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HOW TO USE THIS BOOKLET

The booklet is designed to lead you to make an initial choice of units for SACE study that best suits your interests and chosen pathway. It contains general and specific information for Stage 1 and 2 subjects and a sheet for your course selection. You should fill in the subject selection sheet only when you have become completely familiar about what is required. If in doubt ask the senior school coordinator or any of the SACE teachers.
LOCAL DELIVERY AND OPEN ACCESS

Study by local delivery is where you study a subject that is taught by a teacher who may be in a neighbouring school. This form of study allows you a wider subject choice than would be possible if you could select only from the subjects in your own school.

Students studying by local delivery in the Eastern Eyre Cluster have been very successful in the recent past, with some gaining 20/20 in Year 12 subjects.

You will have two contact lessons per week in each local delivery subject. These may be in the form of a double lesson by video conference. In the other scheduled lessons Stage 1 students work in a supervised study setting. Communication with your teacher is available via email or fax during these non-contact lessons.

In subjects that have a practical component, blocks of time will be allocated during the term, for you to complete the course requirements. Attendance at these blocked times will be compulsory and, while assistance will be offered, it will be your responsibility to arrange travel to the host school.

All students who are accepted into a local delivery subject will be taught under similar conditions as the students in the remote schools, even though they are based in the host school.

It is a critical component of this form of study that you demonstrate a strong commitment to:

- Working independently
- Personal organisation
- Time management
- Being self-reliant and seeking assistance when needed
- Being highly motivated
- Communicating with other students and your teachers.

An advantage of this form of study is that these skills are highly valued by employers and will assist you in tertiary study. You may also get the opportunity to work closely with your peers and teachers from other Eastern Eyre Schools.

- Please note that it is not automatic that you will be accepted into a subject by local delivery and advice will be provided to you about whether the staff in your school considers that you have the necessary pre-requisite skills to be successful. Also note that the running of any particular course/subject will depend on student numbers and staff availability. A subject may be withdrawn from offer if there are insufficient numbers.

Open Access refers to subjects offered by the Marden Open Access College. Students can choose from a wide variety of subject offerings, are sent course materials prepared by the college and receive a weekly lesson using DUCT technology. With evolving use of technologies it is hoped that some of these courses may be available online and/or by video conferences in the future. The Open Access College is responsible for all teaching and assessment but the home school offers supervision, counselling and monitoring of student work habits. Open Access courses come at a cost to the school, so students will need to demonstrate good work habits and if necessary have the prerequisite knowledge, but it is a useful way to ensure that our students can broaden their choice of subjects if no other avenue is available.

By using these methods as ancillary to our mainstream offerings our schools can approach subject choice offerings similar to larger schools while preserving the very real advantage of smaller class sizes and ready teacher access.

While students undertaking courses this way need good independent learning skills and personal organisation, excellent academic achievements are possible. Eastern Eyre Cluster Schools can often provide subject specific tutoring as well.
GLOSSARY OF TERMS

ASBA  Australian School Based Apprenticeship. An arrangement to complete SACE and simultaneously commence accredited industry training with an employer.

ASSESSMENT  Summative tasks - used by SSABSA for final assessment of criteria relating to each subject. Each semester has 4-5 summative tasks. Formative tasks - used by teachers to develop skills required to be successful in the summative assessment tasks. The number of formative tasks is determined by the subject teacher based on student needs.

AQF  Australian Quality Framework that licences organisations to recognise VET competencies.

CREDITS  A semester’s study at Stage 1 or 2 level provided from the Subject Outlines of SACE Board approved subjects.

OR  A specific division of Vet Study containing defined competencies. Each number of credits is measured in hours.

KEY COMPETENCY  A set of tools for life-long learning. They provide the foundation for learners to build upon the skills, processes and understandings they have developed already.

LOCAL DELIVERY  A process for teaching subjects to other schools within our cluster or district.

MODERATION  Procedures designed to ensure that assessments in a subject area are comparable across all schools in the state. This is carried out by SSABSA.

OPEN ACCESS  The Open Access College, based in Adelaide, offers subjects to students via distance education that they are not able to access at their school.

PLP  The Personal Learning Plan is a new compulsory subject, normally taken in Year 10.

RESEARCH PROJECT  The Research Project is a compulsory 10-credit Stage 2 subject that students need to complete with a ‘C’ grade or better to achieve the SACE in 2011.

SACE  South Australia Certificate of Education
SATAC
South Australian Tertiary Admissions Centre. Responsible for all application and course entrance procedures to South Australian Universities

SEMESTER
A division of the school year (approximately 2 terms). May also be referred to as a Unit

SACEBOARD OF SA
South Australian Certificate of Education Board of South Australia. Approves all subjects for SACE study Sets and manages all assessments procedures associated with the SACE.

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

VET
Vocational and Education Training. A generic term used to describe any training associated with careers. More specifically refers to the units and training packages that nationally recognise the attainment of specific competencies identified by the various divisions of business and industry. Many of these can now be attained in school courses. VET may take several forms of VET in SACE subjects, stand alone modules or courses within a specific training program eg. Australian School Based Apprenticeship
SACE Requirements

Subjects

Stage 1 - Years 10 & 11
- Personal Learning Plan (compulsory)
- Numeracy (compulsory) from a range of mathematics subjects
- Literacy (compulsory) from a range of English subjects
- Literacy 20 Credits
- Numeracy 10 Credits
- Plan 10 Credits

Stage 2 - Year 12
- Research Project (compulsory)
- Project 10 Credits
- Stage 2 subjects 60 Credits
- Free choice subjects from either Stage 1 or Stage 2 90 Credits

SACE = 200 Credits

Legend:
- Compulsory Stage 1 = 40 Credits
- Compulsory Stage 2 = 70 Credits
- Free choice = 90 Credits
Australian School Based Apprenticeship

An alternative to full time study

An Australian School Based Apprenticeship (ASBA) is a part time traineeship, with time spent in training and the workforce being used towards the South Australian Certificate of Education (SACE). A contract is signed between the employer, the student, caregiver and the school. The student completes their SACE, undertakes formal industry training and completes work hours.

An ASBA could be considered when a student is certain of the area of choice for their future career. The student usually works one day a week, and attends school four days a week to complete the compulsory subjects at Stage 1. After hours and holiday work are included under the terms of an ASBA.

The duration of an ASBA is usually 18 months - 2 years. The student is usually paid for their time at work according to the respective award. There is a probationary period and the contract can be cancelled. A student should seriously consider the contractual obligations before starting an ASBA.

Industry training courses may be held during the school holidays, as a day or week long blocks during school time, or through distance learning using study time at school, at home and with assistance at work. Students may be required to travel to larger centres to complete requirements of the training. The result of industry training can be Certificate 1, 2, 3 or 4, depending on the industry.

Units of industry training are allocated nominal time values, and every 50 hours is equal to 10 credits in the SACE.

The student is considered to be a full time student and enrols for (and completes) at least the compulsory subjects at Stage 1 and 2 to gain the SACE. The compulsory subjects are 20 credits of Literacy and 10 credits of Numeracy.

Students requiring a TER score for university entry will need to complete 3 Stage 2 subjects in addition to the ASBA. Students may still apply for entry to tertiary studies if they only complete the minimum number of Stage 2 subjects, however they will need to follow the TAFE to University pathway. The three subjects at Stage 2 may be achieved in three days at school, leaving two days per week available for work or training.

When a student is required to attend training in school time, the student and teachers must negotiate to ensure that the curriculum is covered in all subjects. Any failure to do so may result in the withdrawal of the Australian School Based Apprenticeship.

Our schools are encouraging the development of ASBAs in a number of industry areas and periodically hold community information meetings. Information regarding generation or availability of ASBA’s will be circulated to students and parents, as they become available.
What is the new SACE?

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. A new SACE is being progressively introduced from 2009 to ensure that students gain the skills they need for the future, as citizens and employees.

The SACE is being updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. The new SACE builds upon the achievements of the current SACE and will help students develop the skills and knowledge they need to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12).

When is it happening?

The new SACE is being progressively introduced from this year (2009). The new SACE roll-out will be complete in 2011.

<table>
<thead>
<tr>
<th>Year</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>Year 10 students study the Personal Learning Plan</td>
</tr>
<tr>
<td>2010</td>
<td>Year 10 students study the Personal Learning Plan</td>
</tr>
<tr>
<td></td>
<td>Year 11 students study new SACE Stage 1 subjects</td>
</tr>
<tr>
<td></td>
<td>Year 12 students study the current SACE Stage 2 subjects</td>
</tr>
<tr>
<td>2011</td>
<td>Year 10 students study the Personal Learning Plan</td>
</tr>
<tr>
<td></td>
<td>Year 11 students study new SACE Stage 1 subjects</td>
</tr>
<tr>
<td></td>
<td>Year 12 students study new SACE Stage 2 subjects</td>
</tr>
</tbody>
</table>

How do students get the SACE?

To gain the SACE, students complete about two years of full-time study which most students spread over three years. There are two stages:

- Stage 1, which most students do in Year 11, apart from the Personal Learning Plan, which most students are likely to do in Year 10
- Stage 2, which most students do in Year 12.

Each subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

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.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised course of a student’s choice.
What is the Personal Learning Plan?
The Personal Learning Plan is a new compulsory SACE subject, normally undertaken in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.

The Personal Learning Plan helps students to:

- identify and research career paths and options, including further education, training and work
- choose appropriate SACE subjects and courses based on plans for future work and study
- consider and access subjects and courses available in and beyond school
- review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills
- gain skills for future employment
- identify their goals and plans for improvement
- review and adjust their plans to achieve their goals.

The Personal Learning Plan contributes 10 credits towards the SACE. Because it is compulsory, students need to achieve a C grade or above.

What is VET and how can I do it?
VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in the trades and industry. It is the kind of education offered by TAFE colleges and a range of other registered training organisations.

In the new SACE students will be able to study more VET than ever before. They can earn up to 150 of the 200 credits required to complete the SACE, through recognised Vocational Education and Training courses. The remaining 50 credits can be completed through subjects with a VET focus. This means the 200 SACE credits required to complete the new certificate can be gained through a VET focus, provided the Personal Learning Plan, Research Project, and the Stage 1 literacy and numeracy requirements are also satisfied.

The new VET procedures will encourage students to plan their VET pathways and work towards higher levels of VET. The new VET in SACE arrangements are proposed to take effect from 2011.

What is community learning?
Students are able to earn SACE credits for learning undertaken in the community.

Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

Transition to the new SACE
The transition to the new SACE began this year with the introduction of the Personal Learning Plan.

From 2010, only new SACE Stage 1 subjects will be taught. Likewise, from 2011, the new Stage 2 subjects will replace the current subjects. Some students may begin the current SACE, leave school, and then return later to study under the new arrangements. For these students, in general, what counts in the current SACE will count in the new SACE and vice-versa.
University and TAFE entry

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

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

Full details of university and TAFE entry requirements for 2012 onwards will be included in the *Tertiary Entrance Booklet 2010, 2011, 2012*, to be published in July 2009 by the South Australian Tertiary Admissions Centre. Go to the SATAC website for more information.

Students with disabilities

The new SACE will continue to cater for students with special needs. The existing special provisions will continue. In addition, the new SACE offers a range of modified subjects as options for students with significant disabilities.

The subject outline for the Personal Learning Plan: Modified is available for use in 2009. There will also be a modified subject in each of the learning areas. Modified subject outlines and summaries of these are expected to go to the SACE Board for accreditation in July.
In Ancient Studies and Classical Studies students learn about the history, literature, society and culture of ancient civilisations, which may include Asia–Australia, the Americas, Europe and Western Asia, and the classical civilisations of Greece and Rome.

Students draw on many other fields of study including architecture, politics, religion and geography. The study of Ancient Studies and Classical Studies enables students to consider environmental, social, economic, religious, cultural, and aesthetic factors that shape societies and provide personal and shared identity.

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

Stage 1 Ancient Studies

Stage 1 Ancient Studies can be studied as a 10-credit subject or a 20-credit subject.

Content

For a 10-credit subject, students study at least two ancient societies or cultures.
For a 20-credit subject, students study at least four ancient societies or cultures.

Assessment

At Stage 1, assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Folio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources Analysis</td>
</tr>
<tr>
<td>Special Study</td>
</tr>
</tbody>
</table>
Stage 2 Classical Studies

Stage 2 Classical Studies is a 20-credit subject.

Content

Stage 2 Classical Studies consists of the following sections:
- Section A: Literature
- Section B: Society, Culture, and History
- Section C: Special Study

Students study three topics from Sections A and B. At least one topic must be taken from Section A and at least one topic must be taken from Section B. The remaining topic can be taken from either Section A or Section B.

Section A: Literature
Students undertake a focus study of at least one of the following topics:
- Topic 1: Greek Epic
- Topic 2: Greek Drama
- Topic 3: Roman Poetry.

Section B: Society, Culture, and History
Students undertake a focus study of at least one of the following topics:
- Topic 4: Greek Society, Fifth Century BC
- Topic 5: Greek History, 500–479 BC
- Topic 6: Roman History, 70–28 BC
- Topic 7: Greek Religion
- Topic 8: Greek and Roman Material Culture, Seventh Century BC to Second Century AD.

Section C: Special Study
Students undertake a research essay in an area of specialty or interest.

Assessment

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

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

External Assessment

| Special Study           | 30%       |
Information on the External Assessment

Special Study

Students undertake a written essay of up to a maximum of 2000 words. Students propose and develop a point of view about an issue. The special study must not concentrate solely on a focus study already undertaken in Section A or B.

The special 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 investigation with reference to the performance standards.

Performance Standards

The Ancient and Classical Studies Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.

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

The focus capabilities for this subject are communication and learning.

**Stage 1 Biology**

Stage 1 Biology can be studied as a 10-credit subject or a 20-credit subject.

**Content**

Examples of areas of study include.
- Cellular Biology
- Physiology
- Ecology

**Assessment**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio
- Skills and Applications Tasks
Stage 2 Biology

Stage 2 Biology is a 20-credit subject.

Content

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

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

Assessment

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

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

External Assessment

Examination

<table>
<thead>
<tr>
<th>Examination (3 hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple-choice questions</td>
<td></td>
</tr>
<tr>
<td>Short-answer questions</td>
<td></td>
</tr>
<tr>
<td>Extended response questions (two)</td>
<td></td>
</tr>
</tbody>
</table>

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

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

The Biology Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally.

Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.

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

This subject outline gives schools the opportunity to vary the content and/or school-based assessment to develop local programs that suit their needs and interests.

### Stage 1 Business and Enterprise

Stage 1 Business and Enterprise can be studied as a 10-credit subject or a 20-credit subject.

#### Content

Stage 1 Business and Enterprise comprises two core topics and nine option topics.

For a 10-credit subject, students undertake:
- one core topic
- two to three option topics

For a 20-credit subject, students undertake:
- two core topics (one per semester)
- four to six option studies

**Core Topics**
- Core Topic 1: Introduction to Business and Enterprise
- Core Topic 2: Business and Enterprise in Practice
**Option Topics**
- Establishing a Business
- Business Plans
- Business Management and Communication
- Financial Planning and Management
- Technology for Business
- Marketing
- Employment Relations
- Entrepreneurship: the Enterprising Person
- Global Business.

**Assessment**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Folio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
</tr>
<tr>
<td>Issues Study</td>
</tr>
</tbody>
</table>

Schools may adapt the school-based assessment component and/or design a local school-based assessment component, using the recommended assessment types as a guide. The design of the school-based assessment component may be negotiated with students.

**Stage 2 Business and Enterprise**
Stage 2 Business and Enterprise can be studied as a 10-credit subject or a 20-credit subject.

**Content**
Stage 2 Business and Enterprise comprises a core topic, and seven option topics.

For a 10-credit subject, students undertake:
- the core topic
- one option topic

For a 20-credit subject, students complete the study of:
- the core topic
- two option topics
Core Topic
The Business Environment
- Business in Australia
- The Nature and Structure of Business
- The Business Enterprise

Option Topics
- People, Business, and Work
- Business and the Global Environment
- Business and Finance
- Business, Law, and Government
- Business and Technology
- Business and Marketing
- Business Research Task/Practical Application.

Assessment

(10-credit subject)
In a 10-credit subject, students demonstrate evidence of their learning through the following assessment types:

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

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

(20-credit subject)
In a 20-credit subject, students demonstrate evidence of their learning through the following assessment types:

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

<table>
<thead>
<tr>
<th>External Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Report</td>
<td>30%</td>
</tr>
</tbody>
</table>
Schools may adapt the school-based assessment component and/or design a local school-based assessment component, using the recommended assessment types as a guide. The design of the school-based assessment component may be negotiated with students.

Schools are required to use the external assessment type specified in this subject outline.

Information on the External Assessment

(10-credit subject)

Issues Study

The issues study is a written report of up to a maximum of 1000 words. Students identify and investigate a relevant current issue or emerging trend in business and enterprise.

The issue 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 study with reference to the performance standards.

(20-credit subject)

Report

The report is up to a maximum of 2000 words in length and can be

either

• a situation analysis that outlines the present state of an existing small- to medium-sized business, and that examines aspects such as market, competitors, staff, and business structure.

or

• an enterprise report which involves the evaluation of a small business enterprise that the student has established themselves, and describes the business plan and other aspects associated with running the enterprise.

Performance Standards

The Business and Enterprise Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

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

The focus capabilities for this subject are communication and learning.

**Stage 1 Chemistry**

Stage 1 Chemistry can be studied as a 10-credit subject or a 20-credit subject.

**Content**

The design and content of the program is determined at the school level. Examples of areas of learning and topics include:

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matter</td>
<td>particles</td>
</tr>
<tr>
<td></td>
<td>physical properties</td>
</tr>
<tr>
<td>Reactions</td>
<td>chemical changes</td>
</tr>
<tr>
<td></td>
<td>equations</td>
</tr>
<tr>
<td>Carbon Chemistry</td>
<td>hydrocarbons</td>
</tr>
<tr>
<td></td>
<td>organic nomenclature</td>
</tr>
<tr>
<td>Chemical Calculations</td>
<td>mole concept</td>
</tr>
<tr>
<td></td>
<td>significant figures</td>
</tr>
<tr>
<td>Skills</td>
<td>experimental design</td>
</tr>
<tr>
<td></td>
<td>graphing</td>
</tr>
</tbody>
</table>
Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Investigations Folio</th>
<th>Skills and Applications Tasks</th>
</tr>
</thead>
</table>

Stage 2 Chemistry

Stage 2 Chemistry is a 20-credit subject.

Content

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

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

Assessment

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

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

| Examination             | 30%       |

Information on the External Assessment

Examination (3 hours)

Students are assessed on their knowledge and understanding of the key ideas and the intended student learning in the five topics and the investigation skills. Students are given a sheet containing a periodic table, standard SI prefixes, and a table showing the relative activities of a number of metals.

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

The Chemistry Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student's completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
Stage 2 Child Studies

Stage 2 Child Studies can be taken as a 10-credit subject or a 20-credit subject.

The Stage 2 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 one or more of the following five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Practical and Legal Influences
- Socio-cultural Influences
- Technological Influences

A 10-credit subject includes two or three areas of study.
A 20-credit subject includes all five areas of study.

Assessment

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

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

Information on the External Assessment

Investigation

The Investigation is a piece of writing of up to a maximum of 2000 words for the 20-credit subject, and 1000 words for the 10-credit subject. 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.
Performance Standards

The Child Studies Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.

<table>
<thead>
<tr>
<th>Community Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subjects</strong></td>
</tr>
<tr>
<td>Community Studies (Stage 1)</td>
</tr>
<tr>
<td>Community Studies (Stage 2)</td>
</tr>
<tr>
<td>Learning Area</td>
</tr>
</tbody>
</table>

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

The focus capabilities for this subject are communication and citizenship.

Stage 1 Community Studies

Stage 1 Community Studies can be studied as a 10-credit subject or a 20-credit subject in one or more of the ten areas of study listed below:
Content

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

- Arts and the Community
- Business and the Community
- Communication and the Community
- Design, Construction, and the Community
- Environment and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science and the Community
- Technology and the Community
- Work and the Community.

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning by completing their contract of work through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract of Work</td>
</tr>
<tr>
<td>Folio</td>
</tr>
<tr>
<td>Community Activity</td>
</tr>
<tr>
<td>Reflection</td>
</tr>
</tbody>
</table>

Stage 2 Community Studies

Stage 2 Community Studies can be studied as a 10-credit subject or a 20-credit subject in one or more of the ten areas of study.

