SACE Stage 1 & 2
Course Outlines
SACE Stage 1 & 2
Subject Summaries
2014

A Christian College dedicated to
academic excellence and Biblical Christianity

CEDAR VISION

Cedar College – Preparing students for Real Life

*Discover Jesus*
We value Christ as the foundation for real life

*Display Love*
We value supportive community and genuine relationships

*Develop Self*
We value high standards in education

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

as at 28/08/13
Above is a chart that shows how Cedar College implements the SACE. The key to Cedar’s implementation is the requirement for students to achieve 210 credits, beyond the SACE minimum requirement of 200 - this includes a compulsory 20 credits of numeracy. The compulsory ‘Religion Studies’ subject undertaken at Year 11 provides an extra 10 credits. Having an extra 10 credits in their SACE increases flexibility and allows a small safeguard.
### Years 9-12 Subject Selection 2014

<table>
<thead>
<tr>
<th>GROUP</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students select one subject in each of the 4 Year 9 yellow boxes in group 6&amp;7. Students cannot choose the same subject twice (ie. max one semester).</td>
<td>Students select one subject in each of the 4 Year 10 yellow boxes in group 6&amp;7. Students cannot choose the same subject twice (ie. max one semester).</td>
<td>Students select 5 subjects (1 compulsory subject in each dark-yellow box plus 1 subject in 3 light-yellow boxes). Students must indicate their interest in Vetamorphus, in place of one subject in a light-yellow box (choose Vetamorphus plus 2 subjects in light yellow boxes)</td>
<td>Students select 4 subjects in separate yellow boxes</td>
</tr>
<tr>
<td>HR</td>
<td>9E 9G 9L</td>
<td>10E 10G 10L</td>
<td>11E 11L</td>
<td>12E 12L</td>
</tr>
<tr>
<td>1</td>
<td>English E English G English L</td>
<td>English E English L English Essentials</td>
<td>English Studies 1END10 English Communications 1ECS10 English Pathways 1EPW10</td>
<td>English Studies 2END20 English Communications 2ECS20 English Pathways 2EPW20</td>
</tr>
<tr>
<td>2</td>
<td>Maths E Maths G Maths L Maths Essentials</td>
<td>Maths Studies 1MDS10 Maths Applications 1MCN10 Numeracy for Work &amp; Community Life 1NWC10</td>
<td></td>
<td>Maths Studies 2MDS20 Maths Applications 2MCN20</td>
</tr>
<tr>
<td>3</td>
<td>Science E Science G Science L</td>
<td>Science E Science G Science L</td>
<td>Religion Studies E 1REE10 Religion Studies L 1REL10 Research Project 1RPB10/2RPB10</td>
<td>Christian Living E Christian Living L Study Hall</td>
</tr>
<tr>
<td>4</td>
<td>Humanities E Humanities G Humanities L</td>
<td>History E/Christian Living E History E/Christian Living G History L/Christian Living L</td>
<td>Biology 1BIG10 Information Processing &amp; Publishing 1IPR10 Specialist Maths 1MSC10 Vetamorphus 1VETM**</td>
<td>Biology 2BIG20 Information Processing &amp; Publishing 2IPR20 Music 2MNP20 Specialist Maths 2MSC20</td>
</tr>
<tr>
<td>6</td>
<td>SEMESTER 1 SEMESTER 2 SEMESTER 1 SEMESTER 2</td>
<td>SEMESTER 1 SEMESTER 2 SEMESTER 1 SEMESTER 2</td>
<td>SEMESTER 1 SEMESTER 2 SEMESTER 1 SEMESTER 2</td>
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<tr>
<td></td>
<td>Home Ec 9HEC* Music 9MUS Computing 9COMP Health &amp; Wellbeing 9HWB</td>
<td>Home Ec 9HEC* Music 9MUS Computing 9COMP Health &amp; Wellbeing 9HWB</td>
<td>Home Ec 10HEC* Music 10MUS IPP 10PP Humanities 10HUM Specialist PE 10SPE</td>
<td>Home Ec 10HEC* Music 10MUS IPP 10PP Humanities 10HUM Specialist PE 10SPE</td>
</tr>
<tr>
<td></td>
<td>Chemistry 1GME10 Modern History 1MHH10 Psychology 1PS10</td>
<td>Chemistry 1GME10 Modern History 1MHH10 Psychology 1PS10</td>
<td>Chemistry 1GME10 Modern History 1MHH10 Psychology 1PS10</td>
<td>Chemistry 2GME20 Food &amp; Hospitality 2FHD20 Modern History 2MHH20 Psychology 2PS20</td>
</tr>
<tr>
<td></td>
<td>Design &amp; Tech 9TEC* Visual Arts 9ART Drama 9DRA German 9GER</td>
<td>Design &amp; Tech 9TEC* Visual Arts 9ART Drama 9DRA German 9GER</td>
<td>Design &amp; Tech 10TEC* Visual Arts 10ARTV Drama 10DRM Info Technology 10IT German 10GER</td>
<td>Design &amp; Tech 10TEC* Visual Arts 10ARTV Drama 10DRM Info Technology 10IT German 10GER</td>
</tr>
<tr>
<td></td>
<td>Physics 1PSY10 Health 1HEH10 Legal Studies 1LEG10 Business and Enterprise 1BUE10</td>
<td>Physics 1PSY10 Health 1HEH10 Legal Studies 1LEG10 Business and Enterprise 1BUE10</td>
<td>Physics 1PSY10 Health 1HEH10 Legal Studies 1LEG10 Business and Enterprise 1BUE10</td>
<td>Physics 2PSY20 Legal Studies 2LEG20 Business and Enterprise 2BUE20</td>
</tr>
</tbody>
</table>

**Please Note**

1) SACE Stage 1 & 2 Course Outlines available at: www.cedarcollege.sa.edu.au/ssoutlines.htm (username: highschool  password: hs13outlines)
2) It is possible that not all subjects in this table will run in 2014. Viability is dependent upon class numbers.
3) All elective subjects require a minimum grade to be achieved in the like subject in the previous year.
4) For subjects in pink boxes, students are allocated to these subjects by staff.
5) Subjects with a selection process, dependent on previous year’s results (only 16 students can do Home Ec, 12 can do Tech Studies, in each semester ie. highest 16 grades of those who choose these subjects selected).
6) Vetamorphus only 7 students maximum can be chosen for this subject, via application process and subject fee.

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INTRODUCTION - PURPOSES OF THE SACE

The South Australian Certificate of Education (SACE) is designed to enable students to:

• develop the capabilities to live, learn, work, and participate successfully in a changing world
• plan and engage in a range of challenging, achievable, and manageable learning experiences, taking into account their goals and abilities
• build their knowledge, skills, and understanding in a variety of contexts, for example, schools, workplaces, and training and community organisations
• gain credit for their learning achievements against performance standards.

YEAR 12 GRADUATION POLICY

• Only students whom we anticipate will complete their full SACE Year 12 are eligible to graduate (ie, will go on-stage and receive the Principal’s medallion). This means that they have completed the pattern to achieve their SACE certificate.

• This does not necessarily mean that a pass has been gained. School-assessed work is not the final SACE grade, as this becomes available after graduation. If it is highly likely that students will not achieve their SACE, they will not receive the Principal’s medallion but a certificate of attendance of Year 12 at Cedar College.

• Students who do a reduced load and have not fulfilled the pattern for SACE requirements and stay at Cedar will get a certificate (but will not receive the Principal’s medallion) to indicate partial Stage 2 SACE completion.

• Students who do not complete the requirements for Christian Living will not graduate with a medallion. The requirements include the oral at the end of Year 12, which reflects on the student’s emotional/spiritual journey through Senior School at Cedar College.

• Students who do not abide by the code of conduct expected at the end-of-year events, including the Formal, will not be able to graduate. (They also may be asked to find another exam venue.)

• The Principal reserves the right to review a student’s potential to graduate.

SUBJECT GRADES (Minimum)

Subject areas requiring a minimum achievement to proceed to the next year level:

• Students intending to study the Sciences at Year 11 and 12 must receive a at least a “B” grade in the previous year of study, in the relevant area of Science. (For example, a “B” grade must be achieved in Year 11 Physics in order to proceed into Year 12 Physics.)

• Students intending to study Mathematical Studies or Specialist Mathematics at Year 11 and 12 must receive at least a “B” grade in the previous year of study in the like Mathematics at Year 10 or 11.

• Students intending to study English Studies at Year 11 and 12 must receive at least a “B” grade in the previous year of study in the like areas of English.

• Subjects that are over-subscribed from Year 9 – 12 will enter a selection process, ranking students based on grades in that subject from the previous year. (This is especially relevant for Home Economics, which can only accept 16 students, and Technical Studies, which can only accept 12 students in any given year level per semester.)

• For all other subjects, Cedar is likely to refuse progression into a like subject if the student has scored less than a C grade, or if the attitude demonstrated was poor.

