Cleve Area School
Course Handbook
2016
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HOW TO USE THIS BOOKLET

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

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

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

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

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

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

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

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

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

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

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

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

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

ASSESSMENT  School Assessment: Set by subject teachers and moderated by the SACE Board
External Assessment Stage 2: 30% of final assessment at Stage 2. Consists of Examinations (set and marked externally) in some subjects and Investigations (marked by subject teacher and blind marked externally) in others.

ATAR  Australian Tertiary Achievement Rank – consists of completion of at least 90 credits at Stage 2. Of the 90 credits at least 60 must be from 20 credit (full year or equivalent) Tertiary Admissions Subjects (TAS). The remaining 30 can be all TAS (10 or 20 credit subjects) or can include a maximum of 20 credits from Recognised Studies. (Page 44 – 47 SATAC Tertiary Entrance Booklet)

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

CAPABILITIES  Skills and knowledge focused on communication, citizenship, learning, personal development and work

CREDITS  A semester’s study at Stage 1 or 2 level provided from the curriculum statements of SACE Board approved subject.

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

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

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

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

PLP  The Personal Learning Plan is a compulsory subject which students must achieve a C grade or better in to complete their SACE, normally taken in Year 10.

SACE  South Australia Certificate of Education

SATAC  South Australian Tertiary Admissions Centre. Responsible for all application and course entrance procedures to South Australian Universities and TAFE.

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

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

UNIVERSITY AND TAFE  Students who complete the SACE are eligible for university entry provided they meet certain requirement for university entry, students need to achieve 90 credits at Stage 2, including three 20-credit Stage 2 subjects. The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses.
VET Vocational and Education Training. A generic term used to describe any training associated with careers. More specifically refers to the units and training packages that nationally recognise the attainment of specific competencies identified by the various divisions of business and industry. Many of these can now be attained in school courses. VET may take several forms of VET in SACE subjects, stand-alone modules or courses within a specific training program eg. Australian School Based Apprenticeship

**Australian School Based Apprenticeship**

**An alternative to full time study**

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

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

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

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

For students undertaking the Ag Certificate Course, a Certificate III in Agriculture is achieved in conjunction with an ASBA, using either the home farm, host employer and/or Sims Farm.

Units of industry training are allocated nominal time values, and every 70 hours is equal to 10 credits in the SACE.

The student is considered to be a full time student and enrols for (and completes) the compulsory subjects of the Personal Learning Plan (Stage 1), the Research Project (Stage 2), 20 credits of Literacy and 10 credits of Numeracy to gain the SACE. The Literacy and Numeracy requirements may be completed through a VET Pathway (page 8) or by completing appropriate English and Mathematics units, at the C level or higher.

In addition to the ASBA students requiring an ATAR score for university entry will need to complete 3 Stage 2 subjects plus their Research Project to achieve an ATAR out of 90. This only works if they complete a Certificate III from their ASBA as the Certificate III contributes 20 credits towards the ATAR if completed. If not completed then students wishing to obtain an ATAR will need to complete 4 stage 2 subjects. The three subjects at Stage 2 may be achieved in four days at school, leaving one day per week available for work or training. Four subjects at Stage 2 is considered full time at school.

A requirement of an ASBA may be out of school training that is delivered during school hours. It is up to the student to liaise with their teachers to ensure they are up to date and aware of their schooling requirements before leaving for this training. A student, who does not manage their academia well, may be withdrawn from their ASBA.

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

Our schools are encouraging the development of ASBAs in a number of industry areas and periodically hold community information meetings. Information regarding generation or availability of ASBA’s will be circulated to students and parents, as they become available.
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. The SACE is designed to meet the needs of students, families, higher and further education providers, employers and the community. The SACE will help students develop the skills and knowledge they need to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

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

How do students get the SACE?

To gain the SACE, students complete the equivalent of 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, excepting Research Project in Year 11.

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

Students will receive a grade – from A to E – for each subject.

For **Compulsory Subjects**, they will need to **achieve a C grade or better**

The compulsory subjects are:

- **Personal Learning Plan** (10 credits at Stage 1 but done in Year 10)
- **Literacy** – at least 20 credits from a range of English subjects or courses (Stage 1 or 2 but generally achieved at Stage 1 level)
- **Numeracy** – at least 10 credits from a range of mathematics subjects or courses (Stage 1 or 2 but generally achieved at Stage 1 level)
- **Research Project** – an in-depth major project (10 credits at Stage 2 but generally done in Year 11)
- **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 a Board-recognised course of a student’s choice.
What is the Personal Learning Plan?

The **Personal Learning Plan** is a compulsory SACE subject, normally undertaken in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.

