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SACE DOCUMENTS
INTRODUCTION

At Burra Community School, our Senior School consists of Years 10, 11 and 12. Year 10 students study a set curriculum which includes subjects that will contribute to their SACE (South Australian Certificate of Education) at Stage 1. Year 11 students must study two compulsory components of the SACE: Literacy (English – full year) and Numeracy (Mathematics – semester or full year) plus Research Practices. Year 12 students **must** enrol in The Research Project in Semester 1, the only compulsory subject at Stage 2.

Year 10 students will be eligible to receive SACE credits through the study of the Personal Learning Plan (PLP), a compulsory Stage 1 subject for all school students and through successful completion of VET competencies. Through the study of Agriculture, students will be given the opportunity to complete competencies from Certificate 2 in Agriculture.

This publication outlines possible subject offerings at Burra Community School in 2017 based on staff expertise. Final subject offerings will be based on numbers (student selections) and staff availability. It is imperative for students and parents to understand that all subjects **will not** be offered in a face-to-face mode. Year 11 and 12 students will be required to make initial selections; we will then look at viable classes based on the number of students selecting subjects e.g. If only one student chooses a particular subject, we will be unable to run this class in 2017. Next we will go through a process of grouping subjects which satisfy the selections of the maximum number of students and matching them to subject offerings at other year levels before we can piece together a final school timetable – it is at this stage that students are able to finalise their subject selections for 2017.

As with many rural schools, Burra Community School has successfully run ‘combined classes’ in the past, and will continue this practice in 2017. This is necessary to increase the viability of some classes and to increase subject choices for senior students; examples include 11/12 PE, 11/12 Biology and Year 12 Mathematical Applications/Mathematical Studies. For the past 2 years we have offered Stage 2 Chemistry via local delivery; Chemistry was delivered by a teacher at another school and our students attended the lessons in a virtual classroom set-up, 5 lessons per week. We plan to continue this method of delivery for Stage 2 Chemistry in 2017 (and other subjects if the need arises).

This Curriculum Information Handbook is designed to assist students, parents and staff to jointly plan Senior Study programmes that meet the requirements of the SACE and to meet the individual needs of each student. It contains a brief outline of the SACE requirements and course outline for each of the subjects that may be offered by our school. Major changes to subject content will be implemented in 2017 at Stage 1 & 2 level. These changes align SACE subjects with the Australian Curriculum.

The booklet offers students additional information from which to make more informed subject and/or course choices as they enter Year 11 or 12. The issuing of this booklet to students is an integral part of the subject counselling process which leads to final choices being made during term 4.

Should you require clarification or further information about any information in this booklet, please contact the respective home group teachers or myself. Listed below are key websites that can assist students and families with the subject selection process.

**KIM SCOTT, DEPUTY PRINCIPAL 2016**

<table>
<thead>
<tr>
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<tr>
<td>Adelaide University</td>
<td><a href="http://www.adelaide.edu.au">www.adelaide.edu.au</a></td>
<td>EVOCCA College</td>
<td><a href="http://www.evocca.edu.au">www.evocca.edu.au</a></td>
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<tr>
<td>CQ University Australia</td>
<td><a href="http://www.cqu.edu.au">www.cqu.edu.au</a></td>
<td>Tabor Adelaide</td>
<td><a href="http://www.taboradelaide.edu.au">www.taboradelaide.edu.au</a></td>
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PLANNING YOUR COURSE

Subject selections made in Year 11 will affect subject choices students have available to them at Stage 2. Similarly, what students study at Year 11 and 12 will impact greatly on further study pathways and employment options.

Students’ subject selections should be based on the following considerations: academic ability, personal interests, teacher recommendations, employment goals and future study plans.

Career options and graduate qualities and capabilities are discussed at almost all levels of schooling. Through the PLP (Year 10), students begin to focus on their strengths and passions in an effort to focus on a specific pathway. For many students they have a clear idea of their future goals going into year 11, for these students, course selection is simplified, but for other students the question “What do you want to do when they leave school?” is unanswered, for these students, choosing the ‘right subjects’ is more complicated.

The subject counselling process has many facets. Post school options are investigated at school (specifically but not limited to the PLP). Representatives from Industry, Tertiary Educational Institutions (University and TAFE) and the Defence Force, deliver information sessions throughout students’ secondary schooling informing them of unique and varied post school options. Students can attend employment Expos and Open Days held by tertiary institutions. All Year 10 students complete at least one block of work experience. Hard copy information is continually distributed for students to access including: The Job Guide, University Course Guides, TAFESA flyers and website addresses. Every year, all Year 10, 11 and 12 students are given their own copy of the SATAC guide; Burra Community School students received their copy early in term 3 – Tertiary Entrance 2017, 2018, 2019. This publication is produced every year and provides students with invaluable information about processes and admission into certificate and undergraduate courses in SA and NT.

It is imperative that students conduct their own research in regards to their future pathway and seek out support from teachers, families, employers and educational institutions so that they are able to make an informed decision when selecting subjects.

BURRA COMMUNITY SCHOOL STUDENTS QUALIFY FOR BONUS POINTS!

UNIVERSITY ACCESS AND BONUS POINTS SCHEMES

South Australian Universities and Charles Darwin University operate schemes designed to provide students from under-represented or educationally disadvantaged schools or backgrounds with assistance in gaining access to undergraduate courses/programs. Two schemes will apply for entry to courses commencing in 2017. The schemes are the Universities Equity Scheme and the Universities Language, Literacy and Mathematics Bonus Scheme. The schemes are administered by SATAC. These schemes provide students with a designated number of bonus points to a maximum of 9 points.

- Burra Community School students qualify for equity points for 2017 entry (5 points)
- Under the SA Language, Literacy and Mathematics Bonus Scheme, students will be awarded 2 points, up to a maximum of four points, for successfully (C- or better) completing any of the following subjects:
  - 20 credit LOTE subjects
  - English Studies and Communications (Essentials English and English Literary Studies in 2018)
  - Specialist Mathematics and Mathematical Studies (Specialist Mathematics and Maths Methods in 2018)

The Scheme will apply to all courses offered by Charles Darwin University, Flinders University, the University of Adelaide, University of South Australia, Tabor College of Higher Education and Torrens University Australia except: Medicine at Flinders and Charles Darwin and Medicine/Surgery and Veterinary Bioscience at the University of Adelaide.

For more information visit: http://www.satac.edu.au/universities-bonus-schemes

SATAC adds bonus points to the university aggregate and a revised ATAR is calculated. More information regarding access schemes and bonus points for each of the universities can be found in the SATAC Tertiary Entrance guide; alternatively students can visit the various university websites to calculate their entitlement.
GLOSSARY OF TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
</tr>
<tr>
<td>SBATs</td>
<td>School Based Apprenticeships and Traineeships – includes part-time paid work. Certificate of Training (VET competencies) and School. Students complete an ASBA whilst they are enrolled in school. Vet competencies are recognised as part of their SACE (stage 1 or 2 depending on qualification).</td>
</tr>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admission Rank (formerly TER). An indicator of how well a student has performed relative to other students who have qualified for a university aggregate. It is used by universities to determine whether school leavers are competitive enough to be selected for a place in various courses.</td>
</tr>
<tr>
<td>Assumed Knowledge</td>
<td>Background knowledge in a SACE stage 1 or 2 subject, or an identified skill, that a student is expected to have to enhance the student's understanding of the content of a given tertiary course. Student are still eligible to apply for a course if they have not studied an assumed knowledge subject, however they may find that they need to do a bridging course to meet the academic demands of the intended course.</td>
</tr>
<tr>
<td>Bonus Points Schemes</td>
<td>Burra Community School students qualify for bonus points to assist them in gaining access to university.</td>
</tr>
<tr>
<td>CAR</td>
<td>TAFE SA courses have Course Admission Requirements which applicants must meet in order to be eligible for selection. CARs differ according to the level and type of course.</td>
</tr>
<tr>
<td>Credits</td>
<td>Students earn credits for a completed subject. One semester equates to 10 credits. Students must complete 200 credits to gain their TAFESA.</td>
</tr>
<tr>
<td>Flexible Option</td>
<td>The final 20 credits of study contributing to the university aggregate or TAFESA selection score.</td>
</tr>
<tr>
<td>NTCET</td>
<td>Northern Territory Certificate of Education and Training</td>
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<tr>
<td>PLP</td>
<td>Personal Learning Plan. A compulsory stage 1, 10 credit subject usually studied in year 10.</td>
</tr>
<tr>
<td>Precluded (subject) combination</td>
<td>A named pair of stage 2 subjects which cannot both be counted when calculating the University or TAFE aggregate. Two subjects are a precluded combination if they are defined by the Universities and TAFESA as having significant overlap in content.</td>
</tr>
<tr>
<td>Prerequisite (subject)</td>
<td>A TAS subject in which a student must gain a minimum 'C-' grade or better to be eligible for selection into a university course for which the prerequisite has been nominated.</td>
</tr>
<tr>
<td>Recognised Community Learning</td>
<td>Includes community developed programs and self-directed learning. Generally not recognised in calculation of a person's ATAR.</td>
</tr>
<tr>
<td>Recognised Studies</td>
<td>Studies including VET awards approved by the SACE Board as counting towards the SACE and deemed by Universities and TAFE as being eligible to be included in the calculation of the ATAR.</td>
</tr>
<tr>
<td>RTO</td>
<td>Registered Training Organisation</td>
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<tr>
<td>SACE</td>
<td>South Australian Certificate of Education</td>
</tr>
<tr>
<td>SATAC</td>
<td>South Australian Tertiary Admissions Centre – processes applications from persons seeking admission to courses, at tertiary institutions, listed in the SATAC guide. <a href="http://www.satac.edu.au">www.satac.edu.au</a></td>
</tr>
<tr>
<td>Scaling</td>
<td>A mathematical process which provides a basis for comparing performance in different SACE/NTCET Stage 2 subjects (and subject combinations).</td>
</tr>
<tr>
<td>Semester</td>
<td>A period of half a year of schooling – equivalent to 50 – 70 hours of programmed learning.</td>
</tr>
<tr>
<td>STAT</td>
<td>Special Tertiary Admissions Test. An alternative entry assessment tool, used by universities to assess a range of competencies. Applicants need to be 18 by February of the year they wish to attend university.</td>
</tr>
<tr>
<td>Subject Achievement Score</td>
<td>A score which represents the assessment of a student’s achievement in a SACE stage 2 subject.</td>
</tr>
<tr>
<td>TABS</td>
<td>TAFE Assessment of Basic Skills. A series of multiple choice tests addressing literacy and numeracy; alternative for applicants to demonstrate they meet CAR for entry into a TAFE course.</td>
</tr>
<tr>
<td>TAS</td>
<td>Tertiary Admissible Subject. SACE Stage 2 subjects which have been approved by the Universities and TAFESA as providing appropriate preparation for tertiary studies.</td>
</tr>
<tr>
<td>TGSS</td>
<td>Training Guarantee for SACE Students. Supports students who are at least 16 years of age to complete a “Certificate III completion pathway” as part of their SACE.</td>
</tr>
<tr>
<td>University Aggregate</td>
<td>Ranges from 0 – 90. Calculated from the best scaled scores from three 20 credit TAS plus the best 30 credits from various flexible options. (See page 12 - 16 SATAC Guide)</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>VISA</td>
<td>Vet in Schools Agreement – an agreement between the school and RTO to deliver VET competencies.</td>
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SACE

