

# SECTION 3

## BCDS Specific Subject Information

Listing of Individual Subjects under learning area headings.

The Arts .....	
Business, Enterprise & Technology .....	
Cross-Disciplinary .....	
English .....	
Health & Physical Education .....	
Humanities & Social Sciences .....	
Mathematics .....	
Sciences .....	
Distance delivery .....	
Subjects offered in 2018 .....	

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### LEARNING AREA – THE ARTS

#### Stage 1

- Visual Arts – Art
- Visual Arts –Design

#### Stage 2

- Visual Arts – Art
- Visual Arts –Design

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#### STAGE 1 VISUAL ARTS - ART

Stage 1 Visual Arts can be studied as a 10-credit subject.

#### Content

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts. The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production. The focus capabilities for this subject are learning, communication and personal development.

#### Assessment

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

- Folio
- Practical
- Visual Study

### Pathway

There are no prerequisites for the study of Stage 2 Visual Arts subjects. However, study of this subject is beneficial for Stage 2 Visual Arts subjects.

## STAGE 1 VISUAL ARTS - DESIGN

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Stage 1 Visual Arts - Design can be studied as a 10-credit subject.

### Content

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

### Assessment

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

- Folio
- Practical
- Visual Study

### Pathway

There are no prerequisites for the study of Stage 2 Visual Arts subjects. However, study of this subject is beneficial for Stage 2 Visual Arts subjects.

## STAGE 2 VISUAL ARTS - ART

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Stage 2 Visual Arts - Art is studied as a 20-credit subject.

### Content

The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

### Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Folio	30%

Practical	40%
<i>External Assessment</i>	
Visual Study	30%

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

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

#### **Visual Study**

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

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

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

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

#### **Performance Standards**

The Visual Arts Subject Outline includes performance standards, which describe levels of achievement that are reported with the grades A+ to E- at the student’s completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

### **STAGE 2 VISUAL ARTS - DESIGN**

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Stage 2 Visual Arts - Art is studied as a 20-credit subject.

#### **Content**

The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

#### **Assessment**

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

<i>School-based Assessment</i>	<i>Weighting</i>
Folio	30%
Practical	40%
<i>External Assessment</i>	

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

## Information on the External Assessment

### Visual Study

A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioner(s). Students are to provide an A3 folio or CD or DVD with photographs of their visual explorations. Audiovisual electronic format may be necessary if the study idea is a practical application in three dimensions, for example, model making, sculpture, installation, performance, or body art. The A3 folio, CD or DVD should contain written or verbal material that should include introductory information, annotated comments, analysis, response, synthesis, and conclusions.

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

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

### Performance Standards

The Visual Arts Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

## LEARNING AREA – BUSINESS, ENTERPRISE AND TECHNOLOGY

### Stage 1

- Business and Enterprise
- **Design & Technology**
- Communication Products (Photography)
- Material Products (Technical Studies)
- Information Processing and Publishing
- Workplace Practices

### Stage 2

- Material Products
- Information Processing and Publishing

### STAGE 1 BUSINESS STUDIES

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Stage 1 Business and Enterprise is studied as a 10-credit subject.

### Content

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally.

Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate

decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment. The focus capabilities for this subject are communication, citizenship, and learning.

Stage 1 Business and Enterprise comprises two core topics and nine option topics. For a 10-credit subject, students undertake:

- *One* core topic
- *Two to three* option topics

#### *Core Topics*

- Core Topic 1: Introduction to Business and Enterprise
- Core Topic 2: Business and Enterprise in Practice

#### *Option Topics*

- Establishing a Business
- Business Plans
- Business Management and Communication
- Financial Planning and Management
- Technology for Business
- Marketing
- Employment Relations
- Entrepreneurship: the Enterprising Person
- Global Business

### **Assessment**

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

- Folio
- Practical
- Issues Study

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

### **STAGE 1 DESIGN AND TECHNOLOGY**

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Stage 1 Design and Technology can be studied as one or more 10-credit subjects independent of each other. Stage 1 Design and Technology provides the following enrolment options:

- Communication Products - Photography
- Material Products I & II – Technical Studies

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

### **Content**

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

- *Communication Products* – students use images, sounds, or other data to design and make products that communicate information. Contexts include computer aided programs, graphics, multimedia, photography, or web-design.
  - *photography composition and basic theory*
  - *photography portfolio*
  - *graphic manipulation*
  - *website design*
  - *product creation with choice of materials to display photos*
- *Material Products* – students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with a range of materials. Contexts include:
  - *Furniture & Framing Construction*
  - *Welding/Fabrication*
  - *Sporting equipment*
  - *Furniture – Carcase construction*
  - *Sculpture 3D Printing*

## **Assessment**

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

- Skills and Applications Tasks
- Folio
- Product

## **STAGE 1 INFORMATION PROCESSING AND PUBLISHING**

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Stage 1 Information Processing and Publishing can be studied as a 10-credit subject. The focus capabilities for this subject are communication and learning.

### **Content**

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts. Stage 1 Information Processing and Publishing consists of the following five topics:

- Business Publishing
- Digital Presentations
- Digital Publishing
- Personal Publishing
- Data Input

A 10-credit subject may consist of one or two topics. Generally at BCDS we study Digital Presentations and Personal Publishing. This involves using graphic manipulation software, page layout software, 2D animation software and web authoring software.

### **Assessment**

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

- Practical Skills – a collection of 3 tasks
- Product and Documentation – a major design task
- Issues Analysis – research report

## **STAGE 1 WORKPLACE PRACTICES**

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

### **Content**

Stage 1 Workplace Practices comprises three focus areas of study:

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

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

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

For a 10-credit subject, students undertake *two* or more topics. For a 20-credit subject, students undertake *three* or more topics. Work experience is a compulsory aspect of this subject. The following topics are studied:

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

### **Assessment**

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

- Folio
- Performance
- Reflection

## STAGE 2 DESIGN AND TECHNOLOGY (Material Products)

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Stage 2 Design and Technology is studied as a 20-credit subject. One option that is studied at BCDS is Material Products.

### 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 a range of materials such as, metals, plastics, wood, composites, ceramics, textiles, and foods.

### Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Skills and Applications Tasks	20%
Product	50%
<i>External Assessment</i>	
Folio	30%

### Information on the External Assessment

#### Folio

Students complete a folio that contains documentation of their investigation and planning for their product, process, or system. The Folio consists of two parts:

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

#### *Product Design (Documentation and Analysis)*

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

#### *Product Evaluation*

Students provide evidence that best illustrate the key design phases of investigating, planning, and evaluation. The evidence includes a maximum of 2000 words or 12 minutes of recorded oral explanation, analysis, and evaluation.

Evidence of development, with supporting written or oral summaries that explain, analyse, and evaluate the process and product could be presented in the form of photographic or electronic or digitally generated materials, audio visual evidence, materials, products, models, sketches, diagrams or annotations. Students submit their evidence in A4 format.



The folio is developed by the students and is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The folio is marked against performance standards supplied to the student. A copy of all student assessments must be kept at the school for moderation purposes.

### **Performance Standards**

The Design and Technology Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

## **STAGE 2 INFORMATION PROCESSING AND PUBLISHING**

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Stage 2 Information Processing and Publishing is studied as a 20-credit subject.