The Personal Learning Plan helps students to:

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

The Personal Learning Plan contributes **10 credits towards the SACE**. Because it is compulsory, students **need to achieve a C grade** or above.
Alignment of VET with Compulsory and Non-compulsory Elements of the SACE

To complete the SACE, students must achieve 200 SACE credits, **180 of which can be gained through the recognition arrangements for VET in the SACE.**

Within these 180 VET-based credits students must also fulfil the literacy and numeracy requirements of the SACE. **The remaining 20 SACE credits are derived from the Personal Learning Plan (10 credits) and the Research Project (10 credits).** Students can use a vocational context in completing these subjects. Students can use Board-recognised courses to meet the literacy and numeracy requirements of the SACE. The primary purpose of such courses will be to develop literacy or numeracy skills. Courses must also be consistent with the Australian Core Skills Framework (ACSF) level 3 descriptions in writing, reading, and numeracy. The SACE Board will provide a list of courses that meet these requirements.

Students can use a maximum of two qualifications at Certificate I level to gain credits towards the completion of the SACE. There is **no limit to the number of qualifications at Certificate II level or higher** that students can use to gain credits towards the completion of the SACE. Generally Certificate II is credited at Stage 1 and Certificate III is mostly credited at Stage 2. However students need to be aware that some Certificate III is credited at Stage 1.

Students will earn **5 SACE credits for the successful completion of 35 nominal hours of VET in a particular Certificate and 10 SACE credits for the successful completion of 70 nominal hours of VET in the one Certificate**, up to the maximum credit allocation for a qualification.

What is community learning?

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

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

University and TAFE entry

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

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 90 credits at Stage 2, including three 20-credit Stage 2 subjects. The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses.

Full details of university and TAFE entry requirements for 2016 onwards are included in the **Tertiary Entrance Booklet 2016, 2017, 2018** published by the South Australian Tertiary Admissions Centre. Go to the SATAC website for more information. [http://www.satac.edu.au/](http://www.satac.edu.au/)

Students with disabilities

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

Bonus Points

All three Universities in South Australia operate under the SA Universities Equity Scheme designed to provide students from educationally disadvantaged schools or backgrounds with assistance in gaining access to undergraduate courses / programs. Cleve Area School attracts 5 bonus points through this and an additional 2 points per subject for students studying Mathematical Studies, Specialist Mathematics, English Communication and English Studies up to a maximum of 4 points.
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**English Learning Area**

| Essential English | 2EPW10 – English Pathways |
| | 2EPW20 – English Pathways |

| English | 2ECS10 – English Communications |
| | 2ECS20 – English Communications |

| | 2END20 – English Studies |

| English as an Additional Language | 2EGA20 – English as a Second Language |
| | |
| | 2ELG20 – English as Second Language Studies |

**Health and Physical Education Learning Area**

| 1HEH10 – Health | 2HEH10 – Health |
| | 2HEH20 – Health |

| 1CSD10 – Child Studies | 2CSD10 – Child Studies |
| | 2CSD20 – Child Studies |

| 1FOH10 – Food and Hospitality | 2FOH10 – Food and Hospitality |
| | 2FOH20 – Food and Hospitality |

| 1PHE10 – Physical Education | 2PHE20 – Physical Education |
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### Humanities and Social Sciences Learning Area

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<td><strong>Agriculture and Horticulture</strong></td>
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<td>1AHG10 – Agriculture and Horticulture</td>
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<td>1GOY10 – Geology (Open Access)</td>
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<td>1GOY20 – Geology (Open Access)</td>
<td>2GOY20 – Geology (Open Access)</td>
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<td>1PSC10 – Psychology (Open Access)</td>
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<td>1PSC20 – Psychology (Open Access)</td>
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There is a modified subject in each of the learning areas.
# Stage 1 Subjects – SACE

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Stage 1 Agriculture and Horticulture
Agriculture & Horticulture : Plant & Animal Science
Agriculture & Horticulture : Structured Workplace Learning
Credits: 10 (half year) 20 (full year)

NOTE:
Agriculture & Horticulture Animal and Plant Science is an essential prerequisite for Stage 2 Agriculture and Horticulture. Students who have begun a Cleve Area School Certificate 2 in Agriculture at Year 10 level must choose Agriculture & Horticulture Structured Workplace Learning to be able to complete competencies required for this qualification. In both cases, it is strongly recommended that a full year course is chosen.

The study of agriculture and horticulture provides students with the opportunity to develop skills in investigation design, practical techniques, communication, analysis and evaluation of information, and to obtain knowledge and understanding relevant to primary industries. Students investigate issues through topics related to animals, plants, fungi, micro-organisms, soils, climate, water, and/or technology, and in a local, national, and/or global context. Experiments are a part of practical investigations in the study of Agriculture and Horticulture and may take place on farms, laboratories, or other relevant locations, and may use a variety of data-collecting procedures.

