Year 11 & 12

Curriculum Guide 2016
What is the SACE?

SACE OVERVIEW for 2016

What is the SACE?

The South Australian Certificate of Education (SACE) is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

By completing the SACE, students prepare for further learning, work and life, by:

- Building essential skills and knowledge
- Making informed choices about future study and work, based on their strengths and interests
- Gaining a certificate that gives them a head-start on their pathway beyond school.

Students who successfully complete the SACE requirements are awarded the SACE certificate.

What subjects can students study?

For a full list of SACE subjects for use in curriculum handbooks, including subject summaries, visit:

https://www.sace.sa.edu.au/learning/subjects

Requirements of the SACE

There are two stages of the SACE:

1. Stage 1, which usually begins in Year 10 with the Personal Learning Plan, and continues through Year 11.
2. Stage 2, which is usually undertaken in Year 12.

Each subject or course that is successfully completed earns 'credits' towards the SACE. Students receive a final grade from A to E for each Stage 1 subject and A+ to E– for Stage 2 subjects.

To qualify for the SACE students must:

- complete a minimum of 200 credits
- achieve a C grade or better in the Stage 1 compulsory requirements
- achieve a C– grade or better in the Stage 2 compulsory requirements.

The compulsory requirements are:

- Personal Learning Plan — 10 credits at Stage 1
- literacy — at least 20 credits from a range of English subjects (Stage 1 or Stage 2)
- numeracy — at least 10 credits from a range of mathematics subjects (Stage 1 or Stage 2)
- Research Project — 10 credits at Stage 2
- other Stage 2 subjects — at least 60 credits from a range of Stage 2 subjects.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student's choice (such as vocational education and training or community learning).

What is the Personal Learning Plan?

The Personal Learning Plan is a SACE subject that all students undertake at the start of their SACE, in Year 10 or 11. The subject is worth 10 credits and students need to achieve a C grade or higher.

The Personal Learning Plan helps students to:

- Identify strengths and interests
- Set personal and learning goals
- Choose the right SACE subjects and study options for their future plans
- Look at different career paths and choices
- Gain skills for future study and employment, such as planning and research.

What is the Research Project?

The Research Project is a Stage 2 subject that all SACE students undertake. The subject is worth 10 credits, and students need to achieve a C-grade or higher to achieve their SACE. There are two Research Project options – Research Project A and Research Project B.
<table>
<thead>
<tr>
<th>VERSION A</th>
<th>VERSION B</th>
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<tbody>
<tr>
<td>Folio 30%</td>
<td>Folio 30%</td>
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<tr>
<td>Research Outcome 40%</td>
<td>Research Outcome 40%</td>
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<tr>
<td>Review 30%</td>
<td>Evaluation 30%</td>
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<tr>
<td><strong>In Research Project A</strong> students may present their review in written format (1500 words) or through a 10-minute presentation**</td>
<td><strong>In Research Project B</strong> students must present an evaluation in written format (1500 words)**</td>
</tr>
<tr>
<td>Research Project A cannot count towards a student’s Australian Tertiary Admission Rank (ATAR).</td>
<td>Research Project B can count towards the student’s Australian Tertiary Admission Rank (ATAR).</td>
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</tbody>
</table>

The Research Project enables students to:

- Undertake in-depth research and study a topic of personal interest
- Develop skills in planning, research, analysis and communication
- Gain experience of tertiary-style study through self-directed learning.

**Australian Tertiary Admission Rank (ATAR)**

- Measures a student’s overall achievement compared with other students
- Used by universities to select students for university courses
- Ranges from 0 to 99.95
- Calculated from university aggregate – based on 90 credits of SACE Stage 2 for entry in 2016

**What is VET and how can I do it?**

VET stands for **Vocational Education and Training**.

- If students enjoy hands-on learning in a workplace setting, they can earn SACE credits for a wide range of activities.
- Including VET can help students get a head-start on a career.

- Students develop skills in trades and industries that interest them and work towards the SACE at the same time.

VET options in the SACE encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

To complete the SACE, students must achieve at least 200 SACE credits; 150 of which can be gained through VET. The remaining 50 credits are derived from the Personal Learning Plan (10 credits), the Research Project (10 credits), the literacy requirement (20 credits), and the numeracy requirement (10 credits). Students can use a vocational context in completing these subjects.

The SACE Board determines whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about recognition at Stage 1 and Stage 2. [www.sace.sa.edu.au/web/vet/vet-in-the-sace](http://www.sace.sa.edu.au/web/vet/vet-in-the-sace)

The VET Recognition Register on the SACE website lists more than 200 popular VET qualifications.

The Register also shows the SACE level (Stage 1 or 2) and the SACE credits students could earn.

Completed Certificate III (or higher) qualifications at Stage 2 may count towards an ATAR, and TAFE SA Selection Score.

**What is community learning?**

Students are able to earn SACE credits for community learning in two ways – Community-developed Programs and Self-directed Community Learning.

Community-developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh’s Award and the SA Country Fire Service.

Program details are updated as new course information becomes available.

Self-directed Community Learning is gained through informal community activities such as coaching a sports 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. [www.sace.sa.edu.au/learning/community-learning](http://www.sace.sa.edu.au/learning/community-learning)

**University and TAFE SA entry**

Gaining the SACE is the main method used by South Australian students to gain admission into university and TAFE courses.
Students who complete the SACE are eligible for university entry, provided they meet certain requirements.

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

Applications for university and TAFE courses are handled by the South Australian Tertiary Admissions Centre (SATAC).

Details of university and TAFE entry requirements are included in the SATAC booklet Tertiary Entrance 2016, 2017, 2018 — published by the South Australian Tertiary Admissions Centre.

Visit the SATAC website at www.satac.edu.au for more information about tertiary entry. Detailed information about TAFE SA course admission requirements is available at www.tafesa.edu.au

Students with disabilities

The SACE offers a range of modified subjects at Stage 1 and Stage 2 to provide opportunities for students with identified intellectual disabilities to demonstrate their learning.

A student's achievement in a modified subject will be reported as ‘Completed’, with the appropriate number of SACE credits. The SACE certificate will indicate that the student has achieved the SACE using one or more modified subjects.

www.sace.sa.edu.au/web/modified-subjects/

Special Provisions

Special provisions are available if a student has an illness, disability or experiences an unforeseen circumstance which significantly impacts their ability to participate in an assessment.

For school-assessed tasks in Stage 1 or Stage 2, schools decide if a student is eligible for special provisions. The SACE Board will determine a student's eligibility for special provisions for external assessments at Stage 2 (examinations, investigations, etc.).

If a student applies for special provisions they need to provide evidence of how this impacts their ability to access assessment conditions.

www.sace.sa.edu.au/web/special-provisions

Students Online

Students Online can help students:

- check their progress towards completing the SACE
- access their results.

Students can log in to Students Online using their SACE registration number and PIN at:

www.sace.sa.edu.au/connect/students-online

Achieve handbook

A copy of the Stage 2 edition of Achieve, the SACE Board's magazine for students and families, is being provided to all Year 11 students.

This edition focuses on the choices of subjects and study options that Year 11 students will be making. It is designed to be used as a resource during course counselling.


Assessment in the SACE

Stage 2 Assessment

Performance standards define the five levels of achievement from A to E.

Each level describes the knowledge, skills and understanding that students need to demonstrate in that level of learning.

All SACE teachers and assessors mark with reference to the performance standards.

Performance standards are listed in subject outlines on the SACE website.

In Stage 2 or Year 12, student work is graded from A+ to E-. Teachers assess 70% of student work, and 30% is assessed by the SACE Board.

Stage 2 School assessment

- A sample of student work from every school is sent to the SACE Board for checking.
Assessment experts check to ensure grades are accurate, fair and comparable with other SACE students.

Sometimes grades are adjusted through this process which is called ‘moderation’.

**Stage 2 External assessment**

- The SACE Board marks the externally assessed component of all subjects.
- These assessments can be written or oral examinations, investigations or performances.
- Most exams take place in October and November.
- The exam timetable is available on the SACE website early each year.

**Australian Curriculum and the SACE**

Work has now begun on integrating the senior secondary Australian Curriculum into SACE subjects in the areas of English, mathematics, sciences, history, and geography.

Integration of the Australian Curriculum content into 15 SACE subjects will occur in two phases:

- **Phase 1**: Four English and four mathematics subjects (for teaching at Stage 1 in 2016, and Stage 2 in 2017)
- **Phase 2**: Four science and two history subjects, and geography (for teaching at Stage 1 in 2017, and Stage 2 in 2018).

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Phase 2</th>
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<tr>
<td>English Literary Studies</td>
<td>Biology</td>
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<tr>
<td>English as an Additional Language</td>
<td>Chemistry</td>
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<tr>
<td>English</td>
<td>Physics</td>
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<tr>
<td>Essential English</td>
<td>Earth and Environment Science</td>
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<tr>
<td>Mathematical Methods</td>
<td>Ancient History</td>
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<tr>
<td>Specialist Mathematics</td>
<td>Modern History</td>
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<tr>
<td>General Mathematics</td>
<td>Geography</td>
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<tr>
<td>Essential Mathematics</td>
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</table>
## SACE Overview

### Subjects

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>Year 11 students select 6 subjects per semester</th>
<th>Year 12 students select 3 full year subjects for SACE or 4 for an ATAR</th>
<th>Prerequisite</th>
<th>Cost</th>
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<tr>
<td>Aboriginal Languages</td>
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<td>Business Studies</td>
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<td>Industry Pathways Program</td>
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<td>Information Processing and Publishing</td>
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<td>Information Technology</td>
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<td>Integrated Learning – Sports Studies</td>
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<td>Legal Studies</td>
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<td>Maths Applications</td>
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<td>Modern History</td>
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<td><strong>Total Subjects</strong></td>
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<td>Personal Learning Plan*</td>
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<td>Psychology</td>
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<td>Research Project *</td>
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<td>SASSTA</td>
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<td>Tourism</td>
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<td>Visual Arts - Art</td>
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<td>Visual Arts - Design</td>
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<td>Workplace Practices</td>
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</table>

* Pre-requisites apply – students must have completed semester 1 prior to attempting semester 2 at Year 11, or the completed at least one semester prior to attempting Year 12, or the subject has a criteria based selection process (see subject description for more details).

** Note: Students who successfully complete the PLP (C grade or better) in Year 10 need to complete six (6) subjects at Year 11.