• Certain cohorts will benefit from ability-based classes (particularly in English and Mathematics). When students are placed into these classes for the start of a given year, it is based on data gained from the previous year of study such as NAPLAN achievement, report grades and attitude, not on “renewed ambitions” for the current year. Student/Teacher ratios are also a consideration in this process.
The High School Leadership Team is able to make the final decision in any special cases. Students may be required to complete holiday work in order to reach the standard required for the following year.

We desire to maintain a high standard of education at Cedar College, and having this policy in place maintains this standard. It also protects our students from making subject choices that may not be in line with their gifting and ability levels, making it more likely for them to achieve satisfactorily at SACE level. We cater for a wide range of interests and ability levels at Cedar College and through a Career Counselling Process we present suitable options for students. This process may promote a VET pathway being more suitable than a university pathway, for instance.

What is the Personal Learning Plan (1PLP10)?

(COMPLETED IN YEAR 10)

The Stage 1 Personal Learning Plan is a 10-credit subject designed to help students to make informed decisions about their personal development, education, and training. The program of learning provides students with time to work with their teachers and other experts to develop knowledge and skills in planning for their SACE and their future beyond school. The aim is for each student to achieve success in the SACE and to prepare for work, further education and training, and community life.

The Personal Learning Plan is a compulsory requirement of the SACE. Students must complete 10 credits of the Stage 1 Personal Learning Plan with a C grade or better to gain their SACE. Schools will generally organise for students to start the subject in Year 10 so that they can plan for successful SACE learning in Years 11 and 12. Typically, the Personal Learning Plan is undertaken over 60 hours of programmed time in a semester or school year.

The Personal Learning Plan is designed to develop students’ capabilities. Students learn how to develop, implement, review, and adjust personal learning goals and choices to prepare for their education and their future career and life pathways.

The Personal Learning Plan supports students in developing knowledge and skills that will enable them to:

- identify appropriate future options
- choose appropriate subjects and courses for their SACE
- review their strengths and areas for development, including skills in literacy, numeracy, and information and communication technologies
- identify goals and plans for improvement
- monitor their actions and review and adjust plans as needed to achieve their goals.

This knowledge and these skills form the basis of the performance standards for this subject.

The Personal Learning Plan will usually start in Year 10, but some students might not gain a C grade or better at that time. In such cases students will have opportunities to add further evidence of learning at any stage during their SACE studies, so that they can complete their schooling with a plan that leads to successful pathways beyond school.
PATHWAYS FOR SENIOR ENGLISH

Year 10 English

Stage 1 English (Studies)

Stage 1 English (Communications)

Stage 1 English Pathways (access assessed on a needs basis)

Stage 2 English Studies

Stage 2 English Communications

Stage 2 English Pathways
Information based on summaries from the SACE Board of SA

Stage 1 English

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

Stage 1 English Communication (1ECS10) or Studies (1END10)

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English, students read, write, and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes. Stage 1 English caters for students with a range of learning styles and articulates with the Stage 2 English subjects. Stage 1 English can be studied as a 10-credit subject or a 20-credit subject. Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20-credits of this subject meet the literacy requirement.

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

Content

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

Reading and responding to texts

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

Producing texts

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

• Extended Study

Students complete one of the extended study options:

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

Option 1: Language Study

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

Option 2: Connected Texts Study

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

Option 3: Student-negotiated Study

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

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

Assessment

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

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

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

<table>
<thead>
<tr>
<th>Learning Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
</tbody>
</table>

**Stage 2 English Communications (2ECS20)**

English Communications focuses on the development of English skills, and in particular the communication process. Students learn to recognise the conventions of different text types and contexts. They consider the role of language in communications between individuals, groups and organisations. By reading, writing, viewing, listening and speaking, and through the use of information and communication technologies, students develop literacy skills in a broad range of contexts. Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE. The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

**Content**

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

For both the 10-credit subject and the 20-credit subject students undertake tasks within the following:
- Text
- Text Production Study
- Communication Study (consists of two parts)
  1. Analysis and comparison of one of the following categories of communication:
     - Mass-media Communication
     - Personal Communication
     - Business Communication
     - Computer-mediated Communication
     - Advertising
  2. Completion of a practical application involving the development of a product, reflection on the process of development, and the findings reached by the student. Students select one of the following applications:
     - Film-making
     - Interacting
     - Investigating
     - Language
     - Multimedia web authoring
     - Oral language
     - Workplace writing
     - Writing for publication.

(20-credit subject)

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

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

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

Students complete a Folio containing work from both:

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

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

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

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

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

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

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

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

**Performance Standards**

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

<table>
<thead>
<tr>
<th>Subjects</th>
<th>English Studies (Stage 2)</th>
<th>Credits</th>
<th>20 (full year)</th>
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<tbody>
<tr>
<td>Learning Area</td>
<td>English</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Stage 2 English Studies (2END20)

English focuses on the development of English skills, strategies, knowledge and understandings, for a variety of purposes. In English Studies students read a range of extended texts and a number of shorter texts. They read texts analytically from a range of contexts, including those from the past, contemporary texts, and those from everyday experience. Students focus on the skills and strategies of critical thinking needed to interpret texts. Through a shared and individual study of texts, they have opportunities to exchange and develop ideas, find evidence to support a personal view, and learn to construct logical and convincing arguments. Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE. The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

## Content

Stage 2 English Studies is a 20-credit subject. Students undertake tasks within the following:

- Text Study
- Text Production Study

### Text Study

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

**Shared Studies** consist of a:

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

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

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

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

- critical essay
- collection of supporting material

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

### Text Production Study

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

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

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

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

Information on the External Assessment

Examination (3 hours)

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

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

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

Performance Standards

The English Studies Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.
### Stage 1 English Pathways

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

#### Stage 1 English Pathways (1EPW10)

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. Stage 1 English Pathways provides the opportunity for teachers and schools to develop programs that suit the local needs of students. It articulates with the Stage 2 English Pathways subject. In Stage 1 English Pathways, students read, listen, speak, respond to and compose texts, to establish and maintain connections with familiar and unfamiliar communities. Stage 1 English Pathways can be studied as a 10-credit subject or a 20-credit subject. Stage 1 English Pathways allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in this subject meet the compulsory 20-credit literacy requirement.

#### Local Programs

Each learning area has a subject outline that is designed to give schools additional flexibility to develop teaching and learning programs for both Stage 1 and Stage 2 that focus on specific local needs and interests. The subject outline for Stage 1 English Pathways provides this flexibility for the English Learning Area. All teaching and learning programs based on the subject outline for Stage 1 English Pathways must use the capabilities, learning requirements, assessment design criteria, and performance standards specified in this subject outline. However, schools have the flexibility to:

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

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

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

#### Content

For both 10-credit and 20-credit subjects, students read and respond to texts as well as produce texts. Decisions on the content are centred on the ways in which individual or groups of students establish and maintain connections with familiar and unfamiliar communities.

#### Text Analysis

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts. Students learn that texts and language are situated in social and cultural environments and the ways in which the study of texts supports them to establish and maintain community connections.

#### Producing texts

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

#### Assessment

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

- Text Analysis
- Text Production

Schools may adapt the school-based assessment component and/or design a local school-based assessment component, using the recommended assessment types as a guide. The design of the school-based assessment component may be negotiated with students. Final editing of the subject outline may result in further changes to the subject summary.
Stage 2 English Pathways (2EPW20)

Stage 2 English Pathways can be studied as a 10-credit subject or a 20-credit subject. Stage 2 English Pathways allows students to achieve the literacy requirement in the SACE. Students who complete 20 credits of Stage 2 English Pathways with a C grade or better will meet the literacy requirement of the SACE. The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. Stage 2 English Pathways provides the opportunity for teachers and schools to develop programs that suit the local needs of students. It articulates with the Stage 1 English Pathways subject. In Stage 2 English Pathways, students read, view, listen, speak, compose, and use information and communication technologies to reflect on ways in which language is used in different social and cultural situations. By examining texts created in a range of modes and by making their own texts, students develop skills that allow them to understand, communicate, and create meaning. Students learn how to engage with texts and use language skills to interact and work effectively with other people, and to solve problems. The focus capabilities of this subject are communication, citizenship, personal development, work and learning. This subject outline gives schools the opportunity to vary the content and/or school-based assessment to develop local programs that suit their needs and interests.

Content

For both 10-credit and 20-credit programs, students are required to read and respond to texts as well as produce texts. Decisions regarding the specific content should be centred on the ways in which individual students or groups of students establish and maintain effective connections and interactions with people in different contexts.

Reading and Responding to Text Study

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

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

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

Text Production Study

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

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

Language Study

Students identify a purpose and context that arises out of their interaction with a group of people in a vocational, cultural, or social context. Schools may either follow or vary the content recommended in the subject outline.
Assessment

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

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

For a 10-credit program, it is recommended that students read and respond to two texts and produce two texts. Students also complete a language study. For a 20-credit program, it is recommended that students read and respond to three or four texts and produce three or four texts. Students also complete a language study.