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

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.

Assessment Requirements
For a 20 Credit (Full Year) Subject, students should provide evidence of their learning through 8 - 10 assessments. Students undertake at least four investigations for the folio and at least 2 Skills and Application tasks. Each assessment type has a weighting of at least 20%.

EXAMPLES OF ASSESSMENT

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<th>PLANT AND ANIMAL SCIENCE</th>
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<td>Crop and Pasture Agronomy</td>
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<td>Enterprise Management/Agriculture Marketing</td>
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<td>Soil, Plant Conservation</td>
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<td>Breeding Technology</td>
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<td>Collaborative Cropping Project</td>
<td>Shearing, crutching, wool handling</td>
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Stage 1 Biology
Credits 10 (half year) 20 (full year)

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

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

The focus capabilities for this subject are communication and learning.

Content
Areas of study and topics may include:
- Cellular Biology: cell structure & function, osmosis, diffusion, cell division mitosis, cancer
- Physiology: body systems, genetics, photosynthesis and respiration
- Ecology: food webs and food chains, biodiversity, ecosystems, energy cycles

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 Business and Enterprise
Credits 10 (half year) 20 (full year)

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.

Content
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 at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Folio, Practical & Issues Study
Stage 1 Chemistry
Credits 10 (half year) 20 (full year)

The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes. Students consider how human beings make use of the earth’s resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

The focus capabilities for this subject are communication and learning.

Content
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>
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<tbody>
<tr>
<td>Matter</td>
<td>particles, physical properties</td>
</tr>
<tr>
<td>Reactions:</td>
<td>chemical changes, equations</td>
</tr>
<tr>
<td>Carbon Chemistry:</td>
<td>hydrocarbons, organic nomenclature</td>
</tr>
<tr>
<td>Chemical Calculations:</td>
<td>mole concept, significant figures</td>
</tr>
<tr>
<td>Skills:</td>
<td>experimental design, graphing</td>
</tr>
</tbody>
</table>

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 Community Studies
Credits 10 (half year) 20 (full year)

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. In an effort to offer flexible, student-driven learning, Community Studies 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 are paired with community mentors and experts in their fields of interest to develop their capability to work independently and to apply their skills and knowledge in practical ways in an hands-on environment.

The focus capabilities for this subject are communication and citizenship.

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

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

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning by completing their contract of work through the following assessment types: Contract of Work, Folio, Community Activity & Reflection

Stage 1 Creative Arts
Credits 10 (half year) 20 (full year)

In Creative Arts, students have opportunities to specialise in study within and across the arts disciplines of dance, drama, music and the visual arts: art and design. Students participate in the processes of development and the presentation of finished or realised creative arts products. Creative arts products may take the form of musicals, plays, or concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations, and in vocal groups or other ensembles.

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

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

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

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Product & Folio
Stage 1 Design and Technology
Credits 10 (half year) 20 (full year)

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

Stage 1 and Stage 2 Design and Technology provide enrolment options in the following three focus areas:

- Communication Products
- Material Products
- Systems and Control Products

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

Stage 1 Design and Technology provides the following enrolment options:

10 credit subjects:

- Communication Products I & II
- Material Products I & II
- Systems and Control Products I & II

20 credit Subjects

- Communication Products
- Material Products
- Systems and Control Products

Content

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

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

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

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Skills and Applications Tasks, Folio & Product

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Stage 1 Drama
Credits 10 (half year) 20 (full year)

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

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

Content

Stage 1 Drama consists of the following three areas of study.

- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation

Assessment at Stage 1 is school based. Students demonstrate evidence of their through the following assessments: Performance, Folio & Investigation and Presentation
Stage 1 English / Essential English
Credits 10 (half year) 20 (full year)

With the introduction of the Australian Curriculum to Stage 1 SACE from 2016 the SACE Board will offer the following 3 Stage 1 English Subjects. Further details will be available at subject counselling. Implementation workshops are being run currently to support the teaching of these redeveloped subjects across the state in 2016.

Stage 1 English 2016

There are no prerequisites for Stage 2 English subjects; however the most common pathways are likely to be:

<table>
<thead>
<tr>
<th>Stage 1 Subjects</th>
<th>Stage 2 Subjects</th>
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<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Essential English</td>
<td>English Literary Studies (1 ½ hr exam)</td>
</tr>
<tr>
<td>English as an Additional Language (EAL)</td>
<td>EAL (2 ½ hr exam)</td>
</tr>
</tbody>
</table>

Stage 1 Assessment Tasks

- Maximum of 4 assessment tasks for a 10-Credit subject.
- Maximum of 8 assessment tasks for a 20-Credit subject.