SACE stands for South Australian Certificate of Education. It is:

- A qualification for entry into universities and further training
- Recognised nationally and internationally
- To be eligible for entry into almost all courses offered by South Australian Universities or Charles Darwin University in the Northern Territory, you must qualify for either the SACE or the NTCET. SACE/NTCET completion is also required for entry into many courses offered by TAFE SA.

The SACE assists students to:
- develop capabilities needed for life and work in the twenty-first century
- gain high level VET qualifications for workforce
- gain entry into state, national and international universities

By completing the SACE, students prepare for further learning, work, and life, by:
- Building essential skills and knowledge
- Making informed choices about future study and work, based on their strengths and interests
- Gain a certificate that gives them a head-start on their pathway beyond school

There are two ‘stages’ of the SACE:
- **Stage 1** is generally completed in Year 11
- **Stage 2** is generally completed in Year 12

SACE requirements

- Students need 200 credits to achieve the SACE
- Most 10-credit subjects are studied over one semester and most 20-credit subjects are studied over two semesters
- For compulsory subjects students need to achieve a C grade or higher for Stage 1 and a C- grade or higher for Stage 2 requirements to achieve their SACE

Flexible pathways

- The SACE is flexible, and caters for learning both in and outside school
- Students can combine study and part-time work, a traineeship or school-based apprenticeship
- Students can receive credit for SACE subjects, vocational education and training, community learning, and university studies

Recognised learning

The SACE recognises learning both in and outside school, for example:
- Vocational Education and Training courses (VET)
- University and TAFE courses
- Community learning (such as the Duke of Edinburgh’s Award or volunteer work) *see Appendix B

Vocational Education and Training (VET)

- If students prefer hands-on learning or work outside the classroom, they can earn SACE credits for a wide range of activities
- Students can learn on-the-job skills while working towards both the SACE and a VET qualification
- VET options are available at both Stage 1 and Stage 2

Stage 1 and/or Stage 2 requirements

- Literacy and numeracy requirements must be met at Stage 1 or Stage 2
- Literacy – from a range of English subjects or courses (20 credits)
- Numeracy – from a range of mathematics subjects or courses (10 credits).
- Students must achieve at least a C grade at Stage 1 or a C- grade at Stage 2

Additional Choices

- To complete the SACE, students can choose from a range of other Stage 1 or Stage 2 subjects or courses (150 credits). 60 of these must be in Stage 2 with achievement at a C- level or better.
- Students must achieve a grade in these subjects or courses to gain the SACE
HOW YOUR CHILD GAINS SACE CREDITS THROUGHOUT THEIR YEAR 11 AND 12 STUDIES

STAGE 2

- Subjects are graded from A+ to E-
- 70% of subject assessments (e.g. assignments) will be assessed by the student’s teacher and moderated by the SACE Board
- 30% of subject assessments (e.g. investigations/examinations) will be assessed externally by a SACE Board assessor
- To achieve Stage 2, students need to successfully complete 70 credits at Stage 2 level:
  o Stage 2 subjects and/or VET (60 credits)
  o Research Project (10 credits)

* Most students will complete subjects and courses worth more than 70 credits at Stage 2.

* To qualify for an ATAR (Australian Tertiary Admission Rank), students must meet all SACE requirements and a minimum of 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2 level.
FLEXIBLE OPTIONS

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS [SBATs]
Students who are completing an SBAT [formerly known as ASBA] are full-time students involved in part-time work. An ASBA is a combination of school, practical paid work and structured training that is agreed upon by the student, employer, trainer and school. A Contract of Training is completed which is a legally binding agreement. The Contract identifies the Registered Training Organisation (RTO) and the training required by the employee (to be delivered by the RTO and the employer) and outlines all obligations of all parties. The Training Plan attached to the Contract of Training requires the signature of the school as evidence that the apprenticeship is school-based and an integral part of the school program.

VOCATIONAL EDUCATION AND TRAINING (VET)
VET is education and training that gives students skills for work. VET operates through a national training system and is delivered, assessed and certified by Registered Training Organisations. Students completing an ASBA or enrolled in a TGSS will study VET units. Successful completion of units can be counted towards their SACE. Occasionally, students complete only some of the competencies within a certificate (but not the full qualification); these are grouped together and can also be counted towards their SACE - an example of this is embedded VET.

The recognition arrangements for VET in the SACE enable students to include VET units of competencies and qualifications as part of their SACE. Students can gain recognition for up to 150 credits at Stage 1 and/or 2.

Each year, we explore the possibility of embedding VET within particular subjects. This year we delivered competencies from Certificate 1 in Agrifood Operations through Year 9 – 11 Agriculture and Certificate 2 in Agriculture for all Year 10 – 12 students.

In 2016, student involvement in offsite VET, included: Certificate 3 in Aged Care, Certificate 3 in Hairdressing (ASBA) and Certificate 2 in Kitchen Operations (ASBA).

TRAINING GUARANTEE FOR SACE STUDENTS (TGSS)
The TGSS is for students who want to start a planned vocational pathway. TGSS is funded by the South Australian Government under “Skills for All”. Students must be:

- 16 years or older
- Planning to complete a Certificate III qualification or higher soon after leaving school
- Undertaking at least 210 nominal hours of nationally accredited VET as an integral part of their senior secondary school program
- Undertaking at least 140 hours of work placement related to the qualification being studied.

TGSS is not available to students who are employed under a training contract as part of a school-based apprenticeship.

Credit in the SACE:

- 70 nominal hours equates to 10 credits (35 hours equals 5 credits); only competencies within the same certificate can be grouped together.
- The Australian Qualifications Framework defines the SACE level assigned to the various Certificates of Training. E.g. Units from: Certificate II in Retail – Stage 1 equivalent; Certificate II in Automotive – Stage 2 equivalent.
- A completed Certificate III qualification can be counted towards a student’s ATAR. Their subject achievement scores in three TAS subjects are averaged and this mark (out of 20) is assigned to the Certificate III qualification – this can now be used to determine a student’s best ATAR.
**OPEN ACCESS & LOCAL DELIVERY**

The **Open Access** College provides courses for students who are unable for any reason to attend normal face-to-face classes with a teacher.

Students have one lesson per week with their teacher over the telephone. Sometimes this may include a computer link-up as well as the telephone link. For the other four lessons students work on assignments set by the College using course materials that they provide.

Students will be enrolled in Open Access courses subject to approval after negotiation with students, families and course counsellors. Senior students at Burra Community School can enrol in Open Access subjects when:

- we are unable to run a class due to small numbers
- a student needs to do a subject (prerequisite/assumed knowledge) for entry into their preferred pathway and we do not offer that subject.