### **Content**

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

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

For a 20-credit subject, students undertake *two* of the focus areas listed above. Units studied at BCDS are Desktop Publishing and Electronic Publishing.

### **Assessment**

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

<i>School-based Assessment</i>	<i>Weighting</i>
Practical Skills	40% - a combination of 5 tasks
Issues Analysis	30% - two research assignments
<i>External Assessment</i>	
Product and Documentation	30% - major design task

### **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 or electronic-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 five A4 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.

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

### **Performance Standards**

The Information Processing and Publishing Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student’s completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

## **LEARNING AREA – CROSS-DISCIPLINARY**

### **Stage 1**

- Community Studies
- Integrated Learning
- Personal Learning Plan

### **Stage 2**

- Community Studies
- Integrated Learning
- Research Project

### **STAGE 1 COMMUNITY STUDIES**

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

### **Content**

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

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

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

## Assessment

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

- Contract of Work
- Folio
- Community Activity
- Reflection

## STAGE 1 INTEGRATED LEARNING

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

Integrated Learning draws links between aspects of students' lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, for a specific purpose, product, or outcome. Through the key areas of study in Integrated Learning, students develop and demonstrate their capabilities. Integrated Learning is undertaken as a class or group and may involve a community-based project.

## Content

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. Examples which the program could focus on include art/music, careers, health, sport, fashion, culture, or religion.
- 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.

## Assessment

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

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

For a 10-credit subject, students provide evidence of their learning through three or four assessments.

For a 20-credit subject, students provide evidence of their learning through six to eight assessments.

## Performance Standards

The performance standards describe five levels of achievement, A+ to E-. For this assessment type, students demonstrate evidence of learning in relation to the following assessment design criteria:

- Application
- Investigation
- Communication and collaboration
- Reflection
- Understanding

## Pathway

Integrated Learning prepares students for collaborative group tasks and assessments in a range of areas of studies. There is no prerequisite for undertaking the Stage 2 Integrated Learning subject.

## Further Information

As a part of this subject students may be involved in excursions at a cost to the student to help fulfil either the practical or the group activity components of the subject. For example Royal Adelaide Show, PE related activities or a variety of excursions to further enhance the program.

## STAGE 1 PERSONAL LEARNING PLAN

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

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

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

## Content

The content includes:

- Capabilities  
The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts. They are central to learning in the Personal Learning Plan and are incorporated in the assessment of the subject.  
The capabilities are: literacy, numeracy, information and communication technology, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.
- Specific Content (suggested topics)  
Teachers, together with their students, choose areas for detailed study to support the development, implementation, review, and adjustment of each student's plan, based on their particular needs and interests. Examples of topics include:
  - Learning Skills
  - Thinking Skills and Techniques
  - Research Skills
  - Planning and Decision-making Skills
  - Communication
  - Work Skills
  - Social Living and Responsibility
  - Culture and Knowledge
  - Personal Characteristics
  - Interpersonal and Relationship Skills
  - Health and Well-being
  - Other areas for detailed study suggested by teachers or students

- Evidence of Learning
  - Assessment Type 1 – Folio
  - Assessment Type 2 - Review

## Assessment

Assessment at Stage 1 is school-based. Teachers design a set of assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the PLP.

Teachers use performance standards to decide how well each student has demonstrated his or her learning, based on the evidence provided through the set of assessments.

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

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

## Performance Standards

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

## STAGE 2 COMMUNITY STUDIES

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

### Content

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

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

## Assessment

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

### *School-based Assessment*

Contract of Work

Folio

Presentation

### *External Assessment*

Reflection

## Information on the External Assessment

### Reflection

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

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

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

### Performance Standards

The Community Studies Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards. \*Please note this subject does not qualify for an ATAR.\*

## STAGE 2 INTEGRATED LEARNING

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Integrated Learning is undertaken as a 10-credit or 20-credit subject at Stage 2. Students can gain a maximum of 40 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 draws links between aspects of students' lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, for a specific purpose, product, or outcome. Through the key areas of study in Integrated Learning, students develop and demonstrate their capabilities.

## **Content**

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.

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

## **Assessment**

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 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

## **Information on External Assessment**

The project should be up to a maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form.

The students present the project in two parts

- An outcome (research/project-based)
- An explanation of the connections between the program focus and the capability in a chosen key area of study.

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

## Performance Standards

The performance standards describe five levels of achievement, A to E. For this assessment type, students demonstrate evidence of learning in relation to the following assessment design criteria:

- Application
- Investigation
- Communication and collaboration
- Reflection
- Understanding

## Further Information

As a part of this subject students may be involved in excursions at a cost to the students to help fulfil either the practical or the group activity components of the subject. For example Royal Adelaide Show, PE related activities or a variety of excursions to further enhance the program focus.

## STAGE 2 RESEARCH PROJECT

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The Research Project is a compulsory 10-credit Stage 2 subject that students need to complete with a 'C-' grade or better to achieve the SACE. The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

The Research Project can take many forms, for example:

- Community-based projects
- Technical or practical activities
- Work-related research
- Subject-related research

In this subject, students will have opportunities to develop one or more of the seven capabilities:

- Literacy
- Numeracy
- Personal and social
- Information and communication
- Critical and creative thinking
- Ethical understanding
- Intercultural understanding

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

- Research Project A has an external assessment that may be undertaken in a range of formats. From 2017, this subject can also be used towards an ATAR.
- Research Project B, which has an external assessment that must be undertaken in written form, is for students wishing to include the subject in the calculation of their Australian Tertiary Admission Rank (ATAR).

## Content and Assessment

The content in the Stage 2 Research Project includes;

*School-based assessment*      70%



Folio of research, evidence of planning and development

Outcome, evidence of synthesis and substantiation

*External assessment*                      30%

Evaluation, evidence of evaluation of research processes, challenges and the outcome

### **External Assessment**

Students are required to provide an evaluation of their project, that is, to review and reflect on the development of the research processes used, a response to any challenges and opportunities encountered and their findings.

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

- An evaluation of the research processes used
- An explanation of how their thinking has been challenged
- A reflection on the value of their research project to themselves and others
- An assessment of the strengths and limitations of the research processes, new ideas, new insights, and findings.

Students submit a written context statement with the evaluation for assessment. The written context statement (150 words) is an opportunity for students to summarise succinctly the focus of their research project, research processes used, and their findings. The written context statement helps to provide a context for the external assessor.

### **Research Project A: Review**

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

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

### **Research Project B: Evaluation**

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

### **Performance Standards**

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

The school-based assessments and the external assessment will be marked with reference to the performance standards. Final editing of the subject outline may result in further changes to this subject summary.

# LEARNING AREA – ENGLISH

## Stage 1

- English
- Essential English

## Stage 2

English

### STAGE 1 ENGLISH

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There are 2 courses that cater for the study of English at Stage 1 – English and Essential English. All students are required to study 20 credits of English, achieving a minimum of a C grade in two semesters of work in order to complete the compulsory literacy component of the SACE.

### STAGE 1 ENGLISH

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#### Content

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

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

#### Responding to texts

Students explore the human experience and the world through reading and examining a range of texts, including Australian texts, and making intertextual connections. In doing so, students come to understand connections between purpose, audience, and context, and how these are achieved through language and stylistic choices. Students demonstrate their understanding of these links by producing, for example, an analytical essay, article, blog, website, documentary, or special features film (behind the scenes about the making of a film), or an oral reflection on language and stylistic features chosen to create a text.

