHER(S)</b>	Shaun Ossitt / Tanya Sharkey
<b>PREFERRED BACKGROUND</b>	A or B grade in Stage 1 Nutrition is desirable or a stage 1 science subject with a minimum of a high C grade is recommended.
<b>LENGTH / CREDIT</b>	Full Year / 20 SACE Credits

## SUBJECT OUTLINE

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

## HOW WILL I BE ASSESSED?

### **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.

**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

<b>CONTACT TEACHER(S)</b>	Sharon Cibich
<b>PREFERRED BACKGROUND</b>	Stage 1 Physical Education. Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Full Year / 20 SACE Credits

### SUBJECT OUTLINE

Stage 2 Physical Education in 2020 is a new course. It consists of has three focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

### CONTENT

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, physical activities.

Students are *not* assessed on their performance in practical activities.

- Students investigate improvements in human physical activity from a participation and/or performance perspective.

Students apply their understanding of movement concepts to evaluate aspects of their own or others' physical activity and implement strategies to improve their participation and/or performance.

### HOW WILL I BE ASSESSED?

Students should provide evidence of their learning through four or five assessments, including the external assessment component. Students undertake:

- Two or three diagnostics tasks
- One improvement analysis task
- One group dynamics task

#### **School-based Assessment**

- |   |     |
|---|-----|
| • Assessment Type 1: Diagnostics          | 30% |
| • Assessment Type 2: Improvement Analysis | 40% |

#### **External Assessment**

- |                                     |     |
|-------------------------------------|-----|
| • Assessment Type 3: Group Dynamics | 30% |
|-------------------------------------|-----|

# PHYSICS

<b>CONTACT TEACHER(S)</b>	Philip Lamb
<b>PREFERRED BACKGROUND</b>	2 Semesters of Stage 1 Physics. Refer to 'Essential Reading' Page 4 A or B at Stage 1 Physics Students should have at least Stage 1 General Mathematics It is recommended that students study Stage 2 Maths for tertiary courses involving Physics. Essay writing skills are required.
<b>LENGTH/CREDIT</b>	Full Year / 20 SACE Credit Points

## SUBJECT OUTLINE

In Physics, students use qualitative and quantitative models, laws and theories to better understand matter, forces, energy and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macro cosmos, and to make predictions about them. The models, laws and theories in physics are based on evidence obtained from observations, measurements and active experimentation over thousands of years.

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies and innovations. Through further developing skills in gathering, analysing and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life.

## CONTENT

The three strands of science are integrated through student learning:

- science inquiry skills
- science as a human endeavour
- science understanding

The topics for Stage 2 Physics are:

- Topic 1: Motion and Relativity
- Topic 2: Electricity and Magnetism
- Topic 3: Light and Atoms

## HOW WILL I BE ASSESSED?

### **School-based Assessment**

Investigations Folio	30%
Skills and Applications Tasks	40%

*Including at least 2 practical investigations, 3-4 topic tests, and one investigation with a focus on science as a human endeavour.*

### **External Assessment**

Examination (2 hours)	30%
-----------------------	-----

The examination will consist of different questions types that assess science inquiry skills, science understandings and science as a human endeavor from all topics taught.

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

# PSYCHOLOGY

<b>CONTACT TEACHER(S)</b>	Paula Hensing
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4 Preferably an A or B at Stage 1 Psychology, Biology, Chemistry, Physics or English
<b>LENGTH/CREDIT</b>	Full Year / 20 SACE Credit Points

## SUBJECT OUTLINE

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.

## CONTENT

### Topics

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

## HOW WILL I BE ASSESSED?

### **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

<b>CONTACT TEACHER(S)</b>	Maree Samuel
<b>PREFERRED BACKGROUND</b>	Studies in Religion Stage 1 Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Terms 1, 2 & 3 This is a compulsory school specific subject (see note below).

### SUBJECT OUTLINE

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 students 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.