<table>
<thead>
<tr>
<th>SUBJECTS</th>
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<th>Prerequisite</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>YES Senior School Subjects</td>
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<tr>
<td>Stage 1 Essential English (S1) &amp; (S2)</td>
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<td>Stage 1 Essential Maths (S1) &amp; (S2)</td>
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<td>Stage 1 PLP (S1) &amp; (S2)</td>
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<td>Stage 2 Research Project (S1) &amp; (S2)</td>
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<td>Stage 1 Women’s Studies (S1)</td>
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<td>Stage 2 Community Studies (Full year subject)</td>
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<td>Stage 1 Integrated Learning - CHESS</td>
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<td>Vocational Education and Training (VET)**</td>
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<td>Certificate II and III - Business</td>
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<td>✔ (III)</td>
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<td>Certificate I - Education and Skills Development</td>
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<td>Certificate II - Community Services (Community, Childcare, Youth Work, Social Work Pathways Program)</td>
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<td>Certificate II - Health Support Services (Nursing/Aged Care/Pathways Program)</td>
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<tr>
<td>Cert III Allied Health Support</td>
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<td>Certificate III – Early Childhood Education and Care (Child Care)</td>
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<td>Certificate I and III - Hospitality</td>
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<td>✓ (III)</td>
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<tr>
<td>Certificate III – Aged Care</td>
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<td>Cert II – Community Activities (Fitness, Sport and Rec Pathway)</td>
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<td>Cert III - Fitness</td>
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<td>Certificate II - Hairdressing</td>
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<tr>
<td>Certificate II – Retail Makeup and Skin Care</td>
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<tr>
<td>Certificate II – Digital Technology (Gaming Pathway)</td>
<td>✓</td>
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</table>

** Please note YES programs are contingent on numbers of students, availability of staff and funding.

**Criminal History Screening (CHS):** it is now a legal requirement for students undertaking placements in pre-schools or child care centres to have a criminal history screening (regardless of age). The cost for a screening is $41.25

**Useful Resources:** hard copies are available from the Resource Centre

- SACE website: [https://www.sace.sa.edu.au/subjects/stage-1](https://www.sace.sa.edu.au/subjects/stage-1)
- Career Information web site: [www.myfuture.edu.au](http://www.myfuture.edu.au)
- University handbooks and web sites:
  - [www.adelaide.edu.au](http://www.adelaide.edu.au)
  - [www.flinders.edu.au](http://www.flinders.edu.au)
  - [www.unisa.edu.au](http://www.unisa.edu.au)
- TAFE Course Admission Guide: [www.tafe.sa.edu.au](http://www.tafe.sa.edu.au)
- SATAC University/TAFE Guide: [www.satac.edu.au](http://www.satac.edu.au)
- SACE Board web site: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)
STAGE ONE SUBJECT DESCRIPTIONS

ABORIGINAL STUDIES
Students examine aspects of Aboriginal society and cultural life, drawing on elements of sociology, arts, literature, politics, and history. They analyse concepts such as Aboriginal, Indigenous, invasion/settlement, resistance, and reconciliation.

Students will study at least two of the following topics: (A maximum of three topics is recommended).

Topic 1: Coexistence and Reconciliation
Topic 2: Aboriginal Cultures
Topic 3: Aboriginal Lands
Topic 4: Aboriginal Languages
Topic 5: Aboriginal Sites
Topic 6: Cultural Tourism
Topic 7: Aboriginal People and the Law
Topic 8: Aboriginal Arts and Literature
Topic 9: Aboriginal Film
Topic 10: Aboriginal People in the Media.

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

1. Response
2. Text Production
3. Reflection.

ANCIENT STUDIES
Students learn about the history, literature, society and culture of ancient civilisations, which may include Asia-Australia, the Americas, Europe and Western Asia, and the classical civilisations of Greece and Rome. Students draw on many other fields of study including architecture, politics, religion, and geography.

Ancient Studies enables students to consider environmental, social, economic, religious, cultural, and aesthetic factors that shape societies and provide personal and shared identity.

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

1. Folio
2. Sources Analysis
3. Special Study.

BIOLOGY
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.

Examples of areas of study include.

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

1. Investigations Folio
2. Skills and Applications Tasks.

### BUSINESS AND ENTERPRISE STUDIES
This subject 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 to make informed decisions.

Students evaluate the impact and effects of business, enterprises, and technology on the economy and the environment, and on the well-being and lifestyle of individuals and communities.

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

1. Folio
2. Practical
3. Issues Study.

### CHEMISTRY
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.

Examples of areas of learning and topics include:

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matter</td>
<td>Particles, 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</td>
<td>Mole concept, significant figures</td>
</tr>
<tr>
<td>Skills</td>
<td>Experimental design, graphing</td>
</tr>
</tbody>
</table>

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

1. Investigations Folio
2. Skills and Applications Tasks.

### CHILD STUDIES (cost involved)
Child Studies examines the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.
Students study topics within one or more of the following three areas of study:

- The Nature of Childhood and the Socialisation and Development of Children
- Children in Wider Society
- Children, Rights and Safety.

**Note:** students will be required to undertake aspects of the course off-campus. There may also be additional costs involved in practical activities.

**Assessment**

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

1. Practical Activity: incorporates both research, planning and reflection
2. Group Activity: incorporates both research, planning and reflection
3. Investigation.

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**COMMUNITY STUDIES (cost involved)**

Stage 1 Community Studies may be undertaken as a 10-credit subject or a 20-credit subject.

In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six 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.

As part of their program of learning, students may undertake a community activity that applies to more than one area of study. The area of study chosen should reflect the primary focus or emphasis of the activity. Students may undertake more than one Community Studies subject. They prepare a contract of work for each subject.

**Evidence of Learning**

The following assessment types enable students to demonstrate their learning in Stage 1 Community Studies:

**Assessment Type 1: Contract of Work**

**Assessment Type 2: Reflection.**

For a 10-credit subject, students should provide evidence of their learning through the completion of a contract of work, which involves each of the two assessment types. The nature, scope, and depth of the community activity should be reflected in the time allocated to a 10-credit subject.

**Performance Standards**

At the student’s completion of study of a subject, the teacher makes a decision about the quality of the student’s learning by:

- referring to the performance standards
- taking into account the weighting given to each assessment type
- assigning a subject grade between A and E.
Computing Technology is a 10 credit theoretical and practical based subject. Computing Technology allows students to design and construct a computer. Theory components of the course involve research and developing an understanding of computer capabilities and the requirements of building a computer.

Students will have the option of purchasing the base model computer at the end of the semester. If students choose to make additional upgrades payment for components will be required before ordering of components.

Assessment

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

1. Skills and Applications Tasks
2. Folio
3. Product.

Note: Students will have the opportunity to make a project deemed suitable by the school at the cost of the student. Parents/ Caregivers will sign off on the expectant cost before construction commences.

Drama – (cost involved)

NOTE: Drama is presented as a 10-credit subject (1 semester), and can be studied for 1 or 2 semesters

In order to undertake Stage 2 Drama, both semesters need to be completed.

COURSE OUTLINE

This course enables students to work in small groups to develop performance pieces that are presented in late Term 2.

PART 1 - Presentation of Dramatic Works

Students participate in the planning, rehearsal, and performance of a dramatic work. Students participate in a collaborative group production that involves two or more students. Students adopt the role of an on-stage or off-stage practitioner to develop performance works that are presented to an audience. Students review and evaluate the processes and outcomes of a group dramatic presentation.

PART 2 - Dramatic Theory and Practice

Students explore the ways in which theories and practices have shaped, and continue to shape, drama. Through written, oral, and practical tasks, students deepen and personalise their understanding of the topics covered.

PART 3: Individual Investigation and Presentation

Students investigate, research, develop, and demonstrate their understanding of an area of interest by creating a product (e.g. a performance, a design brief), for a real or hypothetical presentation.

ASSESSMENT:

1. Performance
   - one major performance or two minor performances
2. Folio
   - at least one assessment for the folio
3. Investigation and Presentation
   - at least one investigation and presentation

Note: Some out-of-school rehearsals are required. There is also likely to be an excursion to Adelaide or another major centre to view a professional performance. There will be a small cost for this.
NOTE: Drama – Technical Theatre is presented as a 10-credit subject (1 semester), and can be studied for 1 or 2 semesters.

This course runs at the SAME TIME as Stage 1 Drama.

In order to undertake Stage 2 Drama – Technical Theatre, both semesters need to be completed.

COURSE OUTLINE

The course in audio/sound, lighting, staging and set props enable students to collaborate with performing arts on several performances each semester. Some students may elect to develop their skills so that they can work on live music performances such as school assemblies and Friday lunchtime music.

ASSESSMENT:

1. Performance
   • Student must participate in the technical management of one major performance or two minor performances

2. Folio
   • Students complete at least one assessment for the folio

3. Investigation and Presentation
   • Students must complete at least one investigation and presentation

NOTE: Some out-of-school rehearsals are required. There is also likely to be an excursion to Adelaide or another major centre to view a professional performance. There will be a small cost for this.

ELECTRO TECHNOLOGY (cost involved)

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.

Students use devices such as electrical, electronic, mechanical, pneumatic, hydraulic, and interface components including programmable control devices to design and make products. Contexts include computer systems, electrical systems, and mechanical systems.

Assessment

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

1. Skills and Applications Tasks
2. Folio
3. Product

Note: Students will have the opportunity to make a project deemed suitable by the school at the cost of the student. Parents/ Caregivers will sign off on the expectant cost before construction commences.

ENGLISH in 2016

In 2016 PASS along with other secondary schools will implement the new SACE English subjects at Stage 1. The new subjects have aligned SACE with the Australian Curriculum and provide opportunities for students to achieve their compulsory units of literacy at this level. Changes include alignment with the AC capabilities and increased clarity in performance standards.

Currently at Stage 1 the subjects are:

- English
- English Pathways
- Literacy for Work and Community Life

In 2016 the subjects will be:

- Essential English
- English
Essential English will replace both English Pathways and Literacy for Work and Community Life. Currently students who study Literacy for Work and community life are unable to follow on and to complete English at Stage 2. With the changes students who succeed in Essential English and would like to continue their studies in Stage 2 will now be able to do so.

Although the title English has not changed for the second option the course requirements have. The purpose of this subject is to prepare students for either English or English Literary Studies in Stage 2. Suggested pathways are as follows;

- English
- English
- Essential English
- Essential English

At this stage all documentation is in official draft format but has been approved by the SACE Board for planning purposes. The content descriptions below are taken from the SACE Board website.

**ENGLISH**

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

The content includes:
- Responding to Texts
- Creating Texts
- Intertextual Study.

Further details of both subjects can be obtained on the SACE website.

**ESSENTIAL ENGLISH**

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

This subject focuses on the development of students’ skills in communication, comprehension, language and text analysis, and creating texts, through:
- Responding to Texts
- Creating Texts.

Decisions about the content of the teaching and learning program should centre on ways in which students use language to establish and maintain connections with people in different contexts. The program may focus on a single context or a range of contexts for different parts of the program.

The specific contexts chosen for study may be social, cultural, community, workplace, and/or imagined. In planning a teaching and learning

**FOOD AND HOSPITALITY (cost involved - $35)**

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

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

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 Industry.

Assessment

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

1. Practical Activity: incorporates both research, planning and reflection
2. Group Activity: incorporates both research, planning and reflection
3. Investigation.

Note: Students are expected to contribute to costs involved in this course (between $20-$30). Parents/ Caregivers will sign off on the expectant cost before specific tasks are done. Students will also be required to undertake aspects of the course off-campus.

INTEGRATED LEARNING

Stage 1 Integrated Learning may be undertaken as a 10-credit subject or a 20-credit subject.

An Integrated Learning program is a focused study that has a purpose, product, or outcome. An Integrated Learning program is undertaken by a group of students in a school, or a student or students involved in a community group, allowing them to explore their connections with the wider community.

Integrated Learning can be organised in different ways, according to the needs and interests of the students and the school.

Integrated Learning has:

- a program focus (which could be, for example, a topic, an activity, or a group project) decided by the teacher or by the teacher in consultation with students
- one or more key areas of study (each key area is based on one of the capabilities) that are chosen to support and guide the exploration and development of the program focus through guiding questions.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Integrated Learning:

- Assessment Type 1: Practical
- Assessment Type 2: Group Activity
- Assessment Type 3: Folio and Discussion.

For a 10-credit subject, students should provide evidence of their learning through three or four 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 six to eight assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.

Performance Standards

At the student’s completion of study of a subject, the teacher makes a decision about the quality of the student’s learning by:
- referring to the performance standards
- taking into account the weighting given to each assessment type
- assigning a subject grade between A and E.

INTEGRATED LEARNING – SPORTS STUDIES
Formally known as Football Program
(cost involved)

Sports Studies at Stage 1 allows students to develop knowledge and understanding of human physical functioning and physical activity, in preparation for Sport Studies at Stage 2. The course contains both theoretical and practical aspects, which allows students to develop a number of skills, including communication, researching and investigation, collaboration and the ability to apply relevant knowledge to practical scenarios.