Students consider the impact and influence of language features (e.g. sentence structure, punctuation, figurative language) and stylistic features (e.g. tone, imagery, layout, nominalisation, analogies, juxtaposition).

Students analyse the ideas, perspectives, and influences expressed in texts and how these shape their own and others' ideas and perspectives.

#### Creating texts

Students create imaginative, interpretive, and/or persuasive texts for different purposes, audiences, and contexts, in written, oral, and/or multimodal forms. The text type and mode chosen for creating a text will be appropriate for the intended purpose, context, and audience, either real or implied.

Students create original oral texts or base their oral response on an existing text(s). Students may create texts following the reading, listening, or viewing of another text.

Students are expected to use accurate spelling, punctuation, syntax, and conventions. This is achieved, in part, through considered planning, drafting, editing, and proofreading.

#### Intertextual Study

Students reflect on their understanding of intertextuality by:

- analysing the relationships between texts, or

- demonstrating how their knowledge of other texts has influenced the creation of their own texts.

Potential areas of study could include:

- two or more texts by the same author
- two or more examples of the text type (e.g. two film trailers or three editorials)
- a text type and a mode of communication covering the same topic
- different text types about a similar idea, designed to meet the needs of a particular audience
- a text that is based on or makes reference to other texts
- hybrid texts, such as infotainment or product placement in film.

## Assessment

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

- Responding to Texts
- Creating Texts
- Intertextual Study (connected texts or creation)

For a 10-credit subject, students complete at least one response to text. For a 20-credit subject, students complete at least two responses to texts.

The responses may be written, oral, and/or multimodal. The texts may be functional, informational, analytical, imaginative, interpretive, and/or persuasive in purpose.

A written response should be a maximum of 800 words; an oral response should be a maximum of 5 minutes; a response in multimodal form should be of equivalent length.

## Pathway

This course is recommended for students intending to study English at Stage 2.

## STAGE 1 ESSENTIAL ENGLISH

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Essential English can be taken as a 10-credit or 20-credit subject. However, it is recommended that students take a 20-credit pathway to meet the compulsory SACE requirement of a C grade for 20-credits of a literacy subject.

## Content

The study of Essential English 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.

Through a study of Essential English, students learn that language is both a vehicle of communication and a means of establishing social connections with other people. Students come to realise that language has practical, civic, and creative purposes and is a key to social, economic, and cultural participation.

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

### *Responding to Texts*

Students consider a variety of ways in which texts communicate information, ideas, and perspectives. They explore the relationship between structures and features and the context, purpose, and audience of texts.

The reading of a wide range of texts enables students to comprehend and interpret information, ideas, and perspectives in texts. They locate and extract information and ideas by, for example, skim reading to support comprehension of key information. They also develop strategies for collecting and processing information.

Students examine and respond to how language is used in social, cultural, community, workplace, and/or imagined contexts. They identify and develop an understanding of ways in which:

- language is used and composed for different purposes, audiences, and contexts
- structural and language features are used to create meaning.

Students review texts in one or more contexts to discover how these texts achieve a specific purpose.

Students question texts and/or purposes of texts, and develop a fuller understanding of the texts by predicting meaning, using their understanding of conventions and language features. Students use visual and aural cues, and summarise information, ideas, and perspectives in texts. They identify the main ideas, make inferences, and draw conclusions. In examining texts, students develop an understanding of how authors communicate, reflecting critically and responding to explicit and implied messages within the text.

Students have opportunities to develop understanding and appreciation of the diversity of cultures, including Indigenous cultures, which make up Australian society.

### *Creating Texts*

By examining the links between language and the context in which texts are produced, students are supported to create their own texts. Students develop their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication. They create a range of texts using appropriate language features, content, and mediums for different purposes, audiences, and contexts.

Students recognise and use textual conventions and language features to communicate information and ideas that convey simple and complex thoughts in a range of mediums and digital technologies.

The form and medium chosen for a text should be appropriate to the purpose, the audience, and the context.

### **Assessment**

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

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts.

For a 10-credit subject, students will provide evidence of their learning through four assessments, with at least one assessment from each assessment type.

At least one assessment will be an oral or multimodal presentation and at least one should be in written form.

Each assessment type will have a weighting of at least 20%.

## **STAGE 2 ENGLISH**

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English 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. This is a 20-credit subject. 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

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

Stage 2 English Communications students undertake the following tasks:

- Responding to Texts - three responses to texts
- Creating Texts - four created texts (one of which will contain a writer's statement)
- Comparative Analysis

## Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Responding to Texts	30%
Creating Texts	40%
<i>External Assessment</i>	
Comparative Analysis	30%

### Information on the external assessment:

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

These texts can be selected from one or more of the following categories:

- extended texts
- poetry
- a drama texts
- film texts
- media texts.

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

The External Assessment 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 External Assessment with reference to the performance standards.

### Performance Standards

The English Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

## LEARNING AREA – HEALTH AND PHYSICAL EDUCATION

### Stage 1

- Food and Hospitality
- Physical Education

### Stage 2

- Food and Hospitality
- Physical Education

## STAGE 1 FOOD AND HOSPITALITY

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Stage 1 Food and Hospitality is studied as a 10-credit subject. Students examine the factors that influence people's food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

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

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices. The focus capabilities for this subject are communication, learning, and work.

### Content

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

- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Industry

### Assessment

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

- Practical Activity
- Group Activity
- Investigation

### Pathway

This course provides preparation for Stage 2 Food and Hospitality, but is not compulsory.

## STAGE 1 PHYSICAL EDUCATION

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Stage 1 Physical Education is studied as a 10-credit subject.

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

### Content

Stage 1 Physical Education consists of the following two areas:

- Practical Skills and Application
- Principles and Issues

## *Practical Skills and Applications*

For a 10-credit subject, students complete three practicals.

*Principles and Issues* (consists of the following two areas of study):

- The Nature of Physical Activity
- Issues in Physical Activity

### *The Nature of Physical Activity*

This area of study requires an experimental, analytical approach to physical activity and wellbeing. Topics include:

- Body systems
- Fitness
- Human physical performance
- Participation in physical activity
- Sports injuries
- Training principles and methods

### *Issues Analysis*

Students analyse issues that are relevant to local, national or global communities through topics of interest to them. Topics focus on physical activity and could include:

- Alcohol, tobacco and other drugs
- Children
- Corruption
- Cultural Diversity
- Fitness
- Disability
- Equal opportunity
- Gender
- Health risk factors
- Play Education
- Professionalism in sport
- Safety & Risk Management
- Sport in society
- Sports Injury

## **Assessment**

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

- Practical
- Folio

## **Pathway**

Stage 1 Physical Education is recommended for students intending to study Stage 2 Physical Education, but is not compulsory.

## STAGE 2 FOOD AND HOSPITALITY

---

Stage 2 Food and Hospitality is a 20-credit subject. Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers.

### Content

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

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

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

### Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Practical Activity	50%
Group Activity	20%
<i>External Assessment</i>	
Investigation	30%

### Information on the External Assessment

#### Investigation

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

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

#### Performance Standards

The Food and Hospitality Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

## STAGE 2 PHYSICAL EDUCATION

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Stage 2 Physical Education is a 20-credit subject.



