Welcome to the MNSEC E-book 2011.

This booklet can be read in a variety of ways.

On the left hand side there are a series of bookmarks. To access an individual page you can double click on any page and the program will display that particular page. Where there are + signs next to a title means that there are more pieces of information in relation to that topic. By clicking on the + more options will be displayed.

The subject Index lists all Stage 1 & 2 Subjects that are described in the book. By clicking on any one of these subjects you will be able to access that particular page.

Alternatively you can scroll through each page in the book by using the arrow keys at the bottom of the page.

A single page can be printed by choosing print and selecting the page.
INTRODUCTION
The selection of SACE Stage 1 & 2 units available through MNSEC have been included in this booklet. They include subjects that have traditionally been offered and may not necessarily be offered in the future.

Year 10 students should plan a 2 year programme considering selections at both Stage 1 & 2. Students should note that some Stage 2 subjects have ‘assumed knowledge’ and should take this into account when selecting Stage 1 subjects. In this booklet you will find information about all of this plus advice about how to choose, details of the ‘required pattern’ and much more.

Now, have a look at this flow chart and answer the questions.

[Flow chart diagram]

Where will I be in 3 years time?  
Uni?  
TAFE?  
Trainee?  
Apprentice  
First Job?  
Unpaid Work

What qualifications will I need

How can school provide them?

In Stage 1

In Stage 2
WHAT IS MNSEC?

MNSEC, the Mid-North Schools Education Cooperative, was formed in 1990 as a partnership between five schools located in the mid-north of South Australia – Booleroo Centre District School, Gladstone High School, Jamestown Community School, Orroroo Area School, Peterborough High School, and later, Quorn Area School. The cooperative was formed as a response to a general rural decline in school enrolments across the district. This was limiting each schools’ ability to provide a broad secondary curriculum, in an era where students’ career pathway interests were becoming quite diverse.

Initially, the schools agreed to a basic arrangement to share textbook resources, and for several teachers to deliver subjects, by telephone, to students in neighbouring schools where enrolments did not allow a face-to-face class to be formed, or where no teacher was available.

Since those early beginnings, MNSEC has developed into a vibrant educational community, acknowledged across the state. At present, a MNSEC Management Committee, as the representative body, oversees a wide range of school and teacher programmes across the six schools for the benefit of students and staff. There is clear evidence that the cooperative’s core business has enabled many students to remain in their home school to complete their secondary education.

At the heart of this cooperative is the extensive collaboration between the schools, while still maintaining their own special identities, the volunteering of teachers to deliver teaching across schools, and the overwhelming support from parents.

MNSEC core business is currently as follows:

Curriculum Delivery
Since the formation of MNSEC, teachers have delivered over twenty-five different senior secondary subjects to students in neighbouring schools. Teachers use leading-edge interactive white-board and computer technology, voice and e-mail, and regular face-to-face contact. Student achievement has been high, with the opportunity to learn independently through distance education being a major factor in many students’ later success in tertiary and technical education.

Professional Development
The establishment of the cooperative has led to the formation of a range of teacher “hub-groups” in learning areas and in individual subjects. This has allowed meetings to be held each term if desired, for the exchange of ideas, development of common courses, delegation of responsibility for assessment, and the sharing of tests and marking.

Sporting Events
The district covered by the six schools is rich in sporting history and ability. It is not surprising that MNSEC supports organised competition between the schools, in athletics, swimming, football and netball, and includes primary students. Combined MNSEC teams compete against other schools at a regional and state level in these sports, with regular podium successes, and individual schools have won state titles in sports such as Girls Knock-out cricket competitions.
The Arts
Under the supervision of school music teachers and many support people, the cooperative holds an annual Performing Arts Showcase, which stages musical and singing talent across the six schools, and is well supported by parents.

Social Events
At the end of each year, the six schools combine to celebrate student achievement with a “Formal” for senior secondary students.

MNSEC HANDBOOK

This course booklet describes the subjects which are potentially offered to senior school students in the six schools. The subject descriptions are general and if you require more detail, you should approach the subject teacher or your student counsellor.

Because the six schools share as part of the co-operative, you will find there are different ways you are able to learn as a senior student.

TEACHER BASED IN HOME SCHOOL

For most subjects you will find that the teacher is based at your own school. This means the teacher will be in the classroom most of the time. You will be able to work with your fellow class-members, ask questions, get immediate help and generally organise your work with your teacher on a day-to-day basis.

TEACHER NOT BASED IN HOME SCHOOL

For other subjects you will find that the teacher is not based at your school. Your teacher might be based in another MNSEC School. This teacher will set your work and send it to you. It will be critical that you work independently and complete work by deadlines. Through the use of telephone, DUCT, email, smartboards and computer programmes your teacher will have contact with you at least once a week at Stage 1 and twice a week at Stage 2. Your teacher will visit you on a regular basis.
DISTANCE EDUCATION

The Mid North Schools Education Cooperative [MNSEC] acknowledges that the face-to-face delivery of quality education opportunities is the preferred learning option for our students. On occasions, due to small class sizes and a shortage of specialist teachers, schools may not be able to provide all the required curriculum options. In support of our rural communities MNSEC provides increased curriculum learning opportunities through our Distance Education program. To facilitate an increased guarantee of curriculum options, students in the senior years may elect to complete units of study offered at one of the neighboring Cooperative schools. To support the delivery of a quality curriculum in the distance mode the following expectations exist.

• The MNSEC leadership group will develop annually a MNSEC Curriculum handbook with detailed subject descriptors by week 2 term 3.

• Course counselling will take place in accordance with a prescribed schedule and as this mode of education requires students to be self-motivated, independent learners, our schools are committed to stringent course counselling prior to the enrolment of students.

• MNSEC has committed to the use of Electronic Smart boards for its delivery of curriculum and as such staff and students will be provided with training and development in support of this mode of distance education.

• The number of access lessons varies between schools and learning areas and may be as much as 4-5 each week. The process is negotiated and formalized after the student counseling is finalised.

• The delivery teacher will arrange face-to-face contacts with the student [class of students] each term.

• Delivery teachers will make contact with the families of students early in the Semester to introduce themselves and provide contact details.

The MNSEC schools are committed to the success of the distance delivery mode of education and are mindful that other educational cooperatives exist throughout South Australia. With the improvements in technology these cooperatives also may be able to provide curriculum options for our students.
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 has been progressively introduced from 2009 to ensure that students gain the skills they need for the future, as citizens and employees.