Content

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

- Arts and the Community
- Business and the Community
- Communication and the Community
- Design, Construction, and the Community
- Environment and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science and the Community
- Technology and the Community
- Work and the Community.
Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract of Work</td>
</tr>
<tr>
<td>Folio</td>
</tr>
<tr>
<td>Presentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection</td>
</tr>
</tbody>
</table>

Information on the External Assessment

Reflection

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

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

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

Performance Standards

The Community Studies Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
In Creative Arts, students have opportunities to specialise in study within and across the arts disciplines of dance, drama, music and the visual arts: art and design.

Students participate in the processes of development and the presentation of finished or realised creative arts products. Creative arts products may take the form of musicals, plays, or concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations, and in vocal groups or other ensembles.

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

This subject outline gives schools the opportunity to vary the content and/or school-based assessment to develop local programs that suit their needs and interests.

### Stage 1 Creative Arts

Stage 1 Creative Arts can be studied as a 10-credit subject or a 20-credit subject.

#### Content

For a 10-credit or 20-credit students complete tasks in the following areas of study:

- Creative Arts Process
- Development and Production
- Core Concepts in Arts Disciplines
- Creative Arts in Practice.

Schools may select or adapt the content suggested in this subject outline and/or design local content, using the subject outline as a guide. Local programs will need to be approved by the SACE Board.
Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Product</td>
<td></td>
</tr>
<tr>
<td>Folio</td>
<td></td>
</tr>
</tbody>
</table>

Schools may adapt the school-based assessment component and/or design a local school-based assessment component, using the recommended assessment types as a guide. The design of the school-based assessment component may be negotiated with students.

Schools are required to use the external assessment type specified in this subject outline.

Stage 2 Creative Arts

Stage 2 Creative Arts can be studied as a 10-credit subject or a 20-credit subject.

Content

For a 10-credit or 20-credit subject students complete tasks in the following areas of study:

- Creative Arts Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts in Practice.

Schools may select or adapt the content suggested in this subject outline and/or design local content, using the subject outline as a guide. Local programs will need to be approved by the SACE Board.

Assessment

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

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

Schools may adapt the school-based assessment component and/or design a local school-based assessment component, using the recommended assessment types as a guide. The design of the school-based assessment component may be negotiated with students.

Schools are required to use the external assessment type specified in this subject outline.
Information on the External Assessment

Practical Skills

Students conduct a focused exploration and application of skills appropriate to their preferred area of the creative arts.

For a 10-credit subject, the practical skills and evaluation should include documentation that includes up to a maximum of 8 pieces of evidence that best illustrate the key phases of skills development. The evaluation should be up to a maximum of 400 words if written, or up to 4 minutes for an oral recorded communication.

For a 20-credit subject, the practical skills and evaluation should include documentation that includes up to a maximum of 15 pieces of evidence that best illustrate the key phases of skills development. The evaluation should be up to a maximum of 800 words if written, or up to 8 minutes for an oral recorded communication.

The practical skills 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 practical skills and evaluation with reference to the performance standards.

Performance Standards

The Creative Arts Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
### Cross-disciplinary Studies

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1 Cross-disciplinary Studies</td>
<td>10 (half year) 20 (full year)</td>
</tr>
<tr>
<td>Stage 2 Cross-disciplinary Studies</td>
<td>10 (half year) 20 (full year)</td>
</tr>
</tbody>
</table>

**Learning Area**

Cross-disciplinary

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

The learning interest is a topic, issue, practical or theoretical challenge that extends over the duration of the program.

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

This subject outline gives schools the opportunity to vary the content and/or school-based assessment to develop local programs that suit their needs and interests.

## Stage 1 Cross-disciplinary Studies

Stage 1 Cross-disciplinary Studies can be studied as a 10-credit subject or a 20-credit subject.

### Content

The content of Stage 1 Cross-disciplinary Studies is built around the learning interest and an understanding of the contributing disciplines and the relevant capabilities.

Students cover the following phases as part of their program:

- Scoping of the learning interest
- Application of knowledge and skills to develop the learning interest
- Analysis and reflection on their learning.

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- **Group Project**
- **Application Task**
- **Written Response**

Schools may adapt the school-based assessment component and/or design a local school-based assessment component, using the recommended assessment types as a guide. The design of the school-based assessment component may be negotiated with students.
Stage 2 Cross-disciplinary Studies

Stage 2 Cross-disciplinary Studies can be studied as a 10-credit subject or a 20-credit subject.

Content

The content of Stage 2 Cross-disciplinary Studies is built around the learning interest and an understanding of the contributing disciplines and the relevant capabilities.

Students cover the following phases as part of their program:
- Scoping of the learning interest
- Understanding and application of knowledge and skills to develop the learning interest
- Analysis and reflection on learning.

Assessment

10-credit

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

either

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

External Assessment

| Analytical Response          | 30%       |

or

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

either

| Group Project                | 40%       |

or

| Presentation and Discussion  | 40%       |

External Assessment

| Analytical Response          | 30%       |
In the 20-credit subject students demonstrate evidence of their learning through the following assessment types.

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

For a 20-credit subject, students complete at least one assessment from each of the school-based assessment types, and the external assessment.

Schools may adapt the school-based assessment component and/or design a local school-based assessment component, using the recommended assessment types as a guide. The design of the school-based assessment component may be negotiated with students.

Information on the External Assessment

Analytical Response

Under the supervision of the teacher students undertake an analytical response to a source of information that relates to one or more aspects of their learning interest.

For a 10-credit subject, students undertake one analytical response of 60 minutes. For a 20-credit subject, students undertake two analytical responses of 60 minutes each.

The analytical response 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.

Performance Standards

The Cross-disciplinary Studies Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products, processes, or systems. Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

Stage 1 and Stage 2 Design and Technology provide enrolment options in the following three focus areas:
- Communication Products
- Material Products
- Systems and Control Products

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

**Stage 1 Design and Technology**

Stage 1 Design and Technology can be studied as one or more 10-credit subjects or a 20-credit subject.

Stage 1 Design and Technology provides the following enrolment options:

10 credit subjects:
- Communication Products I & II
- Material Products I & II
- Systems and Control Products I & II

20 credit Subjects
- Communication Products
- Material Products
- Systems and Control Products
Content

- **Communication Products** – students use images, sounds, or other data to design and make products that communicate information. Contexts include computer-aided programs, graphics, multimedia, photography, or web-design.

- **Material Products** – students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. Contexts include metals, plastics, wood, composites, ceramics, textiles.

- **Systems and Control Products** – students use devices such as electrical, electronic, mechanical, pneumatic, hydraulic, and interface components including programmable control devices to design and make products. Contexts include computer systems, electrical systems, and mechanical systems.

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Skills and Applications Tasks</th>
<th>Folio</th>
<th>Product</th>
</tr>
</thead>
</table>

Stage 2 Design and Technology

Stage 2 Design and Technology can be studied as a 10-credit subject or a 20-credit subject and provides the following enrolment options:

**10 credit subjects:**
Communication Products I & II
Material Products I & II
Systems and Control Products I & II

**20 credit Subjects**
Communication Products
Material Products
Systems and Control Products
Content

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

- **Material Products** – 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.

- **Systems and Control Products** – Students use devices such as electrical, electronic, mechanical, pneumatic, hydraulic, interface components and programmable control devices to design and make products. Students demonstrate knowledge and skills associated with using materials, control systems, and processes

Assessment

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

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>20%</td>
</tr>
<tr>
<td>Product</td>
<td>50%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment

**Folio**

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: Documentation and Analysis of the Design Process
- Part 2: Evaluation of the Realised Product
**Documentation and Analysis of the Design Process**

- For a 10-credit and a 20-credit subject, students document investigation and planning skills.

- For a 20-credit subject *only* — when documenting their investigation skills in Part 1, students include a report on the impact of technological practices related to their product, on individuals, society and/or the environment.

**Evaluation of the Realised Product**

- For a 10-credit subject, students provide up to 8 pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluating. The evidence should include up to a maximum of 500 words or 4 minutes of recorded oral explanation, analysis and evaluation.

- For a 20-credit subject, students provide up to 15 pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluation. The evidence should include up to a maximum of 1000 words or 8 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.

**Performance Standards**

The Design and Technology Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
Stage 1 English

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

Stage 1 English caters for students with a range of learning styles and articulates with the Stage 2 English subjects.

Stage 1 English can be studied as a 10-credit subject or a 20-credit subject.

Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20-credits of this subject meet the literacy requirement.

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

Content

For both 10-credit and 20-credit subjects, students are required to read and respond to texts as well as produce texts.

Reading and responding to texts

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

Producing texts

Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.
Extended Study

Students complete one of the extended study options:

- Option 1: Language Study
- Option 2: Connected Texts Study
- Option 3: Student-negotiated Study

**Option 1: Language Study**

Students focus on an aspect of language in a context beyond the classroom. Students could, for example, reflect on how specialised vocabulary is used in texts, the effect of context on appropriate language choice, the role of language in establishing individual or group identity, or how language choice is determined by the expectations of the audience.

**Option 2: Connected Texts Study**

Students consider texts in relation to each other, to the context in which they are produced, and to the context in which they are read or viewed. Students choose a minimum of two texts that are connected by similarity or difference.

**Option 3: Student-negotiated Study**

Students negotiate a focus that enables them to develop an understanding of the place of language and texts in social and cultural contexts.

The extended study can be written, oral, or multimodal, or a combination of these modes.

**Assessment**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning in Stage 1 English through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Analysis</td>
</tr>
<tr>
<td>Text Production</td>
</tr>
<tr>
<td>Extended Study (students select one of three options)</td>
</tr>
</tbody>
</table>
English Communications

<table>
<thead>
<tr>
<th>Subjects</th>
<th>English Communications (Stage 2)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10 (half year)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 (full year)</td>
</tr>
</tbody>
</table>

Learning Area | English

Stage 2 English Communications

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

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

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

**Content**

Stage 2 English Communications can be studied as a 10-credit subject or a 20-credit subject.

For both the 10-credit subject and the 20-credit subject students undertake tasks within the following:

- Text Study
- Text Production Study
- Communication Study (consists of two parts)
  1. Analysis and comparison of one of the following categories of communication:
     - Mass-media Communication
     - Personal Communication
     - Business Communication
     - Computer-mediated Communication
     - Advertising
  2. Completion of a practical application involving the development of a product, reflection on the process of development, and the findings reached by the student. Students select one of the following applications:
    - Film-making
    - Interacting
    - Investigating
    - Language
    - Multimedia web authoring
    - Oral language
    - Workplace writing
    - Writing for publication.
Assessment  
(10-credit subject)

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Analysis or Text Production</td>
<td>40%</td>
</tr>
<tr>
<td>Communication Study</td>
<td>30%</td>
</tr>
</tbody>
</table>

External Assessment

| Folio                          | 30%       |

(20-credit subject)

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

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

External Assessment

| Folio                          | 30%       |

Information on the external assessment  
(10-credit subject)

Folio

Students complete a Folio containing work from one of the following options:

- Option 1: Response to an example of communication
- Option 2: Text production with writer’s statement.