## Content

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

- Practical Skills and Applications
- Principles and Issues

### *Practical Skills and Applications*

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

*Principles and Issues* (consists of the following three topics):

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

Topics include:

#### *Exercise Physiology and Physical Activity*

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

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

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

#### *Issues Analysis*

Students analyse and interpret their findings from investigating a chosen issue. Topics include, for example:

- Commercialism
- Culture/race relations
- Equity
- Gender
- Media
- Professionalism
- Sport in the Australian context
- The Paralympics
- The science of drugs
- Technology

## Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Practical	50%

Folio 20%

*External Assessment*

Examination 30%

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 (110 marks)
- Part 2: Extended-response Questions (10 marks).

The examination covers the content of the 'Exercise Physiology and Physical Activity' and 'The Acquisition of Skills and the Biomechanics of Movement' topics. The examination will be marked by external assessors with reference to the performance standards.

#### Performance Standards

The Physical Education Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

## LEARNING AREA – HUMANITIES AND SOCIAL SCIENCES

### Stage 1

- Geography
- History
- Legal Studies
- Society and Culture

### Stage 2

- Geography
- Legal Studies
- Modern History
- Society and Culture

### STAGE 1 GEOGRAPHY

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Stage 1 Geography is studied as a 10-credit subject. There are no prerequisites for studying Geography at Stage 1.

#### Content

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

Students study topics within four key themes:

- Key Theme 1: Location and Distribution
- Key Theme 2: Natural Environments at Risk
- Key Theme 3: People, Resources, and Development
- Key Theme 4: Issues for Geographers.

## Assessment

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

- Skills and Applications Tasks
- Inquiry
- Fieldwork
- Investigation

## STAGE 1 HISTORY

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Stage 1 History is studied as a 10-credit subject. There are no prerequisites for studying History at Stage 1.

### Content

The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Student's research and review sources within a framework of inquiry and critical analysis. The focus capabilities for these subjects are communication, citizenship, personal development, learning, and work.

Stage 1 Modern History consists of the following topics:

- Topic 1: Imperialism
- Topic 2: Decolonisation
- Topic 3: Indigenous Peoples
- Topic 4: Social Movements
- Topic 5: Revolution
- Topic 6: Elective.

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

- Assessment Type 1: Historical Skills
- Assessment Type 2: Historical Study

### Assessment

Students undertake:

- three historical skills assessments
- one historical study.

## STAGE 1 LEGAL STUDIES

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Stage 1 Legal Studies is studied as a 10-credit subject.

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

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

## Content

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.

The 10-credit subject consists of:

1. Topic 1: Law and Society
2. A minimum of *two* other topics.

Topics:

Topic 1: Law and Society Topic

Topic 2: People, Structures, and Topic

Topic 3: Law-making Topic

Topic 4: Justice and Society Topic

Topic 5: Young People and the Law

6: Victims and the Law

7: Motorists and the Law

8: Young Workers and the Law

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:

- Folio
- Issues Study
- Presentation

## STAGE 1 SOCIETY AND CULTURE

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Stage 1 Society and Culture is studied as a 10-credit subject.

In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures.

Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups. They develop the skills to critically analyse a range of viewpoints about peoples, societies, and issues; understand diversity within and across societies; and extend their awareness of the connections between, and the interdependence of, societies and cultures.

## Content

Students study two topics:

- one topic with a focus on an Australian context
- one topic with a focus on a global context.

The following topics are suggested as a guide to developing studies in Stage 1 Society and Culture. The topics are adaptable to an Australian context and/or a global context. The list is not comprehensive and teachers may devise other topics:

- A current social or cultural issue
- Forces for social change or continuity

- The media
- Popular culture
- Power and authority in society
- Prejudice and discrimination
- Lobby and advocacy groups and social change
- Wealth, work, and status
- Relationships between societies and natural environments
- The social impact of environmentally sustainable practices and environmentally unsustainable practices
- Contemporary Aboriginal and Torres Strait Islander societies
- Societies in rural and urban Australia
- Cultures and subcultures in Australian society
- Australia's relationships with the Asia–Pacific region
- The diversity of the Asia–Pacific region
- Refugee and migrant experiences and contributions
- Australia's global connections
- Australians as global citizens
- World-shaping phenomena
- Peace and conflict

### **Assessment**

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

- Assessment Type 1: Sources Analysis
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation.

## **STAGE 2 GEOGRAPHY**

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Stage 2 Geography is a 20-credit subject.

### **Content**

Students study the following two topics:

- A compulsory core topic
  - Population, resources and development
- Two option topics from a choice of twelve
  - Urbanisation
  - Rural places
  - Tourism
  - Sources and use of energy
  - Coasts
  - Biodiversity
  - Climate change
  - Soils

- Environmental hazards
- Globalisation
- Drylands
- Negotiated topic

### Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Fieldwork	25%
Inquiry	20%
Folio	25%
<i>External Assessment</i>	
Examination	30%

### Information on the External Assessment

#### Examination (2 hours)

Students undertake one 2-hour written examination on the core topic. Skills assessed are those associated with the use and interpretation of geographical data and information. The examination consists of short-answer and extended-answer questions on knowledge, skills, and analysis of data.

#### Performance Standards

The Geography Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

## STAGE 2 LEGAL STUDIES

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Stage 2 Legal Studies is a 20-credit subject.

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

### Content

At Stage 2 students study the following four topics:

- Topic 1: The Australian Legal System
- Topic 2: Constitutional Government
- Topic 3: Law-making
- Topic 4: Justice Systems.

### Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
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Folio	50%
Inquiry	20%
<i>External Assessment</i>	
Examination	30%

## Information on the External Assessment

### Examination (3 hours)

The examination is divided into two parts:

- Part A: Short Responses
- Part B: Extended Responses

#### *Part A: Short Responses*

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

#### *Part B: Extended Responses*

Students answer two questions, including at least one essay question. The examination will be marked by external assessors with reference to the performance standards.

### Performance Standards

The Legal Studies Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

## STAGE 2 MODERN HISTORY

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Stage 2 Modern History is a 20-credit subject.

### Content

Students study one topic from 'Modern Nations' and one topic from 'The World since 1945', selected from the following list of topics:

#### **Modern Nations**

Topic 1: Australia (1901–1956)

Topic 2: United States of America (1914–1945)

Topic 3: Germany (1918–1948)

Topic 4: The Soviet Union and Russia (1945–c.2004)

Topic 5: Indonesia (1942–2005)

Topic 6: China (1949–c.2012)

## The World since 1945

Topic 7: The Changing World Order (1945– )

Topic 8: Australia's Relationship with Asia and the South Pacific Region (1945– )

Topic 9: National Self-determination in SouthEast Asia (1945–)

Topic 10: The Struggle for Peace in the Middle East (1945– )

Topic 11: Challenges to Peace and Security (1945– )

Topic 12: The United Nations and Establishment of a Global Perspective (1945–)

In their study of a topic from 'Modern Nations', students investigate the concepts of 'nation' and 'state', and the social, political, and economic changes that shaped the development of a selected nation. Through their study, they develop insights into the characteristics of modern nations, crises, and challenges that have confronted them, ways in which nations have dealt with internal divisions and external challenges, and the different paths that nations have taken. In their study of a topic from 'The World since 1945', students investigate the political, social, and economic interactions among nations and states, and the impact of these interactions on national, regional, and/or international development. They consider how some emerging nations and states sought to impose their influence and power, and how others sought to forge their own destiny.