The Open Access College Curriculum Handbook for 2017 is available online. Visit: [www.openaccess.edu.au](http://www.openaccess.edu.au)

**Local Delivery** is another option we will explore if we are unable to provide Year 12 students with their preferred subjects in a face-to-face mode. Local Delivery involves being part of a class that is taught by a teacher in a nearby school and delivered using eLearning technologies [phone, video, internet linkages] with 3 – 5 scheduled lessons per week). Local Delivery options vary greatly from year to year. We will investigate this option during the counselling process with students and families.
The Australian Tertiary Admission Rank (ATAR)

• A measure of a student’s overall achievement in the SACE compared with other students
• Used by universities in the selection of school leavers for a place in university courses
• Ranges from 0 to 99.95
• For 2017 entry, a student’s ATAR will be calculated from university aggregate, based on 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2 level.
• Calculated from Stage 2 subjects taken over any three attempts.

University Aggregate

• The university aggregate is calculated from your best scaled scores from three 20 credit TAS subjects plus the best outcome from the flexible option. (See pages 13 – 16 of the SATAC guide for examples.)

Applying for university

To be eligible, a student will need to have:

• Completed the SACE
• Gained an ATAR
• Gained a university aggregate
• Met any prerequisite subject requirements needed for the university course
• Complied with rules regarding subject combinations (precluded subjects) and counting restrictions

Applying for TAFE

• TAFE SA recognises the SACE as meeting the Course Admission Requirements for most of its courses
• It also considers a variety of other qualifications and experiences in its entry and selection processes
• For the most up to date information on course admissions requirements, refer to the TAFE SA website: www.tafesa.edu.au

More information on university and TAFE entry

• Full details on university and TAFE entry from 2017 onward can be found in The SATAC guide - “Tertiary Entrance 2017, 2018, 2019”
• The booklet is published by the South Australian Tertiary Admissions Centre (SATAC), and is provided to schools each year
• Useful information about university entry is also available at: www.satac.edu.au

Individual circumstances

• The SACE Board offers modified subjects at Stage 1 and Stage 2 for students with identified intellectual disabilities
• A student studying a modified subject will gain credits towards the SACE but not a grade for the subject; instead successful achievement is recorded as ‘Completed’
• Any modified subjects a student has studied will be listed on their SACE certificate

Special Provisions

• Special provisions are available if a student has an illness, disability or unforeseen circumstance which significantly impacts their ability to participate in an assessment
• If a student applies for special provisions they need to provide evidence of how this impacts their ability to access assessment conditions
• For more information, visit the SACE website

Further information

• Visit the SACE website – particularly the Students and Learning sections: www.sace.sa.edu.au
• Read a copy of the Achieve magazine – Stage 1 or Stage 2 edition – the Achieve Magazine can be found on the SACE website. It contains invaluable information about how the SACE works including: understanding the performance standards; the seven capabilities; the SACE website; planning your course and accessing results online. (Students receive a hardcopy in Year 10 (stage 1 edition) and Year 11 (stage 2 edition).
• Talk to the teachers
SUBJECT OFFERINGS 2017
NB: Subjects offered and taught will be determined by both student choice numbers and staffing. NB: Some subjects only run for one semester.

Compulsory Subjects Stage 1:
- PERSONAL LEARNING PLAN (for students who did not complete in 2016) – Semester 1
- ENGLISH (full-year)
- MATHEMATICS (full-year) *one semester by negotiation
- RESEARCH PRACTICES (Semester 2)

Compulsory Subjects Stage 2:
- RESEARCH PROJECT (Semester 1)

General Choice Subjects

STAGE 1
ARTS
- Visual Arts – Art
- Visual Arts – Design

BUSINESS, ENTERPRISE AND TECHNOLOGY
- Design and Technology – Communication Products
- Design and Technology - Material Products

CROSS-DISCIPLINARY
- Community Studies**
- Personal Learning Plan
- Research Practices

ENGLISH
- English A & B
- Essential English

HEALTH AND PHYSICAL EDUCATION
- Food and Hospitality A & B
- Physical Education A & B

HUMANITIES AND SOCIAL SCIENCES
- Tourism
- History
- Geography

MATHEMATICS
- Essential Mathematics A & B
- General Mathematics A & B
- Mathematics A & B

SCIENCE
- Agriculture and Horticulture A & B
- Biology A & B
- Chemistry A & B***
- Physics A & B

If a student is contemplating studying Stage 2 Physics, Chemistry or Pure Mathematics (Methods) then the subject must be successfully studied for a full year at Stage One. Students wishing to complete Specialist Mathematics in Year 12 must complete at least three units of Mathematics at Year 11 (students may be required to study one unit via the Open Access College or via local delivery).

Phase 2 of the introduction of the Australian Curriculum into SACE commences in 2017.
The study of Agriculture and Horticulture provides students with the opportunity to develop skills in investigation design, practical techniques, communication, analysis and evaluation of information, and to obtain knowledge and understanding relevant to primary industries. Students investigate issues through topics related to animals, plants, fungi, micro-organisms, soils, climate, water, and/or technology, and in a local, national and/or global context.

Experiments are a part of practical investigations in the study of Agriculture and Horticulture and may take place on farms, in vineyards, orchards, gardens, laboratories or other relevant locations, and may use a variety of data-collecting procedures.

**Stage 1 Agriculture** can be studied as one or two 10 credit subjects. **Stage 2 Agriculture and Horticulture** can be studied as a 10 or 20 credit subject, however it is highly recommended that students select this subject for a full year (20 credits).

**Stage 1 Agriculture A & B**
1AHG10A/B
**Credits** 10

**Prerequisites:** Satisfactory completion of Year 10 Agriculture, practical work ethic.

**Content**
Students study topics within one, or a combination of the following themes:
- Scientific Principles of Plant/Animal Production
- The Management of Plant/Animal Production
- Enterprise Agriculture and Horticulture
- Practical and Applied Technologies
- Contemporary Issues in Agriculture and Horticulture

**Semester 1:** Principles of Agriculture
- Anatomy and Physiology
- Plant and Animal Health
- Agriculture Production Skills
- Innovation and Technology

**Semester 2:** Livestock
- Plant and animal Production
- Marketing Methods
- Business Planning
- Environmental Management

**Assessment**
Students demonstrate evidence of their learning through the following assessment types:
- Agriculture Explorations:
  - Two practical explorations worth 50%
  - Application tasks worth 50%
- At least one science as human endeavour explorations
- 4 assessment tasks in total for a 10 credit course.

**Stage 2 Agriculture & Horticulture Principles**
2AHP10
**Credits** 20

**Prerequisites:** Nil

**Preferred Knowledge and Skills:** A good pass in at least one semester of Stage 1 Agriculture or in another Stage 1 Science subject.

This subject focuses on the scientific and technological principles on which agricultural and horticultural management, practice, and production are based. The fundamental questions and processes that are common and/or relevant to agricultural and horticultural production are examined. This subject allows students to construct knowledge and understanding of the specific and general relationships within and between soils, water, and plant and animal production.

Agricultural and Horticultural Principles is an integrative area of study that has strong links with the physical and biological sciences, mathematics, the applications of technology, and sociocultural contexts. Students are encouraged to draw on the key concepts of these subjects and apply them in an agricultural and horticultural context.

**EVIDENCE OF LEARNING**

**School Assessment (70%)**
- Type 1: Practical Skills (40%)
- Type 2: Skills and Applications Tasks (30%)

**External Assessment (30%)**
- Assessment Type 3: Investigation (30%)

*This investigation will take place at the Princess Royal Feedlot where students will be in charge of a pen of cattle. Students will monitor the herd from arrival to departure. Students will conduct the entry program tagging all animals and will collect data for 115 days. Students will then be a part of the exiting and marketing of the animals.*
Stage 1 Visual Arts can be studied as one or two 10 credit subjects. At Stage 2, students can complete 20 credits of either Visual Arts – Art or Visual Arts – Design (or both), however, only one can be included for the calculation of a student’s ATAR (precluded combination).

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.

The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation include the initiation and development of ideas, research, analysis, and exploration, experimentation with media and technique, and resolution and production of practical work.

The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach, and the development of visual representation skills to communicate resolutions.

### Stage 1 Visual Arts – Art (1VAA10)

#### Credits
10

**Prerequisites:** Satisfactory completion of Year 10 Art

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.

**Content**

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

**Assessment**

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

- Folio
- Practical
- Visual Study

### Stage 1 Visual Arts – Design (1VAD10)

#### Credits
10

**Prerequisites:** Satisfactory completion of Year 10 Art

### Stage 2 Visual Arts – Art (2VAA20)

#### Credits
20

**Prerequisites:** Nil

**Preferred Knowledge and Skills:** Satisfactory completion of at least one semester of Stage 1 Art.

**Content**

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

**Visual Thinking** includes the ability to view works of art or design and understand the visual codes that describe, explain, analyse, interpret and ultimately to develop a personal visual aesthetic; visually record inspirations, influences, ideas, thoughts, messages, media, analysis of works of art or design

**Practical Resolution**

- Art: video, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, and textiles
- Design
  - product design: e.g. toy, fashion, furniture
  - environmental design: e.g. sustainable interior and exterior design
- graphic and visual communication design: e.g. branding, illustration, and advertising

**Visual Arts in Context**

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

**EVIDENCE OF LEARNING**

- **School Assessment (70%)**
  - Assessment Type 1: Folio (40%)
  - Assessment Type 2: Practical (30%)
- **External Assessment (30%)**
  - Assessment Type 3: Visual Study (30%)
In Biology, students learn about the cellular 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, society, and the environment. Students design, conduct, and gather evidence from their biological investigations.