Integrated Learning consists of the following assessable areas:

- Practical
- Group Activity
- Folio and Discussion

Practical
Students will complete two 6 week practical units. Units could include badminton, soccer, volleyball, netball, touch football and AFL. They will be required to undertake practical sessions focusing on skill development. Students will be assessed using practical skills checklists and also through a written reflection on their development and learning throughout each unit.

Semester 1 - Group Activity – Knockout Sports Organisation
Students will work as a group to plan, organise, coach and umpire a year 8/9 knockout sport event. Students will be required to keep a journal of their experiences. Assessment could include practical skills checklists, as well as their journal and documentation outlining their planning and contribution to the event.

Semester 2 - Group Activity – Coaching
Students will undertake 4 weeks of coaching of a junior physical education class, which they will be required to plan and run in a small group of up to 3 students. Students will be required to keep a journal of their experiences. Assessment could include practical skills checklists, as well as their journal and session plan write-ups.

Folio and Discussion
Students will conduct class and assignment work that will be put into a folio that will demonstrate their learning throughout the course. Students will then participate in a round table discussion and use their folio to demonstrate learning conducted. Theory topics to be covered include sports history, skill acquisition, nutrition, energy systems, fitness components and training principles/methods.

FURNITURE CONSTRUCTION (cost involved)

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.

The following units of work are likely to be covered to assist students with their transition towards Stage 2 Furniture Construction:

- Workshop Safety and O.H.S.& W. requirements
- Hand and Power Tools
- Machinery
- Timber and Manufactured Boards
- Design and Technical Drawing
- Surface Preparation and Finishing
- Joint Construction.

**Assessment**

Assessment will be completed through:

1. Skills and Application Task
2. Folio
3. Product.

**Note:** Students will have the opportunity to make a project deemed suitable by the school at the cost of the student. Parents/ Caregivers will sign off on the expectant cost before construction commences.

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**HISTORY**

In History students may undertake a thematic approach and/or a depth approach to investigate historical issues and events from the following areas of investigation:

- **Issues:**
  - freedom or oppression; revolution; childhood; youth culture; globalisation; the colonial experience; exploration; migration; conflict; international crises; peacemakers; modernisation; social, political, cultural, economic and/or environmental impacts

- **Creative works:**
  - literature; art; music; film; drama

- **Regions:**
  - Africa; Asia; Australia; Europe; the Middle East; North America; Northern Ireland; the Pacific Islands; South America

- **Local history:**
  - a local church, temple, or mosque; an institute; a botanic garden; an organisation; a person; an area; a street name; a design concept

- **Special interest:**
  - an area of special interest to teachers and students.

**Assessment**

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

- Folio
- Sources Analysis
- Investigation.

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.

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

**Topics**

Stage 1 Information Processing and Publishing consists of the following five topics (with a 10-credit subject consisting of one or two topics).
Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

1. Practical Skills
2. Product and Documentation
3. Issues Analysis.

INFORMATION TECHNOLOGY
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.

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.

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

1. Folio
2. Skills and Applications Tasks
3. Project.

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

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

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

A 10-credit subject consists of:

- Topic 1: Law and Society, plus
- a minimum of two other topics from the list below.
Topics

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

Alternative topics can also be developed.

Assessment

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

1. Folio
2. Issues Study
3. Presentation.

MATHEMATICS

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

Mathematics is offered as 3 10-credit subject at Stage 1. Achieving a C or above in any of these subjects satisfies the compulsory SACE numeracy requirement. To continue with mathematics at Stage 2 level, at least 2 10-credit units must be completed successfully. Mathematics must be completed successfully in Semester 1 to undertake further studies in Mathematics (but students can undertake units in General or Essential Mathematics).

Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics. Students also have the mathematical skills and abilities to undertake General Mathematics at Stage 2.

Stage 2 Mathematical Methods (with completion of at least 2 10-credit units at Stage 1, with a recommendation of completing 3) 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 (with completion of 3 10-credit units at Stage 1) 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 Mathematics consists of the following list of twelve topics:
* Topic 1: Functions and graphs
* Topic 2: Polynomials
* Topic 3: Trigonometry
* Topic 4: Counting and Statistics
* Topic 5: Growth and Decay
* Topic 6: Introduction to Differential Calculus
* Topic 7: Arithmetic and Geometric Sequences and Series
* Topic 8: Geometry
* Topic 9: Vectors in the Plane
* Topic 10: Further Trigonometry
* Topic 11: Matrices
* Topic 12 Real and Complex Numbers.

Teachers will plan programs that cover any 3 of the topics above within a given semester topics 1 to 6 are most closely associated with Stage 2 Mathematical Methods and the others are most closely aligned to Specialist Mathematics.
The following assessment types enable students to demonstrate their learning in Stage 1 Mathematics:
* Assessment Type 1: Skills and Applications Tasks
* Assessment Type 2: Mathematical Investigation

### GENERAL MATHEMATICS

General Mathematics is a 10-credit subject at Stage 1. Achieving a C or above in this subject satisfies the compulsory SACE numeracy requirement.

General Mathematics extends students’ mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These 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 of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Stage 1 General Mathematics consists of the following seven topics:
* Topic 1: Investing and Borrowing
* Topic 2: Measurement
* Topic 3: Statistical Investigation
* Topic 4: Applications of Trigonometry
* Topic 5: Linear and Exponential Functions and their Graphs
* Topic 6: Matrices and Networks.

Teachers will plan programs that cover any 3 of the topics above within a given semester.

### ESSENTIAL MATHEMATICS

Please Note that students picking this subject will not have any option of further study in Mathematics in Year 12.

Essential Mathematics is a 10-credit subject at Stage 1. Achieving a C or above in this subject satisfies the compulsory SACE numeracy requirement.

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. In Essential Mathematics there is an emphasis on developing students’ computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

This subject is intended for students planning to pursue a career in a range of trades or vocations.

Stage 1 Essential Mathematics consists of the following seven topics:
* Topic 1: Calculations, Time, and Ratio
* Topic 2: Earning and Spending
* Topic 3: Geometry
* Topic 4: Data in Context
* Topic 5: Measurement
* Topic 6: Investing

Teachers will plan programs that cover any 3 of the topics above within a given semester.

The following assessment types enable students to demonstrate their learning in Stage 1 Essential Mathematics:
* Assessment Type 1: Skills and Applications Tasks
* Assessment Type 2: Folio
MUSIC

Music is presented as a 10-credit subject (1 semester), and can be studied for 2 semesters.

2 semesters of Year 10 Music and experience on a musical instrument is preferred to undertake Stage 1 Music.

OR

an audition arranged with the Music teacher to show the student’s ability on their chosen instrument.

This Music program provides pathways to the full range of Stage 2 Music subjects.

COURSE OUTLINE

Students have the opportunity to engage in some of the following activities:

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

ASSESSMENT

1. Assessment Type 1: Skills Presentation
   Students undertake at least one skills presentation assessment.

2. Assessment Type 2: Skills Development
   Students undertake at least one skills development assessment on aspects of their learning.

3. Assessment Type 3: Folio
   Students keep a folio of work undertaken during their study.

SPECIAL NOTE:

This course requires a commitment to practice at least 2 hours a week on their chosen instrument, participation in Instrumental Music Service lessons each week, and to participate in performances as they are a part of the assessment.

Students will be required to have consistent access to their musical instrument which will mean either the student owns their own instrument or that they will need to hire the instrument or access the school's instrument such as the drum kit. Students will need to bring their instrument to school for every Music lesson and for every Instrumental Music lesson.

NUTRITION STUDIES (cost involved - $10)

Nutrition can be studied for 1 or 2 Semesters.

Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between food, health, and diet-related diseases.

Students have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues. They investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

For a 10-credit subject, students undertake the study of two or three topics. For a 20 credit subject, students undertake the study of four to six topics. Examples of topics for study include:
Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

1. Investigations Folio
2. Skills and Applications Tasks
3. Exam.

OUTDOOR EDUCATION (cost involved)

In Outdoor Education students gain an understanding of expedition planning and reflection; risk management; ecology; environmental sustainability; navigation; cultural perspectives, and physical and emotional health through participating in outdoor activities. Students reflect on environmental practices and are introduced to employment options in outdoor and environmental fields.

Topics
Both the 10-credit subject and the 20-credit subject consist of the following topics:

- Environment and Conservation
- Planning and Management
- Leadership and Group Dynamics
- Cultural perspectives
- Outdoor Journey.

Note: attendance to both theory lessons and practicals are essential for students to be successful in this course. Students who do not attend practicals will find it exceptionally difficult to pass this course.

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

1. Practical – 2 x 3 day camps (open to negotiation with students):
   - Semester 1: 3 snorkelling/surfing and bushwalk
   - Semester 2: rock-climbing and canoeing
2. Folio

Note: Students are required to complete outdoor activities and camps as part of the assessment for which there are costs involved. Parents/Caregivers will sign off on the expectant cost before specific tasks are done. Costs may range from $50-$200 per semester depending on the activities chosen.

The following items are not compulsory but will assist students comfort in the outdoors and are worth considering.

Equipment recommendations
Boots: light rubber soled walking boots suitable for lots of walking in different terrains. Boots must be durable, in good condition, and well broken in. Not elastic sided boots.
Recommend boots with ankle support. Hiking boots are good for ankle support and may prevent the incidence of rolled ankles (there have been some incidents particularly with pre-existing sport related injuries of rolled ankles that have caused issue and concern during the activity of bush walking)

**Thermals:** it is recommended that students purchase at least 1 set of Polypropylene thermals (i.e. top and long johns). Cotton varieties are best avoided, as whilst cheaper, cotton draws moisture, meaning it draws warmth away from the body. Polypropylene thermals can be purchased at any outdoor store or on-line. Thermals can not only be worn bushwalking and rock climbing, but also for aquatic activities.

**Jumper/pullover/jacket:** wool or fibre pile is recommended
Wool is a good fabric for staying warm in wet/cold conditions. It naturally absorbs very little moisture, so continues to feel warm and insulates effectively even if wet.

*Note:* the school will supply other essential outdoor equipment such as a rain jacket, tent, cooking equipment, sleeping mats and sleeping bags if required.

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**PERSONAL LEARNING PLAN (cost involved)**

The Personal Learning Plan (PLP) is a compulsory 10-credit subject undertaken at Stage 1. Students at Port Augusta Secondary School undertake the subject in **Year 10** so they can plan for Years 11 and 12.

Students must achieve a C grade or better to complete the subject successfully and gain their SACE.

The PLP helps students to:
- plan their personal and learning goals for the future
- make informed decisions about their personal development, education, and training.

Developing goals for the future will engage students in activities such as:
- selecting subjects, courses, and other learning relevant to pathways through and beyond school
- investigating possible career choices
- exploring personal and learning goals.

The content in the Stage 1 Personal Learning Plan comprises:
- The Seven Capabilities
- Personal and Learning Goals
- Suggested Topics.

**The Seven Capabilities**

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 that have been identified are:
1. literacy
2. numeracy
3. information and communication technology capability
4. critical and creative thinking
5. personal and social capability
6. ethical understanding
7. 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.
The diagram represents a suggested planning process for students to:

- identify, explore, and develop strategies to achieve personal and learning goals
- understand, explain, and develop the selected capability or capabilities review their learning.

**Evidence of Learning**

The following assessment types enable students to demonstrate their learning in the Stage 1 Personal Learning Plan:

- Assessment Type 1: Folio
- Assessment Type 2: Review.

Students provide four or five pieces of evidence of their learning for assessment. Each assessment type should have a weighting of at least 20%.

**Performance Standards**

When the student completes the subject, the teacher makes a decision about the quality of the student’s learning by:

- referring to the performance standards
- taking into account the weighting given to each assessment type
- assigning a subject grade between A and E.