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

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 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 Stage 1 subject and A+ to E- at Stage 2. 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 courses (such as VET or community learning) of a student’s choice.

- Most students will complete subjects or courses worth more than 70 credits at Stage 2.

On the next page is a chart showing the plan for all Year 10, 11 and 12 students.
SACE Course planner

Stage 1 - Years 10 & 11

- Personal Learning Plan (compulsory)
- Literacy (compulsory) from a range of English subjects
- Numeracy (compulsory) from a range of mathematics subjects

Stage 2 - Year 12

- Research Project (compulsory)

Plan 10 Credits
Research Project 10 Credits
Literacy 20 Credits
Numeracy 10 Credits
Stage 2 subjects 60 Credits
Free choice subjects from either Stage 1 or Stage 2 90 Credits

SACE = 200 Credits
What is the Personal Learning Plan?
Stage 1 of the SACE begins with the Personal Learning Plan, which most schools offer as a Year 10 subject.

The Personal Learning Plan helps students to plan for their future including:

- the subjects and courses they will study in Year 11 and Year 12
- possible career choices and other goals
- how best to prepare for these aspirations.

Students will also examine their strengths and weaknesses and how to build on these.

The Personal Learning Plan is worth 10 credits. As this is a compulsory subject, each student needs to gain a C grade or better to achieve the SACE.

What is the Research Project?

The Research Project is a compulsory Stage 2 subject, worth 10 credits. From 2011, students will need to gain a C grade or better in the Research Project to achieve the SACE.

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.

Students receive a result in one of two forms:

- Research Project A, with an external assessment that may be undertaken in a range of formats
- Research Project B, with an external assessment that must be written (students wanting to include this subject in the calculation of their Australian Tertiary Admissions Rank must study this form of the subject).
University and TAFE entry from 2012

University and TAFE entry requirements are changing with the introduction of the new SACE. Comprehensive information is available from the South Australian Tertiary Admissions Centre (SATAC) and is detailed in its booklet *Tertiary Entrance in South Australia and the Northern Territory 2010, 2011, 2012*.

**University entry**

In brief, students applying for university entry in 2012 and beyond must:

- complete the SACE.
- complete at least 80 credits of SACE Stage 2 subjects of which at least 60 credits must be 20-credit Tertiary Admissions Subjects (TAS). For details of the remaining 20 credits, see the SATAC tertiary entrance booklet.
- complete any prerequisite subject requirements for their chosen university course.
- obtain a Australian Tertiary Admissions Rank (ATAR).

Current SACE subjects will always be able to count towards a student’s ATAR. However, the ATAR will only be calculated using results from a student’s best three years of Stage 2 SACE studies.

**TAFE entry**

Completion of the SACE can meet the Minimum Entry Requirements for most of TAFE SA’s courses. TAFE also considers a variety of other qualifications in its entry and selection processes.

Minimum Entry Requirements differ according to the level of the TAFE course. For Certificate I level courses there are no Minimum Entry Requirements.

For entry to Certificate II level courses students must:

- meet a literacy standard by successfully completing 20 credits of Stage 1 English, or the equivalent.
- meet a numeracy standard by successfully completing 10 credits of Stage 1 Mathematics, or the equivalent.

For entry to Certificate III and higher students must achieve the SACE and obtain a TAFE Selection Score. To gain a TAFE Selection Score students must:

- have completed 60 credits of Tertiary Admissions Subjects, or 40 credits of Tertiary Admissions Subjects and 20 credits of Recognised Subjects.
- comply with rules regarding precluded combinations (two subjects are considered a precluded combination if they are defined by TAFE SA as having significant overlap in content – check the SATAC tertiary entrance booklet for details).

There are other ways to meet Minimum Entry Requirements for Certificate II and above. For full details go to [www.tafe.sa.edu.au/selectionguide](http://www.tafe.sa.edu.au/selectionguide)
### SACE Course planner

#### You must complete the Personal Learning Plan, worth 10 credits

<table>
<thead>
<tr>
<th>Personal Learning Plan</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

#### You must complete at least 20 credits* towards literacy

Choose from a range of English/English as a Second Language subjects or courses

#### You must complete at least 10 credits* towards numeracy

Choose from a range of mathematics subjects or courses

#### You must complete other subjects (free choice) worth at least 90 credits*

Choose Stage 1 or Stage 2 subjects

#### You must complete at least 60 additional credits* in Stage 2 subjects

Choose Stage 2 subjects

#### You must complete a major project of extended studies, worth 10 credits

<table>
<thead>
<tr>
<th>Research Project</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

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**To gain the SACE, you must earn 200 credits**

<table>
<thead>
<tr>
<th>Credit Type</th>
<th>Description</th>
<th>Required Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory Stage 1 subjects</td>
<td>Students must achieve either an A, B, C or equivalent in the compulsory subjects to complete the SACE</td>
<td></td>
</tr>
<tr>
<td>Compulsory Stage 2 subjects</td>
<td>Students must achieve either an A, B, C or equivalent in the compulsory subjects to complete the SACE</td>
<td></td>
</tr>
<tr>
<td>Free choice subjects (Stage 1 and/or 2)</td>
<td>Students must achieve a grade in these subjects</td>
<td></td>
</tr>
</tbody>
</table>

*If your subject choices in a particular section exceed the minimum number of credits required, you should count the extra credits in another relevant section.
VET

Vocational Education and Training (VET) is education and training that gives students skills and knowledge for work. VET operates through a national training system, and is delivered, assessed and certified by Registered Training Organisations.

The recognition arrangements for VET in the SACE will enable students to include more vocational education and training (VET) in their SACE studies. These recognition arrangements help students to build coherent pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

Credits

Students can gain SACE credits for the successful completion of VET qualifications or units of competency that make up a qualification.

A student will earn 10 SACE credits for the successful completion of 70 nominal hours of VET, up to the maximum number of credits allocated to each qualification. A student will earn 5 SACE credits for the successful completion of 35 nominal hours of VET.

The VET Recognition Register lists the maximum and minimum number of SACE credits allocated to each qualification.
LEARNING PATHWAYS

TRADE Schools for the Future & TRADE TRAINING CENTRE

The Federally funded Trade Training Centre is fully integrated within the SA Department of Education and Children’s Services (DECS) Trade Schools for the Future providing curriculum and structural support to promote vocational training and the facilitation of Australian School-based Apprenticeships.

