Modified Subjects FAQs

Who can enrol in Modified Subjects?

Students are eligible to enrol in Modified Subjects on the grounds of documented or imputed disabilities that result in significant impairment in intellectual functioning and/or adaptive behaviours, which

1. cannot be addressed through reasonable adjustments under the Special Provisions in Curriculum and Assessment Policy
2. mean the student cannot meet, and/or provide evidence against, the performance standards of SACE subjects at C/C- level or higher because of their disability,
3. are, or will be, recorded on the NCCD database as requiring extensive or substantial adjustments that require very high levels of support.

Decisions about eligibility for Modified Subjects are evidence based and considered on a case-by-case basis. For more information about eligibility, refer to the [SACE Modified Subjects Policy](https://www.sace.sa.edu.au/documents/652891/705824/SACE+Modified+Subjects+Policy.pdf/57f33bbe-6297-49a3-58f8-2bcabe4ff76f?version=1.7) and [Information Sheet 17](https://www.sace.sa.edu.au/coordinating/admin/information-sheets/17).

Should all students with disabilities be enrolled in Modified Subjects?

Not necessarily. Each student should be considered on a case-by-case basis according to their needs. Some students with disability are able to meet the C-/C standard of the SACE with adjustments made using the Special Provisions in Curriculum and Assessment Policy. Enrolment in Modified Subjects may change dependant on the subject area, a student may be able to meet the C-/C standard in one subject and use a Modified Subject option in another.

Is a formal diagnosis of disability needed to determine eligibility?

No. While a diagnosis is helpful, it is not crucial. A range of evidence can be used to impute a disability.

How is eligibility for Modified Subjects determined?

Eligibility is determined on the grounds of documented or imputed disabilities that result in significant impairment in intellectual functioning and/or adaptive behaviours.

Evidence can be drawn from a range of sources:

* professional and medical information
* teacher observations of the student
* observed difficulties in assessment and learning contexts
* levels of adjustment provided to the student
* student work samples

Who makes decisions about eligibility and enrolment?

The school determines whether there is sufficient evidence for eligibility.

Enrolment can only occur with the consent of the student and/or parent/carer. The decision to enrol a student in Modified Subjects is made collaboratively by the student (where appropriate), teachers, parents/carers, and other significant people in the student’s life (e.g. school/sector personnel/agency or community support providers).

If a student is granted eligibility for Stage 1, does eligibility continue for Stage 2?

Yes.

How are students assessed in Modified Subjects?

Teachers work with students to develop challenging, achievable, and meaningful personalised learning goals that meet the individual learning needs of each student. The assessment design criteria for each Modified Subject focuses on the development of capabilities and individual achievement against personal learning goals. Refer to the [Modified Subjects Subject Outline](https://www.sace.sa.edu.au/documents/652891/12131490/Modified+Subjects+Subject+Outline.docx/3fac920a-443b-ed07-6ea6-224029fb587b?version=1.0), [EIF: Modified Subject Outline](https://www.sace.sa.edu.au/documents/652891/5008045/Stage+1+Exploring+Identities+and+Futures+Modified+subject+outline+%28for+teaching+in+2024%29.pdf/43b16678-ec08-b4dc-2737-1ee044eb308f?version=1.2) and [AIF: Modified Subject Outline](https://www.sace.sa.edu.au/documents/652891/12131490/Stage+2+Activating+Identities+and+Futures+Modified+Subject+Outline.docx/bd897958-0b68-b236-444a-75e81d8966e5?version=1.1) for the relevant assessment design criteria.

Students create evidence of learning against their personal learning goals. Evidence of learning will be different for each student. Some students may produce primary assessment evidence, which can be in many and varied modes. For some students, secondary evidence such as; observations, written, audio and/or visual records, may be supplied by teachers, aides and external providers.

How are Modified Subjects quality assured?

Modified Subjects that meet the compulsory requirements of the SACE are subject to a review process which confirms that students have met their learning goals. If your school is required for Modified Subject review, you will see Modified Subjects listed under the Review Subjects heading. Please refer to [Stage 1 and Stage 2 Modified Subjects – review](https://www.sace.sa.edu.au/web/modified-subjects/review) for further information.

Are Modified Subjects listed on a student’s SACE certificate and Record of Achievement?

Yes. Results are reported on the SACE certificate and Record of Achievement, along with the following statement: 'This student has fulfilled the requirements of this qualification using one or more modified subject'.

Can Modified Subjects contribute towards the Australian Tertiary Admission Rank (ATAR)?

No. Stage 2 Modified Subjects are not Tertiary Admission Subjects and therefore cannot contribute towards an ATAR. ATAR arrangements are made by the universities through the South Australian Tertiary Admission Centre (SATAC).

The subject I want to modify is not listed, what can I do?