Information on the External Assessment

Language Study

For a 10-credit program, students complete a language study of a maximum of 1000 words, or the equivalent in a multimedia format. For a 20-credit program, students complete a language study of a maximum of 2000 words, or the equivalent in a multimedia format. Students undertake an independent study that has as its major focus the use of language by a group of people in a chosen context. The people who are the focus of the study may be in a family, peer, school, local, national, global, or virtual group. The group could be social, vocational, volunteer, sporting, religious, or a community of interest. Students need to develop a clearly defined focus. They may choose to hypothesise, ask a question, or use another strategy for focusing their ideas. There should be clear evidence of what the students learned through completing the study, and a conclusion that draws together the ideas formulated during the study.

Performance Standards

The Stage 2 English Pathways Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.
Stage 1 Mathematics

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist Maths</td>
<td>10 (half y)</td>
</tr>
<tr>
<td>Math Studies</td>
<td>20 (full y)</td>
</tr>
<tr>
<td>Math Applications</td>
<td>10 (half y)</td>
</tr>
<tr>
<td>Learning Area</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>

**Stage 1 Mathematics (1MDS10) or (1MSC10) or (1MCN10)**

In the study of mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved. Stage 1 Mathematics can be studied as a 10-credit subject or a 20-credit subject. Stage 1 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement. The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

In Stage 1 Mathematics students can enrol in either Mathematical Studies or Mathematical Applications for a full year. Students enrolling in Mathematical Studies can also enrol in Specialist Mathematics, which runs parallel for a full year. Each of the three subjects form the mathematical background necessary to be successful in their Stage 2 equivalent.

**Content**

Stage 1 Specialist Mathematics consists of the following topics:
- Vectors
- Planar Geometry
- Periodic Phenomena
- Network and Matrices

Stage 1 Mathematical Studies consists of the following topics:
- Statistics
- Trigonometry
- Models of Growth
- Quadratic and Other Polynomials
- Coordinate Geometry
- Functions and Graphs

Stage 1 Mathematical Applications consists of the following topics:
- Earning and Spending
- Measurement
- Saving and Borrowing
- Statistics

**Assessment**

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

<table>
<thead>
<tr>
<th>Skills and Applications Tasks</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>40%</td>
</tr>
</tbody>
</table>
### Stage 1 Numeracy for Work and Community Life (1NWC20)

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

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

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

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

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

### Content

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

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

#### Contexts for Study

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

### Assessment

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

<table>
<thead>
<tr>
<th>Skills and Applications Tasks</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
</tbody>
</table>
Stage 2 Mathematical Applications (2MCN20)

Stage 2 Mathematical Applications enables students to appreciate, experience and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise. The subject provides opportunities for students to experience and learn the mathematical processes associated with investigating, modelling and solving problems drawn from real or realistic contexts. Stage 2 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement. The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content

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

Assessment

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

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

Information on the External Assessment

Examinations are set by the SACE Board and conducted twice yearly, at the end of semester 1, and again at the end of semester 2. Each examination is 90 minutes long. For a 10-credit subject students will undertake one examination, at the end of the semester in which they complete their study. For a 20-credit subject, students will undertake both examinations. The examination is based on the key questions and key ideas outlined in the two topics studied in the semester. The examination will be marked by external assessors with reference to performance standards.

Performance Standards

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

<table>
<thead>
<tr>
<th>Subject Outline</th>
<th>Mathematical Studies (Stage 2)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Mathematics</td>
<td>20 credit (full year)</td>
</tr>
</tbody>
</table>

**Mathematical Studies (2MDS20)**

Stage 2 Mathematical Studies is a 20-credit subject.

Through the study of Mathematical Studies students explore, describe and explain aspects of the world around them in a mathematical way. Students understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology. The focus **capabilities** for this subject are communication, citizenship, personal development, work, and learning.

**Content**

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

- Topic 1: Working with Statistics
- Topic 2: Working with Functions and Graphs Using Calculus
- Topic 3: Working with Linear Equations and Matrices.

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

**Assessment**

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and Applications Tasks</td>
<td>45%</td>
</tr>
<tr>
<td>Folio</td>
<td>25%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Information on the External Assessment**

**Examination (3 hours)**

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

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

**Performance Standards**

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

<table>
<thead>
<tr>
<th>Subject Outline</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist Mathematics (Stage 2)</td>
<td>20 credit (full year)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Mathematics</th>
</tr>
</thead>
</table>

**Specialist Mathematics (2MSC20)**

Stage 2 Specialist Mathematics is a 20-credit subject. Specialist Mathematics is designed to be taken in conjunction with Stage 2 Mathematical Studies. Through the study of Specialist Mathematics students gain the insight, understanding, knowledge, and skills to follow pathways that will lead them to become designers and makers of technology. The subject provides pathways into university courses in mathematical sciences, engineering, computer science, physical sciences, and surveying. Students envisaging careers in other related fields, including economics and commerce, may also benefit from studying this subject. The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

**Content**

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

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

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

**Assessment**

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

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

**External Assessment**

| Examination | 30% |

**Information on the External Assessment**

Examination (3 hours)

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

**Performance Standards**

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

Year 10 Science

- Stage 1 Physics
- Stage 1 Biology
- Stage 1 Chemistry
- Stage 1 Psychology

- Stage 2 Physics
- Stage 2 Biology
- Stage 2 Chemistry
- Stage 2 Psychology

Information based on summaries from the SACE Board of SA
Information based on summaries from the SACE Board of SA

Stage 1 and 2 Physics

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

Learning Area: Sciences

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

Stage 1 Physics (1PYS10)

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

Content

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanics</td>
<td>Electric and Magnetic Fields</td>
</tr>
<tr>
<td>Dynamics</td>
<td>Waves, Sound and Light</td>
</tr>
<tr>
<td>Work and Energy</td>
<td>Atomic and Nuclear Physics</td>
</tr>
</tbody>
</table>

**If time permits, DC circuits**

Assessment

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

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>70%</td>
</tr>
</tbody>
</table>
Stage 2 Physics (2PYS20)

Stage 2 Physics is a 20-credit subject.

**Content**

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

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

**Assessment**

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

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

**External Assessment**

| Examination                   | 30%       |

**Information on the External Assessment**

**Examination (3 hours)**

Students undertake a 3-hour written examination consisting of questions of different types, such as short-answer, paragraph answer, mathematical calculations, data and practical skills, extended response, and graphical interpretation. Questions will cover all topics, including the applications and experimental skills, and some may require students to integrate their knowledge from a number of topics. An equation sheet will be included in the examination question booklet. The examination will be marked by external assessors with reference to performance standards.

**Performance Standards**

The Physics Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.
In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment. Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies. The focus capabilities for this subject are communication and learning.

### Stage 1 Biology (1BIG10)

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

#### Content

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

#### Assessment

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

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>50%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>50%</td>
</tr>
</tbody>
</table>

### Stage 2 Biology (2BIG20)

Stage 2 Biology is a 20-credit subject.

#### Content

Stage 2 Biology is organised around the following four themes:
- Macromolecules
- Cells
- Organisms
- Ecosystems
- Evolution
- Human Awareness
- Students will develop their investigation skills as they study each theme

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

#### Assessment

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

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

### Information on the External Assessment

**Examination (3 hours)** The examination consists of:
- Multiple-choice questions, short-answer questions, extended response questions (two)
Questions will cover all themes and threads and will include experimental skills. The examination will be marked by external assessors with reference to performance standards.

### 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 1 and 2 Chemistry

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

Learning Area: Sciences

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

Stage 1 Chemistry (1CME10)

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

Content

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

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matter</td>
<td>Particles</td>
</tr>
<tr>
<td></td>
<td>Physical properties</td>
</tr>
<tr>
<td>Reactions</td>
<td>Chemical changes</td>
</tr>
<tr>
<td></td>
<td>Equations</td>
</tr>
<tr>
<td>Carbon Chemistry</td>
<td>Hydrocarbons</td>
</tr>
<tr>
<td></td>
<td>Organic nomenclature</td>
</tr>
<tr>
<td>Chemical Calculations</td>
<td>Mole concept</td>
</tr>
<tr>
<td></td>
<td>Reacting mole quantities</td>
</tr>
<tr>
<td>Redox and Electrochemistry</td>
<td>Redox reactions</td>
</tr>
<tr>
<td></td>
<td>Galvanic Cells</td>
</tr>
<tr>
<td></td>
<td>Electrolysis</td>
</tr>
</tbody>
</table>

Assessment

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

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>50%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>50%</td>
</tr>
</tbody>
</table>
Stage 2 Chemistry (2CME20)

Stage 2 Chemistry is a 20-credit subject.