*Option 1: Response to an example of communication*

Students write a commentary on an example of communication, e.g. a short story, novel, poem, or film; or a text used to communicate an idea or information such as a transcript of a speech, or a letter.
Option 2: Text production with writer’s statement
Students compose a piece of written text and a writer’s statement that outlines their intentions and reflection of the process used to produce it.

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

The total length of the writing in the Folio is up to a maximum of 1000 words.

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

(20-credit subject)

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

Part 1: Response to an example of communication
Students compare two examples of communication from within one category of communication. This could be a short story, novel, poem, or film; or a text used to communicate an idea or information such as a transcript of a speech, or a letter.

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

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

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

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

Performance Standards

The English Communications Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
Stage 1 English Pathways

<table>
<thead>
<tr>
<th>Subjects</th>
<th>English Pathways (Stage 1)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10 (half year)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 (full year)</td>
</tr>
</tbody>
</table>

Learning Area

English

Stage 1 English Pathways

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. Stage 1 English Pathways provides the opportunity for teachers and schools to develop programs that suit the local needs of students. It articulates with the Stage 2 English Pathways subject.

In Stage 1 English Pathways, students read, listen, speak, respond to and compose texts, to establish and maintain connections with familiar and unfamiliar communities.

Stage 1 English Pathways can be studied as a 10-credit subject or a 20-credit subject.

Stage 1 English Pathways allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in this subject meet the compulsory 20-credit literacy requirement.

Local Programs

Each learning area has a subject outline that is designed to give schools additional flexibility to develop teaching and learning programs for both Stage 1 and Stage 2 that focus on specific local needs and interests.

The subject outline for Stage 1 English Pathways provides this flexibility for the English Learning Area.

All teaching and learning programs based on the subject outline for Stage 1 English Pathways must use the capabilities, learning requirements, assessment design criteria, and performance standards specified in this subject outline.

However, schools have the flexibility to:

*either*

- follow the content and assessment recommended in this subject outline

*or*

- vary the content and/or school-based assessment, using this subject outline as a guide.

Teaching and learning programs that vary the content and/or school-based assessment are referred to as ‘local programs’ and are submitted for approval according to SACE Board processes.

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

For both 10-credit and 20-credit subjects, students read and respond to texts as well as produce texts.

Decisions on the content are centred on the ways in which individual or groups of students establish and maintain connections with familiar and unfamiliar communities.

Text Analysis

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

Students learn that texts and language are situated in social and cultural environments and the ways in which the study of texts supports them to establish and maintain community connections.

Producing texts

Students explore a range of text types for a range of purposes and audiences, and compose their own texts. They learn to recognise the linguistic codes and conventions of different text types, and use these to compose their own texts.

Assessment

Assessment at Stage 1 English Pathways is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Analysis</td>
</tr>
<tr>
<td>Text Production</td>
</tr>
</tbody>
</table>

Schools may adapt the school-based assessment component and/or design a local school-based assessment component, using the recommended assessment types as a guide. The design of the school-based assessment component may be negotiated with students.

Final editing of the subject outline may result in further changes to the subject summary.
Stage 2 English Pathways

Stage 2 English Pathways can be studied as a 10-credit subject or a 20-credit subject.

Stage 2 English Pathways allows students to achieve the literacy requirement in the SACE. Students who complete 20 credits of Stage 2 English Pathways with a C grade or better will meet the literacy requirement of the SACE.

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. Stage 2 English Pathways provides the opportunity for teachers and schools to develop programs that suit the local needs of students. It articulates with the Stage 1 English Pathways subject.

In Stage 2 English Pathways, students read, view, listen, speak, compose, and use information and communication technologies to reflect on ways in which language is used in different social and cultural situations. By examining texts created in a range of modes and by making their own texts, students develop skills that allow them to understand, communicate, and create meaning. Students learn how to engage with texts and use language skills to interact and work effectively with other people, and to solve problems.

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

This subject outline gives schools the opportunity to vary the content and/or school-based assessment to develop local programs that suit their needs and interests.

Content

For both 10-credit and 20-credit programs, students are required to read and respond to texts as well as produce texts.

Decisions regarding the specific content should be centred on the ways in which individual students or groups of students establish and maintain effective connections and interactions with people in different contexts.
Reading and Responding to Text Study

Students reflect critically on the ways in which texts are created for specific purposes and audiences. Texts selected for study have a direct connection with people and experiences in vocational, cultural, and/or social contexts.

Students develop and express opinions and perspectives in written and oral or multimodal form.

It is recommended that students read and respond to at least two of the following text types:

- an extended prose, verse, or electronic text (e.g. a novel, a graphic novel, a collection of short stories, a biography, an instructional manual)
- a visual/media text (e.g. a web page, a film, a documentary, a training text)
- a creative/aesthetic text (e.g. poetry, song lyrics, a dramatic performance).

Text Production Study

Through reading and responding to texts, students recognise the influence of language and textual conventions on the ways in which readers understand and respond to texts. Students learn that authors observe various conventions of style, content, vocabulary, register, and format. Students should be conscious of the stylistic features and textual conventions that characterise various forms, and should demonstrate some control over these features and conventions in their own text production.

Students are likely to benefit from modelling their own texts on examples of good practice in the same form. This study allows students to develop control over self-editing and drafting processes.

Language Study

Students identify a purpose and context that arises out of their interaction with a group of people in a vocational, cultural, or social context.

Schools may either follow or vary the content recommended in the subject outline.

Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Analysis</td>
<td>35%</td>
</tr>
<tr>
<td>Text Production</td>
<td>35%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Language Study</td>
<td>30%</td>
</tr>
</tbody>
</table>

For a 10-credit program, it is recommended that students read and respond to two texts and produce two texts. Students also complete a language study.

For a 20-credit program, it is recommended that students read and respond to three or four texts and produce three or four texts. Students also complete a language study.
Information on the External Assessment

Language Study

For a 10-credit program, students complete a language study of a maximum of 1000 words, or the equivalent in a multimedia format.

For a 20-credit program, students complete a language study of a maximum of 2000 words, or the equivalent in a multimedia format.

Students undertake an independent study that has as its major focus the use of language by a group of people in a chosen context. The people who are the focus of the study may be in a family, peer, school, local, national, global, or virtual group. The group could be social, vocational, volunteer, sporting, religious, or a community of interest.

Students need to develop a clearly defined focus. They may choose to hypothesise, ask a question, or use another strategy for focusing their ideas. There should be clear evidence of what the students learned through completing the study, and a conclusion that draws together the ideas formulated during the study.

Performance Standards

The Stage 2 English Pathways Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
English focuses on the development of English skills, strategies, knowledge and understandings, for a variety of purposes.

In English Studies students read a range of extended texts and a number of shorter texts. They read texts analytically from a range of contexts, including those from the past, contemporary texts, and those from everyday experience. Students focus on the skills and strategies of critical thinking needed to interpret texts. Through a shared and individual study of texts, they have opportunities to exchange and develop ideas, find evidence to support a personal view, and learn to construct logical and convincing arguments.

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

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

Stage 2 English Studies is a 20-credit subject.

Students undertake tasks within the following:
- Text Study
- Text Production Study

**Text Study**

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

*Shared Studies* consist of a:
- study of two single texts
- study of paired texts
- study of poetry
- critical reading study of short texts.

Among the texts chosen for the four shared studies there must be:
- one film text
- at least one extended prose text
- at least one written drama text
- at least 1000 lines of poetry
- a range of short texts for the critical reading study.
**Individual Study** (consists of two parts)
- critical essay
- collection of supporting material

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

**Text Production Study**

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

**Assessment**

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

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

**External Assessment**

| Examination                   | 30%       |

**Information on the External Assessment**

**Examination (3 hours)**

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

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

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

The English Studies Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Hospitality (Stage 1)</td>
<td>10 (half year)</td>
</tr>
<tr>
<td></td>
<td>20 (full year)</td>
</tr>
<tr>
<td>Food and Hospitality (Stage 2)</td>
<td>10 (half year)</td>
</tr>
<tr>
<td></td>
<td>20 (full year)</td>
</tr>
</tbody>
</table>

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

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

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

Stage 1 Food and Hospitality

Stage 1 Food and Hospitality can be studied as a 10-credit subject or a 20-credit subject.

Students examine the factors that influence people’s food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.
Content

Students study topics within one or more of the following three areas of study:
- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Careers

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Practical Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Activity</td>
</tr>
<tr>
<td>Investigation</td>
</tr>
</tbody>
</table>

Stage 2 Food and Hospitality

Stage 2 Food and Hospitality can be taken as a 10-credit subject or a 20-credit subject.

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 one or more of the following five areas of study:
- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Socio-cultural Influences
- Technological Influences.

A 10-credit subject includes at least two areas of study.
A 20-credit subject includes all five areas of study.
Assessment

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

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

Information on the External Assessment

Investigation

The Investigation is a piece of writing of up to a maximum of 2000 words for the 20-credit subject, and 1000 words for the 10-credit subject. 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.

Performance Standards

The Food and Hospitality Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
The discipline of geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning.

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

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

**Stage 1 Geography**

Stage 1 Geography can be studied as a 10-credit subject or a 20-credit subject.

**Content**

Students study topics within four key themes:
- Key Theme 1: Location and Distribution
- Key Theme 2: Natural Environments at Risk
- Key Theme 3: People, Resources, and Development
- Key Theme 4: Issues for Geographers.

**Assessment**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks
- Inquiry
- Fieldwork
- Investigation
Stage 2 Geography

Stage 2 Geography is a 20-credit subject.

Content

Stage 2 Geography consists of:

- a compulsory core topic
- two option topics from a choice of 12

Core Topic: Population, Resources, and Development

Students are introduced to the processes involved in population change and become aware of the impacts of population and consumption on the environment.

Option Topics

Students must study issues related to two of the following options topics:

- Option Topic 1: Urbanisation
- Option Topic 2: Rural Places
- Option Topic 3: Tourism
- Option Topic 4: Sources and Use of Energy
- Option Topic 5: Coasts
- Option Topic 6: Biodiversity
- Option Topic 7: Climate Change
- Option Topic 8: Soils
- Option Topic 9: Environmental Hazards
- Option Topic 10: Globalisation
- Option Topic 11: Drylands
- Option Topic 12: Negotiated Topic.