Biology A and B are 10 credit subjects. Students wishing to undertake Stage 2 Biology the following year are strongly advised to enrol in Semester 1 – Biology A. Stage 2 Biology is a full year, 20 credit subject which includes a 3 hour examination for its 30% external assessment component.

**Stage 1 Biology**  
**1BIGA/B**  
**Credits:** 10  
**Prerequisites:** Satisfactory completion of at least one semester of Year 10 Science

**Content**  
Students study topics within one, or a combination of the following areas.

**Topic 1: Cells and micro-organisms**  
- Cell theory  
- Prokaryotic and eukaryotic cell types  
- Cell division  
- Energy (photosynthesis & respiration)  
- Transport of materials  
- Enzymes and metabolic processes  
- Micro-organisms - growth and survival  
- Importance of microbes  
- Food spoilage

**Topic 2: Infectious diseases**  
- Distinguish between disease types  
- Factors that affect disease spread  
- Control of diseases  
- Pathogens  
- Immune system - components, functions & immunity

**Topic 3: Multicellular organisms**  
- Hierarchical structure  
- Organ systems  
- Lifestyle choices affecting human health  
- Exchange -circulatory, respiratory, leaf structure  
- Absorption of nutrients - digestive in human, root systems in plants  
- Removal of wastes - excretory in humans

**Topic 4: Biodiversity & Ecosystem dynamics**  
- Species, community & populations  
- Biodiversity  
- Classification  
- Adaptations  
- Diversity of ecosystems  
- Cycles: water, nitrogen etc.  
- Relationships & interactions, keystone species  
- Succession  
- Human impact on ecosystems

**EVIDENCE OF LEARNING**  
Investigations folio (includes practical and Science as a Human Endeavour)  
Skills & Applications Tasks

**Stage 2 Biology**  
**2BIG20**  
**Credits:** 20  
**Prerequisites:** 10 credits of Stage 1 Biology or Chemistry

Content  
The Stage 2 Biology subject outline is organised around the following four themes:  
Macromolecules  
Cells  
Organisms  
Ecosystems  

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

**EVIDENCE OF LEARNING**  
*School Assessment (70%)*  
Type 1: Investigations Folio (40%)  
Type 2: Skills and Applications Tasks (30%)  

*External Assessment (30%)*  
Assessment Type 3: Examination (30%).
In Chemistry, students study the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. They undertake 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. They develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

Stage 1 Chemistry A & B are 10 credit subjects. Chemistry B cannot be selected if Chemistry A has not been competed in Semester 1. A full year of Stage 1 Chemistry must be successfully completed for students to qualify for enrolment in Stage 2 Chemistry. Stage 2 Chemistry is a full year, 20 credit subject; a 3 hour examination constitutes the external component of this subject.

The new Stage 1 Chemistry listed here will be taught for the first time in 2017. The Stage 2 Chemistry course here will be taught for the last time in 2017 and the 2017 Stage 1 course will lead into the new Stage 2 course which commences in 2018.

### Stage 1 Chemistry A & B

**1CEM10A/B**

**Credits**

10 credits per semester

**Prerequisites:** Chemistry A - Good results in Year 10 science. Chemistry B – successful completion of Chemistry A.

**Topics:**

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Materials and their atoms</td>
<td>Properties and uses of materials</td>
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<td></td>
<td>Atomic structure</td>
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<td></td>
<td>Quantities of atoms</td>
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<td>The Periodic Table</td>
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<td>Combinations of atoms</td>
<td>Types of materials</td>
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<td>Bonding between atoms</td>
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<td>Quantities of molecules and ions</td>
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<td>Interactions between molecules</td>
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<td>Hydrocarbons</td>
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<td>The pH scale</td>
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<td>Redox reactions and metal reactivity</td>
<td>Concepts of oxidation and reduction</td>
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<td>Metal Reactivity</td>
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<td>Electrochemistry</td>
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</tbody>
</table>

**Assessment**

Investigations Folio (includes practical and issues investigations)

Skills and Applications Tasks

### Stage 2 Chemistry

**2CME20**

**Credits**

20

**Prerequisites:** Strong passes in Stage 1 Chemistry A & B

**Topics**

Elemental and environmental chemistry

Analytical techniques

Using and controlling reactions

Organic and biological chemistry

Materials

Skills – experimental, information and communication skills are integrated into the other topics

**EVIDENCE OF LEARNING**

School Assessment (70%)

Type 1: Folio (40%)

Type 2: Skills and Applications Tasks (30%)

External Assessment (30%)

Assessment Type 3: Examination (30%)
Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment. Students decide the focus of their community activity, which begins from a point of personal interest, skill or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

### Stage 1 Community Studies  1COM10/1COM20

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

**Prerequisites:** Nil

**Content**
In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study:
- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology, and the Community
- Work and the Community.

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

**Assessment**
- Contract of Work (Community Activity)
- Reflection

### Stage 2 Community Studies A & B  (Various codes)

**Credits**  10 or 20

Stage 2 Community Studies may be undertaken as a 10-credit subject or a 20-credit subject. Stage 2 Community Studies is not a TAS subject.

**Prerequisites:** Nil

**Content – Community Studies A**
Each student prepares a contract of work to undertake a community activity in one of the following six areas of study:
- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology, and the Community
- Work and the Community

**Stage 2 Learning Program**
There are four major differences between the Stage 1 and Stage 2 learning programs. At Stage 2, students:  
- are involved with a section of the community beyond the school  
- present their activity to a community audience and invite feedback on this presentation  
- present evidence of their learning for school and external assessment  
- evaluate the completion of the contract, the feedback received, and their own learning, as part of their reflection for the external assessment component.

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

**Content – Community Studies B**
Community Studies B was first introduced in 2016 as an option for students who wanted to study the same content as in mainstream subjects but under adjusted assessment conditions. Students who choose this option, study the same content as the TAS subject however assessment tasks are modified to enable students to achieve at the highest possible level of achievement.

There are three Community Studies B Learning Areas  
- Humanities and the Community  2UBY10/20  
- Interdisciplinary Learning & the Community  2IBY10/20  
- STEM and the Community  2SBY10/20

**EVIDENCE OF LEARNING**

The following assessment types enable students to demonstrate their learning in Stage 2 Community Studies B:  
- **School Assessment (70%)**
  - Assessment Type 1: Folio  
- **External Assessment (30%)**
  - Assessment Type 2: Community Application Activity
Through the study of Design and Technology, students develop the ability to identify, create, initiate and develop products, processes or systems. Students learn to use tools, materials and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental and sustainable consequences.

### Communication Products

**Stage 1: Communication Products**
(Digital Photography)

- **Credits**: 10 or 20
- **Prerequisites**: Nil
- **Contexts**: include computer-aided programs, graphics, multimedia, photography, or web-design.

**Stage 2: Communication Products**
(Digital Photography)

- **Credits**: 20
- **Prerequisites**: Nil, however a ‘C’ grade or better in one unit of Stage 1 Communication Products gives students an advantage in terminology and the unique approach of this subject.

**Communication Products 1CCP10A/B/C**
(A & B: Digital Photography or C; CAD)

* Students are required to provide some of their own consumables for this subject (cost implication).

### Material Products

**Stage 1: Material Products**
(Woodwork/Metalwork)

- **Credits**: 10 per semester
- **Prerequisites**: Successful completion of Year 10 Design and Technology

**Stage 2: Material Products**
(Woodwork/Metalwork)

**Material Products 1MMP10A/B**
(A: Woodwork and B: Metalwork)

* Students are required to provide some of their own consumables for this subject (cost implication).

**Material Products 2MMA20**

- **Credits**: 20
- **Prerequisites**: 10 credits of Stage 1 Material Products

* Stage 2 Material Products will not be offered at Burra Community School in 2017.

**EVIDENCE OF LEARNING**

**School Assessment (70%)**
- Type 1: Skills and Applications Tasks (20%)
- Type 2: Product (50%)

**External Assessment (30%)**
- Assessment Type 3: Folio (30%)
The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. Students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes. The Stage 1 English subjects cater for students with a range of learning styles and connects with the Stage 2 English subjects. Students who complete 20 credits of this subject at Stage 1, with a C grade or better will meet the literacy requirement of the SACE.

Burra Community School will offer English and Essential English at Stage 1 and 2.