Trade Schools for the Future network between schools and industry to promote cooperative learning opportunities. Currently the Construction Industry Training Board supports the Doorways 2 Construction program [D2C] which promotes trades skills training in conjunction with local communities. Liaison with industry is a key role of the Apprenticeship Broker within the School to Work strategy.

The Flinders District Regional Trade Training Centre initiative will enable the further development of skills delivery across the key industry areas of Construction, Rural, and Resources & Engineering/Automotive in our region. In 2010 the infrastructure will be in place to deliver training in Automotive at Peterborough and Port Pirie, Engineering & Metal Fabrication at Jamestown and Primary Industries and Wood skills at Gladstone.

Peterborough High School, Jamestown Community School, Gladstone High School, John Pirie Secondary School and TafeSA Regional Port Pirie campus are the five key sites however, students from the entire region will be able to access a variety of high skill vocational training (Certificate 2 & 3) in their home school, by travelling between sites, and by targeted innovative application of e-training.

The Pichi Richi Trade Training Centre will enable students to access training in the areas of Construction, Resources, Engineering / Automotive, Rural Operations and Cookery. The Trade Training Centre is formed by a consortium comprising Quorn Area School, Orroroo Area School, Booleroo Centre District School, Port Augusta Secondary School, Hawker Area School and Leigh Creek Area School, TafeSA and the Pichi Richi Railways Preservation Society.

In 2011, infrastructure upgrades will be underway at each of these schools. While these upgrades are being undertaken students will continue to access training opportunities at the extensive Pichi Richi Railway Workshops in Quorn. These will be in 1-week block releases at various times throughout the year. Once upgrades are completed on school sites, students will be able to access vocational training up to Cert 3 level in their home school or at one of the consortium schools, by travelling between sites and/or through e-learning and other distance delivery modes.

ENROLLING IN AN INDUSTRY PATHWAYS PROGRAM (IPP)

You have the opportunity to enrol in a secondary school vocational program that:

- Provides credit towards some or all of the following SACE: Stage 1 and Stage 2, English subjects, Maths subjects, Personal Learning Plan, and Research Project. Ask your subject counsellor for more information about opportunities in your school or region.

- Provides credit towards a recognised VET qualification. In some IPPs students have an opportunity to complete the whole qualification. IPPs can lead to shorter time spent in an apprenticeship.

- Can provide pathways into the following: apprenticeships, traineeships, further education or training, and direct employment.
Focuses on existing and emerging industry areas where there are skills shortages.
Provides practical vocational experiences, including time spent in workplaces, builds skills and understanding of the industry, career development skills and vocational literacy and numeracy skills.

AUSTRALIAN SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS

Apprenticeship and Traineeships are available in a range of careers. They are binding industrial contacts between the employer and the employee requiring the employer to train the employee on the job while they are earning a training wage. A school based apprenticeship combines school with on the job training under such a contract.

The school based trainee is required to complete the compulsory parts of the SACE as well as the requirements of an industrial standard certificate in the chosen career over the period of two years. If both sets of requirements are met then the trainee is awarded their SACE and a Certificate toward their chosen career.

Some points to note:
• An employer is a requirement. This may be either a member of the family or an outside individual / business.
• Where possible the student needs to find his or her own employer.
• The employer does not have to be local, however, the student must independently arrange travel to their place of work.
• Students are paid a wage depending on the apprenticeship. Part of this cost is met by the government.
• Community Learning and Flexible Learning – some community activities can contribute units towards SACE i.e. CFS, Doorways 2 Construction, Retail.

The following training in School Based Apprenticeships is currently being delivered within the MNSEC Cluster;
- Building/Construction
- Agriculture
- Health Services
- Childcare
- Retail
- Business & Finance
- Food & Hospitality
- Automotive/Mechanics
- Butchery
- Hairdressing
- Engineering

COMMUNITY LEARNING
What is Community Learning?

Community Learning is a recognition process that enables students to earn SACE credits for learning undertaken in the community. Community learning enables a student's learning in a non-formal and/or non-accredited program to contribute towards the South Australian Certificate of Education (SACE).

The SACE Board recognises two kinds of community learning:

Community-developed Programs
Many community organisations develop and accredit their own programs, and many of
these are eligible for recognition towards the SACE. Examples of such programs include Australian Music Examinations Board, the Duke of Edinburgh’s Award, and the SA Country Fire Service.

Community organisations may apply to have their community-developed programs considered for recognition towards the SACE.

**Self-directed Community Learning**

Individual students participate in a range of programs or sets of activities that are not formally accredited. Examples of such programs include taking care of a family member, volunteering for a community project, taking a leadership role in the workplace and sporting commitments at an elite, coaching or officiating level.

Students need to provide evidence of their learning for assessment so that the SACE Board can recognise these kinds of community learning.

The eight areas of community activity that provide the framework for community learning in the SACE are:

- Community Development
- Independent Living
- Performance
- Recreation Skills & Management
- Self-development
- Sports Skills & Management
- Volunteering
- Work Skills & Career Development

Students can accumulate up to 8 SACE units of community learning towards the completion requirements of the SACE at Stage 1 and/or 2 level. However, students cannot count the same community learning more than once towards SACE completion. Students are responsible for completing an application for recognition of approval to the SACE Coordinator of their school, who can arrange for an interview to verify this learning.

**SUBJECT COUNSELLING**

Students are encouraged to seek information from parents, teachers, counselors, Centrelink, Job Agencies, employers, Universities and TAFE.

The Personal Learning Plan [PLP] is a definitive course in each of the schools that will provide our students with information on life skills and career pathways. Therefore, prior to the counseling session, students will be familiar with career paths and their prerequisites (Parents may access this information by speaking with the student, contacting the school or from the school via each schools’ subject counseling process). Information will also be available in the MNSEC course booklet.
Stage 1

Agriculture and Horticulture
Biology
Business and Enterprise
Chemistry
Child Studies
Community Studies
Design and Technology
Doorways 2 Construction
English
Food and Hospitality
Geography
History
Information Processing and Publishing
Information Technology
Legal Studies
Mathematical Applications
Mathematical Studies
Mathematical Pathways
Media Studies
Music
Personal Learning Plan
Physical Education
Physics
Scientific Studies
Specialist Maths
Tourism
Visual Arts
Workplace Practices

Stage 2

Aboriginal Studies
Agriculture and Horticulture
Biology
Business and Enterprise
Chemistry
Child Studies
Community Studies
Design and Technology
Doorways 2 Construction Plus
English Communications
English Studies
Food and Hospitality
Geography
History
Information Processing and Publishing
Information Technology
Legal Studies
Mathematical Applications
Mathematical Methods
Mathematical Studies
Mathematical Pathways
Media Studies
Music Composing and Arranging
Music Ensemble Performance
Music in Context
Music Individual Study
Music Technology
Musicianship
Music Performance Special Study
Music Solo Performance
Physical Education
Physics
Research Project
Scientific Studies
Society and Culture
Specialist Maths
Tourism
Visual Arts
Workplace Practices
ARTS

Stage 1

Music
Visual Arts

Stage 2

Music
Visual Arts
Stage 1 Music

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

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

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

Students can enrol in Stage 1–Music Experience programs and Stage 1–Music Advanced programs.