The option topics are assessed through fieldwork activities and inquiries.

Assessment

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

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

External Assessment

| Examination            | 30%       |
Information on the External Assessment

Examination (2 hours)

Students undertake a 2-hour written examination that focuses on the core topic. The examination consists of short-answer and extended-answer questions on knowledge, skills, application, and analysis of issues.

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

Performance Standards

The Geography Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
Health

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1 Health</td>
<td>10 (half year)</td>
</tr>
<tr>
<td></td>
<td>20 (full year)</td>
</tr>
<tr>
<td>Stage 2 Health</td>
<td>10 (half year)</td>
</tr>
<tr>
<td></td>
<td>20 (full year)</td>
</tr>
</tbody>
</table>

Learning Area: Health and Physical Education

Students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living, and caring for themselves and the environment. Students develop skills to consider how changing social structures, community values, environmental issues, and new technologies affect the health and well-being of individuals and communities.

The focus capabilities for this subject are Personal Development, Citizenship, and Learning.

This subject outline gives schools the opportunity to vary the content and/or school-based assessment to develop local programs that suit their needs and interests.

Stage 1 Health

Stage 1 Health can be studied as a 10-credit subject or a 20-credit subject.

Content

For a 10-credit subject, students complete the study of:
- at least one core concept
- one option study

For a 20-credit subject, students complete the study of:
- at least one core concept
- three option studies

Core Concepts
- Core Concept 1: Ways of Defining Health
- Core Concept 2: Health Literacy

Option Studies
- Option Study 1: Health and Participation in an Active Lifestyle
- Option Study 2: The Effects of Alcohol, Tobacco, and Other Drugs on Health
- Option Study 3: Health and the Environment
- Option Study 4: Contemporary Health Priorities in Australia
- Option Study 5: Health and Relationships
- Option Study 6: Mental and Emotional Health
- Option Study 7: Growing up Healthy
- Option Study 8: Careers and Vocational Studies in Health
- Option Study 9: Open Topic.
Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues Response</td>
</tr>
<tr>
<td>Group Activity</td>
</tr>
<tr>
<td>Investigation</td>
</tr>
</tbody>
</table>

Schools may adapt the school-based assessment component and/or design a local school-based assessment component, using the recommended assessment types as a guide. The design of the school-based assessment component may be negotiated with students.

Stage 2 Health

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

Content

For a 10-credit subject, students complete the study of:
- at least one core concept
- one option study

For a 20-credit subject, students complete the study of:
- at least one core concept
- three option studies

Core Concepts
- Core Concept 1: Health Literacy
- Core Concept 2: Social and economic determinants of health

Option Studies
- Option Study 1: Health promotion in the community
- Option Study 2: Health and environment
- Option Study 3: Sexuality and health
- Option Study 4: Health and relationships
- Option Study 5: Risks and challenges to health
- Option Study 6: Stress and health
- Option Study 7: Vocational studies and applications in Health.
Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Investigation and Presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Sources Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Practical Activity</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

Schools may adapt the school-based assessment component and/or design a local school-based assessment component, using the recommended assessment types as a guide. The design of the school-based assessment component may be negotiated with students.

Schools are required to use the external assessment type specified in this subject outline.

Information on the External Assessment

Investigation

Students are directly involved in a personal or community activity or social action related to their chosen issue and present their investigation in the form of a written report of up to a maximum of 1000 words for the 10-credit subject and 2000 words for the 20-credit subject.

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.

Performance Standards

The Health Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

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

### Stage 1 History

Stage 1 History can be studied as a 10-credit subject or a 20-credit subject.

#### Content

A 10-credit subject consists of:
- skills of historical inquiry
- a minimum of two historical studies

A 20-credit subject consists of:
- skills of historical inquiry
- a minimum of four historical studies.

#### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Folio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources Analysis</td>
</tr>
<tr>
<td>Investigation</td>
</tr>
</tbody>
</table>
Stage 2 Australian History

Stage 2 Australian History is a 20-credit subject.

Content

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

Thematic Study
Topics:
• Contact and Resistance: Indigenous Australians and the Colonial Experience, 1788 to the Present.
• The Bush Experience and Survival on the Land: Agriculture, Pastoralism and Mining, 1788 to the Present.
• Australia’s Foreign Policy, 1890 to the Present.
• Searching for Ideal Societies and Nations, c. 1880 to 1914, and 1966 to the Present.
• The Unwanted, the Seekers, and the Achievers: Migration to Australia, 1830 to the Present.
• Living in Australia, 1788 to the Present.

Depth Study
Topics:
• Women in Australia: Myths, Experiences, Roles, and Influences, 1788 to the Present.
• Remembering Australians in Wartime: Experiences and Myths, 1880 to the Present.
• The Lucky Country? Prosperity, Depression, and Recession, 1850 to the Present.
• The Radical Experiment: A Social, Political, Economic, and Cultural History of South Australia, 1836 to the Present.
• Experiencing the Northern Territory: A Social, Political, Economic, and Cultural History of the Northern Territory, 1824 to the Present.

Individual History Essay
Students choose a key area for inquiry from any of the eleven topics.
Assessment

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

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

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

Information on the External Assessment

Examination (3 hours)

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

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

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

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

The examination will be marked by external assessors with reference to the performance standards.
Stage 2 Modern History

Stage 2 Modern History is a 20-credit subject.

Content

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

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

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

Individual History Essay
Students choose a key area for inquiry from one of eleven topics.

Assessment

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

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

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>
Information on the External Assessment

Examination (3 hours)

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

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

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

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

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

**Performance Standards**

The History Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
Integrated Learning requires students to apply their knowledge and skills to a real-world task, event, learning opportunity, or context, which leads to a specific purpose, product, or outcome. The subject draws links between aspects of students' lives and their learning and is undertaken by a group of students, or a student or students involved in a community group.

Integrated Learning facilitates collaboration and teamwork. Students learn to plan and organise activities, and to develop their understanding of, and empathy with, others.

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

Stage 1 Integrated Learning

Stage 1 Integrated Learning can be studied as a 10-credit subject or a 20-credit subject.

Content

In the 10-credit subject students undertake one or more of the five key areas of study. In the 20-credit subject students undertake two or more key areas of study. The capabilities form the content of the key areas of study for Integrated Learning.

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

The key areas are developed and applied through a practical study. Examples include:

<table>
<thead>
<tr>
<th>Key Area of Study</th>
<th>Example program focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Peer Support Program</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Living as an Australian</td>
</tr>
<tr>
<td>Personal Development</td>
<td>Bushwalking</td>
</tr>
<tr>
<td>Work</td>
<td>School Musical</td>
</tr>
<tr>
<td>Learning</td>
<td>Study Skills</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Learning (Stage 1)</td>
<td>10 (half year)</td>
</tr>
<tr>
<td></td>
<td>20 (full year)</td>
</tr>
<tr>
<td>Integrated Learning (Stage 2)</td>
<td>10 (half year)</td>
</tr>
<tr>
<td></td>
<td>20 (full year)</td>
</tr>
</tbody>
</table>

Learning Area  | Cross-disciplinary
**Assessment**

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
</tr>
<tr>
<td>Group Activity</td>
</tr>
<tr>
<td>Folio and Discussion</td>
</tr>
</tbody>
</table>

**Stage 2 Integrated Learning**

Stage 2 Integrated Learning can be studied as a 10-credit subject or a 20-credit subject.

**Content**

In the 10-credit subject students undertake one or more of the five key areas of study. In the 20-credit subject, students undertake two or more key areas of study. The capabilities form the content of the key areas of study for Integrated Learning.

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

The key areas are developed and applied through a practical study. Examples include:

<table>
<thead>
<tr>
<th>Key Area of Study</th>
<th>Example program focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Young Parenting Program</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Living as an Australian</td>
</tr>
<tr>
<td>Personal Development</td>
<td>Moving between Cultures</td>
</tr>
<tr>
<td>Work</td>
<td>Playground Construction</td>
</tr>
<tr>
<td>Learning</td>
<td>An Ecological Study</td>
</tr>
</tbody>
</table>
Assessment

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

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

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

Information on the External Assessment

Project

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 in written format, or a maximum of 12 minutes for an individual oral or other multimodal presentation.

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.

Performance Standards

The Integrated Learning Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
Literacy for Work and Community Life enables students to build their knowledge of the English language, and expand their literacy skills.

This subject is intended for those students who, through their personal learning plans, have identified literacy skills as an area for development.

Literacy for Work and Community Life engages students in the study of everyday written, spoken, visual, and multimedia texts. Students learn to analyse and understand the meanings, structures, purposes, and audiences of these texts, and build the knowledge and skills to produce their own texts. The study of Literacy for Work and Community Life also enables students to develop the spoken and written language skills to interact effectively with others, in their learning, work, and community life.

This subject provides opportunities for students to meet the SACE literacy requirement, and to gain additional literacy support for their studies and future pathways. Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

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

**Content**

Stage 1 Literacy for Work and Community Life can be studied as a 10-credit subject or a 20-credit subject.

The content of this subject is described through:
- Contexts for Study
- Language and Literacy Skills and Strategies.

**Contexts for Study**
- Literacy for Work
- Literacy for Community Life
- Literacy for Daily Life
- Literacy for Leisure
- A Negotiated Study.

**Language and Literacy Skills and Strategies**
- English Language Conventions and Construction
- Speaking and Listening
- Reading and Understanding Texts
- Constructing and Producing Texts
- Analyzing and Responding to Texts.
Assessment

Assessment is school based. Students demonstrate evidence of their through the following assessment types:

<table>
<thead>
<tr>
<th>Text Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Production</td>
</tr>
</tbody>
</table>

Performance Standards

The Literacy for Work and Community Life Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

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

Stage 2 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

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

Content

Stage 2 Mathematical Applications can be studied as a 10-credit subject or a 20-credit subject. The subject is divided into seven topics.

For a 10-credit subject, students study two of the topics listed below.
For a 20-credit subject, students study four of the topics listed below (two topics in each semester)

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

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

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

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

Information on the External Assessment

**Examination (1½ hours)**

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

For a 10-credit subject students will undertake one examination, at the end of the semester in which they complete their study.

For a 20-credit subject, students will undertake both examinations.

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

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

**Performance Standards**

The Mathematical Applications Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
Mathematical Methods

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

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

Content

Stage 2 Mathematical Methods is a 20-credit subject that consists of the following four topics:
- Topic 1: Working with Statistics
- Topic 2: Algebraic Models from Data — Working from Observation
- Topic 3: Calculus — Describing Change
- Topic 4: Linear Models — Managing Resources.