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**PHYSICAL EDUCATION**

Physical Education can be studied for one or two Semesters.

**Credits**: 10 or 20 credits

**Overview**

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

Stage 1 Physical Education consists of the following 2 areas:

- Practical Skills and Applications
- Principles and Issues

**Content**

- Musculoskeletal System
- Cardiorespiratory System
- Fitness Factors
- Training Principles
- Chronic Changes with Training
- Skilled Learning
- Conversion of Food to Energy
- The Energy Systems
- Analysis of Activity
- Biomechanics

**Assessment**

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

1. Practical – Students complete 3 practical units which are 6 weeks in duration
2. Folio – The folio component consists of the following 2 tasks
   a. Integrated Task – Applying content knowledge to physical performance
   b. Issues Analysis – Students analyse a topic of interest relating to the areas of sport and performance, or health and lifestyle.

**Please Note:**
- It is recommended that students partake in Physical Education in both semesters at Stage 1 if they are considering undertaking Physical Education at Stage 2. This is to give them the required prior knowledge essential for success during the Stage 2 program.
- Students are required to participate actively in all practical sessions and have a keen interest in human physical performance.

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

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

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

1. Investigations Folio
2. Skills and Applications Tasks.

**PSYCHOLOGY**
The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Stage 1 and Stage 2 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

The 10-credit subject consists of the compulsory topic and two topics.

- Introduction to Psychology
- Social Behaviour
- Intelligence
- Cognition
- Brain and Behaviour
- Human Psychological Development
- Emotion
- Negotiated Topic.

**Assessment**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types.
1. Investigations Folio
2. Skills and Applications Tasks.

RESEARCH PRACTICES

Stage 1 Research Practices is a 10-credit subject.

This subject provides students with opportunities to:
- examine the purpose of research
- explore a range of research approaches
- develop their investigative and inquiry skills.

Students can commence some work towards their Stage 2 Research Project, and undertake their Stage 2 Research Proposal as the first assignment in this subject.

Students explore research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings. In this subject, students explore a range of research approaches and skills. They learn that different approaches to research are appropriate to different contexts and purposes.

Teachers and students select, for focused study, at least one topic from each of the following areas of study:
- Exploring Research Approaches
- Exploring Research Skills.

The topics may be integrated, undertaken in parallel, or undertaken consecutively.

Exploring Research Approaches

**Topic 1: The Purpose of Research**

In this topic students explore the purpose of research in various contexts, and develop an understanding of the role of research in our lives.

Students have opportunities to explore how small-scale and large-scale research is conducted for specific purposes.

**Topic 2: Research Methods**

In this topic students develop conceptual understandings of some common approaches to research. The emphasis is on the use of appropriate methods to answer students’ research questions, in the two fundamental approaches to research:
- qualitative research
- quantitative research.

Students consider other research methods that complement these approaches (e.g. ethnographic research, case study research, practice-based research). Students consider the value of adopting a mixed-method approach in certain circumstances.

**Topic 3: Research and Twenty-first Century Skills**

In this topic students understand and develop twenty-first century skills.

**Topic 4: Researchers in Society**

In this topic students explore the work of different researchers in society.

Exploring Research Skills

**Topic 1: Planning**

**Topic 2: Development**

**Topic 3: Synthesis**

**Topic 4: Review and Evaluation**

The following assessment types enable students to demonstrate their learning in Stage 1 Research Practices:
- Assessment Type 1: Folio
- Assessment Type 2: Sources Analysis.
For this 10-credit subject, students should provide evidence of their learning through four or five assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- one folio consisting of at least two assessment tasks
- at least two sources analysis assessments.

**Performance Standards**

At the student’s completion of study of a subject, the teacher makes a decision about the quality of the student’s learning by:

- referring to the performance standards
- taking into account the weighting given to each assessment type
- assigning a subject grade between A and E.

**TOURISM**

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, social, cultural, and environmental impacts and interactions of tourism activity. Tourism has an impact, directly and indirectly, on many aspects of people’s lives and on the environment. Students’ understanding of the sustainable management of tourism is central to this subject.

Students consider the ever-changing nature of tourism and how it responds to challenges, opportunities, and realities such as globalisation, economic crises, security issues, environmental needs, world events, and technological developments. Students explore tourism as a business and its impact on the economy.

Students identify and investigate tourism trends, developments, or contemporary issues. They apply their knowledge, skills, and understanding about tourism to form personal opinions, make informed recommendations, form reasoned conclusions, and predict future options.

A 10-credit subject consists of the study of three topics. An understanding of the themes forms a core of knowledge and informs the development of the topics.

**Themes**

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

**Topics**

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

**Assessment:**

The following assessment types enable students to demonstrate their learning in Stage 1 Tourism:

* Assessment Type 1: Case Study
* Assessment Type 2: Sources Analysis
* Assessment Type 3: Practical Activity

* Assessment Type 4: Investigation.

### VISUAL ARTS – ART (cost involved)

Stage 1 Visual Arts is delivered as a 10-credit subject (1 semester). Students can enrol in Visual Arts – Art and/or Visual Arts – Design.

In Visual Arts – ART, students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces.

Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The following 3 areas of study are covered:

1. **Visual Thinking**

   Visual thinking for artists usually involves applying a creative or problem-solving process in a logical sequence. At times, however, it can be accidental or unpredictable, and can change direction before the artist is satisfied with the resolved outcome.

2. **Practical Resolution**

   Practical resolution may result in a suite of works or a run of prints. which may include, for example: video, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, and textiles

3. **Visual Arts in Context**

   Students have opportunities to contextualise art that is, to place works of art culturally, socially, and/or historically.

### ASSESSMENT

The following are required as assessment pieces for this subject:

1. **Folio** - one folio

2. **Practical** - one or two practical works, including a practitioner’s statement for one practical work

3. **Visual Study** - one visual study investigation

**Please note:**

There may be additional costs for school excursions; the exact cost dependent on the number of students in the class.

### VISUAL ARTS – DESIGN (cost involved)

Stage 1 Visual Arts is delivered as a 10-credit subject (1 semester). Students can enrol in Visual Arts – Art and/or Visual Arts – Design.

The broad area of Visual Arts - 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 following 3 areas of study are covered:

1. **Visual Thinking**

   Visual thinking for designers is usually based around the development and formulation of a design brief that specifies parameters for the designer. The cyclic design process includes research, analysis, the initiation and development of concepts, the exploration of possibilities, the testing and refining of ideas or concepts, the practicing of technical skills, and evaluation, before the design outcome is resolved.
2. Practical Resolution

Practical resolution for Design may result in:

- product design: e.g. toy, fashion, stage, furniture, and engineering design
- environmental design: e.g. sustainable interior and exterior design
- graphic and visual communication design: e.g. branding, illustration, and advertising

3. Visual Arts in Context

Students have opportunities to contextualise design; that is, to place works of art or design culturally, socially, and/or historically.

ASSESSMENT

The following are required as assessment pieces for this subject:

1. Folio - one folio
2. Practical - one or two practical works, including a practitioner’s statement for one practical work
3. Visual Study - one visual study investigation

Please note:

There may be additional costs for school excursions; the exact cost dependent on the number of students in the class.

VOCATIONAL EDUCATION AND TRAINING (VET)

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

VET qualifications are recognised in the SACE, and SACE credits that can be earned up to the maximum credit allocation. Students can earn:

- 5 SACE credits for the completion of 35 nominal hours of VET towards a VET qualification
- 10 SACE credits for the completion of 70 nominal hours of VET towards a VET qualification.

Students spend one to two days out of the school participating in their VET program (depending on the certificate level). It is a requirement that subjects missed on these days will be caught up using study periods and homework.

More information on individual certificate courses can be found at: www.yes.sa.edu.au or contact the Youth Engagement Strategy (YES) Centre Senior Leader on 8647 3300.

Please note: there may be some additional costs associated with certificate courses.

A list of course can be found on the table at the beginning of the book.
Year 12 (SACE Stage 2)

SACE Stage 2 students need to complete three (3) full year subjects to satisfy the minimum requirements for their SACE, as well as the 10 credit Research Project.

In order to gain university entrance (ATAR), students must complete four (4) full year subjects along with the Research Project.

⚠️ Pre-requisites apply – students must have completed a minimum of one semester at Year 11 prior to attempting the subject at Year 12 or the subject has a criteria based selection process. See subject description for more details.

Information on these subjects is available on the SACE website: https://www.sace.sa.edu.au/subjects/stage-2

Criminal History Screening (CHS): it is now a legal requirement for students undertaking placements in pre-schools or child care centres to have a criminal history screening (regardless of age). The cost for a screening is $41.25

OPEN ACCESS COLLEGE COURSES

Parents/Caregivers are advised that whilst every effort will be made to offer face-to-face subjects at Port Augusta Secondary School (PASS), that will not always be possible.

If too few students select a particular subject, or if a suitably qualified teacher cannot be found to teach that subject, the subject will not run. Parents / Caregivers may then elect for the school to enrol their child in that subject through the Open Access College.

Port Augusta Secondary School will liaise with the Open Access College and students to ensure the enrolment occurs. The SACE Senior Leader at PASS is responsible for the enrolment of students in Open Access College courses.

Parents / Caregivers will be liable for half the cost of the course fees – currently the full fee for each subject is $110 per full year subject or $60 per semester.

TERTIARY ENTRANCE

Selection into university and some TAFE courses is based on both eligibility and rank. Eligibility allows you to be considered for selection; rank determines whether you are competitive enough to be selected.

To be eligible for selection into a university course you must:

- obtain a Australian Tertiary Admittance Rank (ATAR) and
- meet the SACE requirements and
- meet any prerequisite subject requirements for the course.
ABORIGINAL STUDIES

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

Credits: 20 credits.

Content

Students study the following four topics:

- Topic 1: Histories
- Topic 2: Aboriginal Cultures and Identities
- Topic 3: Contemporary Issues
- Topic 4: Aboriginal Arts.

Assessment

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

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

Information on the External Assessment

Investigation

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

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

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

BIOLOGY

Stage 2 Biology is a 20-credit subject. Studies at Stage 1 Biology and Semester 1, Stage 1 Chemistry are desirable but not essential.

Content

Stage 2 Biology is organised around the following four themes:

- Macromolecules
- Cells
- Organisms
- Ecosystems.
Each theme is divided into the following six threads:

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

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

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

| External Assessment          |           |
| Examination                  | 30%       |

Information on the External Assessment
There will be an examination (3 hours) which consists of:

- Multiple-choice questions
- Short-answer questions
- Extended response questions (two)

Questions will cover all themes and threads and will include experimental skills. The examination will be marked by external assessors with reference to performance standards.

CHEMISTRY
Stage 2 Chemistry is a 20-credit subject.

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

Topics:

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

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

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

| External Assessment          |           |
| Examination                  | 30%       |
Information on the External Assessment

Examination (3 hours)

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

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

<table>
<thead>
<tr>
<th>CHILD STUDIES (costs involved - $45.00 year)</th>
</tr>
</thead>
</table>

Stage 2 Child Studies can only be taken as a 20-credit subject at PASS.

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
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences

A 20-credit subject includes all five areas of study.

Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Activity</td>
<td>Consists of an action plan or research task; a practical application and evaluation</td>
</tr>
<tr>
<td>Group Activity</td>
<td>Plan a practical activity with an evaluation</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Investigation</td>
<td></td>
</tr>
</tbody>
</table>

Note: students will be required to show evidence of practical tasks, for example photos, written work).

Information on the External Assessment

Investigation

The Investigation is a piece of writing of up to a maximum of 2000 words for the 20-credit subject. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question or hypothesis.