Assessment Types:

Stage 1 English:
- Responding to Texts
- Creating Texts
- Intertextual Study (connecting 2 or more texts in relation to each other)

Stage 1 Essential English:
- Responding to texts
- Creating texts

Stage 1 English as an Additional Language:
- Responding to texts
- Interactive study
Language study

Stage 2 English Communications 10 (half year) 20 (full year) Credits
English Communications focuses on the development of English skills, and in particular the communication process. They consider the role of language in communications between individuals, groups and organisations. Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

10-credit Subject

School Assessment (70%)
- Assessment Type 1: Text Analysis and Text Production (40%)
- Assessment Type 2: Communication Study (30%)

External Assessment (30%)
- Assessment Type 3: Folio (30%).

For a 10-credit subject, students should provide evidence of their learning through five assessments, including the external assessment component. Students undertake:
- at least one response for text analysis
- at least one assessment, produced as a supervised written assessment, for text production
- one practical application for the communication study
- one assessment for the folio, chosen from two options.

20-credit Subject

School Assessment (70%)
- Assessment Type 1: Text Analysis (20%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Communication Study (30%)

External Assessment (30%)
- Assessment Type 4: Folio (30%).

For a 20-credit subject, students should provide evidence of their learning through ten assessments, including the external assessment component. Students undertake:
- three responses for text analysis — two written and one oral
- three assessments, one of which is a supervised written assessment, for text production
- one comparative piece on one of five categories of communication, and one practical application, for the communication study
- one response to an example of communication, and produce one text and an accompanying writer’s statement.

Stage 1 Food and Hospitality
Credits 10 (half year) 20 (full year)

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

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

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

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

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

Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Practical Activity, Group Activity & Investigation

### Stage 1 Geography
**Credits** 10 (half year) 20 (full year)

The discipline of geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning. Through the study of Geography, students develop an understanding of the spatial interrelationships of people, places, and environments. They develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities, challenges, and constraints of different locations.

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

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

**Assessment**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Skills and Applications Tasks, Inquiry, Fieldwork & Investigation

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### Stage 1 History
**Credits** 10 (half year) 20 (full year)

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

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

**Content**
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** at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Folio, Sources Analysis & Investigation

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### Stage 1 Information Processing and Publishing
**Credits** 10 (half year) 20 (full year)

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.

**Content**
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 at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Practical Skills, Product and Documentation & Issues Analysis

### Stage 1 Information Technology

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<tr>
<th>Credits</th>
<th>10 (half year)</th>
<th>20 (full year)</th>
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</table>

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.

### Content

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 at Stage 1 is school based. Students demonstrate evidence of their through the following assessment types: Folio, Skills and Applications & Tasks Project

### Stage 1 Integrated Learning

<table>
<thead>
<tr>
<th>Credits</th>
<th>10 (half year)</th>
<th>20 (full year)</th>
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Integrated Learning requires students to apply their knowledge and skills to a real-world task, event, learning opportunity or context, which leads to a specific purpose, product or outcome. The subject draws links between aspects of students’ lives and their learning and is undertaken by a group of students, or a student or students involved in a community group. Integrated Learning facilitates collaboration and teamwork. Students learn to plan and organise activities, and to develop their understanding of, and empathy with, others.

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

### Content

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

**Key Areas of Study:**

- Developing the Capability for Communication
- Developing the Capability for Citizenship
- Developing the Capability for Personal Development
- Developing the Capability for Work
- Developing the Capability for Learning.

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

- **Key Area of Study:** Communication
  - Citizenship
  - Personal Development
  - Work
  - Learning
- **Example program focus**
  - Peer Support Program
  - Living as an Australian
  - Bushwalking
  - School Musical
  - Study Skills

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Application, Group Activity & Folio and Discussion
Stage 1 Mathematics
General Mathematics and Essential Mathematics

Credits 10 (half year) 20 (full year)

With the introduction of the Australian Curriculum to Stage 1 SACE from 2016 the SACE Board will offer the following 3 Stage 1 Mathematics Subjects. Further details will be available at subject counselling. Implementation workshops are being run currently to support the teaching of these redeveloped subjects across the state in 2016.

Stage 1 Mathematics
Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Stage 2 Mathematical Methods can lead to tertiary studies of economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Stage 1 General Mathematics
General Mathematics extends students’ mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Successful completion General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Stage 1 Essential Mathematics
This subject is designed for (1) students who are seeking to meet the SACE numeracy requirement; (2) students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students’ mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways. This subject leads to Stage 2 Essential Mathematics.