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

Assessment

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

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

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

Examination (3 hours)

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

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

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

Performance Standards

The Mathematical Methods Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
Mathematical Studies

Stage 2 Mathematical Studies is a 20-credit subject. Through the study of Mathematical Studies students explore, describe and explain aspects of the world around them in a mathematical way. Students understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology.

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

Content

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

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

Assessment

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

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

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

Examination (3 hours)

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

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

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

Performance Standards

The Mathematical Studies Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
Stage 1 Mathematics Pathways

In the study of mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Stage 1 Mathematics Pathways articulates with the Stage 2 Mathematics Pathways subject, and can lead to other mathematics based subjects and courses. It can be studied as a 10-credit subject or a 20-credit subject.

Stage 1 Mathematics Pathways allows students to achieve the numeracy requirement in the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

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

Teaching and learning programs that vary the content and/or school-based assessment are referred to as local programs and are submitted for approval according to SACE Board processes.

Content

Topics are developed around the interests and needs of the students. The focus engages students with learning in contexts that are relevant to them. Topics can be a combination of school-developed topics and topics chosen from those listed in the Stage 1 Mathematics Subject Outline. The structure, content and assessment may be negotiated with the students, and there may be different focuses within any group.

- Topic 1: Earning and Spending
- Topic 2: Measurement
- Topic 3: Data in Context
- Topic 4: Networks and Matrices
- Topic 5: Saving and Borrowing
- Topic 6: Simulating Random Processes
- Topic 7: Statistics
- Topic 8: Trigonometry
- Topic 9: Models of Growth
- Topic 10: Quadratic and Other Polynomials
- Topic 11: Coordinate Geometry
- Topic 12: Functions and Graphs
- Topic 13: Planar Geometry
- Topic 14: Periodic Phenomena
Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning in Stage 1 Mathematics Pathways through the following assessment types:

<table>
<thead>
<tr>
<th>Skills and Applications Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
</tr>
</tbody>
</table>

Schools may adapt the school-based assessment component and/or design a local school-based assessment component, using the recommended assessment types as a guide. The design of the school-based assessment component may be negotiated with students.

Final editing of the subject outline may result in further changes to the subject summary.
Stage 2 Mathematics Pathways

Stage 2 Mathematics Pathways articulates with the Stage 1 Mathematics Pathways subject, and can lead to other mathematics based subjects. It can be studied as a 10-credit subject or a 20-credit subject.

Stage 2 Mathematics Pathways allows students to achieve the numeracy requirement in the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

In Stage 2 Mathematics Pathways, students have the opportunity to gain the knowledge, skills, and understanding required to apply mathematics in different contexts, and to participate in a wide variety of problem-solving activities.

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

This subject outline gives schools the opportunity to vary the content and/or school-based assessment to develop local programs that suit their needs and interests.

Content

The content may be negotiated with the students, and there may be a focus on different themes, topics, and/or contexts within any group.

Topics

Teachers may:
- adapt or vary topics in the Stage 2 Mathematical Applications Subject Outline listed below:
  - Topic 1: Applied Geometry
  - Topic 2: Investment and Loans
  - Topic 3: Mathematics and Small Business
  - Topic 4: Matrices
  - Topic 5: Optimisation
  - Topic 6: Share Investments
  - Topic 7: Statistics and Working with Data.

- develop new topics.

Each new topic will outline key questions and key ideas, teaching and learning strategies. Each new topic will emphasise the use of electronic technology in the teaching, learning, and assessment.
Assessment

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

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

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

Information on the External Assessment

Investigation

Students complete, under supervision
- a series of connected questions set by their teacher
- a report.

The total time for completion of the questions and the report for:
- a 10-credit subject is 90 minutes.
- a 20-credit subject is 180 minutes.

The investigation should enable students to demonstrate their use of problem-solving strategies as well as their knowledge, skills, and understanding. The exploration of patterns and structures, or changing parameters may provide an appropriate focus.

The report for an investigation should include:
- an introduction that demonstrates an understanding of the features of the problem or the situation investigated
- evidence that the student has followed instructions
- mathematical calculations and results, and appropriate representations
- a summary of results or findings and conclusions drawn.

Performance Standards

The Stage 2 Mathematics Pathways Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
Stage 1 Mathematics

In the study of mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Stage 1 Mathematics can be studied as a 10-credit subject or a 20-credit subject.

Stage 1 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

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

Content

Stage 1 Mathematics consists of the following topics:

- Topic 1: Earning and Spending
- Topic 2: Measurement
- Topic 3: Data in Context
- Topic 4: Networks and Matrices
- Topic 5: Saving and Borrowing
- Topic 6: Simulating Random Processes
- Topic 7: Statistics
- Topic 8: Trigonometry
- Topic 9: Models of Growth
- Topic 10: Quadratic and Other Polynomials
- Topic 11: Coordinate Geometry
- Topic 12: Functions and Graphs
- Topic 13: Planar Geometry
- Topic 14: Periodic Phenomena

At Stage 1 students can enrol in either Mathematics or Mathematical Applications. Topics are of two different types; those that provide a background for students proceeding to Stage 2 Mathematical Methods, Mathematical Studies, and Specialist Mathematics subjects; and those that provide a background for students proceeding to Stage 2 Mathematical Applications.
Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks
- Folio

### Stage 1 Numeracy for Work and Community Life

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Numeracy for Work and Community Life</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10 (half year)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 (full year)</td>
</tr>
<tr>
<td>Learning Area</td>
<td>Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

Numeracy for Work and Community Life enables students to build on their knowledge and understanding of mathematical information and its relationship to everyday contexts.

This subject is intended primarily for those students who, through their personal learning plans, have identified numeracy skills as an area for development.

In their study of Numeracy for Work and Community Life, students discuss and share ideas as they explore, select, and apply a range of mathematical concepts, processes, and strategies to everyday problems and situations. Students develop their critical thinking skills by making choices to solve problems, and communicating mathematical processes and results with clarity and understanding.

This subject provides opportunities for students to meet the SACE numeracy requirement, and to gain additional numeracy support for their studies and future pathways. Students who gain a C grade or better in this subject can count the credits towards the numeracy requirement of the SACE.

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

Stage 1 Numeracy for Work and Community Life can be studied as a 10-credit subject or a 20-credit subject.

Teachers develop a program based on one or a combination of contexts for study. In each of the five contexts for study, the starting point is a focus on the particular mathematics subject and numeracy skills and strategies that are relevant to the needs of the students.

Contexts for Study
- Numeracy for Work
- Numeracy for Community Life
- Numeracy for Daily Life
- Numeracy for Leisure
- A Negotiated Study.

Assessment

Assessment is school based. Students demonstrate evidence of their through the following assessment types:

<table>
<thead>
<tr>
<th>Skills and Applications Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
</tr>
</tbody>
</table>
Personal Learning Plan

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Personal Learning Plan (Stage 1)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Cross-disciplinary</td>
<td></td>
</tr>
</tbody>
</table>

Stage 1 Personal Learning Plan

The Personal Learning Plan (PLP) is a compulsory 10-credit subject. The PLP helps students plan for their future by:

- helping them to make informed decisions about the subjects they will study in Years 11 and 12, and any course outside of school
- possible career choices and ideas for community service
- how best to prepare for their career options and other goals.

Students normally begin the PLP in Year 10 so that they can plan for successful SACE learning in Years 11 and 12. Students must achieve a C grade or better to successfully complete the PLP, and they have opportunities to add further evidence of learning at any stage during their SACE studies.

Content

The content includes:

- capabilities
- specific content

Capabilities

The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts. They are central to learning in the Personal Learning Plan and are incorporated in the assessment of the subject.

The capabilities are:

- communication
- citizenship
- personal development
- work
- learning.
Specific Content (suggested topics)

Teachers, together with their students, choose areas for detailed study to support the development, implementation, review, and adjustment of each student’s plan, based on his or her particular needs and interests. Examples of topics include.

1. Learning Skills
2. Thinking Skills and Techniques
3. Research Skills
4. Planning and Decision-making Skills
5. Communication
6. Work Skills
7. Social Living and Responsibility
8. Culture and Knowledge
9. Personal Characteristics
10. Interpersonal and Relationship Skills
11. Health and Well-being

Assessment

Assessment at Stage 1 is school-based.

Teachers design a set of assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the PLP. Teachers use performance standards to decide how well each student has demonstrated his or her learning, based on the evidence provided through the set of assessments.

Students provide evidence of their learning through a set of four to five assessments. These may be presented in an integrated format, such as a portfolio and discussion, or in a number of formats, for example:

- a plan (in chart, table, or map format) and discussion
- a portfolio, which may be electronic
- a discussion of evidence
- a personal web page
- a résumé
- a round-table presentation
- an interview
- an oral presentation
- a diary
- a multimedia presentation.

Performance Standards

The Personal Learning Plan Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.
Physical Education

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education (Stage 1)</td>
<td>10 (half year)</td>
</tr>
<tr>
<td>Physical Education (Stage 2)</td>
<td>20 (full year)</td>
</tr>
<tr>
<td>Learning Area</td>
<td>Health and Physical Education</td>
</tr>
</tbody>
</table>

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

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

Stage 1 Physical Education

Stage 1 Physical Education can be studied as a 10-credit subject or a 20-credit subject.

Content

Stage 1 Physical Education consists of the following two areas:
- Practical Skills and Application
- Principles and Issues

Practical Skills and Applications
For a 10-credit subject, students complete two or three practicals.
For a 20-credit subject, students complete four to six practicals.

Principles and Issues (consists of the following two areas of study)
- The Nature of Physical Activity
- Issues Analysis

The Nature of Physical Activity
This area of study requires an experimental, analytical approach to physical activity and well-being. Topics include:
- body systems
- fitness
- human physical performance
- participation in physical activity
- sports injuries
- training principles and methods
Issues Analysis

Students analyse issues that are relevant to local, national or global communities through topics of interest to them.

Topics focus on physical activity and could include:

- alcohol, tobacco and other drugs
- children
- corruption
- cultural diversity
- fitness
- disability
- equal opportunity
- gender
- health risk factors
- play education
- professionalism in sport
- safety, risk management
- sport in society
- sports injuries

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Practical</th>
<th>Folio</th>
</tr>
</thead>
</table>
Stage 2 Physical Education

Stage 2 Physical Education is a 20-credit subject.