### Assessment

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

- Five historical skills assessments 50%
- One historical study 20%
- One examination 30%

### Information on the External Assessment

#### Assessment Type 3: Examination (30%)

Students complete a 2-hour external examination that is divided into two sections:

- Section 1: Essay
- Section 2: Sources Analysis.

#### Section 1: Essay

Students complete a reasoned historical argument in the form of an essay based on the focus areas in the topic they have studied from 'Modern Nations'.

Examination questions are designed to enable students to:

- demonstrate their understanding of the role of ideas, people, and events in history
- analyse ways in which the development of the modern world has been shaped by both internal and external forces and challenges.

Students choose one proposition from their chosen topic and write an essay discussing the extent to which they agree with the proposition.

#### Section 2: Sources Analysis

Students use the skills of historical inquiry to evaluate the origin, reliability, usefulness, limitations, and contestable nature of sources. They analyse, interpret, and synthesise evidence from different types of sources to recognise and evaluate differing perspectives on and interpretations of the past.

The following specific features of the assessment design criteria for this subject may be assessed in the examination:

- understanding and exploration



- application and evaluation
- analysis.

## Performance Standards

The History Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student’s completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

It is anticipated that from 2018 all school assessments will be submitted electronically.

## STAGE 2 SOCIETY AND CULTURE

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Stage 2 Society and Culture is a 20-credit subject.

### Content

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

Topic group 1: Culture

- Cultural Diversity
- Youth Culture
- Work and Leisure
- The Material World

Topic group 2: Contemporary Challenges

- Social Ethics
- Contemporary Contexts for Aboriginal and Torres Strait Islander Peoples
- Technological Revolutions
- People and the Environment

Topic group 3: Global Issues

- Globalisation
- A Question of Rights
- People and Power

### Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Folio	50%
Interaction	20%
<i>External Assessment</i>	
Investigation	30%

Schools may adapt the school-based assessment component and/or design a local school-based assessment component, using the recommended assessment types as a guide. The design of the school-based assessment component may be negotiated with students. Schools are required to use the external assessment type specified in this subject outline.

**Information on the External Assessment**

**Investigation**

The investigation should be up to a maximum of 2000 words.

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

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

**Performance Standards**

The Society and Culture Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student’s completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

**LEARNING AREA - MATHEMATICS**

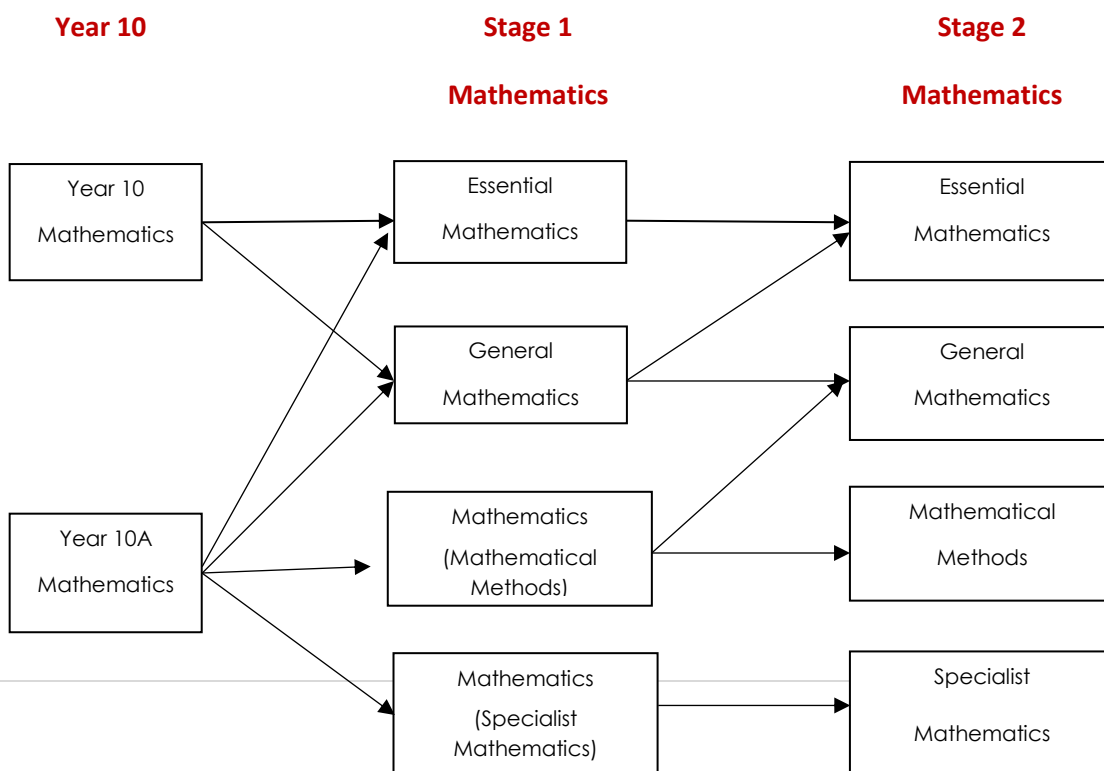
**Stage 1**

- Essential Mathematics
- General Mathematics
- Mathematics Methods
- Specialist Mathematics

**Stage 2**

- Essential Mathematics
- General Mathematics
- Mathematics Methods
- Specialist Mathematics

**MATHEMATICS PATHWAY**



**Note: Highly recommended**

**1. Complete first semester of Stage 1 Maths Methods to study Stage 2 General Maths**

**2. Complete stage 1 Specialist Maths to study Stage 2 Mathematical Methods**

## **STAGE 1 General Mathematics**

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

Stage 1 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement. The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

### **Content**

Stage 1 General Mathematics may consist of any combination of the following topics:

- Investment and Borrowing
- Share Investments
- Pythagoras' Theorem
- Perimeter, Area and Volume
- Statistics
- Right Angled Triangle Trigonometry
- Non-Right Angled Triangle Trigonometry
- Linear Functions
- Exponential Functions
- Matrices
- Networks

### **Assessment**

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

- Skills and Applications Tasks
- Folio

## **STAGE 1 MATHEMATICS (Mathematical Methods)**

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

Stage 1 Mathematics (Mathematical Methods) can be studied as a 10-credit subject or a 20-credit subject.

Stage 1 Mathematics (Mathematical Methods) allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement. The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

At Stage 1 students who study Mathematics (Mathematical Methods) as a 20-credit subject may also choose to study Mathematics (Specialist Mathematics) as a 10-credit or 20-credit subject. Stage 1 Mathematics (Mathematical Methods) leads to Stage 2 Mathematical Methods. To study Stage 2 Specialist Mathematics it is recommended that Students complete a 20-credit study of Stage 1 Mathematics (Specialist Mathematics).

### **Content**

Stage 1 Mathematics (Mathematical Methods) consists of the following topics:

- Functions and Graphs
- Polynomials
- Trigonometry
- Counting and Statistics
- Introduction to Calculus
- Growth and Decay

### **Assessment**

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

- Skills and Applications Tasks
- Folio

## **STAGE 1 MATHEMATICS (Specialist Mathematics)**

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

Stage 1 Mathematics (Specialist Mathematics) topics must be studied in conjunction with the 20-credits of Mathematics (Mathematical Methods). It is a prerequisite for Stage 2 Specialist Mathematics.