Stage 1 Media Studies
Credits 10 (Half Year) 20 (Full Year)

In Media Studies, students develop media literacy and production skills by critically observing media practice, critically analysing media texts, and creating media products. By developing sensitivity to trends in media content, students learn about their own culture and that of others, and the effect of media on individual and group identity. Students are involved in discussing and analysing media issues, interacting with media, and creating media products. Students actively engage and interact with media, while learning to make informed choices. The analytical elements of Media Studies support students to develop critical research and analysis skills that may lead to future study or employment pathways.

A 10-credit course will see students study two media topics, or four for a full-year (20 credit) course. Topics may include:
- Topic 1: Images of Youth in Media
- Topic 2: Making of the News
- Topic 3: Advertising
- Topic 4: Careers in Media
- Topic 5: Creating Multimedia Texts
- Topic 6: Representations in Media
- Topic 7: Media Audiences
- Topic 8: Media and Leisure
- Topic 9: Media and the Global Community.

Or students can negotiate a topic of particular interest to them. The following assessment types enable students to demonstrate their learning in Stage 1 Media Studies:
• Assessment Type 1: Folio
• Assessment Type 2: Interaction Study
• Assessment Type 3: Product.
For a 10 credit subject, students should provide evidence of their learning through four or five assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%. For a 20 credit subject, students should provide evidence of their learning through eight to ten assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.

Personal Learning Plan
Credits 10 (half year)

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 Seven Capabilities
- Personal and Learning Goals
- Suggested Topics.

The purpose of the capabilities is to develop in students the knowledge, skills, and understanding to be successful learners, confident and creative individuals, and active and informed citizens. The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts.

The capabilities are:
- literacy
- numeracy
- information and communication technology capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

Personal and Learning Goals
Students identify, explore, and develop personal and learning goals, and strategies to achieve them. They learn a variety of ways to plan to achieve their personal and learning goals by, for example: selecting subjects, courses, and other learning relevant to pathways through and beyond school investigating possible career choices.

Suggested Topics
Teachers, together with their students, select areas for study. They can choose a whole topic, elements from one or more of the suggested topics, or they can develop new topics. The suggested topics help students to:

- understand the capabilities
- develop their selected capability or capabilities
- identify, explore, develop, refine, and review their personal and learning goals.

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.

### Stage 1 Physical Education

<table>
<thead>
<tr>
<th>Credits</th>
<th>10 (half year)</th>
<th>20 (full year)</th>
</tr>
</thead>
</table>

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

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

#### Content

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

- Practical
- Folio
Stage 1 Physics
Credits 10 (half year) 20 (full year)

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

The focus capabilities for this subject are communication and learning.

Content
The design and content of the program is determined at the school level. Examples of areas of study with possible topics and applications include:
- Waves: Sound and light, CD, DVD and Blu-ray technology
- Astronomy: Astrophysics, Establishing a colony on Mars
- Electricity and magnetism: DC circuits, Wind farms and solar cells

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 Visual Arts

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

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 within their cultural and historical contexts.

The broad area of Visual 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 at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types.
- Folio, Practical & Visual Study
Stage 1 Workplace Practices
Credits 10 (half year) 20 (full year)

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

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

Content
Stage 1 Workplace Practices comprises three focus areas of study:
- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET)

For both a 10-credit and 20-credit subject at Stage 1 students must include the following areas of study:
- Industry and Work Knowledge, and
- Vocational Learning and/or Vocational Education and Training (VET)

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

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

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following three assessments: Folio, Performance & Reflection
Stage 2 Subjects – SACE

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Agriculture and Horticulture Science – Community Studies ........ 28
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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
- Agricultural and Horticultural Management
- Agricultural and Horticultural Enterprise
- Agricultural and Horticultural Applied Technologies
- Agricultural and Horticultural Studies.

Currently, Ag and Horticulture Management and Ag and Horticultural Technologies are offered. Both subjects make extensive use of Sims Farm as well as community resources. Learning predominantly practical based, hands-on learning activity experienced during routine Sims Farm operations, trips and camps (where possible).

**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.

**School-based Assessment**
- Practical Skills 35%
- Skills and Applications Tasks 35%

**External Assessment**
- Investigation 30%

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. 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.

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**Stage 2 Agriculture and Horticulture - Community Studies Focus**

Offered as a full year subject.

This subject provides an opportunity for students to complete a course of study where the focus is on Agriculture and its relationship with the local community. Agriculture and Horticulture Community Studies requires students to undertake regular work at Sims Farm, and to document their work photographically and in writing. Students describe the links that Sims Farm has with Cleve and the wider community, and the completed portfolio is presented to the Sims farm Operations Association Incorporated for review. This is in addition to school based and external assessment.
Stage 2 Biology
Credits 20 (full year)

Content
Stage 2 Biology is organised around the following four themes:

- Macromolecules
- Cells
- Organisms
- Ecosystems.