### Content

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

- Practical Skills and Applications
- Principles and Issues

#### Practical Skills and Applications

Students complete at least three practicals that are balanced across a range of individual, fitness, team, racket, aquatic, and outdoor activities and that cater for the different skills, interests of the students.

#### Principles and Issues (consists of the following three topics)

- Exercise Physiology and Physical Activity
- The Acquisition of Skills and the Biomechanics of Movement
- Issues Analysis

Topics include:

**Exercise Physiology and Physical Activity**

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

**The Acquisition of Skills and the Biomechanics of Movement**

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

**Issues Analysis**

Students analyse and interpret their findings from investigating a chosen issue.

Topics include, for example:

- commercialism
- culture/race relations
- equity
- gender
- media
- professionalism
- patterns of physical activity
- sport in the Australian context
- the Paralympics
- the science of drugs
- technology
Assessment

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

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

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

Information on the External Assessment

Examination

Students undertake a 2-hour external examination, which is divided into two parts:
- Part 1: Multiple-choice Questions (15%)
- Part 2: Short-answer and Extended-response Questions (85%).

The examination covers the content of the ‘Exercise Physiology and Physical Activity’ and ‘The Acquisition of Skills and the Biomechanics of Movement’ topics.

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

Performance Standards

The Physical Education Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

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

The focus capabilities for this subject are communication and learning.

### Stage 1 Physics

Stage 1 Physics can be studied as a 10-credit subject or a 20-credit subject.

#### Content

The design and content of the program is determined at the school level. Examples of areas of study with possible topics and applications include:

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Topics / applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waves</td>
<td>Sound and light</td>
</tr>
<tr>
<td></td>
<td>CD, DVD and Blu-ray technology</td>
</tr>
<tr>
<td>Astronomy</td>
<td>Astrophysics</td>
</tr>
<tr>
<td></td>
<td>Establishing a colony on Mars</td>
</tr>
<tr>
<td>Electricity and magnetism</td>
<td>DC circuits</td>
</tr>
<tr>
<td></td>
<td>Wind farms and solar cells</td>
</tr>
</tbody>
</table>

#### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- **Investigations Folio**
- **Skills and Applications Tasks**
Stage 2 Physics

Stage 2 Physics is a 20-credit subject.

Content

Stage 2 Physics is organised into four sections. Each section is divided into four topics. Each topic includes an application.

<table>
<thead>
<tr>
<th>Section</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motion in Two Dimensions</td>
<td>Projectile Motion</td>
</tr>
<tr>
<td></td>
<td>Uniform Circular Motion</td>
</tr>
<tr>
<td></td>
<td>Gravitation and Satellites</td>
</tr>
<tr>
<td></td>
<td>Momentum in Two Dimensions</td>
</tr>
<tr>
<td>Electricity and Magnetism</td>
<td>Electric Fields</td>
</tr>
<tr>
<td></td>
<td>The Motion of Charged Particles in Electric Fields</td>
</tr>
<tr>
<td></td>
<td>Magnetic Fields</td>
</tr>
<tr>
<td></td>
<td>The Motion of Charged Particles in Magnetic Fields</td>
</tr>
<tr>
<td>Light and Matter</td>
<td>Electromagnetic Waves</td>
</tr>
<tr>
<td></td>
<td>The Interference of Light</td>
</tr>
<tr>
<td></td>
<td>Photons</td>
</tr>
<tr>
<td></td>
<td>Wave Behaviour of Particles</td>
</tr>
<tr>
<td>Atoms and Nuclei</td>
<td>The Structure of the Atom</td>
</tr>
<tr>
<td></td>
<td>The Structure of the Nucleus</td>
</tr>
<tr>
<td></td>
<td>Radioactivity</td>
</tr>
<tr>
<td></td>
<td>Nuclear Fission and Fusion</td>
</tr>
</tbody>
</table>

Assessment

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

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

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

Examination (3 hours)

Students undertake a 3-hour written examination consisting of questions of different types, such as short-answer, paragraph answer, mathematical calculations, data and practical skills, extended response, and graphical interpretation. Questions will cover all topics, including the applications and experimental skills, and some may require students to integrate their knowledge from a number of topics.

An equation sheet will be included in the examination question booklet.

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

Performance Standards

The Physics Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
Research Project

The Research Project is a compulsory 10-credit Stage 2 subject that students need to complete with a ‘C’ grade or better to achieve the SACE in 2011.

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

The Research Project can take many forms, for example:
- community-based projects
- technical or practical activities
- work-related research
- subject-related research.

In this subject, students will have opportunities to develop the five capabilities:
- communication
- citizenship
- personal development
- work
- learning.

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

Research Project A has an external assessment that may be undertaken in a range of formats.

Research Project B, which has an external assessment that must be undertaken in written form, is for students wishing to include the subject in the calculation of their Tertiary Entrance Rank (TER).

Content

The content in the Stage 2 Research Project includes:
- the five capabilities (communication, citizenship, personal development, work, and learning)
- research skills.
## Assessment

<table>
<thead>
<tr>
<th>School-based assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Record of Research</td>
<td>70%</td>
</tr>
<tr>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>Findings</td>
<td></td>
</tr>
<tr>
<td><strong>External assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>30%</td>
</tr>
</tbody>
</table>

The communication and learning capabilities will be an integral part of all students’ research projects and thus will be part of the school-based assessment component.

Students select one of the following capabilities — citizenship, personal development, or work — that they consider to be particularly relevant to their research project for development and demonstration. The demonstration, development, and evaluation of the selected capability will be incorporated in the external assessment of this subject.

### Information on the External Assessment

Students are required to provide an evaluation of their project, that is, to review and reflect on the development and demonstration of the selected capability (i.e. citizenship, personal development, or work), the research processes used, and their findings.

The student’s evaluation of his or her research project is an opportunity to review and evaluate his or her learning at each phase of the research framework and to reflect on the overall learning experience. Students should include in the evaluation:

- an explanation of how their thinking has been challenged
- an evaluation of the selected capability (i.e. citizenship, personal development, or work) and its relevance to their research project
- a reflection on the value of their research project to themselves and others
- an assessment of the strengths and limitations of the research processes, new ideas, new insights, and findings.

Students submit a written context statement with the evaluation for assessment. The written context statement (150 to 200 words) is an opportunity for students to summarise succinctly the focus of their research project, research processes used, and their findings. The written context statement helps to provide a context for the external assessor.
Research Project A: One Format or a Combination of Written, Visual, or Oral Formats

Students choose whether they present their evaluation in one format or in a combination of written, visual, or oral formats. Students choose the best way to present their particular evidence of evaluation (e.g. multimedia recording, printed document) for external assessment.

The evaluation, no matter the form of presentation, should not exceed 1500 words or 10 minutes of recorded multimedia material or equivalent (excluding the written context statement).

Research Project B: Common Written Component for Tertiary Entrance Rank (TER)

Students who wish to count their score in this subject towards the TER must present their final evaluation evidence in written form. The common written assessment component can include visual material such as photographs and diagrams integrated into the written text, which should be a maximum of 1500 words, excluding the written context statement.

Performance Standards

The Research Project Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
Through Seafood Pathways students develop knowledge of the seafood industry through their own investigations and work placement. The students gain the skills and abilities of important seafood industry recognised courses. In this way, students develop industry knowledge and skills to support them in their future career pathways in the seafood industry or any allied industry.

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

This subject outline gives schools the opportunity to vary the content and/or school-based assessment to develop local programs that suit their needs and interests.

### Stage 1 Seafood Pathways

Stage 1 Seafood Pathways can be studied as a 10-credit subject or a 20-credit subject.

**Content**

An overarching theme of the course is to provide opportunities for students to attain competencies which are of an industry standard. Industry recognised courses include: Take Emergency Action Onboard a Vessel, Apply Deckhand Skills and Carry Out Basic Aquaculture Activities The course is a practically based subject that is strongly supported by local employers and experts, who have been involved in the development of the course to prepare students for employment in the Seafood industry.

For a 10-credit subject, two common core units (50 hours)
For a 20-credit subject, four common core units (100 hours)

Core Units:
- Take emergency Action aboard a vessel
- Senior First Aid (Administer first aid procedures)

Elective Units:
- Apply Deckhand Skills
- Carry Out Basic Aquaculture Activities
- Operate a Small Vessel
- Shuck Molluscs
- Clean Work Area
To achieve competencies in this course, on the job training is an essential part of the learning and assessment process. This is achieved by a number of Structured Work Placements within the seafood industry or school’s oyster lease. Students are expected to undertake 10 days of Structured Workplace Learning per semester and this may involve weekend and school holiday time. Alternatively, appropriate paid work or an Australian School Based Apprenticeship.

**Assessment**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Evidence Folio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record of Achievement</td>
</tr>
<tr>
<td>Workplace Reflection</td>
</tr>
</tbody>
</table>

Schools may adapt the school-based assessment component and/or design a local school-based assessment component, using the recommended assessment types as a guide. The design of the school-based assessment component may be negotiated with students.

**Stage 2 Seafood Pathways- VET**

Stage 2 Seafood Pathways can be studied as a 40-credit subject.

**Content**

This course allows students to complete Certificate 2 in Aquaculture and provide opportunities for students to explore links to direct employment in the Seafood Industry or to further study. The course is practically based around the workplace and the school oyster lease.

Units of competency that will be undertaken are:

- Operate and Maintain Outboard Motors
- Use Hand and Power Tools
- Use small Plant and Equipment
- Maintain Stock Culture and Farm Equipment
- Operate Marine Communications Equipment
- Prepare and Pack live Stock for Transport
- Control Predators, Pests and Disease
To achieve competencies in this course, on the job training is an essential part of the learning and assessment process. This is achieved by a number of Structured Work Placements within the seafood industry or school’s oyster lease. Students are expected to undertake 10 days of Structured Workplace Learning per semester and this may involve weekend and school holiday time. Alternatively, appropriate paid work or an Australian School Based Apprenticeship.

Assessment

Assessment at Stage 2 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Evidence Folio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record of Achievement</td>
</tr>
<tr>
<td>Workplace Reflection</td>
</tr>
</tbody>
</table>

Schools may adapt the school-based assessment component and/or design a local school-based assessment component, using the recommended assessment types as a guide. The design of the school-based assessment component may be negotiated with students.
Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related, and everyday life in a world shaped by science and technology.

The focus capabilities for this subject are communication and learning.

This subject outline gives schools the opportunity to vary the content and/or school-based assessment to develop local programs that suit their needs and interests.