**Stage 1 English**

**Credits**: 2 x 10

**Prerequisites**: Successful completion of Year 10 English

**Content**

In English, students analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, context, and audience is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Assessment at Stage 1 is school based.

**EVIDENCE OF LEARNING**

- Assessment Type 1: Responding to Texts (60%)
- Assessment Type 2: Creating Texts (20%)
- Assessment Type 3: Intertextual Study (20%)

**Stage 2 English**

**Credits**: 20

**Prerequisites**: Successful completion of 20 Credits of Stage 1 English.

**Content**: This subject 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 communication 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 learn to recognise and evaluate ideas and concepts in literature, popular culture, and media by detecting bias or the use of incorrect evidence.

Reading a variety of texts helps students to develop an understanding of the diversity of cultures and perspectives, including Indigenous, that make up Australian society.

**EVIDENCE OF LEARNING**

- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)
- Assessment Type 3: Comparative Analysis (30%)
Stage 1 Essential English 1ETE10
Credits 2 x 10

Prerequisites: Completion of Year 10 English.

Content
In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. Texts for analysis include an Australian play and various commercial publications. Students question texts and/or purposes of texts, and develop a fuller understanding of the texts by predicting meaning, using their understanding of conventions and language features.

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

EVIDENCE OF LEARNING
- Assessment Type 1: Responding to Texts (50%)
- Assessment Type 2: Creating Texts (50%)

Stage 2 Essential English 2ETE20
Credits 20

Prerequisites: 20 credits of Stage 1 English or Essential English or combination of both.

Content
This subject is divided into three distinct sections:

1. Responding to texts:
Students produce three responses to texts. At least one of the responses must be produced in written form, and at least one in oral form. Students respond to a range of texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives represented in the chosen texts.

2. Creating Texts:
Students create three texts for procedural, imaginative, analytical, persuasive, and/or interpretive purposes. One must be an advocacy text that argues for an issue, cause, or process relevant to a context in which the student is living, studying, and/or working. At least one of the responses must be in written form, and at least one in oral form.

3. Language Study:
The language study focuses on the use of language by people in a context outside of the classroom and is chosen by the student. The focus of study is an understanding of the use of spoken, non-verbal, visual, and/or written language.

EVIDENCE OF LEARNING
- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)
- Assessment Type 3: Language Study (30%)
FOOD AND HOSPITALITY

Stage 1: 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.

At Stage 1, students can study either or both semester subjects.

* Students are required to provide some of their own consumables for this subject (cost implication).

Stage 1 Food and Hospitality  1FOH10A/B
Credits  10 per semester
Prerequisites: Nil

In Stage 1 Food and Hospitality, students examine some of the factors that influence people’s food choices and the health implications of those choices. They also gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors.

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

Assessment
Students demonstrate evidence of their learning through the following assessment types:
Practical Activity
Group Activity
Investigation

Stage 2: Food and Hospitality

Stage 2 Food and Hospitality  2FOH10
Credits  10 or 20
Prerequisites: Nil, however successful completion of at least 10 credits of Stage 1 Food and Hospitality is desirable.

Content
Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine attitudes and values about the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national, and global levels. Students develop relevant knowledge and skills as consumers and/or industry workers. Students may be required to participate in activities outside school hours, both within the school and in the wider community.

There are five areas of study in Stage 2 Food and Hospitality, as described below.

Content
Contemporary and Future Issues
Economic and Environmental Influences
Political and Legal Influences
Sociocultural Influences
Technological Influences

EVIDENCE OF LEARNING
School Assessment (70%)
Assessment Type 1: Practical Activity (50%)
Assessment Type 2: Group Activity (20%)

External Assessment (30%)
Assessment Type 3: Investigation (30%)
MATHEMATICS

Mathematics is a compulsory subject of the Australian Curriculum. To meet the SACE compulsory Numeracy Requirement, students are required to study and pass (C or better) 10 credits of Mathematics at Stage 1. Students must study a minimum of two semesters of Stage 1 Mathematics in preparation for Stage 2 Mathematics. 2016 saw the introduction of four new mathematics subjects at Stage 1 level. In 2017, existing Stage 2 Mathematics subjects will also be replaced with four new options.

* Stage 2 Specialist Mathematics will not be offered at Burra Community School in 2017.

Mathematical Options

The diagram below represents the possible mathematical options that students might study at Stage 1 and Stage 2.

**Stage 2 Specialist Mathematics 2MSC20**

Specialist Mathematics draws on and deepens students’ mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.
Stage 1 Mathematics
1MAM10A/B
Credits 10 to 40

Prerequisites: Successful completion of Year 10 mathematics (desirable to a good to high level)

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

Content
Topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction. Stage 1 Mathematics consists of the following list of twelve topics:
- Functions and graphs
- Polynomials
- Trigonometry
- Counting and Statistics
- Growth and Decay
- Introduction to Differential Calculus
- Arithmetic and Geometric Sequences and Series
- Geometry
- Vectors in the Plane
- Further Trigonometry
- Matrices
- Real and Complex Numbers.

EVIDENCE OF LEARNING
Assessment Type 1: Skills and Applications Tasks (80%)
Assessment Type 2: Mathematical Investigation (20%)

Stage 2 Mathematical Methods
2MHS20
Credits 20

Prerequisites: Successful completion of 20 credits of Stage 1 Mathematics (MAM)

Stage 2 Mathematical Methods, 2MHS20, will be taught for the first time in 2017.

Content
Working with Statistics
- Algebraic Models from Data
- Calculus — Describing Change
- Linear Models — Managing Resources

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

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

Students who complete this subject with a C– or better will meet the numeracy requirement of the SACE.

EVIDENCE OF LEARNING
School Assessment (70%)
- Type 1: Skills and Applications Tasks (50%)
- Type 2: Folio – 2 Investigations (20%)

External Assessment (30%)
- Type 3: Examination – 3 hours (30%)
GENERAL MATHEMATICS

Stage 1 General Mathematics
Credits: 10 per semester
Prerequisites: Successful completion of Year 10 Mathematics

Content
General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

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

In this subject there is an emphasis on consolidating students’ computational and algebraic skills and expanding their ability to reason and analyse mathematically.

Stage 1 General Mathematics consists of the following seven topics:
- Investing and Borrowing
- Measurement
- Statistical Investigation
- Applications of Trigonometry
- Linear and Exponential Functions and their Graphs
- Matrices and Networks
- Open Topic

EVIDENCE OF LEARNING
Type 1: Skills and Applications Tasks (70%)
Type 2: Mathematical Investigation (30%)

Stage 2 General Mathematics
Credits: 20 per semester
Prerequisites: Successful completion of 20 credits of Stage 1 Mathematics and or General Mathematics

Content
Stage 2 General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem solving in everyday workplace contexts.

Topics cover a range of mathematical applications including: linear functions, matrices, statistics, finance and optimisation.

Topics:
1. Modelling with Linear Relationships
2. Modelling with Matrices
3. Statistical Models
4. Financial Models
5. Discrete Models
6. Open Topic

Students undertake the study of five topics.

EVIDENCE OF LEARNING
School Assessment (70%)
Type 1: Skills and Applications Tasks (40%)
Type 2: Mathematical Investigations (30%)

External Assessment (30%)
Type 3: Examination – 2 hours (30%)
Stage 1 Essential Mathematics 1MEM10A/B
Credits 10 or 20
Prerequisites: Year 10 Mathematics

Stage 1 Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students’ computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

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

Topics studied cover a range of applications of mathematics, including: general calculation, measurement and geometry, money management, and statistics.

Content:
Calculations, Time, and Ratio
Earning and Spending
Geometry
Data in Context
Measurement
Investing
Open Topic

EVIDENCE OF LEARNING
Assessment Type 1: Skills and Applications Tasks (60%)
Assessment Type 2: Folio (40%)

Stage 2 Essential Mathematics 2MEM20
Credits 20
Prerequisites: Completion of 20 credits of Stage 1 Essential Mathematics to a high standard (A); successful completion of 20 Credits of Stage 1 General Mathematics or Mathematics.

Stage 2 Essential Mathematics prepares students with the mathematical knowledge, skills, and understanding needed for entry to a range of practical trades and vocations.

The term trade is used to suggest a context in a generic sense to cover a range of industry areas and occupations such as automotive, building and construction, electrical, hairdressing, hospitality, nursing and community services, plumbing, and retail.

Content
In this subject students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Topics:
Topic 1: Scales, Plans, and Models
Topic 2: Measurement
Topic 3: Business Applications
Topic 4: Statistics
Topic 5: Investment and Loans
Topic 6: Open Topic

EVIDENCE OF LEARNING
School Assessment (70%)
Assessment Type 1: Skills and Applications Tasks (30%)
Assessment Type 2: Folio (40%)
External Assessment (30%)
Assessment Type 3: Examination – 2 hours (30%)
STAGE 1 MODERN HISTORY

Stage 1 Modern History will be taught for the first time in 2017.

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short-term and long-term consequences on societies, systems, and individuals.

Students explore the impacts that these developments and movements had on people’s ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

Students build skills in historical method through inquiry. They examine and evaluate evidence from different sources and they explore different interpretations of history. Students communicate ideas and develop reasoned historical arguments.