Teachers are encouraged to refer to the key areas listed under each of the Modified Subjects in the Modified Subjects Subject Outline, as the areas intentionally allow for significant scope in interpretation. Additionally, many Modified Subjects account for an additional *“Key Area: Other areas for detailed study suggested by teachers or students.”*

Can a student complete the A and B option for Stage 2 (Modified Subject)?

Yes. From 2025, an A and a B option for each Modified Subject code at Stage 2 has been created, except for English: Modified, Mathematics: Modified, Research Project: Modified, and Activating Identities and Futures: Modified.

A student may undertake both option A and option B of a Stage 2 Modified Subject which offers both options. It is important that teachers plan a different focus for the A and B options. For example, Creative Arts A: Modified could have a visual arts focus, and Creative Arts B: Modified could have a music focus. Please see pre-approved [Stage 2 LAP for Creative Arts A: Modified and Creative Arts B: Modified](https://www.sace.sa.edu.au/documents/652891/12707921/Creative+Arts+-+Modified+-+Exemplar+LAP-01+-+Options+A+and+B.docx/9f9e8420-c278-eef4-49d0-8a867bb08960?version=1.0) as an example.

With the update to Stage 2 Modified Subject codes, are there any counting restrictions or preclusions?

Yes. Where a 10-credit and a 20-credit subject both use the same subject code, these are precluded against each other. For example, 2CEA10 – Creative Arts A: Modified and 2CEA20 – Creative Arts A: Modified is a precluded combination. However, a student may complete Creative Arts A: Modified 2CEA10 and Creative Arts B: Modified 2CEB20, as the subject code is different. Please see [Stage 2 Subject Preclusions](https://www.sace.sa.edu.au/documents/652891/e1bc2513-e2eb-4e5c-8ecf-91c78f991988) for more information.

How many personal learning goals are required?

There is no set number of personal learning goals, however as a general guide, a 10-credit subject should include at least 1 key area of learning and a 20-credit subject should include a least 2 key areas of learning with personal learning goals to reflect skills, knowledge, and capability development within the selected key learning areas. Students demonstrate this achievement through 3 -5 assessments for a 10-credit subject and 6 – 10 assessments for a 20-credit subject. For example, a student may have 4 personal learning goals, but they are explored over 6 assessments.

Can I adjust the personal learning goals if the student is unable to meet the goal?

Yes. Modified subjects are designed to be flexible and to meet the learning needs of individual students. This may mean that a student’s personal learning goals needs to be adjusted to allow the student to successfully demonstrate learning that is challenging, achievable and meaningful to them. Any adjustments to learning goals can be noted on the addendum section of the LAP.

What documents do I need to submit for Modified Review?

For the majority of Modified Subjects, the following documents are required to be submitted along with student evidence:

* Learning and Assessment Plan
* Assessment task sheets
* Any associated guide for each task (e.g., marks scheme, solutions for skills and applications tasks)
* [Student description sheet](https://www.sace.sa.edu.au/documents/652891/704521/Modified+Subjects+-+Student+Description+Sheet.doc.docx/0894888b-7007-4ea0-977b-917bfb269e98?t=1729664572777)

Please find more information here on [preparing materials for Modified Subjects review.](https://www.sace.sa.edu.au/documents/652891/704521/Preparing+materials+for+Stage+1+and+Stage+2+Modified+Subjects+Review+submission.pdf/267c0721-a282-4b6d-a9ff-8191e853168d?t=1682043998807)

As the assessment design criteria is different for EIF: Modified and AIF: Modified, the following documents are required to be submitted along with student samples.

For EIF: Modified, please include:

* [Stage 1 Exploring Identities and Futures school-developed Modified LAP form](https://www.sace.sa.edu.au/documents/652891/12926210/Stage+1+Exploring+Identities+and+Futures+school-developed+Modified+LAP+form.docx/c5105ebd-2357-81b1-ca2f-d17b4232d159?version=1.2)
* [Natural Evidence of Learning Assessment Record](https://www.sace.sa.edu.au/documents/652891/12926265/1IFM+Natural+Evidence+of+Learning+Assessment+Record.docx/dbdb1786-3cfa-05f7-4082-5899ca5bb956?version=1.0).

For AIF: Modified, please include:

* [Stage 2 Activating Identities and Futures school-developed Modified School Planner form](https://www.sace.sa.edu.au/documents/652891/12816269/-Stage+2+Activating+Identities+and+Futures+school-developed+Modified+LAP+form.docx/06547146-f3a8-e8fb-ecba-2bce5090499c?version=1.2)
* [Natural Evidence of Learning Assessment Record.](https://www.sace.sa.edu.au/documents/652891/12816269/Stage+2+AIF+Modified+-+Natural+Evidence+of+Learning+Assessment+Record.docx/d8fd1b53-5c5f-5455-dd2b-225040551dad?version=1.2)

Where can I go for more information?

For more information, see your school's SACE coordinator.