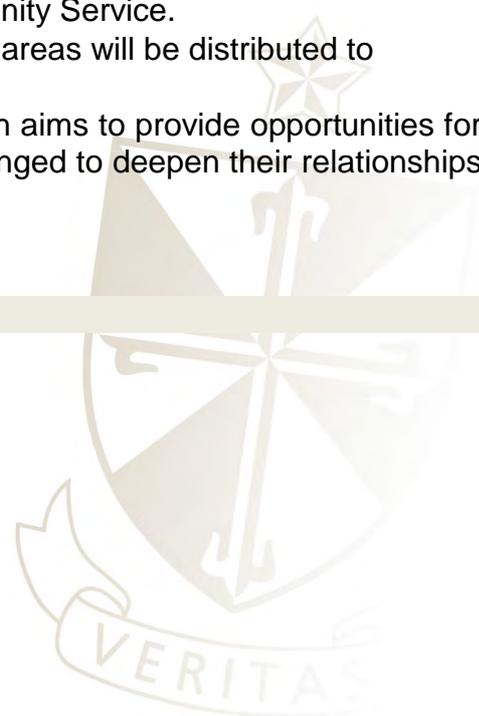
### HOW WILL I BE ASSESSED?

#### **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

<b>CONTACT TEACHER(S)</b>	Maree Samuel
<b>PREFERRED BACKGROUND</b>	Studies in Religion Stage 1 Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Full Year / 10 SACE Credit Points

### SUBJECT OUTLINE

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:

- What is religion?
- What is spirituality?
- What are the key phenomena that make up religion?
- How are secular culture and religious culture linked?

Option Topic:

*Religious Traditions*

*Christianity*

*Indigenous Australian Spirituality*

### HOW WILL I BE ASSESSED?

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

<b>School based Assessment</b>	<b>70%</b>
• Assessment Type 1: Sources Analysis	30%
• Assessment Type 2: Folio	40%
<b>External Assessment</b>	<b>30%</b>
• Assessment Type 3: Investigation	30%

## RESEARCH PROJECT

<b>CONTACT TEACHER(S)</b>	Lucy Jenner
<b>PREFERRED BACKGROUND</b>	Competency in Stage 1 subjects. Refer to 'Essential Reading Page 4
<b>LENGTH/CREDIT</b>	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

#### SUBJECT OUTLINE

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.

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

#### HOW WILL I BE ASSESSED?

Assessment at Stage 2 is school based and also includes an external assessment

##### School Based Assessment

- Folio should be containing Planning and Development of Research 30%
- Outcome 40%

##### External Assessment

- Evaluation (RPB)
- Review (RPA) 30%

#### INFORMATION ON THE EXTERNAL ASSESSMENT

Students are required to provide an evaluation of their project, reflecting on their overall learning experience.

## SCIENTIFIC STUDIES

<b>CONTACT TEACHER(S)</b>	Krystyna Zarrinkalam
<b>PREFERRED BACKGROUND</b>	One Semester of Stage 1 Scientific Studies, Biology, Chemistry, Physics or Nutrition Refer to 'Essential Reading' Page 4 A or B at Stage 1 Scientific Studies, Biology, Chemistry, Physics or Nutrition is preferable
<b>LENGTH/CREDIT</b>	Full Year / 20 SACE Credits

### SUBJECT OUTLINE

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.

### 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, sustainable water management)
- 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
- Knowledge and Application

### HOW WILL I BE ASSESSED?

#### **School-based assessment**

Inquiry folio	50%
<ul style="list-style-type: none"> <li>• Three Science Investigation Skills Tasks</li> <li>• One Science as a Human Endeavour Task</li> <li>• One Individual Inquiry Design Proposal</li> </ul>	

Collaborative Investigation (Design Practical)	20%
--	-----

#### **External Assessment**

Individual Inquiry Investigation (Design Practical)	30%
---	-----

### INFORMATION ON THE EXTERNAL ASSESSMENT

Students are required to work scientifically to design and carry out a scientific investigation with a focus on the main theme studies throughout the year. Students are required to submit a practical report, which outlines the methodology used evidence collected and the analysis of the results with a specific link back to scientific concepts.