Content

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

Topics:

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

Assessment

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

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

Information on the External Assessment

Examination (3 hours)

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

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

Performance Standards

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

The school-based assessments and the external assessment will be marked with reference to the performance standards.
The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

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

The focus capabilities for this subject are communication and learning.

### Stage 1 Psychology (1PSC10)

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

#### Content

The 10-credit subject consists of the compulsory topic and two topics. The 20-credit subject consists of the compulsory topic and five topics.

#### Topics

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

#### Assessment

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

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Skills and Applications Tasks</td>
<td>60%</td>
</tr>
</tbody>
</table>
**Stage 2 Psychology (2PSC20)**

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

**Content**

For the 10-credit subject students undertake the compulsory topic and two other topics.

For the 20-credit subject all topics must be studied.

**Topics**

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

**20-credit)**

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

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

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

**Examination (2 hours)**

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

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

**Performance Standards**

The Psychology 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.
Information based on summaries from the SACE Board of SA

PATHWAYS FOR SENIOR DESIGN & TECHNOLOGY

Year 10 Information Processing and Publishing

Stage 1 Information Processing and Publishing

Stage 2 Information Processing and Publishing

Year 10 Information Technology

Stage 1 Information Technology

Stage 2 Information Technology

Stage 1 Business & Enterprise

Stage 2 Business & Enterprise

Year 10 Design and Technology

Stage 1 Material Products

Stage 1 Material Products
Information based on summaries from the SACE Board of SA

<table>
<thead>
<tr>
<th>Stage 1 and 2 Information Processing and Publishing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects</td>
</tr>
<tr>
<td>Information Processing and Publishing (Stage 1)</td>
</tr>
<tr>
<td>Credits</td>
</tr>
<tr>
<td>10 (half year)</td>
</tr>
<tr>
<td>20 (full year)</td>
</tr>
<tr>
<td>Information Processing and Publishing (Stage 2)</td>
</tr>
<tr>
<td>Credits</td>
</tr>
<tr>
<td>10 (half year)</td>
</tr>
<tr>
<td>20 (full year)</td>
</tr>
<tr>
<td>Learning Area</td>
</tr>
<tr>
<td>Business, Enterprise and Technology</td>
</tr>
</tbody>
</table>

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

Stage 1 Information Processing and Publishing (1IPR210)

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

Content

Stage 1 Information Processing and Publishing consists of the following five topics:

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

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

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

Assessment

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

| Practical Skills                              |
|                                               |
| Minimum of 20%                               |
| Product and Documentation                      |
| Minimum of 20%                               |
| Issues Analysis                               |
| Minimum of 20%                               |
Stage 2 Information Processing and Publishing (2IPR20)

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

Content

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

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

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

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

Assessment

(10-credit subject)

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

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

Assessment

(20-credit subject)

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

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

Information on the External Assessment

Product and Documentation

Students complete one Product and Documentation task that may come from either one focus area or the integration of two focus areas. Students complete, for an identified audience, a text based Product that demonstrates knowledge and use of the four parts of the designing process: investigating, devising, producing, and evaluating. The completed Product should be at least 3 pages in length, or the equivalent, for a 10 credit subject; and 5 pages in length, or the equivalent, for a 20-credit subject. There must be adequate text to demonstrate use of design elements. The designing process must be covered in separate Documentation, of up to a maximum of 1500 words, which must be submitted with the completed product. 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.
Students investigate existing information technology systems to discover their nature and components. They develop a range of information technology skills and techniques while creating their own systems that can be tested and evaluated. They develop and apply specialised skills and techniques in the use of software in a number of information technology areas.

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

### Stage 1 Information Technology (1IFT10) (1IFT20)

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

#### Content

Stage 1 Information Technology is organised into the following six topics:

- Topic 1: Computer Systems
- Topic 2: Relational Databases
- Topic 3: Application Programming
- Topic 4: Multimedia Programming
- Topic 5: Website Programming
- Topic 6: Dynamic Websites.

A 10-credit subject consists of two topics.

A 20-credit subject consists of four topics.

#### Assessment

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

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Description</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>Tasks and Tests that focus on “Knowledge and Understanding” and “Analysis</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>and Evaluation” of each topic covered</td>
<td></td>
</tr>
<tr>
<td>Skills Applications Tasks</td>
<td>Practical based tasks that focus on “Analysis and Evaluation” and “Development and Validation” of each topic covered</td>
<td>50 %</td>
</tr>
<tr>
<td>Project</td>
<td>1 project for a 10 credit subject and 2 projects for a 20 credit subject.</td>
<td>30 %</td>
</tr>
<tr>
<td></td>
<td>Students apply the 5 stages of Systems Development over an extended period to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>produce a system.</td>
<td></td>
</tr>
</tbody>
</table>
Stage 2 Information Technology (2IFT20)

Stage 2 Information Technology is a 20-credit subject

Content

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

Core Topics

- Topic 1: Information Systems

Option Topics

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

Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio Knowledge and Understanding of all topics</td>
<td>20%</td>
</tr>
<tr>
<td>Skills and Applications Tasks Practical tasks on Option topics</td>
<td>30%</td>
</tr>
<tr>
<td>Project Individual extended project on one option topic</td>
<td>20%</td>
</tr>
</tbody>
</table>

External Assessment

| Examination                                                  | 30%       |

Information on the External Assessment

Examination (2 hours)

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

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

Performance Standards

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

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

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

Stage 1 and Stage 2 Design and Technology at Cedar College provide enrolment options in the following focus areas:

- Material Products

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

Stage 1 Design and Technology (Material Products) 1MMC10

Stage 1 Design and Technology provides the following enrolment option:

Material Products

Content

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

Assessment

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

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

Stage 2 Design and Technology (Material Products) 2MMC20

Stage 2 Design and Technology provides the following enrolment options:

Material Products I & II

Content

- Material Products – Students use a range of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products. Students demonstrate knowledge and skills associated with using systems, and processes and resistant materials such as, metals, plastics, wood, composites, ceramics, textiles, and foods.

Assessment

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

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

External Assessment

| 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 both a 10-credit subject and a 20-credit subject, students create a design brief and document their investigation and planning, based on the skills and activities outlined in the section 'The Design Process'.

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

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

Product Evaluation
For both a 10-credit subject and a 20-credit subject, students evaluate their producing skills, using evidence from the product record in Assessment Type 2, and evaluate their realised product.

For a 10-credit subject, the combined evidence in the folio should be a maximum of 1000 words if written or a maximum of 6 minutes of recorded oral documentation of the design process and evaluation, or the equivalent in multimodal form.

For a 20-credit subject, the combined evidence in the folio should be a maximum of 2000 words if written or a maximum of 12 minutes of recorded oral documentation of the design process and evaluation, or the equivalent in multimodal form.

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

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

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

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

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

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.
Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment. The focus capabilities for this subject are communication, citizenship, and learning. This subject outline gives schools the opportunity to vary the content and/or school-based assessment to develop local programs that suit their needs and interests.

### Stage 1 Business and Enterprise (1BUE10)

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

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

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

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

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

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

**Assessment**

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

- 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 2 Business and Enterprise (2BUE20)

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

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

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

- For a 20-credit subject, students complete the study of:  
  - the core topic  
  - **two** option topics
Information based on summaries from the SACE Board of SA

Core Topic
The Business Environment
- Business in Australia
- The Nature and Structure of Business
- The Business Enterprise

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Issues Study</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Assessment</td>
<td></td>
</tr>
<tr>
<td>Report</td>
<td>30%</td>
</tr>
</tbody>
</table>

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

Information on the External Assessment
(10-credit subject)
Issues Study
The issues study is a written report of up to a maximum of 1000 words. Students identify and investigate a relevant current issue or emerging trend in business and enterprise. The issue study is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the study with reference to the performance standards.

(20-credit subject)
Report
The report is up to a maximum of 2000 words in length and can be either
- a situation analysis that outlines the present state of an existing small- to medium-sized business, and that examines aspects such as market, competitors, staff, and business structure or
- an enterprise report which involves the evaluation of a small business enterprise that the student has established themselves, and describes the business plan and other aspects associated with running the enterprise.

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

Year 10 SOSE

Stage 1 Modern History

Stage 2 Modern History

Stage 1 Legal Studies

Stage 2 Legal Studies
**Stage 1 and 2 History**

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

**Learning Area**: Humanities and Social Sciences

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

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

**Stage 1 History (1MOH10)**

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

**Content**

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

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

It is recommend that students undertake this subject for a full year.

**Assessment**

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

<table>
<thead>
<tr>
<th>Folio</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources Analysis</td>
<td></td>
</tr>
<tr>
<td>Investigation</td>
<td></td>
</tr>
</tbody>
</table>

**Stage 2 Modern History (2MOH20)**

Stage 2 Modern History is a 20-credit subject.