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

Note: Students will be required to complete a variety of tasks which will incur costs. Parents/ Caregivers will sign off on the expectant cost before specific tasks are done.
Stage 2 Community Studies may be undertaken as a 10-credit subject or a 20-credit subject.

In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six 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.

As part of their program of learning, students may undertake a community activity that applies to more than one area of study. The area of study chosen should reflect the primary focus or emphasis of the activity.

Students may undertake more than one Community Studies subject. In each subject they prepare a contract of work to undertake a community activity. These contracts must be in different areas of study.

**Evidence of Learning**

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

- **School Assessment (70%)**
- **Assessment Type 1: Contract of Work**
- **External Assessment (30%)**
- **Assessment Type 2: Reflection.**

For a 10-credit subject, students should provide evidence of their learning through completion of and reflection on a contract of work. This involves each of the two assessment types, including the external assessment component. The nature, scope, and depth of the community activity undertaken in the contract of work should be reflected in the time allocated to a 10-credit subject.

For a 20-credit subject, students should provide evidence of their learning through completion of and reflection on a contract of work. This involves each of the two assessment types, including the external assessment component. The nature, scope, and depth of the community activity undertaken in the contract of work should be reflected in the time allocated to a 20-credit subject.

**Performance Standards**

At the student’s completion of study of each school assessment type, the teacher makes a decision about the quality of the student’s learning by:

- referring to the performance standards
- assigning a grade between A and E for the assessment type.

In the external assessment, assessors use the performance standards to make a decision about the quality of students' learning, based on the evidence provided.

The student’s school assessment and external assessment are combined for a final result, which is reported as a grade between A and E.
Stage 2 Drama is offered as a 20-credit subject (Full Year).

The Stage 2 Drama program is based on the following four areas of study:
- Group Analysis and Creative Interpretation
- Review and Reflection
- Interpretative Study
- Presentation of Dramatic Works.

**DRAMA ASSESSMENT**

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

**School Assessment (70%)**
- **Assessment Type 1: Group Presentation (20%)**
  Students take part in a group presentation, but are assessed individually. The group presentation could take a variety of forms, including, for example, a live performance or film, a workshop, or a tutorial. Students demonstrate their knowledge and understanding of the play-script or dramatic innovator through the process of practical application.

- **Assessment Type 2: Folio (30%)**
  Students undertake one report and at least two reviews.
  - **Report**
    The report focuses on the student’s own experiences of making dramatic work (Assessment Type 4: Performance). Students expand their knowledge and understanding of drama as a performing art, and develop skills of observation, analysis, and criticism, and the ability to apply arts-specific terminology.
  - **Review**
    During the program of study, students view, review, and analyse a range of live or recorded theatrical performances. Students have the opportunity to use the knowledge and experience they acquire to reflect on, and evaluate, the work they have viewed.

- **Assessment Type 3: Interpretative Study (20%)**
  For a 20-credit subject, students undertake one individual interpretative study, weighted at 20%.
  Students who investigate and respond to a play-script adopt the role of a director, actor, or designer. Students who investigate and respond to a dramatic innovator create a question that they answer through their study.

- **External Assessment (30%) Assessment Type 4: Performance (30%).**
  For a 20-credit subject, students undertake:
  - either
    a group performance or a related off-stage presentation
  - or
    an individual performance or presentation.

**Group Performance or Related Off-stage Presentation**

Students participate in a live group performance, in an on-stage or off-stage role, and develop an understanding of the rehearsal and performance process.
Each student is assessed on:

either

a focused group performance as an on-stage performer

or

an individual presentation about an off-stage role related to the group performance.

On-stage performers should present a focused performance of between 10 and 15 minutes; students who work off-stage should spend a maximum of 15 minutes presenting evidence relevant to their specific off-stage role.

A student’s involvement in a group performance or a related off-stage presentation may be in one 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.

Students undertake:

- one group presentation
- one report and at least two reviews for the folio

*SPECIAL NOTE:

Outside-of-school-hours time will be required to complete the performance elements of the course.

- one interpretative study
- one performance or one presentation.

**ENGLISH COMMUNICATIONS**

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

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

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

**Content**

Stage 2 English Communications can only be studied as a 20-credit subject at PASS.

Students undertake tasks within the following:

- Text Study
- Text Production Study
- Communication Study (consists of two parts)
- Analysis and comparison of one of the following categories of communication:
- Mass-media Communication
- Personal Communication
- Business Communication
- Computer-mediated Communication
- Advertising
- Multimedia web authoring
- Oral language
- Workplace writing
- Writing for publication.

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.

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

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

| External Assessment             |          |
| Folio                           | 30%       |

**Information on the external assessment**

**Folio:**

Students complete a Folio containing work from both:

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

**Part 1: Response to an example of communication**

Students write a commentary on an example of communication. This could be a short story, novel, poem, or film; or a text used to communicate an idea or information such as a transcript of a speech, or a letter.

**Part 2: Text production with writer’s statement**

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

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

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

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

Stage 2 English Pathways can only be undertaken as a 20-credit subje ct at PASS.

Students who complete 20 credits of Stage 1 or Stage 2 English Pathways with a C grade or better will meet the literacy requirement of the SACE. Credits gained from this subject can be used towards an ATAR.

The study of English Pathways helps students to develop their personal and social identity through reading and composing texts. Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts. The study of English Pathways also involves exploring, responding to, and composing texts in, and for a range of, personal, social, cultural, and/or vocational contexts. Some texts and contexts will be familiar to the student and some will be unfamiliar.

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

Content

Students undertake tasks within the following:

- Text analysis
- Text production
- Language study

Assessment

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 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.

Information on the external assessment

Assessment Type 3: Language Study (30%)

For this assessment type, students provide evidence of the extent and quality of their learning by undertaking an independent study. The primary focus of the study is the use of language by a group or people in a chosen context, which may be local or virtual, and may have national and global connections.

For a 20-credit subject, students undertake one language study that is a maximum of 2000 words if written, or the equivalent in multimodal form.

ENGLISH STUDIES

English focuses on the development of English skills, strategies, knowledge and understandings, for a variety of purposes.

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

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

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

**Content**

Stage 2 English Studies is a 20-credit subject.

Students undertake tasks within the following:

- Text Study
- Text Production Study

**Text Study**

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

**Shared Studies** consist of:

- study of two single texts
- study of paired texts
- study of poetry
- critical reading study of short texts.

Among the texts chosen for the four shared studies there must be:

- one film text
- at least one extended prose text
- at least one written drama text
- at least 1000 lines of poetry
- a range of short texts for the critical reading study.

**Individual Study** (consists of two parts):

- critical essay
- collection of supporting material

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

**Text Production Study**

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

**Assessment**

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared Studies</td>
<td>30%</td>
</tr>
<tr>
<td>Individual Study</td>
<td>20%</td>
</tr>
<tr>
<td>Text Production</td>
<td>20%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>
Information on the External Assessment

Examination (3 hours) is changed to 1.5hrs

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

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

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

FOOD AND HOSPITALITY (cost involved – $60/year)

Stage 2 Food and Hospitality can only be taken as a 20-credit subject at PASS.

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

Content

Students study topics within one or more of the following five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences.

A 20-credit subject includes all five areas of study.

Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Activity</td>
<td>Consists of an action plan or research task; a practical application and evaluation</td>
</tr>
<tr>
<td>Group Activity</td>
<td>Plan a practical activity with an evaluation</td>
</tr>
</tbody>
</table>

External Assessment

Investigation

Note: students will be required to show evidence of practical tasks, for example photos, written work).

Information on the External Assessment

Investigation

The Investigation is a piece of writing of up to a maximum of 2000 words for the 20-credit subject. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question or hypothesis.
The Investigation is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.

**Note:** Students will be required to complete a variety of tasks which may incur costs of up to $60. Parents/ Caregivers will sign off on the expectant cost before specific tasks are done.

Stage 2 Design and Technology is a 20-credit subject and provides the following enrolment in Material Products I & II

**Note:** Students will have the opportunity to make a project deemed suitable by the school at the cost of the student. Parents/ Caregivers will sign off on the expectant cost before construction commences.

**Content**

**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 wood and composite products.

**Assessment**

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

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

**Information on the External Assessment**

**Folio**

Students complete a Folio that contains documentation of their investigation and planning for their product.

The Folio consists of two parts:

- Part 1: Product Design (Documentation and Analysis)
- Part 2: Product Evaluation

**Product Design (Documentation and Analysis)**

Students create a design brief and document their investigation and planning, based on the skills and activities outlined in the section 'The Design Process'.

The design brief should include a statement of intent, functional outcomes, aesthetic considerations, and constraints. It can be presented in dot point form.

The investigating part of the design process should include an investigation into the impact on individuals, society, and/or the environment of technological practices related to the type of product that the student is designing. The analysis involved in investigation can be included in the product design documentation or in the product evaluation.

**Product Evaluation**

Students evaluate their producing skills, using evidence from the product record in Assessment Type 2, and evaluate their realised product.
The combined evidence in the folio should be a maximum of 2000 words if written or a maximum of 12 minutes of recorded oral documentation of the design process and evaluation, or the equivalent in multimodal form.

Students should submit their folio evidence either in an A4 folder, or on CD or DVD.

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

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

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

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

**INFORMATION PROCESSING & PUBLISHING**

Stage 2 Information Processing and Publishing can only be studied as a 20-credit subject at PASS.

**Content**

Stage 2 Information Processing and Publishing consists of the following four focus areas:

- Desktop Publishing
- Electronic Publishing
- Personal Documents
- Business Documents.

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

**Assessment**

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

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

**External Assessment**

| Product and Documentation        | 30%       |

**Information on the External Assessment**

Product and Documentation:

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

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

There must be adequate text to demonstrate use of design elements. The designing process must be covered in separate documentation, of maximum of 1500 words, which must be submitted with the completed product for a 20-credit subject and a maximum of 900 words for a 10-credit subject.
The Product and Documentation is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Product and Documentation with reference to the performance standards.

**INFORMATION TECHNOLOGY**

Stage 2 Information Technology is a 20-credit subject.

**Content**

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

**Core Topics**
- Topic 1: Information Systems

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

**Assessment**

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>20%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>30%</td>
</tr>
<tr>
<td>Project</td>
<td>20%</td>
</tr>
</tbody>
</table>

**External Assessment**

| Examination                  | 30%       |

**Information on the External Assessment**

- Examination (2 hours)

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

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

**INTEGRATED LEARNING**

At Stage 2, students can complete up to 40 credits of Integrated Learning by undertaking one or a combination of two or more of the following:

- Integrated Learning I (10 credits)
- Integrated Learning I (20 credits)
- Integrated Learning II (10 credits)
- Integrated Learning II (20 credits).

An Integrated Learning program is a focused study that has a purpose, product, or outcome. An Integrated Learning program is undertaken by a group of students in a school, or a student or
students involved in a community group, allowing them to explore their connections with the wider community.

Integrated Learning can be organised in different ways, according to the needs and interests of the students and the school.

Integrated Learning has:

- a program focus (which could be, for example, a topic, an activity, or a group project) decided by the teacher or by the teacher in consultation with students
- key areas of study (each key area is based on one of the capabilities) that support and guide the exploration and development of the program focus through guiding questions.

The key areas of study are as follows:

- Key Area 1: Developing the Capability for Learning
- Key Area 2: Developing the Capability for Citizenship
- Key Area 3: Developing the Capability for Personal Development
- Key Area 4: Developing the Capability for Work
- Key Area 5: Developing the Capability for Communication.

**Integrated Learning I**

For Integrated Learning I, the key areas of study are:

- Learning (Key Area 1)
- Citizenship (Key Area 2)
- Personal Development (Key Area 3).

For a 10-credit subject, students undertake one or two of these key areas of study.