# 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 to 'Essential Reading' Page 4

**LENGTH/CREDIT** Full Year / 20 SACE Credits

## SUBJECT OUTLINE

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.

## 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



## HOW WILL I BE ASSESSED?

### **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 Lawrey

**PREFERRED BACKGROUND** Stage 1 Art or Design  
Refer to 'Essential Reading' Page 4

**LENGTH/CREDIT** Full Year / 20 SACE Credit Points

### SUBJECT OUTLINE

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.

### CONTENT

The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

### HOW WILL I BE ASSESSED?

#### ***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

<b>CONTACT TEACHER(S)</b>	Antonine Stagg
<b>PREFERRED BACKGROUND</b>	Stage 1 Art or Design Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Full Year / 20 SACE Credit Points

### SUBJECT OUTLINE

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.

### CONTENT

The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

### HOW WILL I BE ASSESSED?

#### **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 to 'Essential Reading' Page 4

**LENGTH/CREDIT** Full Year / 20 SACE Credits

### SUBJECT OUTLINE

Both Year 11 and Year 12 students can do the Stage 2 course. This is recommended for students taking VET courses and/or fulfilling work hours (50-60 required) from paid, volunteer, experience or observation workplace activities done in the same calendar year as the course is being studied. Students should choose a Semester 1 start.

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).

At Stage 2 there are three enrolment options:

- Workplace Practices A (10 credits)
- Workplace Practices B (10 credits)
- Workplace Practices C / 20 SACE 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 SACE 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

### HOW WILL I BE ASSESSED?

#### **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 Teaching and Learning team
- 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

# 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.

## **Community learning**

The SACE Board recognises that learning does not just happen in the classroom, but in all kinds of settings. SACE students can earn credits for community service or activities through recognised community-developed programs or self-directed community learning.

Information can be found on the website at [Community learning](#).

## **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.

# Terminology for the South Australian Certificate of Education (SACE)

## 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. Learning and assessment plans at both Stage 1 and Stage 2 are approved by the school principal or delegate and retained in the school.

## 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
- Health
- Language and Culture
- Scientific Studies
- Society and Culture.

# Terminology for the South Australian Certificate of Education (SACE)

## 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: Modified
- Health: Modified
- Language and Culture: Modified
- Mathematics: Modified
- Personal Learning Plan: Modified (Stage 1 only)
- Research Project: Modified (Stage 2 only)
- Scientific Studies: Modified
- Society and Culture: Modified.

## Stage 1 and Stage 2 Modified Subjects Information and Guidelines

These guidelines provide principals and teachers with advice and guidance on quality assurance processes for the assessment of modified subjects.

## 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'.

## 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.

## Terminology for the South Australian Certificate of Education (SACE)

### **Recognition**

The SACE Board recognises and grants SACE credits for appropriate qualifications, subjects, courses, or learning experiences gained by local, interstate, or overseas students.

Information can be found on the website at [Other recognised learning](#).

### **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-.

### **Stage 1 information and guidelines**

These are available on the website and provide principals and teachers with advice and guidance on quality assurance processes for Stage 1 assessment.

### **Stage 2 subject operational information**

Subject operational information is available on the subject minisites as web content and provides schools and teachers with links to information on procedural matters relating to final moderation and external assessment requirements, and key dates for the year, including dates for the 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).

## USEFUL LINKS

[LearningAndTeaching@cabra.catholic.edu.au](mailto:LearningAndTeaching@cabra.catholic.edu.au)

[VET Coordinator](#)

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

[Introduction to the SACE](#)

[Studying the SACE](#)

[Your SACE Journey](#)

[SACE Capabilities](#)

[SACE Planner](#)

[Planning beyond the SACE](#)

[www.satac.edu.au](http://www.satac.edu.au)

[Students Online](#)