Each theme is divided into the following six threads:

- Organisation
- Selectivity
- Energy Flow
- Perpetuation
- Evolution
- Human Awareness

Assessment

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

| External Assessment | Examination (3 hours) | 30% |

Stage 2 Business and Enterprise
Credits 10 (half year) 20 (full year)

Content

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)

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

| External Assessment | Issues Study | 30% |

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.

Assessment (20-credit subject)

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

| External Assessment | Report | 30% |

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

either

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

or

- an enterprise report which involves the evaluation of a small business enterprise that the student has established themselves, and describes the business plan and other aspects associated with running the enterprise.
Stage 2 Chemistry
Credits 20 (full year)

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

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

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

External Assessment
- Examination (3 hours) 30%

Stage 2 Child Studies
Credits 10 (half year) 20 (full year)

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

External Assessment
- Investigation 30%

The Investigation is a piece of writing of up to a maximum of 2000 words 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.

Stage 2 Community Studies
Credits 10 (half year), 20 (full year)

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

Assessment
School-based Assessment
- Contract of Work Folio Presentation

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.
Stage 2 Creative Arts
Credits 10 (half year) 20 (full year)

Content
For a 10-credit or 20-credit subject students complete tasks in the following areas of study:
- Creative Arts Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts in Practice.

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

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

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

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

Stage 2 Cross-disciplinary Studies
Credits 10 (half year) 20 (full year)

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

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

Assessment: 10-credit either
<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Folio</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group Project</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Presentation and Discussion</td>
<td>20%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>Analytical Response</td>
<td>30%</td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Folio</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Either Group Project or Presentation and Discussion</td>
<td>40%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>Analytical Response</td>
<td>30%</td>
</tr>
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</table>

Assessment: 20-credit
<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Folio</th>
<th>30%</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Group Project</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Presentation and Discussion</td>
<td>20%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>Analytical Response</td>
<td>30%</td>
</tr>
</tbody>
</table>

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

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

For a 20-credit subject, students undertake two analytical responses of 60 minutes each.
Stage 2 Design and Technology
Credits 10 (half year) 20 (full year)

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

External Assessment
Folio 30%

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

The Folio consists of two parts:
• Part 1: Documentation and Analysis of the Design Process
• Part 2: Evaluation of the Realised Product

Documentation and Analysis of the Design Process
• For a 10-credit and a 20-credit subject, students document investigation and planning skills.
• For a 20-credit subject only — when documenting their investigation skills in Part 1, students include a report on the impact of technological practices related to their product, on individuals, society and/or the environment.

Evaluation of the Realised Product
• For a 10-credit subject, students provide up to 8 pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluating. The evidence should include up to a maximum of 500 words or 4 minutes of recorded oral explanation, analysis and evaluation.
• For a 20-credit subject, students provide up to 15 pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluation. The evidence should include up to a maximum of 1000 words or 8 minutes of recorded oral explanation, analysis, and evaluation.

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

Students should submit their evidence either in an A4 folder, or on CD or DVD, or by any other electronic means conducive to external assessment.
Stage 2 Drama
Credits 10 (half year) 20 (full year)

Content
Stage 2 Drama consists of the following four areas of study.
- Analysis and Creative Interpretation
- Review and Reflection
- Interpretative Study
- Presentation of Dramatic Works

Assessment
School-based Assessment
- Group Presentation 20%
- Folio 30%
- Interpretative Study 20%

External Assessment
- Performance 30%

10-credit subject
For a 10-credit subject, students undertake:
- one assessment from either the Group Presentation or one assessment from the Interpretive Study
- one report or two reviews from the Folio
- one assessment from the Performance.

20-credit subject
For a 20-credit subject, students undertake:
- one assessment from the Group Presentation
- at least three assessments from the Folio
- one report and two reviews from the Interpretive Study
- one assessment from the Performance

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

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

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

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

Student’s involvement in the group performance or presentation may be in one or more of the following areas:
- Acting
- Design (set, costume, make-up, lighting, sound, publicity and promotions)
- Dramaturgy
- Front-of-house
- Multimedia/Film and video
- Stage management.

or

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

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

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

Student’s involvement in the individual performance or presentation may be in one or more of the following areas:
- Acting
- Design (set, costume, make-up, lighting, sound, publicity and promotions)
- Dramaturgy
- Front-of-house
- Multimedia/Film and video
- Stage management.
- Scriptwriting
- Directing.”
Stage 2 English Communications
Credits 10 (half year) 20 (full year)

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)
School-based Assessment
- Text Analysis or Text Production 40%
- Communication Study 30%

External Assessment
- Folio 30%
Students complete a Folio containing work from one of the following options:

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.