Music Experience Programs – These programs are designed for students with limited experience or knowledge in some aspects of music. Music Experience programs should provide pathways to selected Stage 2 music subjects, such as Stage 2 Ensemble Performance, Music Individual Study, Music Technology, and/or Solo Performance.

Music Advanced Programs – These programs are designed for students with a substantial background in music. Music Advanced programs should provide pathways to the range of Stage 2 music subjects.

Content

This subject outline does not prescribe the specific content of school programs. However, school programs are expected to involve a selection of learning activities that relate to the relevant musical studies. Students have the opportunity to engage in some of the following activities:

- Composing, Arranging, Transcribing, Improvising
- Performing
- Music Technology
- Music in Contexts
- Developing Theory and Aural Skills

Assessment

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

<table>
<thead>
<tr>
<th>Skills Presentation</th>
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<tbody>
<tr>
<td>Skills Development</td>
</tr>
<tr>
<td>Folio</td>
</tr>
</tbody>
</table>
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.

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.

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>Folio</th>
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<tbody>
<tr>
<td>Practical</td>
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<tr>
<td>Visual Study</td>
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</tbody>
</table>
Stage 2 Music

Stage 2 Music subjects may be undertaken as one or more 10-credit subjects.

Stage 2 Performance Special Study

Stage 2 Performance Special Study is a 10-credit subject. Performance Special Study gives instrumentalists and vocalists the opportunity to address the technical and musical demands of performing an approved work in public. Students may perform as a soloist or as a member of a chamber ensemble (one performer per part).

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

Content

This 10-credit subject consists of two areas of study:

- Part 1: Performance of an Approved Work
- Part 2: Commentary.

Part 1: Performance of an Approved Work

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

The approved work may be:

- an extended work
- selected movements from an extended work
- a folio of related works or syntactically linked works.

Part 2: Commentary

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

Assessment

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

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

Final Performance

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

The Final Performance is marked by external assessors with reference to performance standards.
Stage 2 Music

Stage 2 Music subjects may be undertaken as one or more 10-credit subjects.

Stage 2 Musicianship

Stage 2 Musicianship is a 10-credit subject.

Content

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

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

Theory, Aural Recognition, and Musical Techniques

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

Harmony

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

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

Arrangement

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

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

Assessment

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

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

External Assessment

| Examination                  | 30%       |
Information on the External Assessment

Examination (1¾ hour)

Students undertake a 1¾-hour external examination, which is divided into two parts:
- Part 1: Theory, Aural Recognition, and Musical Techniques
- Part 2: Harmony

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

Part 2 consists of one harmonisation question. Students can undertake the harmonisation question for Option A, Option B, or Option C. Students have approximately 45 minutes to complete Part 2.

The examination is marked by external assessors with reference to performance standards.
Stage 2 Music

Stage 2 Music subjects may be undertaken as one or more 10-credit subjects.

Stage 2 Music Technology

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

Content

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

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

Suggested Option Topics
- MIDI
- The Recording Process
- Loops and Waves
- Unlisted Process.

Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio of Minor Projects</td>
<td>70%</td>
</tr>
<tr>
<td>\textit{External Assessment}</td>
<td></td>
</tr>
<tr>
<td>Major Project</td>
<td>30%</td>
</tr>
</tbody>
</table>
Information on the External Assessment

Major Project with Commentary

This assessment type consists of two parts:

- Part 1: Major Project
- Part 2: Commentary.

Part 1: Major Project
The focus of the major project is on the use of technology as a tool for recording, assembling, and producing music. Each student submits one major project. Each project must:

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

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

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

Part 2: Commentary
Students present their teacher with a commentary on their completed major project — up to a maximum of 1200 words for a written commentary or a maximum of 7 minutes for an oral commentary. The commentary should be supported by backup work.

The Major Project with Commentary is marked by external assessors with reference to performance standards.
Stage 2 Music

Stage 2 Music subjects may be undertaken as one or more 10-credit subjects.

Stage 2 Music Individual Study

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

Content

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

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

Assessment

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

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

**External Assessment**

| Report                   | 30%       |

**Information on the External Assessment**

**Project Report**

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

**Part 1: Documentation of Skills**

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

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

The Project Report is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Project Report with reference to performance standards.
Stage 2 Music

Stage 2 Music subjects may be undertaken as one or more 10-credit subjects.

Stage 2 Music in Context

This 10-credit subject consists of two compulsory areas of study:

- Section 1: Topics (Part A: Core Topics, and Part B: School-developed topic)
- Section 2: Investigation

Content

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

Part A: Core Topics
Teachers select one core topic for study from the following list:

- Topic 1: Bach: Music and Patronage
- Topic 2: Beethoven: Music Finds Its Voice
- Topic 3: Schubert: The Romantic Voice
- Topic 4: Stravinsky and Diaghilev
- Topic 5: Contemporary Australian Indigenous Music
- Topic 6: The Blues: Of Sadness and Joy
- Topic 7: Duke Ellington: Pianist, Composer, and Bandleader
- Topic 8: Miles Davis: Jazz Comes of Age

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

Examples of possible topics:

- The American Musical
- The Birth of Rock and Roll
- The Classical Concerto
- Contemporary Australian Indigenous Music
- Dance Music
- Music of the Digital Age
- 1970s Progressive Rock
- Opera
- Punk and Grunge Music
- Traditional Australian Indigenous Music
- Music for film, games or advertising.
Section 2: Investigation
Students investigate a question or topic of their choice, and present their findings. Individual investigation questions and topics must be submitted to the SACE Board for approval.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Development</td>
<td>30%</td>
</tr>
<tr>
<td>Investigation</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 (1½ hours)
Students undertake a 1½-hour external examination in which they analyse the set works studied for the selected core topics. The examination comprises an essay and a combination of short answers and extended-paragraph responses. Students may bring scores, transcriptions, or charts to the examination for all other topics to help them with their responses.