Stage 1 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement. The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

### **Content**

Stage 1 Mathematics (Specialist Mathematics) may consist of combinations of the following topics:

- Geometry
- Vectors in the Plane
- Further Trigonometry
- Matrices
- Real and Complex Numbers
- Arithmetic and Geometric Sequences and Series

## **STAGE 2 ESSENTIAL MATHEMATICS**

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Stage 2 Essential Mathematics is a 20-credit subject.

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

## Content

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

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

Note: Topic 1 or 3 may be replaced with another topic.

## Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
4 x Skills and Applications Tasks	30%
3 x Folios	40%
<i>External Assessment</i>	
Examination	30%

## Information on the External Assessment

### Examination (2 hours)

The examination is based on the key questions and key concepts in Topics 2, 4, and 5. The examination consists of a range of problems, some focusing on knowledge, routine skills, and applications, and others focusing on analysis and interpretation. Students provide explanations and arguments, and use correct mathematical notation, terminology, and representations throughout the examination.

Students may take one unfolded A4 sheet (two sides) of handwritten notes into the examination room.

Students may use approved electronic technology during the external examination.

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

### Performance Standards

The General Mathematics Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

## STAGE 2 GENERAL MATHEMATICS

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Stage 2 General Mathematics is a 20-credit subject.

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

## Content

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

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

Topic 2 may be replaced with another topic such as Applied Geometry.

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:

<i>School-based Assessment</i>	<i>Weighting</i>
5 x Skills and Applications Tasks	40%
2 x Mathematical Investigations	30%
<i>External Assessment</i>	
Examination	30%

## Information on the External Assessment

### Examination (2 hours)

The examination is based on the key questions and key concepts in Topics 3, 4, and 5. The examination consists of a range of problems, some focusing on knowledge, routine skills, and applications, and others focusing on analysis and interpretation. Students provide explanations and arguments, and use correct mathematical notation, terminology, and representations throughout the examination.

Students may take one unfolded A4 sheet (two sides) of handwritten notes into the examination room.

Students may have access to approved electronic technology during the external examination.

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

## Performance Standards

The General Mathematics Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

## STAGE 2 MATHEMATICAL METHODS

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Stage 2 Mathematical Methods is a 20-credit subject.

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

Mathematical Methods provides the foundation for further study in mathematics, 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. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

## Content

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

- Topic 1: Further Differentiation and Applications
- Topic 2: Discrete Random Variables
- Topic 3: Integral Calculus
- Topic 4: Logarithmic Functions
- Topic 5: Continuous Random Variables and the Normal Distribution
- Topic 6: Sampling and Confidence Intervals

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:

<i>School-based Assessment</i>	<i>Weighting</i>
6 x Skills and Applications Tasks	50%
1 x Mathematical Investigation	20%
<i>External Assessment</i>	
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 six topics. The examination will consist of a range of questions focusing on knowledge and routine skills and applications; and analysis and interpretation.

A formula sheet is included in the examination booklet.

Students may take two unfolded A4 sheets (four sides) of handwritten notes into the examination room.

Students may have access to approved electronic technology during the external examination. The examination will be marked by external assessors with reference to the performance standards.

## Performance Standards

The Mathematical Methods Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

## STAGE 2 SPECIALIST MATHEMATICS

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

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

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

### Content

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

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

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

### Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
6 x Skills and Applications Tasks	50%
1 x Mathematical Investigation	20%
<i>External Assessment</i>	
Examination	30%

### Information on the External Assessment

#### Examination (3 hours)

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

A formula sheet is included in the examination booklet. Students may take two unfolded A4 sheets (four sides) of handwritten notes into the examination room. Students may use approved electronic technology during the external examination. The examination will be marked by external assessors with reference to the performance standards.

#### Performance Standards

The Specialist Mathematics Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.



## LEARNING AREA –SCIENCE

### Stage 1

- Agriculture & Horticulture
- Biology
- Chemistry
- Physics

### Stage 2

- Agriculture & Horticulture
- Biology
- Chemistry
- Physics

### STAGE 1 Agricultural Production and Agricultural Systems

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#### Subject Description

Agriculture is a 10-credit subject or a 20-credit subject at Stage 1. Agricultural Production and Agricultural Systems are 20-credit subjects at Stage 2.

Improved agricultural productivity will be vital in the coming decades to help meet the global challenge of feeding the world's increasing population. Farmers need the knowledge and skills to manage agricultural production, businesses, and marketing at the local level, while scientists seek to develop new strategies and technologies to help farmers manage our resources for sustainable food and fibre production.

#### Content

The topics in Stage 1 Agriculture are:

Topic 1: Principles of Agriculture: principles of plant and animal production, and investigate the structures and functions of agricultural plants and animals, to extend their understanding and application of the requirements for plant and animal growth. Agricultural Principals analyses innovative research in farming methods and the role of technology in developing more efficient production processes

Topic 2: Enterprise Management: explore key aspects of production, marketing, business strategies, and environmental management issues, and develop skills in planning, implementing, and analysing outcomes in a small agricultural enterprise.

#### Assessment

Assessments at Stage 1 are school based. Students demonstrate evidence of their learning through at least 3 tasks for a 10 credit course and at least 6 assessment tasks in a 20 credit course through the following assessment types:

- Practical reports
- Human Endeavor tasks
- Applications tasks.

#### Pathway

The study of Agriculture & Horticulture is recommended, but is not essential, for the study of Stage 2 Agriculture & Horticulture Studies. However, study of Stage 1 Agriculture & Horticulture will be beneficial to those students intending to study Stage 2 Agriculture & Horticulture.

## Further Information

The program taught at BCDS has been designed to engage this student by providing a wide range of practical activities and group work in the field of animal husbandry as well as introducing other areas of agriculture. Students will manage the animal facilities at our school; will be involved in the preparation of the schools led steers for showing at the Crystal Brook and Adelaide Show; and the merino wethers for the Schools Wether Competition at the Royal Adelaide Show. Heifers from a local Stud will be prepared for the Melrose and Jamestown Shows. Students will compete at the local shows in the Junior Judging competitions in the areas of beef, merino fleece and ram judging.

## STAGE 1 BIOLOGY

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Stage 1 Biology is studied as a 10-credit subject.

### Content

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

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies. The focus capabilities for this subject are integration of science inquiry skills, science as a human endeavour and science understanding.

The following topics provide the framework for learning in Stage 1 Biology:

- Cells and Microorganisms
- Infectious Diseases
- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics

For a 10-credit subject, students will study a selection of aspects of at least 2 of these topics.

### Assessment

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

- Investigations Folio
  - Including practicals and a biological Science as Human Endeavour task
- Skills and Applications Tasks

### Pathway

The study of biology is recommended, but is not essential, for the study of Stage 2 Biology. However, study of Stage 1 Biology will be beneficial to those students intending to study Stage 2 Biology.

## STAGE 1 CHEMISTRY

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

## Content

The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also involves the crucial study of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet's resources. Within this, students will learn to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Through the integration and application of a range of understanding, inquiry, and scientific thinking skills it will enable students to become questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future.