**Stage 1 Scientific Studies**

Stage 1 Scientific Studies can be studied as a 10-credit subject or a 20-credit subject.

**Content**

An overarching theme or themes should provide opportunities for students to explore links between learning in science and in other areas, and to discuss historical, social, ethical and environmental contexts.

For a 10-credit subject, one theme with between two and three topics is suggested. For a 20-credit subject, two themes with between four and six topics are suggested.

An example of a theme and topics could be:

*The importance of science in contemporary Australia*

- Climate change
- Water conservation
- Recycling
- Air quality
- Sustainability
- Carbon trading
Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>Investigations Folio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
</tr>
</tbody>
</table>

Schools may adapt the school-based assessment component and/or design a local school-based assessment component, using the recommended assessment types as a guide. The design of the school-based assessment component may be negotiated with students.

Stage 2 Scientific Studies

Stage 2 Scientific Studies can be studied as a 10-credit subject or a 20-credit subject.

Content

An overarching theme or themes should provide opportunities for students to explore links between learning in science and in other areas, and to discuss historical, social, ethical and environmental contexts.

Students' interests, contexts and geographical locations can be useful in determining potential themes and topics for study in 10- and 20-credit subjects.

For a 10-credit subject, one theme with between two and three topics is suggested. For a 20-credit subject, two themes with between four and six topics are suggested.

An example of a theme and topics could be:

*The implications of human intervention through science*
- Recycling
- Genetic modification of plants
- Genetic modification of animals
- Nuclear power
- Alternative energy.
Assessment

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

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

Schools may adapt the school-based assessment component and/or design a local school-based assessment component, using the recommended assessment types as a guide. The design of the school-based assessment component may be negotiated with students.

Schools are required to use the external assessment type specified in this subject outline.

**Information on the External Assessment**

**Practical Investigation**

The practical investigation consists of two parts:
- investigation design proposal
- investigation report

The investigation design proposal includes a statement of a question or hypothesis, identification of variables, and an outline of the proposed research approach and method. This is assessed before the student begins the practical investigation.

The investigation report includes the hypothesis investigated, the method, the results, the conclusion, and an evaluation of the practical investigation. It is presented in written form of up to a maximum of 1000 words for a 10-credit subject and up to 2000 words for a 20-credit subject.

The teacher and the SACE Board external assessor make a decision about the quality of the investigation with reference to performance standards.

**Performance Standards**

The Scientific Studies Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
In Society and Culture students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

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

This subject outline gives schools the opportunity to vary the content and/or school-based assessment to develop local programs that suit their needs and interests.

### Stage 1 Society and Culture

Stage 1 Society and Culture can be studied as a 10-credit subject or a 20-credit subject.

#### Content

In a 10-credit subject, students study two topics:
- one topic with a focus on an Australian context
- one topic with a focus on a global context.

In a 20-credit subject, students study three topics:
- one topic with a focus on an Australian context
- one topic with a focus on a global context
- one topic with a focus on either an Australian context or global context.

#### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Sources Analysis
- Group Activity
- Investigation

Schools may adapt the school-based assessment component and/or design a local school-based assessment component, using the recommended assessment types as a guide. The design of the school-based assessment component may be negotiated with students.
Stage 2 Society and Culture

Stage 2 Society and Culture can be studied as a 10-credit subject or a 20-credit subject.

Content

For a 10-credit subject, students study:
• one or two topics (both from a different group of topics)

For a 20-credit subject, students study:
• three topics (each from a different group of topics)

Topics

Topic group 1: Culture
• Cultural Diversity
• Youth Culture
• Work and Leisure
• The Material World.

Topic group 2: Contemporary Challenges
• Social Ethics
• Contemporary Contexts for Aboriginal and Torres Strait Islander Peoples
• Technological Revolutions
• People and the Environment.

Topic group 3: Global Issues
• Globalisation
• A Question of Rights
• People and Power.

Assessment

(10-credit subject)

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
</tr>
<tr>
<td>Group Activity</td>
<td>20%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>
(20-credit subject)

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

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

Schools may adapt the school-based assessment component and/or design a local school-based assessment component, using the recommended assessment types as a guide. The design of the school-based assessment component may be negotiated with students.

Schools are required to use the external assessment type specified in this subject outline.

**Information on the External Assessment**

**Investigation**

The investigation should be up to a maximum of 2000 words for a 20-credit subject and up to a maximum of 1000 words for a 10-credit subject.

Students undertake an independent investigation of a contemporary social or cultural issue. The issue may arise from a topic covered in the study of the subject, or it may be a topic linked to a student's personal interest.

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.

**Performance Standards**

The Society and Culture Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

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

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

**Stage 1 Tourism**

Stage 1 Tourism can be studied as a 10-credit subject or a 20-credit subject.

**Content**

The subject consists of four themes and eleven topics.

A 10-credit subject consists of three topics that are informed by the four themes. A 20-credit subject consists of six topics that are informed by the four themes.

**Themes**

- Understanding the Tourism Industry
- Identifying Visitors and Hosts
- Creating Sustainable Tourism
- Working in the Tourism Industry.

**Topics**

- Investigating the History of Tourism
- Exploring Tourism in the Local Area
- Examining Local Impacts of Tourism
- Preparing for International Travel
- Understanding the Role of Organisations and Government in Tourism
- Examining Tourism and Technological Change
- Appreciating Tourism in Australia
- Investigating Tourism Markets
- Understanding Tourism and Natural Environments
- Tourism Industry Skills
- Negotiated Topic.
**Assessment**

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

<table>
<thead>
<tr>
<th>Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study</td>
</tr>
<tr>
<td>Sources Analysis</td>
</tr>
<tr>
<td>Practical Activity</td>
</tr>
<tr>
<td>Investigation</td>
</tr>
</tbody>
</table>

**Stage 2 Tourism**

Stage 2 Tourism is a 20-credit subject.

**Content**

The 20-credit subject consists of four themes and three topics.

**Themes**

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

**Topics**

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

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

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

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

Information on the External Assessment

Examination

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.

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

Performance Standards

The Tourism Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
Visual Arts

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts – Art (Stage 1)</td>
<td>10 (half year)</td>
</tr>
<tr>
<td></td>
<td>20 (full year)</td>
</tr>
<tr>
<td>Visual Arts – Design (Stage 1)</td>
<td>10 (half year)</td>
</tr>
<tr>
<td></td>
<td>20 (full year)</td>
</tr>
<tr>
<td>Visual Arts – Art (Stage 2)</td>
<td>10 (half year)</td>
</tr>
<tr>
<td></td>
<td>20 (full year)</td>
</tr>
<tr>
<td>Visual Arts – Design (Stage 2)</td>
<td>10 (half year)</td>
</tr>
<tr>
<td></td>
<td>20 (full year)</td>
</tr>
</tbody>
</table>

Learning Area | Arts

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

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

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

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

Stage 1 Visual Arts

Stage 1 Visual Arts can be studied as a 10-credit subject or a 20-credit subject. Students can enrol in Visual Arts – Art and/or Visual Arts – Design.

Content

For both 10-credit and 20-credit programs, with a focus on either art or design, the following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context
Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Practical</td>
<td>40%</td>
</tr>
<tr>
<td>Visual Study</td>
<td>30%</td>
</tr>
</tbody>
</table>

Stage 2 Visual Arts

Stage 2 Visual Arts can be studied as a 10-credit subject or a 20-credit subject. Students can enrol in Visual Arts – Art and/or Visual Arts – Design.

Content

For both 10-credit and 20-credit programs, with a focus on either art or design, the following three areas of study are covered:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment

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

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

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

Visual Study

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

Students are to provide an A4 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 A4 folio, CD or DVD should contain written or verbal material that should include introductory information, annotated comments, analysis, response, synthesis, and conclusions.

For 10-credit subjects, students submit no more than eight A4 pages (or equivalent), of practical study, integrated with no more than 750 words or 7 minutes of recorded oral explanation.

For 20-credit subjects, students submit no more than fifteen A4 pages (or equivalent) of practical study, integrated with no more than 1500 words or 15 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.

Performance Standards

The Visual Arts Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

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In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

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

### Stage 1 Workplace Practices

Stage 1 Workplace Practices can be studied as a 10-credit or a 20-credit subject.

#### Content

Stage 1 Workplace Practices comprises three focus areas of study:

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET)

For both a 10-credit and 20-credit subject at Stage 1 students must include the following areas of study:

- Industry and Work Knowledge, and
- Vocational Learning and/or Vocational Education and Training (VET)

For a 10-credit subject, students undertake *two* topics. For a 20-credit subject, students undertake *four* topics.

#### Topics

- **Topic 1:** Future Trends in the World of Work
- **Topic 2:** The Value of Unpaid Work to Society
- **Topic 3:** Workers’ Rights and Responsibilities
- **Topic 4:** Career Planning
- **Topic 5:** Negotiated Topics.
Assessment

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following three assessments:

<table>
<thead>
<tr>
<th>Folio</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td></td>
</tr>
</tbody>
</table>

Stage 2 Workplace Practices

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

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

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

Content

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

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

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

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
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<tbody>
<tr>
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</tbody>
</table>

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

Information on the External Assessment

Investigation

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

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

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

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

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

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

Performance Standards

The Workplace Practices Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.
**Vocational Education Training**

*Eastern Eyre Cluster Schools* offer a growing number of vocational training opportunities in the curriculum. These are offered as stand-alone courses or as units embedded in existing SACE courses. Students choosing these options can receive accreditation towards the SACE and TAFE vocational courses. Options currently available at *our schools* are listed below.

Embedded units are regarded as an integral part of the SACE subject but may also provide training units towards pre-vocational TAFE training.

**VET PATHWAYS**

*Pathways* is the term used to describe the way in which students can begin achieving specific vocational training towards a particular career outcome (e.g., an apprenticeship) while still at school.

The Pathways program will help students set goals and encourage them to remain at school and pursue learning in real-life situations. The knowledge skills and attitudes developed within a key competency framework link learning to the workplace. Workplace-based assignments and structured learning are the successful tools used to authenticate the learning process.

The Pathways program aims to assist students to reach their full potential so they are prepared for the challenge of change.

Through the PATHWAYS program students will:
- Explore their options and make informed decisions about their future and learn work-related skills
- Form a better understanding of what a workplace requires of them
- Access a range of learning contexts and expertise
- Develop links between SACE and work
- Gain vocational qualifications for further study and employment

**Assessment Requirements:**

Assessment is carried out by various *assessment instruments*, including various worksheets, assignments and tests to determine the level of skill in each of the objectives.