Stage 1 subject code from 2017: 1MOD10

Credits: 10 Credits

Assessment at Stage 1 is school-based.

Topics
1. Imperialism
2. Decolonisation
3. Indigenous Peoples
4. Social Movements
5. Revolution
6. Elective

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 Modern History.

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

For a 10 credit subject, students provide evidence of learning through four assessments.
For a 20 credit subject, students provide evidence of their learning through eight assessments.

STAGE 1 GEOGRAPHY

Students develop understanding and application of key geographical concepts, and of the interdependence of human and physical environments. They explore contemporary geographical issues and examine geographical features, concepts, and issues through the use of a range of skills and techniques, including spatial technologies. Fieldwork, in its various forms, is central to the study of geography as it enables students to develop their understanding of the world through direct experience.

Stage 1 subject code from 2017: 1GHY10

Credits: 10 Credits

Assessment at Stage 1 is school-based.

Themes and Topics
Theme 1: Sustainable Places
- Topic 1: Rural and/or remote places
- Topic 2: Urban places
- Topic 3: Megacities

Theme 2: Hazards
- Topic 4: Natural Hazards
- Topic 5: Biological and Human Induced Hazards

Theme 3: Contemporary Issues
- Topic 6: Local Issues
- Topic 7: Global Issues

EVIDENCE OF LEARNING

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

- Assessment Type 1: Geographical Skills and Applications
- Assessment Type 2: Fieldwork

For a 10-credit subject, students provide evidence of their learning through four assessments.
For a 20-credit subject, students provide evidence of their learning through eight assessments.
PERSONAL LEARNING PLAN

The Personal Learning Plan (PLP) is a compulsory subject at Stage 1, normally undertaken at Year 10. The PLP helps students to plan for their future and assists them in choosing the subjects they will study in Years 11 and 12. Students must achieve a C grade or better to successfully complete the subject.

**Stage 1 Personal Learning Plan**

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<th>Credits</th>
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*Compulsory stage one subject*

**Content**
The content includes:
- capabilities
- specific content

The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts. They are central to learning in the Personal Learning Plan and are incorporated in the assessment of the subject. The **capabilities** are:
- communication
- citizenship
- personal development
- work
- learning

**Specific Content (suggested topics)**
Teachers, together with their students, choose areas for detailed study to support the development, implementation, review, and adjustment of each student’s plan, based on his or her particular needs and interests. Examples of topics include:

- Learning Skills
- Thinking Skills and Techniques
- Research Skills
- Planning and Decision-making Skills
- Communication
- Work Skills
- Social Living and Responsibility
- Culture and Knowledge
- Personal Characteristics
- Interpersonal and Relationship Skills
- Health and Well-being

**Assessment**
Teachers design a set of assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the PLP. Teachers use performance standards to decide how well each student has demonstrated his or her learning, based on the evidence provided through the set of assessments.

Students provide evidence of their learning through a set of four to five assessments. These may be presented in an integrated format, such as a portfolio and discussion, or in a number of formats, for example:
- a plan (in chart, table, or map format) and discussion
- a portfolio, which may be electronic
- a résumé
- a round-table presentation
- an interview
- a journal
- a multimedia presentation
Physical Education

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

### Stage 1 Physical Education

<table>
<thead>
<tr>
<th>1PHE10A/B</th>
<th>10 per semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td></td>
</tr>
</tbody>
</table>

**Prerequisites:** Nil

**Content**

**Practical Skills and Applications**

Students complete two or three practicals for a 10-credit subject.

**Principles and Issues**

The Nature of Physical Activity – This area of study requires an experimental, analytical approach to physical activity and well-being. Example topics:
- fitness
- training principles and methods
- body systems
- human physical performance
- sports injuries
- participation in physical activity

Issues Analysis – Students identify and pursue topics of interest. They analyse issues that are relevant to local, regional, national, or global communities. Topics must focus on physical activity and could include issues related to the following:
- alcohol, tobacco, and other drugs
- professionalism in sport
- risk management and safety
- equal opportunity
- corruption
- health risk factors
- disability
- children
- sport in society
- sporting injuries
- play education
- gender
- declining fitness levels (local, national, and global)
- cultural diversity

**Assessment**

- Practical
- Folio

### Stage 2 Physical Education

<table>
<thead>
<tr>
<th>2PHE20</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td></td>
</tr>
</tbody>
</table>

**Prerequisites:** Successful completion of at least 10 credits of Stage 1 Physical Education

**Content**

**Practical Skills and Applications**

2 or 3 Centrally developed practicals and a possible negotiated practical

**Principles and Issues**

Exercise Physiology and Physical Activity

The Acquisition of Skills and the Biomechanics of Movement

Issues Analysis

**Practical Skills and Applications**

Students undertake three practicals, which are balanced across a range of individual, team, racquet, aquatic, and outdoor activities. The practicals are chosen to cater for the different skills, interests, and needs of students.

Students are required to complete at least two centrally developed practicals. (The register of centrally developed practicals is available on the SACE website [www.sace.sa.edu.au](http://www.sace.sa.edu.au)).

**Negotiated Practicals**

Schools may choose to develop one class negotiated practical. Class negotiated practicals should be designed to reflect the different experiences and backgrounds that students bring to their studies and take into account school and community resources.

It may be appropriate in certain circumstances to develop negotiated practicals for individual students. Individual negotiated practicals may be considered for students who are:
- involved in a state or national team, with a significant time commitment
- in a small class in which it is difficult to deliver a balance of practical activities.

Processes for approval of student participation in individual negotiated practicals are determined by the SACE Board.

**EVIDENCE OF LEARNING**

- School Assessment (70%)
  - Assessment Type 1: Practical (50%)
  - Assessment Type 2: Folio (20%)

- External Assessment (30%
  - Assessment Type 3: Examination (30%)
The study of physics enables students to understand and appreciate the world around them. 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. They gather evidence from experiments and research and acquire new knowledge through their own investigations.

The new Stage 1 Physics listed here will be taught for the first time in 2017. It will be offered as two, 10 credit units however students must study Physics for a full year (Semester 1 & 2) to be eligible to enrol in Stage 2 Physics. The Stage 2 Physics course here will be taught for the last time in 2017 and the 2017 Stage 1 course will lead into the new stage 2 course which commences in 2018.

### Stage 1 Physics

**Credits:** 10 or 20

**Prerequisites:** Strong performance in year 10 Science

**Content**

The design and content of the program is determined at the school level. Examples of areas of study include: Waves; Astronomy; Electricity and Magnetism.

**Topics:**

<table>
<thead>
<tr>
<th>Linear Motion and Forces</th>
<th>Motion under Constant Acceleration Forces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical circuits</td>
<td>Potential Difference and Electrical Current Resistance Circuit Analysis Electrical Power</td>
</tr>
<tr>
<td>Heat</td>
<td>Heat and Temperature Specific Heat Capacity Change of State</td>
</tr>
<tr>
<td>Energy and Momentum</td>
<td>Energy Momentum</td>
</tr>
<tr>
<td>Waves</td>
<td>Wave models Mechanical waves Light</td>
</tr>
<tr>
<td>Nuclear models and radioactivity</td>
<td>The nucleus Radioactive decay Radioactive half-life Induced Nuclear Reactions</td>
</tr>
</tbody>
</table>

### Stage 2 Physics

**Credits:** 20

**Prerequisites:** A strong level of achievement in a full year of Stage 1 Physics

It is recommended that students have a working knowledge of algebra and trigonometry.

**Content**

Physics is a subject for those interested in the fundamental processes in nature. The study of Physics provides an understanding of the processes which determine the behaviour of systems from the very small (atoms and nuclei) to the very large (the solar system and the universe). Practicals are a requirement of this course.

**Topics**

- Motion in two dimensions
- Electricity and magnetism
- Light and matter
- Atoms and nuclei.

**EVIDENCE OF LEARNING**

**School Assessment (70%)**

Type 1: Folio (40%)

Type 2: Skills and Applications Tasks (30%)

**External Assessment (30%)**

Assessment Type 3: Examination (30%)
RESEARCH PRACTICES AND RESEARCH PROJECT

Stage 1 Research Practices

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1RRP10</td>
<td>10</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Content
This subject provides students with opportunities to examine the purpose of research; explore a range of research approaches, and develop their investigative and inquiry skills. Students explore research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings.

The subject is divided into two sections; Folio and Sources Analysis. Within the Folio, students use the internet to write a researched report on the issue of data-mining. This is followed by the construction of surveys to ascertain society’s knowledge and opinions about data-mining, particularly through social media. During the Sources Analysis section, students analyse their survey responses, and examine the use of another research tool.

The aim of this subject is to prepare students for The Research Project at stage 2.

Content
Exploring Research Approaches
Exploring Research Skills

Assessment
Folio (50%)
Source Analysis (50%)

Stage 2 Research Project

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>2RPA10 or 2RPB10</td>
<td>10</td>
<td>Nil</td>
</tr>
</tbody>
</table>

The Research Project is a compulsory subject, which most students undertake in Year 12. It is worth 10 credits and students need to achieve a C– grade or higher to gain their SACE.