The examination is marked by external assessors with reference to performance standards.
Stage 2 Music

Stage 2 Music subjects may be undertaken as one or more 10-credit subjects.

Stage 2 Ensemble Performance

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

Content

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

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

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

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

Assessment

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

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

Information on the External Assessment

Final Performance

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

The Final Performance is marked by external assessors with reference to performance standards.
Stage 2 Music

Stage 2 Music subjects may be undertaken as one or more 10-credit subjects.

Stage 2 Composing and Arranging

This 10-credit subject develops students’ musical imagination and creativity by composing and/or arranging musical works.

Content

In Stage 2 Composing and Arranging the following two areas of study must be covered:
- Folio of Minor Works
- Major Work.

Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio of Minor Works</td>
<td>70%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Major Work</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment

**Major Work**

Students complete a work for any medium or ensemble with a minimum of three parts (e.g. melody, bass, accompanying melody/figures) with an analysis. The assessment component consists of two parts:
- Part 1: Composition or Arrangement of the Major Work
- Part 2: Analysis of the Major Work.

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

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

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

The Major Work is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Major Work with reference to performance standards.
Stage 2 Music

Stage 2 Music subjects may be undertaken as one or more 10-credit subjects.

Stage 2 Solo Performance

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

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

Content

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

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

Students prepare and present public performances

Assessment

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

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

<table>
<thead>
<tr>
<th>External Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Performance</td>
</tr>
</tbody>
</table>
Information on the External Assessment

Final Performance

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

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

Performance Standards

The Music 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 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>
</tbody>
</table>

**External Assessment**

Visual Study 30%

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

Visual Study

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

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

For 10-credit subjects, students submit a maximum of ten A3 pages (or equivalent), of visual study, integrated with no more than 1000 words or 6 minutes of recorded oral explanation.

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

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

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.
CROSS-DISCIPLINARY

Stage 1

Community Studies
Personal Learning Plan

Stage 2

Community Studies
Research Project
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
Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment.

Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

The focus capabilities for this subject are communication and citizenship.

Students prepare a contract of work to develop a community activity from any of the following 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>Contract of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
</tr>
<tr>
<td>Community Activity</td>
</tr>
<tr>
<td>Reflection</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
12. Other areas for detailed study suggested by teachers or students
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.
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.
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></td>
</tr>
<tr>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>Findings</td>
<td></td>
</tr>
<tr>
<td>External assessment</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.
ENGLISH

Stage 1

English

Stage 2

English Communications
English Studies
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 <em>one</em> of three options)</td>
</tr>
</tbody>
</table>
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 and 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>
<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

(10-credit subject)

Folio

Students complete a Folio containing work from one of the following options:
- Option 1: Response to an example of communication
  or
- 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 write a commentary on an example of communication. This could be a short story, novel, poem, or film; or a text used to communicate an idea or information such as a transcript of a speech, or a letter.

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

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

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

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

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.
Stage 2 English Studies

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.

Content

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.
HEALTH AND PHYSICAL EDUCATION

Stage 1

Child Studies
Food and Hospitality
Physical Education

Stage 2

Child Studies
Food and Hospitality
Physical Education
Stage 1 Child Studies

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

The Stage 1 subject examines the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

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

Content

Students study topics within one or more of the following three areas of study:
• The Nature of Childhood and the Socialisation and Development of Children
• Children in Wider Society
• Children, Rights and Safety

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 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.

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.

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 1 Physical Education

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

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.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
</tr>
</tbody>
</table>
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>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 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.
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
- Sociocultural 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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</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.
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 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
- 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><strong>External Assessment</strong></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.
MATHEMATICS

Stage 1

Mathematics Pathways
Mathematical Applications
Mathematical Studies
Specialist Maths

Stage 2

Mathematical Applications
Mathematical Methods
Mathematical Pathways
Mathematical Studies
Specialist Maths
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>
<th>Folio</th>
</tr>
</thead>
</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 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.

At Stage 1 students can enrol in either Mathematical Studies or Mathematical Applications or Mathematical Pathways. 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. See Mathematical Pathways for its specific subject expectations.

Mathematical Applications

Content

Stage 1 Mathematical Applications may consist of any combination of the following topics:

- Data in Context
- Networks and Matrices
- Statistics
- Trigonometry
- Coordinate Geometry
- Earning and Spending
- Measurement
- Savings and Borrowing
- Simulating random Processes

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>
</tr>
</thead>
</table>
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.

At Stage 1 students can enrol in either Mathematical Studies or Mathematical Applications or Mathematical Pathways. 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. See Mathematical Pathways for its specific subject expectations.

Mathematical Studies

Content

Stage 1 Mathematical Studies will consist of the following topics:

- Data in Context
- Networks and Matrices
- Statistics
- Trigonometry
- Models of Growth
- Quadratic and Other Polynomials
- Coordinate Geometry
- Functions and Graphs

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>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
</tr>
</tbody>
</table>
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 Specialist Mathematics can be studied as a 10-credit subject in semester 2 only.

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.

Stage 1 Specialist Mathematics must be studied in conjunction with the 20 credits of Mathematical Studies. It is a prerequisite for Stage 2 Specialist Mathematics.

Specialist Mathematics

Content

Stage 1 Specialist Mathematics will consist of the following topics:

- Planar geometry
- Periodic Phenomena

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>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
</tr>
</tbody>
</table>
Stage 2 Mathematical Applications

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.

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

**Assessment**

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.
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>

External Assessment

| Examination                     | 30%      |

Information on the External Assessment

Examination (3 hours)

Students undertake a 3-hour external examination based on the subtopics and key questions and key ideas outlined in the 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.
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>
<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 (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.
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.
Specialist Mathematics

Stage 2 Specialist Mathematics is a 20-credit subject. Specialist Mathematics is designed to be taken in conjunction with Stage 2 Mathematical Studies.

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

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

Content

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

- Topic 1: Trigonometric Preliminaries
- Topic 2: Polynomials and Complex Numbers
- Topic 3: Vectors and Geometry
- Topic 4: Calculus
- Topic 5: Differential Equations.