**Content**

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

**Thematic Study**

Topics:
- The War to End all Wars: The First World War and its Consequences, c.1870–1929.
- Revolutions and Turmoil: Social and Political Upheavals since c. 1500.

**Individual History Essay**

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

**Assessment**

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
</tr>
<tr>
<td>Essay</td>
<td>20%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>
Information on the External Assessment

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

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

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

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

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

Performance Standards

The History Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.
**Stage 1 and 2 Legal Studies**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Studies (Stage 1)</td>
<td>10 (half year)</td>
<td>1LEG10</td>
</tr>
<tr>
<td></td>
<td>20 (full year)</td>
<td>1LEG20</td>
</tr>
<tr>
<td>Legal Studies (Stage 2)</td>
<td>20 (full year)</td>
<td>2LEG20</td>
</tr>
<tr>
<td>Learning Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Humanities and Social Sciences</td>
<td></td>
</tr>
</tbody>
</table>

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.

**Stage 1 Legal Studies (1LEG10)**

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

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

**Content**

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

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

**Topics**

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

Alternative topics can also be developed.

**Assessment**

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

- Folio
- Issues Study
- Presentation
Stage 2 Legal Studies (2LEG20)

Stage 2 Legal Studies is a 20-credit subject.

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

Content

At Stage 2 students study the following four topics:

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

Assessment

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

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

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

Information on the External Assessment

Examination (3 hours)

The examination is divided into two parts:

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

Part A: Short Responses

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

Part B: Extended Responses

Students answer two questions, including at least one essay question.

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

Performance Standards

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

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

- Year 10 Drama
  - Stage 1 Drama
  - Stage 2 Drama
- Year 10 Art
  - Stage 1 Visual Arts - Art
  - Stage 2 Visual Arts - Art
- Year 10 Music (Prerequisite: 2 years of instrumental lessons)
  - Stage 1 Music Advanced
  - Stage 2 Music
    - Stage 2 Solo Performance
    - Stage 2 Musicianship
    - Stage 2 Ensemble Performance
    - Stage 2 Individual Study
    - Stage 2 Music in Context
### Stage 1 and 2 Music

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Experience Programs (Stage 1)</td>
<td></td>
</tr>
<tr>
<td>Music Advanced Programs (Stage 1)</td>
<td></td>
</tr>
<tr>
<td>Ensemble Performance (Stage 2)</td>
<td>10 (half year)</td>
</tr>
<tr>
<td>Musicianship (Stage 2)</td>
<td>10 (half year)</td>
</tr>
<tr>
<td>Music Individual Study (Stage 2)</td>
<td>10 (half year)</td>
</tr>
<tr>
<td>Music in Context</td>
<td>10 (half year)</td>
</tr>
<tr>
<td>Solo Performance (Stage 2)</td>
<td>10 (half year)</td>
</tr>
</tbody>
</table>

| Learning Area | Arts |

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

### Stage 1 Music (1MNP10)

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

Students can enrol in Stage 1–Music Advanced programs.

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

### Content

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

- Composing, Arranging, Transcribing, Improvising
- Performing
- Developing Theory and Aural Skills

### Assessment

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

- Skills Presentation
- Skills Development
- Folio
**Stage 2 Ensemble Performance (2MBL10)**

Stage 2 Music subjects may be undertaken as one or more 10-credit subjects.
This 10-credit subject develops students’ skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble.

**Content**

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

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

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

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

**Assessment**

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

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

**External Assessment**

| Final Performance                | 30%       |

**Information on the External Assessment**

**Final Performance**

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

The Final Performance is marked by external assessors with reference to performance standards.
Stage 2 Musicianship (2MNP10)

Stage 2 Musicianship is a 10-credit subject.

Content
Stage 2 Musicianship is designed to be undertaken as a 10-credit subject. The following three areas of study must be covered:
- Theory, Aural Recognition, and Musical Techniques
- Harmony
- Arrangement.

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

Harmony
Students learn to harmonise a melody by applying theoretical knowledge. Students undertake one of the following three options:
- Option A: Countermelody
- Option B: Jazz-related Harmony
- Option C: Four-part Vocal Style.

Arrangement
Students develop their musical imagination and ability to write musical arrangements. They learn to apply fundamental knowledge of theoretical concepts, musical styles, and associated aural and notational skills. Students create a notated arrangement of a melody of their choice, taken from the existing repertoire (not created by the student). The arrangement is submitted with a score using standard notation, a recording, and a statement outlining the ideas in, and the musical intention of, the arrangement.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Development</td>
<td>30%</td>
</tr>
<tr>
<td>Arrangement</td>
<td>40%</td>
</tr>
</tbody>
</table>

External Assessment

| Examination                        | 30% |

Information on the External Assessment

Examination (1¾ hour)
Students undertake a 1¾-hour external examination, which is divided into two parts:
- Part 1: Theory, Aural Recognition, and Musical Techniques (70%)
- Part 2: Harmony (30%).

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

Part 2 consists of one harmonisation question. Students can undertake the harmonisation question for Option A, Option B, or Option C. Students have approximately 45 minutes to complete Part 2. The examination is marked by external assessors with reference to performance standards.
Stage 2 Music Individual Study (2MVS10)

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

Content

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

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

Assessment

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

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

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

Information on the External Assessment

**Project Report**

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

**Part 1: Documentation of Skills**

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

**Part 2: Evaluation**

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

The Project Report is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Project Report with reference to performance standards.
Stage 2 Solo Performance (2MFC10)

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

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

Content

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

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

Students prepare and present public performances

Assessment

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

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

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

Information on the External Assessment

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

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

Performance Standards
The Music Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.
The school-based assessments and the external assessment will be marked with reference to the performance standards.
Stage 2 Music in Context (2MCX10)

This 10-credit subject consists of two compulsory areas of study:
- Section 1: Topics (Part A: Core Topics, and Part B: School-developed topic)
- Section 2: Investigation

Content

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

Part A: Core Topics
Teachers select one core topic for study from the following list:
- Topic 1: Bach: Music and Patronage
- Topic 2: Beethoven: Music Finds Its Voice
- Topic 3: Schubert: The Romantic Voice
- Topic 4: Stravinsky and Diaghilev
- Topic 5: Contemporary Australian Indigenous Music
- Topic 6: The Blues: Of Sadness and Joy
- Topic 7: Duke Ellington: Pianist, Composer, and Bandleader
- Topic 8: Miles Davis: Jazz Comes of Age

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

Examples of possible topics:
- The American Musical
- The Birth of Rock and Roll
- The Classical Concerto
- Contemporary Australian Indigenous Music
- Dance Music
- Music of the Digital Age
- 1970s Progressive Rock
- Opera
- Punk and Grunge Music
- Traditional Australian Indigenous Music
- Music for film, games or advertising.

Section 2: Investigation
Students investigate a question or topic of their choice, and present their findings. Individual investigation questions and topics must be submitted to the SACE Board for approval.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Development</td>
<td>30%</td>
</tr>
<tr>
<td>Investigation</td>
<td>40%</td>
</tr>
</tbody>
</table>

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

Examination (1½ hours)

Students undertake a 1½-hour external examination in which they analyse the set works studied for the selected core topics. The examination comprises an essay and a combination of short answers and extended-paragraph responses. Students may bring scores, transcriptions, or charts to the examination for all other topics to help them with their responses.

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

Stage 2 Music - Content and Assessment

Ensemble Performance

Students prepare and present three public performances, comprising two initial performances minimum 15 minutes in total and one final performance of 10-12 minutes.
Assessment consists of the following components, weighted as shown:
Initial performances (50%), Final performance (50%)

Musicianship

This 1-unit subject is divided into three compulsory sections:
1. Theory, Aural and Musical Techniques
2. Harmony
3. Arrangement

Assessment consists of the following components, weighted as shown:
Examination (30%), Skills Development (30%), Arrangement (40%)

Music Individual study

This subject allows students to study an individually negotiated topic in an area of interest that is not covered in any other stage 2 music unit.

Assessment consists of the following components, weighted as shown:
Journal (30%), Individual project (70%)

Solo Performance

Students prepare and present three public performances, comprising two initial performances minimum 15 minutes in total and one final performance of 10-12 minutes.

Assessment consists of the following components, weighted as shown:
Initial performances (50%), Final performance (50%)
# Stage 1 and 2 Drama

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama (Stage 1)</td>
<td>10 (half year)</td>
<td>1DRM10</td>
</tr>
<tr>
<td></td>
<td>20 (full year)</td>
<td>1DRM20</td>
</tr>
<tr>
<td>Drama (Stage 2)</td>
<td>10 (half year)</td>
<td>2DRM10</td>
</tr>
<tr>
<td></td>
<td>20 (full year)</td>
<td>2DRM20</td>
</tr>
<tr>
<td>Learning Area</td>
<td>Arts</td>
<td></td>
</tr>
</tbody>
</table>

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

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

## Stage 1 Drama (1DRM10)

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

### Content

Stage 1 Drama consists of the following three areas of study.
- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation.