For a 20-credit subject, students undertake two or all three of these key areas of study.

**Integrated Learning II**

For Integrated Learning II, the key areas of study are:

- Learning (Key Area 1)
- Work (Key Area 4)
- Communication (Key Area 5).

For a 10-credit subject, students undertake one or two of these key areas of study.

For a 20-credit subject, students undertake two or all three of these key areas of study.

**Evidence of Learning**

The following assessment types enable students to demonstrate their learning in Stage 2 Integrated Learning:

**School Assessment (70%)**

- Assessment Type 1: Practical (30%)
- Assessment Type 2: Group Activity (20%)
- Assessment Type 3: Folio and Discussion (20%)

**External Assessment (30%)**

- Assessment Type 4: Project (30%).
For a 10-credit subject, students should provide evidence of their learning through four assessments, including the external assessment component. Students undertake:

- one practical
- one group activity
- one assessment for the folio and discussion
- one project.

For a 20-credit subject, students should provide evidence of their learning through six to eight assessments, including the external assessment component. Students undertake:

- at least one practical
- at least one group activity
- at least one assessment for the folio and discussion
- one project.

**Performance Standards**

At the student’s completion of study of each school assessment type, the teacher makes a decision about the quality of the student’s learning by:

- referring to the performance standards
- assigning a grade between A+ and E- for the assessment type.

A SACE Board school assessment grade calculator is available on the SACE website (www.sace.sa.edu.au) to combine the grades for the school assessment.

In the external assessment, assessors use the performance standards to make a decision about the quality of students’ learning, based on the evidence provided.

The student’s school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-.

**INTEGRATED LEARNING – SPORTS STUDIES**

Stage 2 Integrated Learning (Sports Studies) is a 20 credit subject

*Note: It is recommended that students wishing to partake in this course have a keen interest in physical activity and sport.*

*Students are expected to participate fully in ALL practical activities and also have a keen interest in how sporting results and healthy lifestyle can be improved through relevant training of the body.*

**Content**

Stage 2 Integrated Learning consists of 3 key areas of study and related key concepts:

- Learning
- Personal Development.

**Learning**

- Students are exposed to a number of content areas, both practical and theory based, relating to sport and physical activity. Students will then use the learning conducted to analyse, apply and explain aspects of sporting performance.

**Personal Development**

- Students will be required to demonstrate an application of skills in a prescribed setting to demonstrate understanding of concepts and an ability to apply them.
Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical - 3 x 18 hour practical units and reflections</td>
<td>30%</td>
</tr>
<tr>
<td>Group Activity – Student directed lesson for peers</td>
<td>20%</td>
</tr>
<tr>
<td>Folio – 3 x integrated tasks – Applying concepts to practical scenario through round table discussions outlining learning that occurs across the course</td>
<td>20%</td>
</tr>
</tbody>
</table>

**External Assessment**

| Project – Issues Analysis                                                            | 30%       |

**Information on the External Assessment**

Students will select and discuss a health or sport related issue, outlining how the issue impacts the community at a local, regional and global level.

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

**Note:** Students may be required to complete activities and camps as part of the assessment for which there are costs involved. Parents / Caregivers will sign off on the expectant cost before specific tasks are done.

**MATHEMATICAL APPLICATIONS**

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

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

**Content**

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

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

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

In order to accommodate the external examination at the end of each semester, schools select four topics from those listed above, two of which must be examined topics.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 2: Investment and Loans</td>
<td>Topic 1: Applied Geometry</td>
</tr>
<tr>
<td>Topic 4: Matrices</td>
<td>Topic 2: Investment and Loans</td>
</tr>
<tr>
<td>Topic 5: Optimisation</td>
<td>Topic 3: Mathematics and Small Business</td>
</tr>
<tr>
<td>Topic 6: Share Investments</td>
<td>Topic 6: Share Investments</td>
</tr>
<tr>
<td>Topic 7: Statistics and Working with Data</td>
<td>Topic 7: Statistics and Working with Data</td>
</tr>
</tbody>
</table>
Assessment
Students demonstrate evidence of their learning through the following assessment types:

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

External Assessment
Examination 30%

Information on the External Assessment
Examination (2 hours)

The examination is set by the SACE Board and conducted at the end of semester 2. The examination is 2 hours long.
The examination is based on the key questions and key ideas outlined in the two topics studied in the examined topics.
The examination will be marked by external assessors with reference to performance standards.

Mathematical Studies
Stage 2 Mathematical Studies is a 20-credit subject.
Throughout 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.

Content
Stage 2 Mathematical Studies is a 20-credit subject that consists of the following three topics:
- Topic 1: Working with Statistics
- Topic 2: Working with Functions and Graphs Using Calculus
- Topic 3: Working with Linear Equations and Matrices.
Each topic consists of a number of subtopics, which are presented as key questions and ideas.

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

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

External Assessment
Examination 30%

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

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

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

**MODERN HISTORY**

Stage 2 Modern History is a 20-credit subject.

**Content**

Students study:

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

**Thematic Study**

Topics:

- Pain and Gain: Modernisation and Society since c. 1700.
- Intruders and Registers: Imperialism and its Impact since c 1500.
- Revolutions and Turmoil: Social and Political Upheavals since c. 1500.
- A Sense of Belonging: Groups and Nations since c. 1500.
- The Captives, the Unwanted, and the Seekers: Forced and Free Migration since c. 1500.
- Slaves, Serfs, and Emancipation: Forced Labour since c. 1500.

**Depth Study**

Topics:

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

**Individual History Essay**

Students choose a key area for inquiry from one of the eleven topics.

**Assessment**

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

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

**External Assessment**

| Examination                     | 30%       |
Information on the External Assessment

Examination (3 hours)
The 3-hour external examination consists of three parts:

- Part 1: Thematic Study
- Part 2: Depth Study
- Part 3: Sources Analysis

Part 1: Thematic Study

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

Part 2: Depth Study

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

Part 3: Sources Analysis

The part of the examination will focus on the skills of sources analysis. Students are required to answer the sources analysis question. The examination will be marked by external assessors with reference to the performance standards.

MUSIC

INTRODUCTION

PASS offers students 5 Stage 2 Music subjects.

They are each 10-credit subjects, and for the purposes of gaining the SACE and an ATAR, any two combined, forms an approved 20-credit combination.

Students are encouraged at the end of their participation in Stage 1 Music to discuss suitable options for Stage 2 music with their music teacher.

The prerequisite to any of the Stage 2 Music options is a ‘C’ grade or better in Stage 1 Music.

MUSIC – COMPOSING AND ARRANGING

Stage 2 Composing and Arranging is a 10-credit subject in which students’ musical imagination and creativity are developed by composing and/or arranging musical works.

The following two areas of study must be covered:

1. Folio of Minor Works with Commentary
2. Major Work with Analysis.

Students are introduced to a variety of composing and arranging techniques by listening to music and taking part in activities that explore the different devices, techniques, and styles of composing and/or arranging. Students develop their skills in analysis and observation as they deepen their knowledge and understanding of composing and/or arranging techniques.

Students experiment with the manipulation of rhythm, melody, harmony, form and structure, texture, and choice of medium, to create imaginative and individual compositions and/or arrangements using some of the techniques and forms listed below.

- Rhythm
- Melody
- Harmony
- Form and Structure
- Texture
- Media
ASSESSMENT

School Assessment (70%)

- Assessment Type 1: Folio of Minor Works (50%)
- Assessment Type 2: Commentary (20%)

External Assessment (30%)
Assessment Type 3: Major Work

MUSIC – ENSEMBLE PERFORMANCE

Stage 2 Ensemble Performance is a 10-credit subject that develops students’ skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble.

Students develop ensemble performance skills as well as aural perception, musical sensitivity, and an awareness of style, structure, and historical conventions in ensemble performance. Students are required to participate in regular rehearsals and performances, some of which may be outside school hours.

Ensemble Performance gives students the opportunity to extend their practical music-making skills, aural perception, and musical appreciation in an ensemble performance setting. Ensemble Performance not only results in musical outcomes, but also encourages the development of personal characteristics such as confidence and the ability to communicate sensitively and work cooperatively. Students have the opportunity to contribute to the cohesiveness of the ensemble and engage the audience.

Students who undertake this subject are assumed to have attained a performance standard that reflects at least 3 years of development on their chosen instrument or their voice. Students without this background may have difficulty in successfully meeting the performance standards for this subject.

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

ASSESSMENT

School Assessment (70%)

Assessment Type 1: First Performance (30%)
Assessment Type 2: Second Performance (40%)

External Assessment (30%)
Assessment Type 3: Final Performance (30%).

MUSIC – INDIVIDUAL STUDY

Stage 2 Music Individual Study is a 10-credit subject that allows students to undertake an individually negotiated topic in an area of interest that is not covered in any other Stage 2 Music subject. Students pursue an area of interest that is directly applicable to their intended vocation, career, further study, or recreation. Students develop skills in documenting the processes of negotiating, planning, structuring, developing, and evaluating their learning.

Music Individual Study is recommended for students who have a great deal of personal motivation and initiative, and who are self-directed learners. The ability to work independently is essential.

Students undertake an individual study on a topic of their choice. This may be an area in which they are interested or in which they have special talent.

School Assessment (70%)

Assessment Type 1: Folio (30%)
Assessment Type 2: Product (40%)

External Assessment (30%)
Assessment Type 3: Report (30%)
**Stage 2 Performance Special Study** is a 10-credit subject that consists of two areas of study:

Part 1: Performance of Approved Work(s)

Part 2: Commentary

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

Performance Special Study not only results in musical outcomes but also encourages the development of personal characteristics such as confidence and the ability to communicate sensitively and work cooperatively.

Students who undertake this subject are assumed to have attained a high enough standard of technique and performance to enable them to meet the technical and musical demands of approved work(s), and the analytical skills to enable them to undertake an in-depth study of the work(s).

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

**ASSESSMENT**

*School Assessment (70%)*

Assessment Type 1: First Performance (20%)

Assessment Type 2: Second Performance (30%)

Assessment Type 3: Commentary (20%)

*External Assessment (30%)*

Assessment Type 4: Final Performance (30%).

---

**Stage 2 Solo Performance** is a 10-credit subject that develops students’ skills on a chosen instrument or their voice, and the application of these skills, musical understanding, and aesthetic awareness in a solo performance.

Students also develop skills in preparing and presenting public performances, aural perception and musical sensitivity, and awareness of style, structure, and historical conventions in solo performance.

Solo Performance gives students the opportunity to extend their technical and performance skills on their chosen instrument or their voice, and to use this expertise as a means of developing musical expression.

Students who undertake this subject are assumed to have attained a performance standard that reflects at least 3 years of development on their instrument. Students without this background may have difficulty in successfully meeting the performance standards for this subject.

**ASSESSMENT**

*School Assessment (70%)*

- Assessment Type 1: First Performance (30%)
- Assessment Type 2: Second Performance (40%)

*External Assessment (30%)*

Assessment Type 3: Final Performance (30%).

---

**Stage 2 Nutrition** covers a variety of topics about human nutrition, including the basic components of food, nutrition and the body, diet and health, the consumer and nutrition, and global issues about food.

Students apply knowledge and skills gained by completing a variety of tasks including scientific practicals,
Stage 2 Nutrition can only be studied as a 20-credit subject at PASS.

Content
For a 20-credit subject, students undertake the study of all four core topics and one option topic.

Core Topics
- Core Topic 1: The Fundamentals of Human Nutrition
- Core Topic 2: Diet, Lifestyle, and Health
- Core Topic 3: Food Selection and Dietary Evaluation
- Core Topic 4: Food, Nutrition, and the Consumer.

Optional Topics
- Option Topic 1: Global Nutrition and Ecological Sustainability
- Option Topic 2: Global Hunger.