Content
Students choose a research question that is based on an area of interest to them. They explore and develop one or more capabilities in the context of their research. The term ‘research’ is used broadly and may include practical or technical investigations, formal research, or exploratory inquiries.

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop vital planning, research, synthesis, evaluation, and project management skills. The Research Project enables students to explore an area of interest in depth, while developing skills to prepare them for the further education, training, and work.

Students can choose from two types of Research Project:

Research Project A – the external assessment can be presented in a variety of ways, including a PowerPoint presentation or a short film. Research Project A does not count towards the student's Australian Tertiary Admission Rank (ATAR).

Research Project B – the external assessment must be a written report. Research Project B can be used towards a student's ATAR.

Assessment:
Assessment Type 1: Folio (40%)
Assessment Type 2: Research Outcome (30%)
Assessment Type 3: Evaluation (30%)
TOURISM
Students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism, and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism.

Stage 1 Tourism 1TOS10
Credits 10
Prerequisites: Nil.
Content
The content of the subject consists of themes and topics (listed below) and practical tourism skills.

Our location in the Mid-North allows us to utilise the thriving tourism market and travel to many sites nearby. Examples used for excursions are Redbanks, Redruth Jail/Gaol and the Burra Gorge. The filming of Wolf Creek and Breaker Morant in Burra, offers us the opportunity to study film site locations as a drawcard for niche tourism markets. Students will be required to 'sell' these and other sites to a fictitious market segment.

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

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

Assessment
Students demonstrate evidence of their learning through the following assessment types:
Case Study
Sources Analysis
Practical Activity
Investigation

Stage 2 Tourism 2TOS20
Credits 20
Prerequisites: Sound literacy skills
Students develop an understanding of the sustainable management of tourism is central to this subject. Students consider the ever-changing nature of tourism and how it responds to challenges, opportunities, and realities such as globalisation, economic crises, security issues, environmental needs, world events, and technological developments. Students explore tourism as a business and its impact on the economy. Tourism presents opportunities and benefits, as well as problems and threats, to people and the environment. For example, as a people-oriented industry, tourism provides many jobs and can revitalise local economies and cultures. At the same time it may have a negative impact on the well-being of many people in the host community and threaten to change their cultural and environmental heritage. Students identify and investigate tourism trends, developments, and contemporary issues. They apply their knowledge, skills, and understanding about tourism to form personal opinions, make informed recommendations, form reasoned conclusions, and predict future options.

Themes
Operations and Structures of the Tourism Industry
Travelers’ Perceptions, and the Interaction of Host Community and Visitor
Planning for and Managing Sustainable Tourism
Evaluating the Nature of Work in the Tourism Industry

Topics
Applications of Technology in Tourism
The Economics of Tourism
Establishing a Tourism Venture
Indigenous People and Tourism
Management of Local Area Tourism
The Impacts of Tourism
Marketing Tourism
Special Interest Tourism
Responsible Travel
The Role of Governments/Organisations in Tourism
Tourism Industry Skills
Negotiated Topic

EVIDENCE OF LEARNING
Type 1: Folio (20%)
Type 2: Practical Activity (25%)
Type 3: Investigation (25%)
Type 4: Examination (30%)
STAGE 2 WORKPLACE PRACTICES

Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

Some students who study this subject are also signed up as SBATs, TGSS or enrolled in a VET qualification. All students need to complete 30 hours (10 credit subject) or a total of 60 hours (20 credit subject) of work placement, which can be paid employment, SBAT, volunteer work or Work Experience.

2WPA10 10 Credits
2WPB10 10 Credits
2WPC20 20 Credits

Prerequisites: Nil
At Stage 2, students can complete up to 40 credits of Workplace Practices by undertaking one or a combination of two or all of the following: Workplace Practices A (10 credits), Workplace Practices B (10 credits), Workplace Practices (20 credits).
For the purpose of this subject outline, ‘work’ is considered in its broadest sense, and is defined as all fields of paid and unpaid activity.

Topics:
Industry and Work Knowledge
Vocational Learning
Vocational Education and Training (VET)

Area of Study 1: Industry and Work Knowledge
Topic 1: Work in Australian Society
Topic 2: The Changing Nature of Work
Topic 3: Industrial Relations
Topic 4: Finding Employment
Topic 5: Negotiated Topics.
For a 10-credit subject, students undertake two or more negotiated topics from Topic 1 to 5.
For a 20-credit subject, students undertake three or more topics, selected from Topics 1 to 5.
The topics chosen for Workplace Practices A must be different from those chosen for Workplace Practices B and Workplace Practices. The topics negotiated under Topic 5 must be different in content from Topics 1 to 4.

Area of Study 2: Vocational Learning
Vocational learning may include, for example:
• casual or part-time employment
• student business, enterprise (actual or virtual), or project-based employment
• work experience, including work-shadowing or observation
• worksite visits
• voluntary participation in a community organisation/project
• formal high-level training/performance programs (e.g. sporting or dance)
• events coordination or management
• the provision of primary caregiving or parenting

Area of Study 3: VET
VET includes any accredited training provided under the AQF by an RTO.

EVIDENCE OF LEARNING
School Assessment (70%)
Type 1: Folio (25%)
Type 2: Performance (25%)
Type 3: Reflection (20%)
External Assessment (30%)
Type 4: Investigation (30%)
VET – VOCATIONAL EDUCATION AND TRAINING

Students can achieve SACE credits through the study of VET. 35 nominal hours (from the same industry/area) attracts 5 SACE credits. All units of competency from Certificate 1 courses attract Stage 1 credits. Almost all units of competency from Certificate 3 courses attract Stage 2 SACE credits and Certificate 2 courses attract both stage 1 and stage 2 credits (depending on the content/accreditation). Certificate 2 in Agriculture attracts predominantly stage 1 SACE credits; Certificate 2 in Automotive Servicing Technology attracts predominantly stage 2 credits. Students who successfully complete Certificate 3 in Fitness will achieve a minimum of 60 Stage 2 SACE credits.

Year 9 – 11 students will study units of competencies from Certificate 1 in Agrifoods (Year 9) and Certificate 2 in Agriculture (Year 10 & 11). These will be delivered within their agricultural lessons (embedded VET).

In 2017 we presently have a tentative offering of Certificate 3 in Fitness and envisage this operating on either a Monday or Wednesday each week (to be confirmed). TAFESA personnel will deliver this qualification at Burra Community School. This is a rigorous course open to Year 11 & 12 students.

The Certificate III in Fitness is the entry level qualification for the Fitness Training Package and aligns with the role of Gym Instructor. The full qualification is approximately 700 nominal hours. However some students may wish to only enrol in the units from this qualification which make up the pre-entry requirements to pathway into the Certificate IV in Fitness – Personal Trainer (SIS40215). The units that provide students with the option to pathway onto Certificate IV in Fitness if they want to post school are:

<table>
<thead>
<tr>
<th>National Code</th>
<th>Unit title</th>
<th>Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFFIT001</td>
<td>Provide health screening and fitness orientation</td>
<td>15</td>
</tr>
<tr>
<td>SISFFIT002</td>
<td>Recognise and apply exercise considerations for specific populations</td>
<td>100</td>
</tr>
<tr>
<td>SISFFIT003</td>
<td>Instruct fitness programs</td>
<td>50</td>
</tr>
<tr>
<td>SISFFIT004</td>
<td>Incorporate anatomy and physiology principles into fitness programming</td>
<td>95</td>
</tr>
<tr>
<td>SISFFIT005</td>
<td>Provide healthy eating information</td>
<td>55</td>
</tr>
<tr>
<td>SISFFIT014</td>
<td>Instruct exercise to older clients</td>
<td>70</td>
</tr>
<tr>
<td>SISXCCS001</td>
<td>Provide quality service</td>
<td>25</td>
</tr>
<tr>
<td>SISFFIT006</td>
<td>Conduct fitness appraisals</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>TOTAL HOURS (60 SACE credits)</td>
<td>440</td>
</tr>
</tbody>
</table>

There may also be an option for students to study less units as prescribed below.

<table>
<thead>
<tr>
<th>National Code</th>
<th>Unit title</th>
<th>Nominal hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFFIT001</td>
<td>Provide health screening and fitness orientation</td>
<td>15</td>
</tr>
<tr>
<td>SISFFIT003</td>
<td>Instruct fitness programs</td>
<td>50</td>
</tr>
<tr>
<td>SISFFIT004</td>
<td>Incorporate anatomy and physiology principles into fitness programming</td>
<td>95</td>
</tr>
<tr>
<td>SISXCCS001</td>
<td>Provide quality service</td>
<td>25</td>
</tr>
<tr>
<td>SISFFIT006</td>
<td>Conduct fitness appraisals</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>TOTAL HOURS (30 SACE credits)</td>
<td>215</td>
</tr>
</tbody>
</table>

Riverton and District High School (RDHS) are once again offering Certificate 2 in Automotive Servicing Technology. This qualification is delivered by TAFESA under the TGSS scheme (Training Guarantee for SACE Students) one day per week - Monday - at Riverton & District High School. Students need to be 16 years or older by the first day of Term 1, 2017 to commence this Certificate in Semester 1 and 16 years or older by day one of Term 3 to commence in Semester 2. Places are limited. Students need to see Ms Scott and complete an application form in 2016 for entry in 2017.