The design and content of the program is determined at the school level. The content will cover the following areas of study:

The following topics provide the framework for learning in Stage 1 Chemistry:

Topic 1: Materials and their Atoms

Topic 2: Combinations of Atoms

Topic 3: Molecules

Topic 4: Mixtures and Solutions

Topic 5: Acid and Bases

Topic 6: Redox Reactions

For a 10-credit subject, students study a selection of at least three of these topics and for a 20-credit subject, students study a selection of aspects of all six topics. The design and selection of these topics will be determined at the school level.

## Assessment

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

- Investigations Folio
- Skills and Applications Tasks

## Pathway

Students must complete 2 semesters of Stage 1 Chemistry in preparation for Stage 2 Chemistry. The study of chemistry is beneficial for students completing Stage 2 Biology.

Such skills will help to inspire students to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

## STAGE 1 PHYSICS

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

The study of physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion, electricity, light and matter, and atoms and nuclei.

As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations. The focus capabilities for this subject are integration of science inquiry skills, science as a human endeavour and science understanding.

## **Content**

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

- Linear Motion and Forces
- Electric Circuits
- Heat
- Energy and Momentum
- Waves
- Nuclear Models and Radioactivity

## **Assessment**

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

- Investigations Folio (practical reports and Science as a Human Endeavour task)
- Skills and Applications Tasks

## **Pathway**

The study of 2 semesters of Stage 1 Physics is essential to study Stage 2 Physics.

## **STAGE 2 Agricultural Production and Agricultural Systems**

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Stage 2 Agriculture & Horticulture Studies is a 20-credit subject. Students may study Stage 2 Agriculture Production and Agricultural Systems without completing Stage 1 Agriculture & Horticulture.

### **Subject Description**

Agriculture is a 10-credit subject or a 20-credit subject at Stage 1. Agricultural Production and Agricultural Systems are 20-credit subjects at Stage 2.

Improved agricultural productivity will be vital in the coming decades to help meet the global challenge of feeding the world's increasing population. Farmers need the knowledge and skills to manage agricultural production, businesses, and marketing at the local level, while scientists seek to develop new strategies and technologies to help farmers manage our resources for sustainable food and fibre production.

## **Content**

The topics for Stage 2 Agricultural Production are:

- Topic 1: Animal Production: extend and integrate their understanding of the key aspects of animal production, including nutrition, reproduction, breeding systems, animal welfare, and disease and pest management.
- Topic 2: Plant Production: investigate key aspects of plant nutrition, reproduction, production practices, and disease, pest, and weed management.

- Topic 3: Resource Management (Sustainable production): explore ways in which innovative management decisions for sustainable agricultural production are developed in response to competing demands on natural resources and the effects of climate change
- Topic 4: Agribusiness: extend their understanding of the ways in which the profitability of farming businesses depends on many factors, some of which are unpredictable. They examine some of these factors and investigate strategies for maximising returns from agricultural enterprises.

Students study:

- a selection of subtopics from Topic 1 and/or Topic 2
- a selection of subtopics from Topic 3 and Topic 4.

### Assessment

Assessments at Stage 2 are school based and are sent for moderation at the end of the year. Students demonstrate evidence of their learning through the following assessment types:

- Practical reports
- Human Endeavor tasks
- Applications tasks.
- Production report

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

*School Assessment (70%)*

- Assessment Type 1: Agricultural Reports (30%)
- Assessment Type 2: Applications (40%)

*External Assessment (30%)*

- Assessment Type 3: Production Investigation (30%).

## STAGE 2 BIOLOGY

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Stage 2 Biology is a 20-credit subject. Students may study Stage 2 Biology without completing Stage 1 Biology. However, the study of 10-credits of Biology at Stage 1 will be extremely beneficial to students.

### Content

The topics in Stage 2 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- Science inquiry skills
- Science as a human endeavour
- Science understanding.

Stage 2 Biology is organised around the following four topics:

- DNA and Proteins
- Cells and the Basis of Life
- Homeostasis
- Evolution

## Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Investigations Folio	30%
<ul style="list-style-type: none"><li>▪ 2 practicals</li><li>▪ 1 Science as a Human Endeavour task</li></ul>	
Skills and Applications Tasks	40%
<ul style="list-style-type: none"><li>▪ 4 tests (30%)</li></ul>	
 <i>External Assessment</i>	
Examination	30%

### Information on the External Assessment

#### Examination (2 hours)

Stage 2 science inquiry skills and science understanding from all topics may be assessed.

Questions:

- will be of different types
- may require students to show an understanding of science as a human endeavour
- may require students to apply their science understanding from more than one topic.

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

#### Performance Standards

The Biology Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

## STAGE 2 CHEMISTRY

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Stage 2 Chemistry is a 20-credit subject.

### Content

The topics in Stage 2 Chemistry provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- Science inquiry skills
- Science as a human endeavour
- Science understanding.

The topics for Stage 2 Chemistry are:

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

### Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Investigations Folio	30%
Skills and Applications Tasks	40%
<i>External Assessment</i>	
Examination	30%

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

- at least two practical investigations
- one investigation with a focus on science as a human endeavour
- at least three skills and applications tasks
- one examination.

### Information on the External Assessment

#### Examination (2 hours)

Stage 2 science inquiry skills and science understanding from all topics may be assessed.

Questions:

- will be of different types
- may require students to show an understanding of science as a human endeavour
- may require students to apply their science understanding from more than one topic.

For the examination, students are given a sheet containing a periodic table, standard SI prefixes, symbols of common quantities, some physical constants, some mathematical relationships, and a table showing the relative activities of a number of metals. The examination will be marked by external assessors with reference to performance standards.

### Performance Standards

The Chemistry Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

## STAGE 2 PHYSICS

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Stage 2 Physics is a 20-credit subject.

### Content

The topics in Stage 2 Physics provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- Science inquiry skills
- Science as a human endeavour
- Science understanding.

The topics for Stage 2 Physics are:

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

## Assessment

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

<i>School-based Assessment</i>	<i>Weighting</i>
Investigations Folio (including Science as a Human Endeavour task and practicals)	30%
Skills and Applications Tasks	40%
<i>External Assessment</i>	
Examination	30%

## Information on the External Assessment

### Examination (2 hours)

Stage 2 science inquiry skills and science understanding from all topics may be assessed.

Questions:

- will be of different types
- may require students to show an understanding of science as a human endeavor
- may require students to apply their science understanding from more than one topic.

For the examination, students are given a sheet containing symbols of common quantities, the magnitude of physical constants, some formulae, and standard SI prefixes. The examination will be marked by external assessors with reference to performance standards.

### Performance Standards

The Physics Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.



## DISTANCE DELIVERY – MNSEC SCHOOLS/PARTNER SCHOOLS

The Mid North Schools Education Cooperative [MNSEC] acknowledges that the face-to-face delivery of quality education opportunities is the preferred learning option for our students.

On occasions, due to small class sizes and a shortage of specialist teachers, schools may not be able to provide all the required curriculum options.

In support of our rural communities MNSEC provides increased curriculum learning opportunities through our Distance Education program. To facilitate an increased guarantee of curriculum options, students in the senior years may elect to complete units of study offered at one of the neighbouring Cooperative schools.