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

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>
<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 (3 hours)

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

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

Performance Standards

The Specialist Mathematics 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.
SCIENCES

Stage 1

Agriculture and Horticulture
Biology
Chemistry
Physics
Scientific Studies

Stage 2

Agriculture and Horticulture
Biology
Chemistry
Physics
Scientific Studies
Stage 1 Agriculture and Horticulture

Stage 1 Agriculture and Horticulture can be studied as a 10-credit subject or a 20-credit subject.

Content

Students study topics within one, or a combination of, the following themes:
- Theme 1: Scientific Principles of Plant and/or Animal Production
- Theme 2: The Management of Plant and/or Animal Production
- Theme 3: Enterprise Agriculture and Horticulture
- Theme 4: Practical and Applied Technologies
- Theme 5: Contemporary Issues in Agriculture and Horticulture.

Examples of topics:
- Plant anatomy and physiology
- Soil science
- Animal science.
- Sheep management
- Livestock assessment
- Crop husbandry.
- Designing and setting up a community enterprise
- The operation of agricultural and horticultural machinery.
- The effects of soil salinity on horticulture
- The effects of genetic modification.

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 1 Biology

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

Content

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.

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:

<table>
<thead>
<tr>
<th>Investigations Folio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
</tr>
</tbody>
</table>
Stage 1 Chemistry

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

Content

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.

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>Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
</tr>
</tbody>
</table>
Stage 1 Physics

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

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

The focus capabilities for this subject are communication and learning.

Content

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 1 Scientific Studies

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

Content

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.

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 Agriculture and Horticulture

Stage 2 Agriculture and Horticulture can be studied as a 10-credit subject or a 20-credit subject and provides the opportunity for students to study up to three of the following five subjects:

**Agricultural and Horticultural Principles** – This subject focuses on the scientific and technological principles of agricultural and horticultural management, practice, and production.

**Agricultural and Horticultural Management** – This subject focuses on the efficient management of agricultural and horticultural activities. The management of plant systems or animal systems covers production practices, planning and decision-making, physical and financial record-keeping, marketing methods, and the care and maintenance of local environments.

**Agricultural and Horticultural Enterprise** – This subject focuses on agribusiness and agricultural and horticultural enterprises. It covers the ways in which primary goods are produced, processed, value-added, and marketed, what an enterprise looks like, and how businesses are structured and operate.

**Agricultural and Horticultural Applied Technologies** – This subject focuses on the types of applied technologies involved in daily practice in agricultural and horticultural production. Students learn to use and maintain these technologies, and to explore new technological developments as they emerge.

**Agricultural and Horticultural Studies** – This subject brings together elements of each of the other four Stage 2 Agriculture and Horticulture subjects.
Content

A list of key questions is used to guide the development of suitable topics for each subject.

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 Skills</td>
<td>35%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>35%</td>
</tr>
</tbody>
</table>

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

Information on the External Assessment

Investigation

The investigation is a report of up to a maximum of 1000 words for a 10-credit subject, and up to a maximum of 2000 words for a 20-credit subject.

Students design and conduct investigations based on questions related to agriculture and horticulture.

The investigation is double marked, firstly by the student’s teacher, and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to performance standards.
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>
<tr>
<td>External Assessment</td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment

Examination (3 hours)

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

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

The examination will be marked by external assessors with reference to performance standards.
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><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

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.
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, Uniform Circular Motion, Gravitation and Satellites, Momentum in Two Dimensions</td>
</tr>
<tr>
<td>Electricity and Magnetism</td>
<td>Electric Fields, The Motion of Charged Particles in Electric Fields, Magnetic Fields, The Motion of Charged Particles in Magnetic Fields</td>
</tr>
<tr>
<td>Light and Matter</td>
<td>Electromagnetic Waves, The Interference of Light, Photons, Wave Behaviour of Particles</td>
</tr>
<tr>
<td>Atoms and Nuclei</td>
<td>The Structure of the Atom, The Structure of the Nucleus, Radioactivity, 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>40%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
</tr>
</tbody>
</table>

External Assessment

| Examination                     | 30%       |
Information on the External Assessment

Examination (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.
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>
</tbody>
</table>

**External Assessment**

| Practical Investigation         | 30%       |

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.
HUMANITIES AND SOCIAL SCIENCES

Stage 1

Geography
History
Legal Studies
Media Studies
Tourism

Stage 2

Aboriginal Studies
Australian History
Geography
Legal Studies
Media Studies
Modern History
Society and Culture
Tourism
Stage 1 Geography

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

Content

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.

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:

<table>
<thead>
<tr>
<th>Skills and Applications Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry</td>
</tr>
<tr>
<td>Fieldwork</td>
</tr>
<tr>
<td>Investigation</td>
</tr>
</tbody>
</table>
Stage 1 History

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

Content

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.

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 1 Legal Studies

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

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

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

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

Students examine the Australian legal system. They read and write about, and discuss, analyse, and debate issues. They use a variety of methods to investigate legal issues, including observing the law in action in courts and through various media.

Content

A 10-credit subject consists of:
- Topic 1: Law and Society
- A minimum of two other topics.

A 20-credit subject consists of:
- Topic 1: Law and Society
- Five other topics.

Topics
- Topic 1: Law and Society
- Topic 2: People, Structures, and
- Topic 3: Law-making
- Topic 4: Justice and Society
- Topic 5: Young People and the Law
- Topic 6: Victims and the Law
- Topic 7: Motorists and the Law
- Topic 8: Young Workers and the Law
- Topic 9: Relationships and the Law

Alternative topics can also be developed.

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>Issues Study</td>
</tr>
<tr>
<td>Presentation</td>
</tr>
</tbody>
</table>
Stage 1 Media Studies

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

Media Studies develops students’ media literacy and production skills.

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

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

Content

For a 10-credit subject students study a minimum of two topics.

For a 20-credit subject students study a minimum of four topics.

Students choose from the following topics:
- Images of Youth in Media
- Making of the News
- Advertising
- Careers in Media
- Creating Multimedia Texts
- Representations in Media
- Media Audiences
- Media and Leisure
- Media and the Global Community.

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>Interaction Study</td>
</tr>
<tr>
<td>Product</td>
</tr>
</tbody>
</table>
Stage 1 Tourism

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

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

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

Content

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>Case Study</th>
<th>Sources Analysis</th>
<th>Practical Activity</th>
<th>Investigation</th>
</tr>
</thead>
</table>
Stage 2 Aboriginal Studies

Stage 2 Aboriginal Studies is a 20-credit subject.