### Assessment

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

<table>
<thead>
<tr>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
</tr>
<tr>
<td>Investigation and Presentation</td>
</tr>
</tbody>
</table>
Stage 2 Drama (2DRM20)

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

Content

For a 10-credit subject, teachers develop a teaching and learning program based on the three following areas of study:
- Review and Reflection
- Interpretative Study
- Presentation of Dramatic Works.

For a 20-credit subject, teachers develop a teaching and learning program based on the four following areas of study:
- Group Analysis and Creative Interpretation
- Review and Reflection
- Interpretative Study
- Presentation of Dramatic Works.

Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20-credit</td>
</tr>
<tr>
<td>Group Presentation (20-credit subject only)</td>
<td>20%</td>
</tr>
<tr>
<td>Folio</td>
<td>30%</td>
</tr>
<tr>
<td>Interpretative Study</td>
<td>20%</td>
</tr>
</tbody>
</table>

External Assessment

| Performance                  | 30%       | 30%       |

10-credit subject

For a 10-credit subject, students undertake:
- one report and one review for the folio
- one interpretative study
- one performance or one presentation.

20-credit subject

For a 20-credit subject, students undertake:
- one group presentation
- one report and at least two reviews for the folio
- one interpretative study
- one performance or one presentation

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

Information on the External Assessment

Students are involved in either:
- a group performance or presentation, or
- an individual performance or presentation.
Group Performance or Related Off-stage Presentation

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

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

Student’s involvement in the group performance or presentation may be in one or more of the following areas:

- acting
- design (set, costume, make-up, lighting, sound, publicity and promotions)
- dramaturgy
- front-of-house
- multimedia/Film and video
- stage management.

or

Individual Performance or Presentation

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

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

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

Student’s involvement in the individual performance or presentation may be in one or more of the following areas:

- acting
- design (set, costume, make-up, lighting, sound, publicity and promotions)
- dramaturgy
- front-of-house
- multimedia/Film and video
- stage management.
- scriptwriting
- directing.

Performance Standards

The Drama 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.

<table>
<thead>
<tr>
<th>Stage 1 and 2 Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subjects</strong></td>
</tr>
<tr>
<td>Visual Arts – Art (Stage 1)</td>
</tr>
<tr>
<td>Visual Arts – Art (Stage 2)</td>
</tr>
<tr>
<td><strong>Learning Area</strong></td>
</tr>
</tbody>
</table>
Stage 1 Visual Arts

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

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

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

Content

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

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment

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

<table>
<thead>
<tr>
<th>Folio</th>
<th>Practical</th>
<th>Visual Study</th>
</tr>
</thead>
</table>

Stage 2 Visual Arts

Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form

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

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

Content

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

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment

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

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

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

Visual Study
A visual study is an exploration of, and/or experimentation with, one or more styles, ideas, concepts, media, materials, methods, techniques, or technologies. Students base their exploration and/or experimentation on critical analysis of the work of other practitioners, individual research, and the development of visual thinking and/or technical skills. They present the findings of their visual study as well as their conclusions, insights, and personal opinions about aesthetics.

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

For a 10-credit subject, students should submit a maximum of ten A3 pages (or equivalent) of visual study, integrated with a maximum of 1000 words of written text (source references not included) or a maximum of 6 minutes of recorded oral explanation.

For 20-credit subjects, students should submit a maximum of twenty A3 pages (or equivalent) of visual study, integrated with a maximum of 2000 words of written text (source references not included) or a maximum of 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.
Information based on summaries from the SACE Board of SA

<table>
<thead>
<tr>
<th>Stage 1 and 2 Food and Hospitality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subjects</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Learning Area</strong></td>
</tr>
</tbody>
</table>

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices. The focus capabilities for this subject are communication, citizenship, personal development, learning, and work.

### Stage 1 Food and Hospitality (1FOH10)

Stage 1 Food and Hospitality can be studied as a 10-credit subject or a 20-credit subject. Students examine the factors that influence people’s food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

**Content**

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

**Assessment**

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

<table>
<thead>
<tr>
<th>Practical Activity</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Activity</td>
<td>30%</td>
</tr>
<tr>
<td>Investigation</td>
<td>20%</td>
</tr>
</tbody>
</table>

In each 10 credit subject students complete four to five assessments. Each assessment has a weighting of at least 20%.

**Special Subject Requirements:**
- Students need a pair of black dress pants to wear when working as a food and beverage attendant at catered events. All other uniform items will be supplied.
- Students must be prepared to commit to required out of school hours catering for practical assessments (one per semester).

### VET HOSPITALITY

Embedded within the regular course is the opportunity to complete VET Hospitality units. VET is Vocational Education and Training. The aim for our Hospitality students is by the end of Year 11 they will have attained a Certificate 1 in Hospitality (Kitchen Operations) through TAFE (SA) held in Cedar Home Economics/Hospitality classes. Year 10 students work towards completing three units included in their semester Home Economics course and the Year 11 students complete the final 7 units over their full year Food and Hospitality course. Students have the opportunity to complete the Certificate 1 through handing and passing the required theory assignments and being present and passing the required practical assessments.

If students are successful in their studies they are eligible to receive 20 SACE credits for achieving the SACE Stage 1 Food and Hospitality course as well as an additional 20 credits for achieving the full VET Certificate 1 in Hospitality.
Stage 2 Food and Hospitality (2FOH20)

Stage 2 Food and Hospitality can be taken as a 10-credit subject or a 20-credit subject. Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers.

Content

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

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

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

Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment (70%)</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Activity (5 assessments)</td>
<td>50%</td>
</tr>
<tr>
<td>Group Activity (1 assessment)</td>
<td>20%</td>
</tr>
<tr>
<td><strong>External Assessment (30%)</strong></td>
<td></td>
</tr>
<tr>
<td>Investigation (1 assessment)</td>
<td>30%</td>
</tr>
</tbody>
</table>

In each 10 credit subject students will complete four to five assessments and in each 20 credit subject students will complete seven to nine assessments.

Special Study Requirements:

- Students must wear a compulsory hospitality uniform for practical scenarios and for catering purposes. This uniform is on loan to the student for the duration of the course.
- Students must be prepared to commit to required out of school hours practical assessment and catering assessments. Term three includes the annual hospitality dinner. Term three holidays (second week) includes a full day practical class to complete one or two long SACE assessment tasks that require uninterrupted time.

Information on the External Assessment

Investigation

The Investigation is a piece of writing of up to a maximum of 2000 words for the 20-credit subject, and 1000 words for the 10-credit subject. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question or hypothesis. The Investigation is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.

Performance Standards

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

The school-based assessments and the external assessment will be marked with reference to the performance standards.
<table>
<thead>
<tr>
<th>Subjects</th>
<th>Stage 1 Health</th>
<th>Credits</th>
<th>Stage 2 Health</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10 (half year)</td>
<td>20 (full year)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 (half year)</td>
<td>20 (full year)</td>
<td></td>
</tr>
</tbody>
</table>

Learning Area: Health and Physical Education

**Stage 1 Health (1HEH10)**

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

**Content**

For a 10-credit subject, students complete the study of:

- at least one core concept
- one option study

For a 20-credit subject, students complete the study of:

- at least one core concept
- three option studies

**Core Concepts**

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

**Option Studies**

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

**Assessment**

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

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues Response</td>
<td>30%</td>
</tr>
<tr>
<td>Group Activity</td>
<td>40%</td>
</tr>
<tr>
<td>Investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>
Stage 2 Health (2HEH20)

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

**Content**

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

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

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

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

**Assessment**

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

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

**Information on the External Assessment**

**Investigation**

Students are directly involved in a personal or community activity or social action related to their chosen issue and present their investigation in the form of a written report of up to a maximum of 1000 words for the 10-credit subject and 2000 words for the 20-credit subject. The investigation is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.

**Performance Standards**

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

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

Learning Area: Health and Physical Education

### Stage 1 Physical Education (1PHE10)

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

#### Content

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

##### Practical Skills and Applications

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

For a 20-credit subject, students complete four to six practicals. Practicals may include:
- Athletics
- Badminton
- Aquatics
- Archery
- Volleyball
- Touch Football
- Table Tennis
- Coaching

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

- The Nature of Physical Activity
- Issues Analysis

**The Nature of Physical Activity**

This area of study requires an experimental, analytical approach to physical activity and well-being. Topics include:
- body systems
- fitness components
- training principles and methods
- sports injuries
- coaching Principles
- analysis of performance
- biomechanics
- skill acquisition
- team organisation
- nutrition

**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:
- Corruption
- equal opportunity
- play education
- drugs in sport
- sports injuries
- professionalism in sport
- commercialism in sport
- politics in sport

#### Assessment

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

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>60%</td>
</tr>
<tr>
<td>Folio</td>
<td>40%</td>
</tr>
</tbody>
</table>
Appeal  This subject is recommended for those who have a positive, enthusiastic approach to sport and physical activity. Whilst general coordination and fitness levels are an advantage, students with a positive, engaged approach to practical activities have the best chance of developing their skills to a high level. Students must also apply themselves diligently to the theoretical component of the course (50%) and be able to link theory concepts to practical applications. Students may be required to participate in activities with an outs-ofchool hours time commitment and associated financial cost. Students who regularly participate in sport, in or outside of school (eg at club level or higher) may be able to use this experience in aspects of the course. Students must be able to apply themselves fully to the theoretical component of this course as it is a high component of the grade. Students may be required to participate in out of school activities, and out of school time may be needed. Some activities may also need a weekly or once-off participation cost. It is also recommended that students regularly participate in a sport of their choice outside of school (i.e. for a club or association).