To support the delivery of a quality curriculum in the distance mode the following expectations exist:

- Course counselling will take place in accordance with a prescribed schedule and as this mode of education requires students to be self-motivated, independent learners, our schools are committed to stringent course counselling prior to the enrolment of students.
- MNSEC has committed to the use of Electronic Smart boards for its delivery of curriculum and as such staff and students will be provided with training and development in support of this mode of distance education.
- The number of access lessons varies between schools and learning areas and may be as many as 3-5 each week. The process is negotiated and formalized after the student counselling is finalised.
- Generally the delivery teacher will arrange face-to-face contacts with the student [class of students] each term.
- Delivery teachers will make contact with the families of students early in the Semester to introduce themselves and provide contact details.

The MNSEC schools are committed to the success of the distance delivery mode of education and are mindful that other educational cooperatives exist throughout South Australia. With the improvements in technology these cooperatives also may be able to provide curriculum options for our students.

Subjects currently offered using this mode of delivery are:

### Stage 1

- Specialist Maths
- Tourism

### Stage 2

Geography  
Physics  
Specialist Maths

## DELIVERY SUBJECTS – OPEN ACCESS COLLEGE

From time to time, subjects that are important for a student's pathway can be accessed through Open Access College if they are not available at BCDS or MNSEC/Partner Schools. Please note, if this option is selected, students must be able to demonstrate independent and effective study habits.

Recent subjects accessed by students include:

### Stage 1

- History

### Stage 2

Legal Studies  
Modern History  
Australian History  
Communication Products

## LISTING OF SUBJECTS OFFERED IN 2017

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### Stage 1

Agriculture and Horticulture  
Biology  
Business & Enterprise  
Chemistry  
Community Studies  
Design and Technology: Communication Products  
: Material Products  
English  
Essential English  
Essential Mathematics  
Food and Hospitality  
Geography  
History  
Information Processing and Publishing  
Integrated Studies  
Legal Studies  
General Mathematics  
Mathematics  
Personal Learning Plan  
Physical Education  
Physics  
Society and Culture  
Specialist Mathematics  
Visual Arts – Art  
Visual Arts – Design  
Workplace Practices

### Stage 2

Agriculture & Horticulture Studies  
Biology  
Chemistry  
Community Studies  
Design and Technology : Communication Products  
: Material Products  
English Communications  
Essential Mathematics  
Food and Hospitality  
Geography  
Modern History  
Information Publishing and Processing  
Integrated Studies  
Legal Studies  
Essential Mathematics  
General Mathematics  
Mathematical Methods  
Specialist Mathematics  
Physical Education  
Physics  
Research Project  
Society and Culture  
Specialist Mathematics  
Visual Arts – Art  
Visual Arts - Design  
Workplace

# SACE Planner



**SACE**  
Board of SA

**Personal Learning Plan = 10 credits**

**Credits**

10

**Literacy = 20 credits**

*Choose from a range of English subjects or courses*


Subtotal 10


**Numeracy = 10 credits**

*Choose from a range of mathematics subjects or courses*



**Stage 2 subjects or courses = 60 credits**

*Choose from a range of Stage 2 subjects and courses*


Subtotal 30


**Research Project = 10 credits**

10

**Additional choices = 90 credits**

*Choose from a range of Stage 1 and Stage 2 subjects and courses*




Subtotal 70


Subtotal 90

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

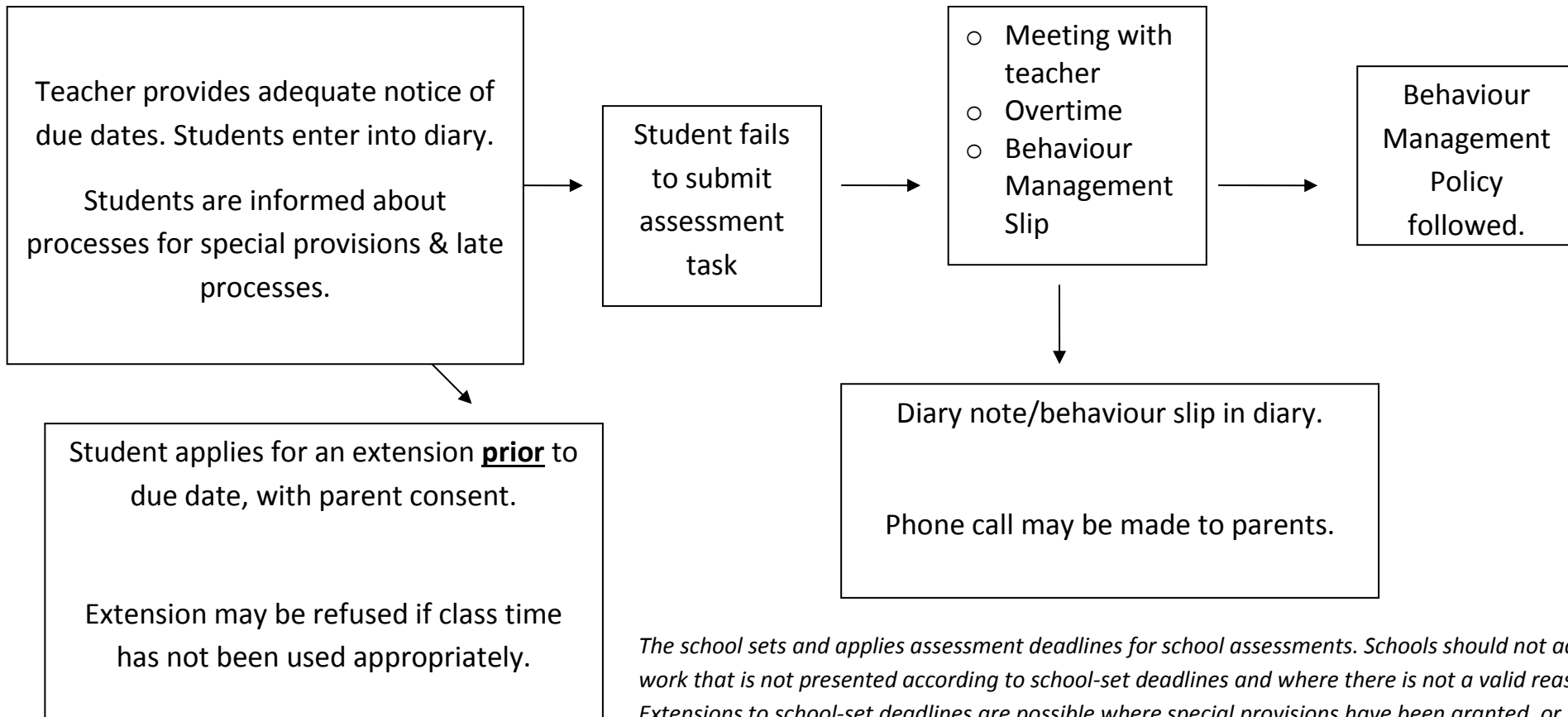
**Total 200**

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



# Booleroo Centre District School

## Guidelines for submission of tasks by due dates



*The school sets and applies assessment deadlines for school assessments. Schools should not accept work that is not presented according to school-set deadlines and where there is not a valid reason. Extensions to school-set deadlines are possible where special provisions have been granted, or where the student has negotiated an extension before the assessment deadline. From SACE Board Policy:*

<http://www.sace.sa.edu.au>