Students gain an understanding of Aboriginal histories and achievements, and of Aboriginal perspectives on culture, land, and identity. They examine social and political viewpoints through Aboriginal arts and literature, and develop their understanding of the different forms, effects of, and ways to counter racism. Students also critically analyse a contemporary issue of significance to Aboriginal people.

Content

Students study the following four topics:
- Topic 1: Histories
- Topic 2: Aboriginal Cultures and Identities
- Topic 3: Contemporary Issues
- Topic 4: Aboriginal Arts.

Assessment

Students demonstrate evidence of their learning through four school-based assessments, and one external assessment:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>30%</td>
</tr>
<tr>
<td>Report</td>
<td>20%</td>
</tr>
<tr>
<td>Text Production</td>
<td>20%</td>
</tr>
</tbody>
</table>

**External Assessment**

| Investigation                | 30%       |
Information on the External Assessment

Investigation

The investigation can be in the form of a written report of a maximum of 2000 words, or an oral or multi-modal presentation of a maximum of 12-minutes in length.

Students investigate and analyse a contemporary topic or issue of significance to Aboriginal people, or of interest to themselves. The investigation must involve continuing interaction with Aboriginal people.

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 Aboriginal 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.
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></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 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 twelve

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>

<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 (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.
Stage 2 Legal Studies

Stage 2 Legal Studies is a 20-credit subject.

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

Content

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

Assessment

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>Inquiry</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

Examination (3 hours)

The examination is divided into two parts:
- Part A: Short Responses
- Part B: Extended Responses

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

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

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

Performance Standards

The Legal 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.
Stage 2 Media Studies

Stage 2 Media Studies is a 20-credit subject.

Content

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

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

Students choose three of the following topics:
- Photojournalism
- Documentaries
- Cult Television/Film
- Music and Media
- The Internet
- Television Genres
- Community Media
- Short Films
- Advertising and Audiences
- Globalisation and Media
- Youth and Media
- Children and Media
- Media Ethics and Regulation
- Cultural Diversity in Media.

Assessment

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

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

<table>
<thead>
<tr>
<th>External Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
</tr>
</tbody>
</table>
Information on the External Assessment

Investigation

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

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

Performance Standards

The Media 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.
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. 1700.
- 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>
<tr>
<td>External Assessment</td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>
Information on the External Assessment

Examination (3 hours)

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

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

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

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

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

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.
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>Interaction</td>
<td>20%</td>
</tr>
<tr>
<td><em>External Assessment</em></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.
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>

External Assessment

| Examination                  | 30%       |
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.
BUSINESS, ENTERPRISE AND TECHNOLOGY

Stage 1

Business and Enterprise
Design and Technology
Information Processing and Publishing
Information Technology
Workplace Practices

Stage 2

Business and Enterprise
Design and Technology
Information Processing and Publishing
Information Technology
Workplace Practices
Stage 1 Business and Enterprise

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

Content

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.

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>Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
</tr>
<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 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

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.

- 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>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
</tr>
<tr>
<td>Product</td>
</tr>
</tbody>
</table>
Stage 1 Information Processing and Publishing

Stage 1 Information Processing and Publishing can be studied as a 10-credit subject or a 20-credit subject.

Content

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

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

Stage 1 Information Processing and Publishing consists of the following five topics:
- Business Publishing
- Digital Presentations
- Digital Publishing
- Personal Publishing
- Data Input.

A 10-credit subject may consist of one or two topics.
A 20-credit subject must consist of two or more topics.

Assessment

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

<table>
<thead>
<tr>
<th>Practical Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product and Documentation</td>
</tr>
<tr>
<td>Issues Analysis</td>
</tr>
</tbody>
</table>
Stage 1 Information Technology

Stage 1 Information Technology can be studied as a 10-credit subject or a 20-credit subjects.

Content

Students investigate existing information technology systems to discover their nature and components. They develop a range of information technology skills and techniques while creating their own systems that can be tested and evaluated. They develop and apply specialised skills and techniques in the use of software in a number of information technology areas.

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

Stage 1 Information Technology is organised into the following six topics:
- Topic 1: Computer Systems
- Topic 2: Relational Databases
- Topic 3: Application Programming
- Topic 4: Multimedia Programming
- Topic 5: Website Programming
- Topic 6: Dynamic Websites.

A 10-credit subject consists of two topics.
A 20-credit subject consists of four topics.

Assessment

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

<table>
<thead>
<tr>
<th>Folio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
</tr>
<tr>
<td>Project</td>
</tr>
</tbody>
</table>
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 or more topics.
For a 20-credit subject, students undertake three or more 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>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
</tr>
<tr>
<td>Reflection</td>
</tr>
</tbody>
</table>
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>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Issues Study</td>
<td>30%</td>
</tr>
</tbody>
</table>
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>

**External Assessment**

| Report                  | 30%       |

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**

**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.

**Report**

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

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

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

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**: Product Design (Documentation and Analysis)
- **Part 2**: Product Evaluation
Product Design (Documentation and Analysis)

- 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.

Product Evaluation

- For a 10-credit subject, students provide a maximum of six pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluating. The evidence should include up to a maximum of 1000 words or a maximum of 6 minutes of recorded oral explanation, analysis and evaluation.

- For a 20-credit subject, students provide a maximum of twelve pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluation. The evidence should include a maximum of 2000 words or 12 minutes of recorded oral explanation, analysis, and evaluation.

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

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

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

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

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.
Stage 2 Information Processing and Publishing

Stage 2 Information Processing and Publishing can be studied as a 10-credit subject or a 20-credit subject.

Content

Stage 2 Information Processing and Publishing consists of the following four focus areas:
- Desktop Publishing
- Electronic Publishing
- Personal Documents
- Business Documents.

For a 10-credit subject, students undertake one of the focus areas listed above. For a 20-credit subject, students undertake two of the focus areas listed above.

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>Practical Skills</td>
<td>50%</td>
</tr>
<tr>
<td>Issues Analysis</td>
<td>20%</td>
</tr>
</tbody>
</table>

External Assessment

Product and Documentation 30%

Assessment

(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>Practical Skills</td>
<td>40%</td>
</tr>
<tr>
<td>Issues Analysis</td>
<td>30%</td>
</tr>
</tbody>
</table>

External Assessment

Product and Documentation 30%
Information on the External Assessment

Product and Documentation

Students undertake one Product and Documentation task that may come from either one focus area or the integration of two focus areas.