Assessment (20-credit subject)
School-based Assessment
- Text Analysis 20%
- Text Production 20%
- Communication Study 30%

External Assessment
- Folio 30%
Students complete a Folio containing work from both:

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

Part 2: Text production with writer’s statement
Students compose a piece of written text and a writer’s statement that outlines their intentions and reflection of the process used to produce it.
The text production piece can be creative (e.g. a narrative or expository piece) or functional (e.g. writing for a technical journal).
The total length of the writing in the Folio is up to a maximum of 2000 words.
Stage 2 English Pathways  
Credits 10 (half year) 20 (full year)

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

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

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

Stage 2 English Pathways:

School Assessment (70%)
Assessment Type 1: Text Analysis (30%)
Assessment Type 2: Text Production (40%)

External Assessment (30%)
Assessment Type 3: Language Study.

For a 10-credit subject, it is recommended that students provide evidence of their learning through five assessments, including the external assessment component.

Students undertake:
- two responses for text analysis
- two assessments for text production
- one language study.

For a 20-credit subject, it is recommended that students provide evidence of their learning through eight or nine assessments, including the external assessment component.

Students undertake:
- three or four responses for text analysis
- four assessments for text production
- one language study.

Stage 2 Food and Hospitality  
Credits 10 (half year) 20 (full year)

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

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

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

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

External Assessment
Investigation 30%

The Investigation is a piece of writing of up to a maximum of 2000 words 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.
Stage 2 Geography
Credits 20 (full year)

Content
Stage 2 Geography consists of:
- a compulsory core topic
- two option topics from a choice of 12

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

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

The option topics are assessed through fieldwork activities and inquiries.

Assessment
School-based Assessment
Fieldwork 25%
Inquiry 20%
Folio 25%

External Assessment
Examination 30%

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.

Stage 2 Australian History
Credits 20 (full year)

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
School-based Assessment
Folio 50%
Essay 20%

External Assessment
Examination 30%

The 3-hour external examination consists of three parts:

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.

Stage 2 Information Processing and Publishing
Credits 10 (half year) 20 (full year)

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)
School-based Assessment
Practical Skills 50%
Issues Analysis 20%

External Assessment
Product and Documentation 30%

Assessment (20-credit subject)
School-based Assessment
Practical Skills 40%
Issues Analysis 30%

External Assessment
Product and Documentation 30%

Students complete 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 3 pages in length, or the equivalent, for a 10 credit subject; and 5 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 up to a maximum of 1500 words, which must be submitted with the completed product.

Stage 2 Integrated Learning – Sports Studies
Credits 10 (half year) 20 (full year)

This course is recommended for students who have a keen interest in sport and physical activity. Students will negotiate 3 practical activities to complete throughout the year. Students are required to work collaboratively with others to plan, organize, implement and evaluate a coaching module. Each student will be required to complete an Individual Negotiated Project. E.g. fitness program, nutritional plan, issue analysis, overnight bushwalk. Throughout the year students will complete a journal reflecting on their skills and development as an athlete.

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

Content : Theory

- Organizing Practical Sessions
- Reflection Report / Journal
- Negotiated Project

- Evidence Folio
- Collaborative Activity

Practical: a range of 3 activities to be negotiated

Assessment
School Based Assessment
Practical 30%
Group Activity 20%
Folio & Discussion 20%

External Assessment
Negotiated Project 30%
Stage 2 Mathematical Applications
Credits 10 (half year) 20 (full year)

Stage 2 Mathematical Applications has a business focus and 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 business. 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.

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

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

- Topic 2: Investment and Loans
- Topic 3: Mathematics and Small Business
- Topic 6: Share Investments
- Topic 7: Statistics and Working with Data

Semester 1

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 3: Mathematics and Small Business</td>
<td>4 Tests – two on each topic</td>
</tr>
<tr>
<td>Topic 6: Share Investments</td>
<td>2 Folio Tasks</td>
</tr>
</tbody>
</table>

Semester 2

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 2: Investment and Loans</td>
<td>1 Folio Task</td>
</tr>
<tr>
<td>Topic 7: Statistics and Working with Data</td>
<td>2 Tests – one on each topic</td>
</tr>
</tbody>
</table>

Folio 40%

External Assessment: Examination 30%

The examination is set by the SACE Board and is 2 hours long.

Stage 2 Mathematical Studies
Credits 20 credit (full year)

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

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

External Assessment

| Examination                      | 30% |

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 focus of Media Studies is on exploring the dynamic role of media in Australian and global contexts. Students develop an understanding of the ways in which media provide views of world events, interpretations of the world, and entertainment. Students consider how media can exert a significant influence on the ways in which people receive and interpret information about the world, explore their own culture and that of others, construct their identity, make economic choices, develop political ideas, and spend their leisure time. Media contribute to the formation of cultural identity because they are central to everyday life.