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

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

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

Information on the External Assessment
Examination (2 hours)
Students undertake a 2-hour external examination, which is divided into two parts.

Part 1 consists of short-answer and analytical questions that enable students to apply their learning in a variety of contexts related to the core topics and investigation skills.

In Part 2 students choose one extended-response question, which is related to the option topics.

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

OUTDOOR EDUCATION (costs involved $150 - $300)
Stage 2 Outdoor Education can only be studied as a 20-credit subject at PASS.

At Stage 2 students undertake a culminating self-reliant expedition for a minimum of three days. The expedition involves lightweight travelling under indirect supervision and, as much as possible is planned, organised, and conducted by the students themselves. The role of the teacher is to ensure safety and observe from a distance and to assess student performance. Please note students will not always be in view of staff but will be required to check in at 8am, 12pm and 6pm.

Prior to this, students will be required to undertake 2 other three day group practicals.

This course is 60% theory based and 40% practical based, therefore attendance to all lessons and practicals is essential for success in this subject. Students will also complete their Provide First Aid certificate.
Content
The 20-credit subject consists of the following six topics:

- Environmental Studies
- Planning and Management Practices
- Outdoor Journeys
- Sustainable Environmental Practices
- Leadership and Planning
- Self-reliant Expedition.

Assessment
In the 20-credit subject students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio – comprised of 4 assessment tasks</td>
<td>20%</td>
</tr>
<tr>
<td>Group Practical (includes 10% theory component)</td>
<td>30%</td>
</tr>
<tr>
<td>Individual Practical</td>
<td>20%</td>
</tr>
</tbody>
</table>

External Assessment
Investigation
The investigation is a 2000 words report. Students study a particular environmental issue related to an outdoor journey; a self-reliant expedition, or their own experience.

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

Note: Students are required to complete outdoor activities and camps as part of the assessment for which there are costs involved. Parents/ Caregivers will sign off on the expectant cost before specific tasks are done.

PHYSICAL EDUCATION (costs may be involved)
Stage 2 Physical Education is a 20-credit subject.

Note: It is recommended that students have successfully completed Stage 1 Physical Education when considering selecting this course.

Students are expected to participate fully in all practical and also have a keen interest in human physical performance.

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

- Practical Skills and Applications
- Principles and Issues.
Practical Skills and Applications
• Students complete three practicals that are balanced across a range of individual, fitness, team, racquet, aquatic, and outdoor activities and that cater for the different skills, interests of the students.
• Practical may include Badminton, Netball, Touch, Football, Lawn Bowls or Kayaking

Principles and Issues (consists of the following two topics)
• Exercise Physiology and Physical Activity
• The Acquisition of Skills and the Biomechanics of Movement.

Topics include:

<table>
<thead>
<tr>
<th>Exercise Physiology and Physical Activity</th>
<th>The Acquisition of Skills and the Biomechanics of Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Concept 1: The sources of energy affecting physical performance</td>
<td>Key Concept 1: Skill acquisition</td>
</tr>
<tr>
<td>Key Concept 2: The effects of training and evaluation on physical performance</td>
<td>Key Concept 2: Specific factors affecting learning</td>
</tr>
<tr>
<td>Key Concept 3: The specific physiological factors affecting performance</td>
<td>Key Concept 3: The effects of psychology of learning on the performance of physical skills</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical - 3 x 18 hour practical units</td>
<td>50%</td>
</tr>
<tr>
<td>Folio – 3 x integrated tasks and Issues analysis</td>
<td>20%</td>
</tr>
<tr>
<td>External Assessment</td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

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

Information on the External Assessment
Examination
Students undertake a 2-hour external examination, which is divided into two parts:
• Part 1: Short-answer Questions
• Part 2: 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.

The examination will be marked by external assessors with reference to the performance standards. Students will also undertake on-site moderation of two of the practical units to confirm their grades.

Note: Students are required to complete activities and camps as part of the assessment for which there are costs involved. Parents/ Caregivers will sign off on the expectant cost before specific tasks are done.
Stage 2 Physics is a 20-credit subject.

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

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

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

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

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

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

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

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

Stage 2 Psychology can only be studied as a 20-credit subject at PASS.

Content
For the 20-credit subject all topics must be studied. Topics include:

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

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

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

Information on the External Assessment

Examination (2 hours)
For the 20-credit subject students undertake a 2-hour external examination. The examination consists of short-answer and extended-response questions.

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

RESEARCH PROJECT (cost involved)

Stage 2 Research Project is a compulsory 10-credit subject undertaken at Stage 2. Students must achieve a C– grade or better to complete the subject successfully and gain their SACE.

Students enrol in either Research Project A or Research Project B.

For Research Project A, students can choose to present their external assessment in written, oral, or multimodal form. The external assessment for Research Project B must be written.

Research Project A is not a Tertiary Admission Subject. Research Project B may contribute to a student’s Australian Tertiary Admissions Rank (ATAR).

Students choose a research question that is based on an area of interest to them. They explore and develop one or more capabilities in the context of their research.

The term ‘research’ is used broadly and may include practical or technical investigations, formal research, or exploratory inquiries.

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop vital planning, research, synthesis, evaluation, and project management skills.

The Research Project enables students to explore an area of interest in depth, while developing skills to prepare them for further education, training, and work. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems.
Versions A and B

The content of Research Project A consists of:

developing the capabilities
applying the research framework.

In Research Project A, students choose a research question that is based on an area of interest. They identify one or more capabilities that are relevant to their research.

Students use the research framework as a guide to developing their research and applying knowledge, skills, and ideas specific to their research question. They choose one or more capabilities, explore the concept of the capability or capabilities, and how it/these can be developed in the context of their research.

Students synthesise their key findings to produce a research outcome, which is substantiated by evidence and examples from the research. They review the knowledge and skills they have developed, and reflect on the quality of their research outcome.

Evidence of Learning for Versions A and B

The following assessment types enable students to demonstrate their learning in Stage 2 Research Project A:

School Assessment (70%)
Assessment Type 1: Folio (30%)
Assessment Type 2: Research Outcome (40%)

External Assessment (30%)

- VERSION A – Assessment Type 3: Review (30%).
- VERSION B - Assessment Type 3: Evaluation (30%).

Assessment Type 1: Folio (30%)
The folio is a record of the student’s research. Students develop a research question and then select and present evidence of their learning from the planning and development stages of the research project.

There are three parts to the folio:
- proposal
- research development
- discussion.

Assessment Type 2: Research Outcome (40%)
- Students synthesise their key findings (knowledge, skills, and ideas) to produce a research outcome

<table>
<thead>
<tr>
<th>VERSION A</th>
<th>VERSION B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio 30%</td>
<td>Folio 30%</td>
</tr>
<tr>
<td>Research Outcome 40%</td>
<td>Research Outcome 40%</td>
</tr>
<tr>
<td>Review 30%</td>
<td>Evaluation 30%</td>
</tr>
</tbody>
</table>

In Research Project A students may present their review in written format (1500 words) or through a 10-minute presentation.

In Research Project B students must present an evaluation in written format (1500 words).

Research Project A cannot count towards a student’s Australian Tertiary Admission Rank (ATAR).

Research Project B can count towards the student’s Australian Tertiary Admission Rank (ATAR).
• The research outcome is substantiated by evidence and examples from the research, and shows how the student resolved the research question.

Evidence of the research outcome must be:
• a maximum of 2000 words if written
  or
• a maximum of 12 minutes for an oral presentation
  or
• the equivalent in multimodal form.

VERSION A ONLY
Assessment Type 3: Review (30%)
For this assessment type, students:
• review knowledge and skills specific to the research question
• discuss the decisions made in response to challenges and/or opportunities
• reflect on the quality of the research outcome
• organise their information coherently and communicate ideas accurately and appropriately.

Students prepare a summary of the research question and research outcome, to a maximum of 150 words if written, or a maximum of one minute for an oral presentation, or the equivalent in multimodal form. This summary is assessed.

Students choose, in consultation with their teacher, the best form in which to present their review; it may be in written, oral, or multimodal form.

Students prepare an assessment to a maximum of 1500 words if written or a maximum of 10 minutes for an oral presentation, or the equivalent in multimodal form (excluding the written summary).

VERSION B ONLY
Assessment Type 3: Evaluation (30%)
For this assessment type, students:
• explain the choice of research processes used (e.g. qualitative and quantitative research, practical experimentation, fieldwork) and evaluate the usefulness of the research processes specific to the research question
• evaluate decisions made in response to challenges and/or opportunities
• evaluate the quality of the research outcome
• organise their information coherently and communicate ideas accurately and appropriately.

Students prepare a written summary of the research question and research outcome, to a maximum of 150 words. This summary is assessed.

Students must present their evaluation in written form to a maximum of 1500 words (excluding the written summary).

The evaluation can include visual material (e.g. photographs and diagrams), integrated into the written text.

Assessment
At the student’s completion of study of each school assessment type, the teacher makes a decision about the quality of the student’s learning by:
• referring to the performance standards
• assigning a grade between A+ and E- for the assessment type.

In the external assessment, assessors use the performance standards to make a decision about the quality of students’ learning, based on the evidence provided.

The student’s school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-. 
VISUAL ARTS

Introduction
Students can enrol at Stage 2 in Visual Arts — Art AND / OR Visual Arts — Design for the purposes of SACE completion.

However, in order to gain an ATAR, students in Stage 2 can enrol only in EITHER Visual Arts — Art OR Visual Arts — Design.

Stage 2 Visual Arts — Art and Stage 2 Visual Arts — Design is delivered as a 20-credit subject (full year).

In both Visual Arts — Art and Visual Arts — Design, the following three areas of study must be covered:

1. Visual Thinking
2. Practical Resolution

VISUAL ARTS

See Introduction above

Area of Study 1: Visual Thinking - Art
Visual thinking for artists usually involves applying a creative or problem-solving process in a logical sequence. At times, however, it can be accidental or unpredictable, and can change direction before the artist is satisfied with the resolved outcome.

Area of Study 2: Practical Resolution - Art
Works can be resolved using the various practical genres of Art, which may include, for example: video, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, and textiles

Area of Study 3: Visual Arts in Context
Students are provided with opportunities to contextualise art or design; that is, to place works of art or design culturally, socially, and/or historically.

ASSESSMENT

School Assessment (70%)
• Assessment Type 1: Folio (40%) one folio
• Assessment Type 2: Practical (30%) two practical works, including a practitioner’s statement for both practical works

External Assessment (30%)
• Assessment Type 3: Visual Study (30%). one visual study

Please note:
There may be additional costs for school excursions; the exact cost dependent on the number of students in the class.

VISUAL ART – DESIGN (cost involved)

See Introduction above

Area of Study 1: Visual Thinking - Design
Visual thinking for designers is usually based around the development and formulation of a design brief that specifies parameters for the designer. The cyclic design process includes research, analysis, the initiation and development of concepts, the exploration of possibilities, the testing and refining of ideas or concepts, the practising of technical skills, and evaluation, before the design outcome is resolved.
Area of Study 2: Practical Resolution - Design
Works can be resolved using the various practical genres of Design, which may include, for example:
- product design: e.g. toy, fashion, stage, furniture, and engineering design
- environmental design: e.g. sustainable interior and exterior design
- graphic and visual communication design: e.g. branding, illustration, and advertising.

Area of Study 3: Visual Arts in Context
Students are provided with opportunities to contextualise art or design; that is, to place works of art or design culturally, socially, and/or historically.

ASSESSMENT
School Assessment (70%)
- Assessment Type 1: Folio (40%) one folio
- Assessment Type 2: Practical (30%) two practical works, including a practitioner’s statement for both practical works

External Assessment (30%)
- Assessment Type 3: Visual Study (30%), one visual study

Please note:
There may be additional costs for school excursions; the exact cost dependent on the number of students in the class.