Clare High School is once again offering places in Certificate 2 in Construction Pathways. This course is also offered under the TGSS scheme and will be delivered one day per week (Tuesday – to be confirmed) in Clare.

Transport to and from off-site VET is the responsibility of the student. Arrangement can be made with DECD buses for students to travel for part of the journey on the respective school bus.
APPENDIX A – CERTIFICATE 2 IN AGRICULTURE ACH20110

This qualification is a great beginning for any students who may be considering a career in Agriculture. It can be added to, and covers the base competencies in livestock.

The competencies offered in this course include:

- AHCWWRK204A Participate In Environmentally Sustainable Work Practices
- AHCLSK204A Carry Out Regular Livestock Observation
- AHCLSK204A Handle Livestock Using Basic Techniques
- AHCLSK205A Monitor Water Supplies
- AHCLSK211A Provide Feed for Livestock
- AHCCWWRK207A Collect and Record Production Data
- ACHINF202A Care for Health and Welfare of Livestock
- AHCMOM204A Undertake Operational Maintenance of Machinery
- AHCMOM204A Work Effectively in Industry
- AHCMOM203A Operate Basic Machinery and Equipment
- AHCINF202A Install, maintain and Repair Fencing
- AHCMOM201A Keep Records for a Primary Production Business

The course is taught on site with most competencies taught by the Agriculture Teacher and some by guest lecturers. The school farm, Brewery Hill, is used as part of the Certificate II training as well as local farms and the school Agriculture block.
APPENDIX B

RECOGNITION OF COMMUNITY LEARNING

COMMUNITY LEARNING

The SACE Board recognises that learning doesn't just happen in the classroom, but in all kinds of settings. SACE students can earn credits for community service or activities in two ways:

Self-directed community learning such as taking care of a family member, supporting a refugee family, or volunteering for a community project. To gain recognition for this kind of community learning, students need to show evidence about what they have learnt.

Community-developed programs through a current award or certificate from a community-developed program, such as those offered by the Royal Life Saving Society or the Duke of Edinburgh's Award.

Self-directed Programs
Self-directed Community Learning may be gained through learning experiences that do not follow a formal, accredited curriculum.

Individual students may participate in a range of programs or sets of activities that are not formally accredited.

Examples of this type of learning include:
- Acting as the carer for an elderly or invalid person
- Creating media productions (e.g. films, websites) outside school
- Officiating at a series of sporting events
- Performing in sport at an elite level
- Planning and coordinating community or recreational events
- Taking a leadership role in community land-care or conservation groups
- Taking a leadership role in community theatrical productions
- Taking a leadership role in volunteer organisations
- Taking a leadership role in the workplace
- Teaching others specialised skills (e.g. dance).

The process for students to have their self-directed community learning considered for recognition as part of their SACE involves the student filling in an application form and attending an interview. At the interview the student provides evidence of his or her learning to a Community Learning assessor(s). The student is assessed against two assessment criteria: knowledge and application, and reflection and critical thinking. The Community Learning assessor(s) will make notes, may record the interview electronically, and make a written record of evidence.

Community Developed Programs
Many community organisations develop and accredit their own programs, and many of these are eligible for recognition towards the SACE. Examples of such programs include Australian Music Examinations Board, the Duke of Edinburgh's Award, and the SA Country Fire Service. Students that have received an award or certificate from one of the organisations detailed in the following table may be eligible for SACE Credits. (As new programs are recognised, the table is updated.)

Students can apply for recognition of a Community-developed program by completing an application form and submitting the form to their school's SACE Coordinator. The school's SACE Coordinator sends the completed application form and a copy of the original community certificate/award (from the recognised Community-developed program) to the SACE Board.
<table>
<thead>
<tr>
<th>Organisation</th>
<th>Start date</th>
<th>Award/Program</th>
<th>SACE Stage</th>
<th>SACE Credits</th>
<th>Area of Community Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Air Force Cadets</td>
<td>1 January 2004</td>
<td>Home Training – Proficiency course</td>
<td>Stage 1</td>
<td>20</td>
<td>Self-development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Home Training – Advanced course</td>
<td>Stage 1</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Home Training – Qualified course</td>
<td>Stage 2</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Australian and New Zealand Cultural Arts Limited</td>
<td>1 January 2003</td>
<td>Music Practical Grade 5</td>
<td>Stage 1</td>
<td>10</td>
<td>Performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music Practical Grade 6</td>
<td>Stage 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music Practical Grade 7</td>
<td>Stage 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music Practical Grade 8</td>
<td>Stage 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Australian Army Cadets</td>
<td>1 January 2004</td>
<td>Cadet Training Unit Course + Radio Communication Training Course</td>
<td>Stage 1</td>
<td>20</td>
<td>Self-development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Junior Leaders Course (Corporal)</td>
<td>Stage 1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Australian Business Week</td>
<td>1 January 2010</td>
<td>Enterprise Education Program</td>
<td>Stage 1</td>
<td>10</td>
<td>Work Skills and Career Development</td>
</tr>
<tr>
<td>Australian Guild of Music and Speech</td>
<td>1 January 2001</td>
<td>Practical Music Grade 5</td>
<td>Stage 1</td>
<td>10</td>
<td>Performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practical Music Grade 6</td>
<td>Stage 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practical Music Grade 7</td>
<td>Stage 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practical Music Grade 8</td>
<td>Stage 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Australian Music Examinations Board</td>
<td>1 January 2003</td>
<td>Practical Music Grade 5</td>
<td>Stage 1</td>
<td>10</td>
<td>Performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practical Music Grade 6</td>
<td>Stage 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practical Music Grade 7</td>
<td>Stage 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practical Music Grade 8</td>
<td>Stage 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 January 2008</td>
<td>Piano for Leisure Grade 5</td>
<td>Stage 1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Piano for Leisure Grade 6</td>
<td>Stage 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 January 2008</td>
<td>Piano for Leisure Grade 7</td>
<td>Stage 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 January 2011</td>
<td>Piano for Leisure Grade 8</td>
<td>Stage 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drama and Performance Grade 6</td>
<td>Stage 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drama and Performance Grade 7</td>
<td>Stage 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Voice and Communication Grade 8</td>
<td>Stage 2</td>
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^ Bronze award from Surf Life Saving South Australia Inc. and SA Emergency Services: Induction and Basic Skills Course (from 2103) may contribute to the SACE as part of the policy for the Recognition Arrangements for Vocational Education and Training (VET) in SACE.
APPENDIX C

Home Study Guidelines

In 2013, we introduced home study privileges for Year 12 students as an opportunity for students to gain valuable time management skills. **Home study** is a privilege granted to **Year 12 students**, which allows them to **study at home** during some of their free study periods at either the beginning or end of the day. For example, a student who has a study period during Lesson 7 is permitted to return home to study. Alternatively, a student who has a study period for Lessons 1 & 2 is permitted to study at home and arrive at school in time for Lesson 3. Students who have subject commitments either side of their study lessons, must stay at school and will generally study in the Year 12 room or library.

In Semester 1, most students enrol in five out of seven subjects (some choose to enrol in six subjects) and **study lessons are randomly spread throughout the week.** In Semester 2, with the completion of Research Practices, many students will have 15 study lessons per week.

Home study is granted as a privilege and is subject to the following constraints:-

- parents must give permission
- a recommendation must be given by the Year 12 Home Group teacher
- students **must** sign in and out of school at the reception desk when arriving late or leaving early
- students accept the responsibility of catching up with morning bulletins and other notices
- guidelines for student drivers apply
- home study is to be used for study and not recreational pursuits

Failure to follow these guidelines will result in a possible loss of this privilege. It is important to stress that students **do not have** to conduct their home study lessons at home; in fact in most cases, students study more effectively at school where they have access to teachers and a range of ICT software that they may not have at home.

At the beginning of their academic school year, Year 12 students will be given a permission letter outlining home study arrangements for 2017. Attached to this will be two copies of their timetable with their home study requests – one to be retained by the parents/caregivers and one for return to school.

**Failure to Submit**

In an effort to keep parents informed regarding their child’s progress, teachers will complete a ‘failure to submit’ form when students fail to submit draft and/or final work for summative tasks. At times, they will also use this process to inform parents/caregivers when formative tasks are not completed.

**Summative tasks** are those used for assessment purposes and sent to the SACE Board for moderation or external marking.

**Formative tasks** are used as a teaching/learning tool and help to inform teachers and students about their current performance in a subject. Formative tasks may be used to help formulate a student’s school result (Burra Community School reporting cycle) but are not used to calculate a student’s final SACE result in a subject.
SACE DOCUMENTS