In Media Studies, students develop media literacy and production skills by critically observing media practice, critically analysing media texts, and creating media products. By developing sensitivity to trends in media content, students learn about their own culture and that of others, and the effect of media on individual and group identity. In this subject, students are expected to:

1. communicate informed responses to local, national, and global media issues
2. research and analyse media texts and contexts
3. analyse the ways in which societies are represented by media
4. analyse their own and others’ interactions with media
5. reflect on aspects of the dynamics of the media industry
6. apply knowledge of forms, contents, contexts, and audiences to design and produce creative, practical media texts.

Students, in negotiation with their teacher, choose three of the following fourteen topics for study:

- **Topic 1: Photojournalism**
- **Topic 2: Documentaries**
- **Topic 3: Cult Television/Film**
- **Topic 4: Music and Media**
- **Topic 5: The Internet**
- **Topic 6: Television Genres**
- **Topic 7: Community Media**
- **Topic 8: Short Films**
- **Topic 9: Advertising and Audiences**
- **Topic 10: Globalisation and Media**
- **Topic 11: Youth and Media**
- **Topic 12: Children and Media**
- **Topic 13: Media Ethics and Regulation**
- **Topic 14: Cultural Diversity in Media**

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

- **School Assessment (70%)**
  - Assessment Type 1: Folio (30%)
  - Assessment Type 2: Product (40%)
- **External Assessment (30%)**
  - Assessment Type 3: Investigation (30%).

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

- two or three media exploration assessments, and one media interaction study for the folio
- two media products, each of which is supported by a producer’s statement
- one investigation.

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**Stage 2 Physical Education**

**Credits 20 (full year)**

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

**Content**

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

**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**

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

Assessment
School-based Assessment
Practical 50%
Folio 20%

External Assessment
Examination 30%

Students undertake a 2-hour external examination consisting of Short-answer and Extended-response Questions. The examination covers the content of the ‘Exercise Physiology and Physical Activity’ and ‘The Acquisition of Skills and the Biomechanics of Movement’ topics.

Stage 2 Physics
Credits 20 (full year)

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

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

External Assessment
Examination 30%

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.

For Cleve students this subject would be by local delivery or Open Access

Stage 2 Research Project
Credits 10

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.

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 one or more of the seven capabilities:

- Literacy
- Numeracy
- Information and Communication Technology Capability
- Critical and Creative thinking
- Personal and Social Capability
-Ethical Understanding
- Intercultural Understanding

Depending on the external assessment chosen students receive a result in one of two forms:

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

Research Project B, which has an external assessment (1500 words) that must be undertaken in written form, is for students wishing to include the subject in the calculation of their Australian Tertiary Admissions Rank (ATAR).

Content
The content in the Stage 2 Research Project includes:

- one or more of the seven capabilities
- research skills.

Assessment

School-based assessment
Folio (30%) & Outcome (40%)

External assessment
Review (A) 30% or Evaluation (B) 30%

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

Students select one or more of the capabilities 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. communication 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 summary with the evaluation for assessment. The summary (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 summary 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.

Stage 2 Visual Arts

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

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

PTO Assessment

School-based Assessment
Folio 40%
Practical 30%

External Assessment
Visual Study 30%

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. Audio-visual 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.

20 credits:
Folio 40% - Total of 60 A3 sheets or equivalent of visual written and/or oral evidence to support 2 resolved works.

Visual study 30% - Max of 20 A3 pages of visual study integrated with max of 2000 words.

Practical 30% - 2 resolved pracs and 2 practitioners’ statements of 500 words each.
At Stage 2, students can undertake up to 40 credits of this subject (i.e. Workplace Practices A, Workplace Practices B, and Workplace Practices).

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

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

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

Assessment
School-based Assessment
- Folio 30%
- Performance 20%
- Reflection 20%

External Assessment
- Investigation 30%

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.

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**Vocational Education Training**

**Eastern Eyre Cluster Schools and Trade Training Centres** offer a growing number of vocational training opportunities in the curriculum. These are offered as stand-alone courses or as units embedded in existing SACE courses. Students choosing these options can receive accreditation towards the SACE and TAFE vocational courses.

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

**VET PATHWAYS**

Pathways is the term used to describe the way in which students can begin achieving specific vocational training towards a particular career outcome (e.g. an apprenticeship) while still at school. The Pathways program will help students set goals and encourage them to remain at school and pursue learning in real life situations. The knowledge skills and attitudes developed within a key competency framework link learning to the workplace. Workplace based assignments and structured learning are the successful tools used to authenticate the learning process.
The Pathways program aims to assist students to reach their full potential so they are prepared for the challenge of change.

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

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

### School Contacts

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