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

Note: this is a non-tertiary admission subject
At Stage 2 there are three enrolment options:
1. Workplace Practices A (10-credits)
2. Workplace Practices B (10-credits)

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

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

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

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

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

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

Information on the External Assessment
Investigation
The Investigation may be either a practical investigation or an issues investigation. The investigation 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.

• **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.

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

SOUTH AUSTRALIAN ABORIGINAL SPORTS TRAINING ACADEMY (SAASTA)
The SAASTA Academy at PASS provides predominantly, an opportunity for Aboriginal students to engage in a program which can acquire them a number of points towards their SACE certificates, and also potentially gain Certificate II and III accreditation in Sport and Recreation. Students that wish to engage in the program should have a strong interest towards completing and gaining their SACE certificate, and also an interest in the health, sport and recreation industry. Students will be required to apply to be part of the academy, and successful applicants will then be able to enrol in up to 2 full time subjects, with some scope for SAASTA related support and assistance in others including English, and the Personal Learning Plan. There is currently planning being conducted to develop support materials for SAASTA students with Stage 1 Maths compulsory subjects also.

Students will be required to achieve and maintain a set of standards which are expected across all SAASTA sites across the state. Successful applicants will be required to sign an agreement that they will
meet and maintain these expectations. Failure to consistently do so may result in removal from the academy. The SAASTA student expectations include:

- Maintain (or ability to maintain) a 80% attendance rate per school term
- At ALL times adhere to the schools behaviour code
- Actively and respectfully participate in all aspects of SAASTA programs
- Show a high standard of respect and courtesy towards all staff, students and visitors
- Represent SAASTA at school, in my community and at events in a positive manner
- Conduct themselves with a high manner of sportsmanship in all aspects of practice and competition
- Wear the SAASTA uniform with pride and in a manner of respect for the brand

Should parents or students have any questions, or require further clarification on any of the above then please contact the SAASTA coordinator at PASS for more information.

### SAASTA STAGE 1

**SAASTA INTEGRATED LEARNING - POWER CUP - 10 CREDITS**

**Prerequisite**
This subject is open to all SAASTA students in Semester 1.

**Overview**
This subject is aimed at both male and female academy students and has been developed in line with the South Australian Certificate of Education (SACE) Integrated Learning course.

The SAASTA Integrated Learning - Power Cup subject culminates in attendance and participation at the annual Aboriginal Power Cup carnival, a three-day event focusing on cultural activities, career pathways and the much anticipated 9-a-side round-robin football competition.

Each school will be represented at the cup by a boys and girls team which will compete against teams made up from each of the SAASTA academies. In the lead up to the Aboriginal Power Cup students are required to work both individually and as part of their team to complete a series of set curriculum tasks.

Each student gains points for their respective teams by successfully completing their curriculum tasks; the girls and boys teams with the highest number of points earn the right to play off in the Grand Final prior to a Port Power AFL game at AAMI stadium.

Regular school attendance is a key factor in a student's ability to gain points for their team.

**Assessment**

- **Practical** - (40%) Students undertake a series of tasks, both individually and as a team, in preparation for the Aboriginal Power Cup event. Tasks include designing a team guernsey, performing a war cry, preparing a traditional meal as well as specific tasks related to personal development.

- **Group Activity** - (30%) Students will also develop their football skills and knowledge through participation in coaching clinics with AFL players and regular team training sessions.

- **Folio & Discussion** - (30%) Following their Aboriginal Power Cup carnival experience students will create and deliver a PowerPoint presentation explaining their involvement throughout the semester of work. Students will also be required
to participate in a round table discussion that demonstrates the depth and extent of their learning in the Aboriginal Power Cup subject.

**Important note:** Only students who are enrolled in this subject will be eligible to participate in the Aboriginal Power Cup event.

---

**SAASTA INTEGRATED LEARNING – SAASTA SHIELD**

**Prerequisite**
This subject is open to all SAASTA students in Semester 2.

**Overview**
This subject is aimed at both male and female academy students and has been developed in line with the South Australian Certificate of Education (SACE) Integrated Learning course.

Through the SAASTA Integrated Learning – SAASTA Shield subject students will work individually and in teams to develop their skills in a variety of sporting, recreational and health activities. The subject culminates in a two-day sporting carnival where academies will compete to claim the SAASTA Shield.

Regular school attendance is a key factor in a student’s ability to be successful in this subject.

**Assessment**

**Practical** - (60%)
Students undertake a series of tasks, both individually and as a team, to develop their skills in a variety of sports, recreational and health activities. Throughout this subject students will participate in a number of coaching clinics and workshops giving them the opportunity to gain a number of certificates including base level coaching in each of the selected sporting areas.

**Group Activity** - (20%)
Students are required to actively participate in the annual two-day SAASTA Shield carnival. At the carnival they will compete against teams from each of the SAASTA academies in at least two different sporting areas.

**Folio & Discussion** - (20%)
Students create and deliver a Power-point presentation explaining their involvement in the SAASTA Shield program. They then participate in a round table discussion that demonstrates the depth and extent of their learning in the SAASTA Shield subject.

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**SAASTA STAGE 2**

**SAASTA INTEGRATED LEARNING - 20 CREDITS**

**Prerequisite**
This subject is open to all Year 12 SAASTA students.

**Overview**
In Semester One, students will complete their **Practical** and **Folio & Discussion** based on their involvement in the annual Aboriginal Power Cup carnival. In Semester Two, students will complete the **Group Activity** component of the subject by developing their skills in a number of sporting, recreational and health activities. The final assessment task in this subject is the student **Project** in which students will deliver a presentation on an issue of interest to them.

**Assessment**

**Practical**
Students undertake a series of tasks, both individually and as a team, in preparation for the Aboriginal Power Cup event. Tasks include designing a team guernsey & polo, performing a war cry, traditional/cultural activities as well as specific tasks related to leadership & personal development.
Students are required to actively participate in the annual three-day Aboriginal Power Cup carnival held in Adelaide. At the carnival they will compete against teams from each of the SAASTA academies in 9-a-side football competition as well as participate in a series of cultural and personal development activities, official functions and career workshops.

**Group Activity**

Throughout this subject students will participate in a number of coaching clinics and workshops giving them the opportunity to gain a number of certificates including base level coaching in each of the selected sporting areas.

**Folio & Discussion**

Following their Aboriginal Power Cup carnival experience students will create and deliver a PowerPoint presentation explaining their involvement throughout the semester of work. Students will also be required to participate in a round table discussion that demonstrates the depth and extent of their learning in the Aboriginal Power Cup subject.

**Project - (30%)**

Students will select an area of personal interest and present a two-thousand (2000) word written response or twelve (12) minute presentation. To assist with their project development, planning and research students will attend a two-day leadership workshop in Adelaide.

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**SAASTA CERTIFICATE III IN SPORT AND RECREATION (SIS30510)**

50 credits

**Prerequisite**

It is highly recommended that students undertake this subject at the start of Year 11.

**Overview**

The SAASTA Certificate III in Sport & Recreation uses a dynamic mode of delivery in which students undertake both in class and out-of-school block release training. Students are assessed on their skills and knowledge for all modules by TafeSA.

Out-of-school block release training consists of a one (1) week block delivered by TafeSA lecturers at Regency Campus of TafeSA. Up to three (3) block release weeks are held per year and student attendance is dependent on their current year level and the amount of modules a student has completed from the overall certificate in the preceding year.

The course is aimed at sports minded students who are seeking genuine career opportunities within the sports and recreation industry. As one of the few sporting pathways through the SACE this subject will equip students with the skills, knowledge and qualifications to enter into further studies and/or assist in gaining employment in the sports and related field including fitness centres and sporting complexes/clubs as well as the potential to further enhance elite sporting careers.

To be successful in this certificate students must complete all fifteen (15) core and elective modules. All modules are sports based with a particular focus on skill developed, tactics and physical conditioning; in addition students who successfully complete the certificate will achieve a senior first aid certificate.

**Assessment**

All students are provided with professionally developed workbooks for each of the six modules that are delivered in class as part of the SAASTA Certificate III in Sport & Recreation.

Students are led through the modules by a teacher or accredited trainer with modules varying between written and practical tasks. All assessment is conducted by qualified lecturers at TafeSA Regency Campus. Modules are:
<table>
<thead>
<tr>
<th>CORE (7 units)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>National Code</td>
<td>Unit</td>
</tr>
<tr>
<td>BSBWOR301A</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td>HLTFA301C</td>
<td>Apply first aid</td>
</tr>
<tr>
<td>SISXEMR201A</td>
<td>Respond to emergency situations</td>
</tr>
<tr>
<td>SISXCCS201A</td>
<td>Provide customer service</td>
</tr>
<tr>
<td>SISXOHS101A</td>
<td>Follow occupational health and safety policies</td>
</tr>
<tr>
<td>ICAICT203A</td>
<td>Operate computing packages</td>
</tr>
<tr>
<td>SISXRSK301A</td>
<td>Undertake risk analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES (8 units)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>National Code</td>
<td>Unit</td>
</tr>
<tr>
<td><strong>Football</strong></td>
<td></td>
</tr>
<tr>
<td>SISSAFL201A</td>
<td>Perform the intermediate skills of Australian Football</td>
</tr>
<tr>
<td>SISSAFL202A</td>
<td>Perform the intermediate tactics of Australian Football</td>
</tr>
<tr>
<td>SISSAFL203A</td>
<td>Participate in conditioning for Australian Football</td>
</tr>
<tr>
<td><strong>Basketball</strong></td>
<td></td>
</tr>
<tr>
<td>SISSBSB201A</td>
<td>Teach fundamental basketball skills</td>
</tr>
<tr>
<td>SISSBSB202A</td>
<td>Teach fundamental basketball tactics &amp; game strategy</td>
</tr>
<tr>
<td><strong>Generic</strong></td>
<td></td>
</tr>
<tr>
<td>SISOODR302A</td>
<td>Plan outdoor recreation activities</td>
</tr>
<tr>
<td>SISXCAI306A</td>
<td>Facilitate groups</td>
</tr>
<tr>
<td>SISSSPT303A</td>
<td>Conduct basic warm-up and cool-down programs</td>
</tr>
</tbody>
</table>
PORT AUGUSTA SECONDARY SCHOOL
OUR SCHOOL EXPECTATIONS

RESPECT EACH OTHER AND SCHOOL PROPERTY
- Talk to all students and staff how you would like to be talked to
- Our school has a ‘zero tolerance’ to violence

SHOW COURTESY, CARE AND COMPASSION EVERY DAY
- Use your manners
- Follow instructions
- Help others
- Offer assistance

BE ACTIVE IN CREATING A POSITIVE SCHOOL ENVIRONMENT
- Put rubbish in the bin
- Leave classrooms in a clean and organised state
- Look after all school property
- Wear school uniform everyday

USE APPROPRIATE LANGUAGE IN OUR SCHOOL
- No swearing
- No back chatting
- No aggressive responses to students and staff

PORT AUGUSTA SECONDARY SCHOOL
OUR CLASSROOM RESPONSIBILITIES

ARRIVE ON TIME
- Arrive at school before 8.30am
- Attend Care Group
- Move to class on first bell
- Be at each lesson before second bell

BE PREPARED TO LEARN
- Have equipment needed for your classes
- Correct footwear for practical lessons

PUT AWAY ELECTRONIC DEVICES DURING CLASS
- No mobile phones used/visible during class time
- No iPods/earphones used/visible during class time

DO YOUR BEST
- Have a go at the work
- Choose wisely who to sit with
- Seek assistance, ask questions
- Take responsibility for your learning