Stage 2 Physical Education (2PHE20)

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 and interests of the students. Possible activities include surfing, volleyball and badminton.

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 related to sport and physical activity.

Topics include, for example:

- politics in sport
- patterns of physical
- commercialism in sport
- technology in sport
- drugs in sport

Assessment

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>50%</td>
</tr>
<tr>
<td>Folio, issues analysis, oral, lab report, assignment</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

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, consisting of short-answer and extended response questions.

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

Appeal

This subject is recommended for those who are able to apply themselves to physical activity. One does not have to be talented at sport, but must have a desire to improve in the topics covered. Students must be able to apply themselves fully to the theoretical component of this course as it is a high component of the grade. Students may be required to participate in out of school activities, and out of school time may be needed. Some activities may also need a weekly or once-off participation cost. It is also recommended that students regularly participate in a sport of their choice outside of school (i.e. for a club or association).

PATHWAY FOR SENIOR GERMAN

<table>
<thead>
<tr>
<th>Year 10 German 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1 Languages Locally Assessed Continuers German 2014</td>
</tr>
<tr>
<td>Stage 2 Languages Locally Assessed Continuers German 2015</td>
</tr>
</tbody>
</table>

For more information on German at Stage 1 and 2 please see the SACE website

<table>
<thead>
<tr>
<th>Languages at Continuers Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects</td>
</tr>
<tr>
<td>Locally Assessed (Stage 1)</td>
</tr>
<tr>
<td>Locally Assessed (Stage 2)</td>
</tr>
<tr>
<td>Nationally Assessed (Stage 1)</td>
</tr>
<tr>
<td>Nationally Assessed (Stage 2)</td>
</tr>
<tr>
<td>Interstate Assessed (Stage 1)</td>
</tr>
<tr>
<td>Interstate Assessed (Stage 2)</td>
</tr>
<tr>
<td>Learning Area</td>
</tr>
<tr>
<td>Languages</td>
</tr>
</tbody>
</table>
Introduction
To offer students maximum opportunities to study a language of their choice, the SACE Board collaborates with other Boards of Studies across Australia to offer a wide range of languages. Subject outlines may be:

- Locally assessed
- Nationally assessed
- Interstate assessed

The **locally assessed** languages at continuers level are:

- Chinese
- French
- German
- Indonesian
- Italian

These are assessed by the SACE Board.

The **nationally assessed** languages at continuers level are:

- Albanian
- Bosnian
- Croatian
- Dutch
- Filipino
- Hebrew
- Polish
- Portuguese
- Punjabi
- Romanian
- Russian
- Serbian
- Hindi
- Hungarian
- Khmer
- Macedonian
- Maltese
- Hindi
- Sinhala
- Swedish
- Tamil
- Ukrainian
- Yiddish

The Stage 1 and Stage 2 assessments for these languages are conducted by the SACE Board, with the exception of the examination at Stage 2 which is conducted cooperatively with another Board of Studies. The **interstate assessed** language at continuers level is Arabic. The Stage 1 and Stage 2 assessments for these subjects are conducted by the SACE Board, with the exception of the examination at Stage 2 which is conducted by another Board of Studies.

Languages at Continuers Level
The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

In these languages subjects interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication. The focus **capabilities** for this subject are communication and citizenship.

### Stage 1 Languages at Continuers Level
Stage 1 Languages at Continuers Level can be studied as a 10-credit subject or a 20-credit subject.

#### Content
Stage 1 [Language] at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

**Themes:**
- The Individual
- The [Language]-speaking Communities
- The Changing World.

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

| Interaction |
| Text Production |
| Text Analysis |
| Investigation |
Stage 2 Languages at Continuers Level

Stage 2 Languages at Continuers Level is a 20-credit subject.

Content

Stage 2 [Language] at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:
- The Individual
- The [Language]-speaking Communities
- The Changing World.

Assessment

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

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

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

Information on the External Assessment

The examination consists of:
- Oral examination
- Written examination

Oral Examination

The oral examination will take 10–15 minutes and consists of two sections:
- Section 1: Conversation
- Section 2: Discussion

Written Examination (3 hours)

The written examination has three sections:
- Section 1: Listening and Responding
- Section 2: Reading and Responding
- Section 3: Writing in [Language].

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

Performance Standards

The Locally Assessed Languages at Continuers Level 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.
STRUCTURE OF RECOGNISED LEARNING

Recognised Learning includes:

• Vocational Education and Training (VET)
• Community Learning

For more information about Recognised Learning, visit:
http://www.sace.sa.edu.au/subjects/recognised-learning

Vocational Education and Training (VET) Stage 1 and 2

Vocational Education and Training (VET) is education and training that provides students with specific industry related skills and a broad knowledge for work, operating through a national training system.

VET at Cedar College can be undertaken in Years 10, 11, 12 as part of an identified pathway upon negotiation with the VET coordinator. This option is integrated with the traditional academic studies at the senior secondary school level. Generally, vocational courses will incur some additional fees and Government funding may be available for specified courses.

The SACE is designed to give students increased flexibility, including greater opportunities to have diverse forms of learning and achievement recognised.

SACE Credits

Students can gain SACE credits for the successful completion of VET qualifications or units of competency that make up a qualification. The VET Recognition Register lists the maximum and minimum number of SACE credits allocated to each qualification.

A student will earn:

• 10 SACE credits for the successful completion of 70 nominal hours of VET, up to the maximum number of credits allocated to each qualification
• 5 SACE credits for the successful completion of 35 nominal hours of VET

Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

***Students who undertake a VET course are advised to study Workplace Practices.

For more information about VET and the VET Recognition Register, visit:

External (Regional) VET Options

Cedar College students have the opportunity to access regional VET Programs externally – for example; at Kildare College, Marden Senior College, St Paul’s College, Thebarton Senior College, TAFESA (Registered Training Organisation – RTO).

There are a wide range of options available to students, including industry areas such as:
Animal Care, Automotive, Business, Community Services (Child Care, Aged Care), Construction, Engineering, Fashion Design, Fitness, Hairdressing & Beauty, Hospitality, Information Technology, Media & Design, Music, Plumbing, Retail, Tourism etc.

Also accessible to students are Australian School-based Apprenticeships.
Internal (On-Campus) VET Options

Certificate I in Hospitality offered over Years 10 and 11
Upon successful completion of the required units a student can receive up to 35 SACE Stage 1 Credits and be eligible for the certificate.

Certificate III in Christian Ministry and Theology offered in Year 11
Upon successful completion of the required units a student can receive up to 60 SACE Stage 1 or 2 Credits and have the complete certificate contribute to the ATAR.

Hospitality

Certificate I in Hospitality
Seven units of competency, 5 core and 2 elective, are required to complete Certificate I in Hospitality. These will be embedded in Year 10 and SACE Stage 1 Food and Hospitality

Students successfully completing all seven units of competency (Years 10 and 11) are eligible to be awarded Certificate I in Hospitality. This qualification is recognised nationally under the Australian Qualifications Framework (AQF).

Certificate I in Hospitality provides students with the skills and knowledge to be competent in routine tasks in various hospitality settings. Further study can lead to a certificate two in kitchen operations followed by certificates three and four in the commercial cookery field. Alternatively students may want to diversify and undertake front of house operations.

Content

Core Units of Competency:

• Develop and update hospitality industry knowledge
• Work with colleagues and customers
• Work in a socially diverse environment
• Follow health, safety and security procedures
• Follow workplace hygiene procedures

Assessment

• Theoretical work
• Practical activities
• Research investigations

Vetamorphus

Certificate III in Christian Ministry and Theology (Vetamorphus)

Vetamorphus is a national discipleship program which focuses on raising up a generation of young leaders to reach beyond the potential they see in themselves into the potential God has prepared for them. Vetamorphus is part of Vocational Education Training and counts towards your SACE. There is a cost additional to school fees, please speak to the Head of High School for information. In special circumstances students may apply for a Principal’s bursary.