Students complete, for an identified audience, a text based Product that demonstrates knowledge and use of the four parts of the designing process: investigating, devising, producing, and evaluating. The completed Product should be at least three A4 pages in length, or the equivalent, for a 10 credit subject; and five pages in length, or the equivalent, for a 20-credit subject.

There must be adequate text to demonstrate use of design elements. The designing process must be covered in separate documentation, of maximum of 1500 words, which must be submitted with the completed product for a 20-credit subject and a maximum of 800 words for a 10-credit subject.

The Product and Documentation 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 Product and Documentation with reference to the performance standards.

Performance Standards

The Information Processing and Publishing 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.
Stage 2 Information Technology

Stage 2 Information Technology is a 20-credit subject.

Content

Stage 2 Information Technology consists of two core topics and five option topics, from which two are chosen for study:

Core Topics
- Topic 1: Information Systems
- Topic 2: Computer Systems.

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

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>Skills and Applications Tasks</td>
<td>30%</td>
</tr>
<tr>
<td>Project</td>
<td>20%</td>
</tr>
</tbody>
</table>

External Assessment

| Examination                                        | 30%       |

Information on the External Assessment

Examination (2 hours)

Students undertake a 2-hour examination, which assesses the two core topics and option topics. The examination consists of short-answer questions and extended-response questions.

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

Performance Standards

The Information 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.
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 or more negotiated topics in each subject;
- Workplace Practices (20-credits), study the three or more topics from the list below:
  - Topic 1: Work in Australian Society
  - Topic 2: The Changing Nature of Work
  - Topic 3: Industrial Relations
  - Topic 4: Finding Employment
  - Topic 5: Negotiated Topic.

Assessment

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

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</thead>
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<tr>
<td>Performance</td>
<td>25%</td>
</tr>
<tr>
<td>Reflection</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>
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.
VET

Stage 1
Doorways 2 Construction

Stage 2
Doorways 2 Construction Plus
Stage 1 Doorways 2 Construction

Stage 1 Doorways 2 Construction is a 40-credit subject.

Doorways 2 Construction, or D2C as it is commonly referred to, is South Australia’s premier Vocational Education and Training (VET) in schools programme for the building and construction industry. It was initiated as a direct response to the increased need to encourage young people to consider the building and construction industry as a career option, improve the entry level training opportunities and promote career pathways, and a positive image of the building and construction industry.

D2C supports the recruitment and induction of young people into the building and construction industry.

The industry vision for D2C is “to have a sustainable, nationally recognised VET in Schools initiative that is a programme of first choice for schools and students, and is recognised by industry as the doorway to employment in the industry.”

The focus capabilities for this subject are personal development, communication 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 D2C students can attain credit points in:
- Trade industry Mathematics (10 credits)
- Vocational Literacy (20 credits)
- Certificate 1 in general Construction (40 credits)

This programme is a broad and general introduction to the industry for students. It provides them with a solid foundation of skill, knowledge and experience, which articulate into a range of vocational training courses and is the introduction for many career pathways.

Enrolment

Enrolment is through application and selection

Content

Students study topics contained within the Certificate 1 of General Construction.

- BCGCM1001B  Follow health, safety and security policies and procedures
- BCGCM1002B  Work effectively in the General Construction Industry
- BCGCM1003B  Plan and organise work
- BCGCM1004B  Conduct workplace communication
- BCGCM1005B  Carry out measurements and calculations
- BCGCM2001B  Read and interpret plans and specifications
- BCGCM2006B  Apply basic levelling procedures
- BCGVE1001B  Handle construction Materials
- BCGVE1002B  Undertake a basic construction project
- BCGVE1003B  Undertake a basic computer design project
- BCGVE1004B  Undertake basic estimation and costing
- BCGVE2001B  Produce construction drawings
- BSBCM1209A  Provide information for clients.
Assessment

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

- Practical Activity
- Theory Activities
- VET Competencies
- OHS&W Competencies
- White Card Competency

Information on the External Assessment

Investigation

The investigation can be in the form of a written report of a maximum of 2000 words, or an oral or multi-modal presentation of a maximum of 12-minutes in length.

Students investigate and analyse a contemporary topic or issue of significance to Aboriginal people, or of interest to themselves. The investigation must involve continuing interaction with Aboriginal people.

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 Aboriginal 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.
Stage 2 Doorways 2 Construction Plus

Stage 2 Doorways 2 Construction Plus is a 40-credit subject.

Eligibility
Doorways 2 construction plus is available to students at Stage 2 who have successfully completed the D2C1 program.

Pathway
- Introduction of the new SACE – enabling students to complete SACE entirely through a Vocational Pathway.
- Students choosing to stay on at school to improve training and learning opportunities (ie D2C1 students)
- Creation of Trade Schools for the Future and Trade Training Centres for the further development of higher training.
- Combination may be worth some 18months – 2 years off an apprentice thereby reducing time served in apprenticeship Contract of Training
- Students are enrolled with SACE Board in Stage 2 Building and Construction, VET stand alone or Vocational Studies.

Content
- Students will receive up to 280 hours of Cert lll training over 2 learning banks (= 2 x per year 120 hours each).
- First 120 hours will be in their trade of choice (‘Primary Trade’)
- Second 120 hours will be in an assessed trade (‘Secondary Skill”
- RTO’s deliver and Cert l is minimum entry requirement.
- Students also continue their SACEE pattern by being enrolled in 3 other subjects of their choice.
- Choices out of the Cert lll packages are Carpentry, Wall and Floor Tiling, Wall and Ceiling Lining, Brick and Block
- An example of a Primary Trade-Secondary Skill pattern may be 1st Fix Carpentry and Steel Framing, or Brick and Block and Wall and Floor Tiling. Each Primary Trade will have an associated trade knowledge requirement enabling the host employer to tender for more broad or complex work based on the known skills of their labour force.

Enrolment
Enrolment is through application and selection.
Applicants who have not completed the prerequisites, successful completion of Doorways 2 Construction at Stage 1, will not be considered for the program.

Cost
There will be a shared cost between families and the school of the delivery of these VET Competencies.
Information on the External Assessment

Investigation

The investigation can be in the form of a written report of a maximum of 2000 words, or an oral or multi-modal presentation of a maximum of 12-minutes in length.

Students investigate and analyse a contemporary topic or issue of significance to Aboriginal people, or of interest to themselves. The investigation must involve continuing interaction with Aboriginal people.

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 Aboriginal 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.