This program currently can be taken in Year 11 and runs for one school year, giving students the opportunity to invest in their spiritual development whilst working toward their academic goals. Vetamorphus is based on an action/reflection model of learning, giving students the opportunity to not just learn about theology but the chance to put it into practice in their day to day lives.
Information based on summaries from the SACE Board of SA

This process is delivered with the support, guidance & encouragement of Christian mentors and supervisors. Vetamorphus partners with local High Schools, Christian Pastoral Support Workers and Youth Ministries to offer students a unique opportunity to experience a season of transformation that will lay a foundation for their future.

Content

6 Core Areas of Vetamorphus

Vetamorphus requires you to engage in six key areas of learning:

Peer Group Supervision:
A student leader style of small group where students inspire each other to grow, whilst being supported and encouraged by their Peer Group Supervisor. This supervisor facilitates a growing environment where students are equipped with knowledge and given the opportunity to apply that knowledge to their life.

Ministry Practice:
Developing the discipline of service and becoming a servant; discovering and growing gifts, whilst being apprenticed to a more experienced leader. Ministry Practice can consist of serving in a team on a regular basis throughout the program (kids club, youth group, school program, community project or any other regular ministry), and or a Live-in-mission: (leading on a camp, mission trip etc.).

Private Study:
Students engage in a reading plan that covers two thirds of the New Testament and requires them to reflect on and journal their readings. Private study also includes the preparation and application of Learning Exercises, Ministry Exercises, Seminars & Creatives, which are worked through and discussed in the peer group time.

Mentoring:
Students participate in a mentoring relationship with a mature Christian on a regular basis. Students will explore their personal journey with Christ and draw on the wisdom and experience of someone they look up to & respect.

Retreats:
The goal of our retreats is to equip and inspire. We take 3 weekends over the program and give students opportunity to connect with peers from across the state. On these weekends students will receive intensive training as well as opportunity to reflect and have fun with others.

Christian Community:
During the program students commit to journeying with a community of faith, discovering what it means to be the Church instead of just going to church. Students reflect on this regular experience individually and as a peer group.

Assessment

Assessment of student work is done internally, and then checked externally. Students are not graded on an A-E scale as with other subjects. Instead the work is graded as being satisfactorily completed or incomplete. When all of the compulsory elements of the course are completed, students are awarded the Certificate III in Christian Ministry & Theology, with 34 SACE credits.

Information on the External Assessment

Compulsory Units

- Identify how Christian Scripture, life and practice are understood today (CMT001A) 30 Nominal Hrs.
- Identifies theological data (CMT002) 30 Nominal Hrs
- Identifies a range of data within a theological theme or issue (CMT003) 30 Nominal Hrs
- Identifies new theological insights (CMT004) 30 Nominal Hrs
- Identifies theological knowledge in relation to the Christian way of life (CMT005) 30 Nominal Hrs
- Communicate theology in everyday language (CMT006) 30 Nominal Hrs
Elective Units

- Supports Group Activities (CHCGROUP302DC) 30 Nominal Hrs
- Contribute to team effectiveness (BSBFLM312B) 30 Nominal Hrs

Performance Standards

Satisfactory completion of Vetamorphus fulfils the requirements of the Certificate III in Christian Ministry & Theology (30771QLD). This qualification is recognised nationally under the Australian Qualifications Framework (AQF).

COMMUNITY LEARNING

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

Community-developed Programmes include the Australian Music Examinations Board (AMEB), the Duke of Edinburgh’s Award and the SA Country Fire Service. Programme details are updated as new information becomes available.

Self-directed Community Learning is gained through informal community activities such as coaching a sports team, being the primary carer of a family member, or leading an environmental project in the community. Students need to provide evidence of their learning for assessment so that the SACE Board can recognise these types of learning.

For more information on community learning, visit:

PATHWAYS FOR SENIOR WORKPLACE PRACTICES

Stage 1 and 2 Workplace Practices

Workplace Practices is for students who undertake Vocational Education and Training (VET) or who have a part time job.

Workplace Practices is a 10 or 20-credit subject.

Content

There are 3 areas of study:

- Industry and Work Knowledge
- Vocational Learning
- VET

The programme must include Industry and Work Knowledge and one of Vocational Learning or VET or both.

Area of Study 1: Industry and Work Knowledge

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
Information based on summaries from the SACE Board of SA

Area of Study 2: Vocational Learning

Vocational learning includes any formal learning in a work-related context and incorporates elements such as generic work skills, enterprise education, career education, and community-based and work-based learning.

Area of Study 3: VET

VET includes any accredited training provided under the AQF by an RTO.

Assessment

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Workplace Practices:

• Assessment Type 1: Folio
• Assessment Type 2: Performance
• Assessment Type 3: Reflection

For a 10-credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

• at least one assessment for the folio
• one assessment for the performance
• at least one assessment for the reflection

For a 20-credit subject, students should provide evidence of their learning through six to eight assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

• at least three assessments for the folio
• one or two assessments for the performance
• at least two assessments for the reflection

EXTERNAL STUDIES POLICY

If a student desires to study an approved subject via an approved provider (to be determined by the Head of High School) external to Cedar College such as Open Access College, the student may do so, and have the on-campus load compensated, as long as the following conditions are met:

- The subject studied is required (as a prerequisite) for the student's chosen further education pathway or employment, determined after a Career Counselling process
- The student has historically proven an appropriate standard of independent learning, responsibility and proven academic results
- Cedar College does not offer the subject on campus
- The student is in Year 11 or 12

The final decision lies with the Head of High School.

If these conditions are met, the College will pay the tuition fees for the subject, up to the value of $750 per semester. Cedar College still requires full tuition fees to be paid. If the student does not obtain at least a “C” grade, the student will be invoiced the tuition fees for this subject.

If a student desires to undertake a VET course via an approved provider, a Registered Training Organisation (RTO), external to Cedar College, the student may do so, and have the on-campus load compensated, as long as the following conditions are met:

- The course studied is beneficial for the student's chosen further education pathway or employment.
- The VET, Careers and Senior School Coordinators are satisfied that this pathway is best for the student in question, and that student has career counselling with at least one of these teachers.

In terms of payment, Cedar College will cover the RTO VET tuition course fees of up to $750 only and the student is responsible for any additional cost upon receiving Cedar College's invoice. The student will also be responsible for non-tuition fees, such as uniform and travel.

Full school tuition fees will apply as Cedar College is responsible for the management of the SACE VET program for the student.
RELIGION STUDIES

RATIONALE – COMPULSORY SUBJECT AT CEDAR COLLEGE

While Cedar College has Oakden Baptist Church as its supporting church, it is not a Baptist School; acknowledging different denominations of the Christian faith and likewise respecting all people from all faiths and world view systems.

The main distinctive of Cedar College is that it is a Christian School and so Bible instruction is given each week from Reception to Year 12. In Year 11 students will undertake a 10 SACE unit (one semester, spread throughout the year) Religion Studies.

It is intended that other dominant world view systems are investigated through the main text, discussion, interviews, speakers and research. They will also have a broad understanding of the Christian faith through the studies of previous years and will contrast Christian teaching with the other religions. The assessment tasks are intended to lead students through a journey where they come to understand what people believe, why people believe what they believe and how their beliefs influence their behavior and world orientation. This course culminates with students responding reflectively in analysing their own beliefs and why they believe what they believe.

In Year 12, students will undertake a school assessed World Views course in preparation for leaving school.

It is Cedar College’s firm conviction that a person who knows what they believe and why they believe it is more likely to experience greater success in this world, hence achieving our purpose statement.

Cedar College also offers a VET accredited Vetamorphus subject. Vetamorphus is based on an action/reflection model of learning, giving students the opportunity to not just learn about theology but the chance to put it into practice in their day to day lives.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
<th>Codes</th>
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</thead>
<tbody>
<tr>
<td>Religion Studies (Stage 1)</td>
<td>10 (half year) 20 (full year)</td>
<td>1REL10 1REL20</td>
</tr>
<tr>
<td>Religion Studies (Stage 2)</td>
<td>10 (half year) 20 (full year)</td>
<td>2REL10 2REL20</td>
</tr>
<tr>
<td>Learning Area</td>
<td>Humanities and Social Sciences</td>
<td></td>
</tr>
</tbody>
</table>

In Religion Studies students have the opportunity to focus on an aspect of religion or spirituality within or across traditions, and to explore the religious basis of an ethical or social justice issue. Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs.

Stage 1 Religion Studies (1REL10)

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

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

Content

<table>
<thead>
<tr>
<th>10-credit subject consists of:</th>
<th>20-credit subject consists of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>one religious and spiritual traditions study</td>
<td>two religious and spiritual traditions studies</td>
</tr>
<tr>
<td>one ethical or social justice issue study.</td>
<td>two ethical or social justice issue studies.</td>
</tr>
</tbody>
</table>

Assessment

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

- Practical Activity
- Issues Investigation
- Reflection