



Government
of South Australia

SACE
BOARD
SOUTH AUSTRALIA



SACE Management Conference

Term 1, 2020

Agenda

1. Welcome

2. Years of success

- Strategic plan
- Learner profile
- 2019 results
- Merit Ceremony
- Governor's commendations

3. Improving

- Communications
- Accessing reports
- Special provisions
- Exceptional circumstances
- Results release
- Breaches of rules
- Moderation
- *Activity (15 minutes)*

BREAK (10 minutes)

- Online submissions
- External assessment

4. What's new

- Renewed subjects
- E-exams

5. Moving forward

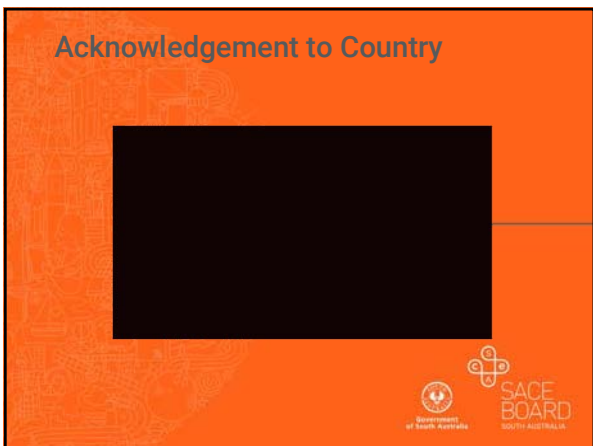
- Draft subject renewal schedule
- Implementation
- Quality assurance panel
- *Activity (30 minutes)*
- Stage 2 exam preparation
- Stage 1 moderation and Stage 1 and 2 modified
- Teachers new to the SACE PLATO
- PLATO reports
- Badges

6. News flash

- Professional learning – Institute of Educational Assessors (IEA)
- Galleries
- Website changes
- Mid-year completers
- Thank you for attending









Strategic plan....

SACE Board Strategic Plan 2016 – 2020

Vision: *World-class education for all*

Mission: *To provide quality, accessible and relevant education and training that empowers students to become successful, responsible and resilient citizens of the world.*

Strategic Pillars:

- Leadership:** The SACE Board provides strategic leadership and governance for the SACE system.
- Quality:** The SACE Board ensures that all SACE programs meet the highest standards of quality and are relevant to the needs of students and the world.
- Access:** The SACE Board ensures that all SACE programs are accessible to all students, regardless of their background or circumstances.
- Relevance:** The SACE Board ensures that all SACE programs are relevant to the needs of students and the world.
- Resilience:** The SACE Board ensures that all SACE programs are resilient to change and able to adapt to the needs of the future.
- Responsibility:** The SACE Board ensures that all SACE programs are delivered in a responsible and ethical manner.
- Accountability:** The SACE Board is accountable to the SACE system and the world.

coming to an end

RECORD OF ACHIEVEMENT

SUBJECT	GRADE	TRANSFER (NEAR: <i>Not</i> <i>Excellent</i> <i>Fairly</i>)
English	B	NE
Mathematics	B	NE
Art II Information, Digital Media & Technology	-	NE
Integrated Learning	A	EX
Chemistry	B	EX
Philosophy	A	EX

UNDERPINNING SKILLS

Literacy, Numeracy, ICT & Cyber

Transfer, Transfer, Transfer

ENTREPRENEURIAL THINKING

Planning, Action, Agility, Assessing Personal Balance, Assessing Acheivability: Network, Assessing Acheivability: Personal

ABILITIES

Critical Thinking, Creativity, Ethical Understanding, Intercultural Understanding, Personal & Social Capability, Entrepreneurial Thinking

2019 results



393 Aboriginal students completed the SACE.



296 students completed their SACE with one or more modified subjects.



78.5% of students who started their Personal Learning Plan (PLP) in 2017 completed their SACE over a three-year period.



43.4% of SACE completers included VET in their studies.

Congratulations to all students

ON Tuesday, some of our best and brightest students will be rewarded for their talent and hard work when Governor Hieu Van Le presents the merit awards for 2020. The students who achieved meritorious results deserve our congratulations.

But perfect SACE scores and a high ATAR are not the only standards by which our graduating students should be judged.

Our story last week showed increasingly parents were seeking out schools with curriculums that also prioritise creativity, communication, teamwork, persistence, adaptability and grit.

So, with that in mind, well done to those students who excelled in 2019. To the rest, remember, this is just the start.



Governor's commendations

2020 • SACE • Merit Ceremony

SACE Merit Ceremony

The outstanding academic achievements of South Australia's Year 12 students are recognised every year at the SACE Merit Ceremony. The event is hosted by the Governor of South Australia, His Excellency the Hon. Hieu Van Le AC, at Government House.

The most recent Merit Ceremony was held on Tuesday 4 February 2020, celebrating the achievements of the Class of 2019. If you missed the event or want to relive the day, view the [pages from the day](#).

Learn about the types of [commendations and awards](#) presented at the Merit Ceremony.

Writing applications:

- make time for quality application
- examples on the website.

TIM WILLIAMS EDUCATION REPORTER

MORE public and Catholic schools are being urged to put forward students for prestigious SACE awards, as nominations are dominated by high-fee independent schools.

Each year, the SACE Board struggles to compile a balanced list of Governor's Commendations from across the school sectors because of the lopsided nominations.

Most of the 25 to 30 awards, which form the basis of The Advertiser's annual SACE Merit list, combine academic achievement and community contribution, though a handful of students win them for grades alone.





Start of year communication

School contact information

Delegates access

Agreement- schools online

Agreement for Managing Access to Schools Online

Background

Communication

Who receives 'the Standard'?

- o Principal
- o Principal's delegate
- o SACE coordinator

Please disseminate to staff.

Emails through swift:

- o direct to teachers and leaders as required
- o subject specific.

Accessing reports

South Australian Certificate of Education
Schools Online

Home > Reports Home Page

Reports Home Page

Schools Online provides a range of reports on school or student related information. This includes reports in the following areas:

- Subject enrolments
- Student results
- SACE completion
- VET

2019 Moderation issues

2019 Exceptional circumstances

2019 Results enquiry

South Australian Certificate of Education

SPECIAL PROVISIONS

Dear colleague:

The SACE Board's **Special Provisions in Curriculum and Assessment Policy** exists to support students who have a disability, or have been affected by misadventure or personal circumstances beyond their control, to participate in the SACE.

An unforeseen incident beyond a student's control could include a range of circumstances such as a family death, accident, or the current uncertainty surrounding the novel coronavirus.

The Special Provisions policy enables schools to make reasonable adjustments on a case-by-case basis according to the individual needs of the student and nature of the assessment.

Reasonable adjustments may include, but are not limited to a reduction in the number of tasks within each Assessment type, and variations to the form of assessment, such as a written task presented orally.

Special provisions resources

There are a range of **resources** in the Special Provisions section of the **SACE website**. This section provides a quick reference information on eligibility, how to apply, as well as **frequently asked questions**.

Teachers and school leaders can access an **online special provisions course**. This is valuable professional learning and provides information on policy changes, student eligibility, roles and responsibilities, as well as common misconceptions.

You can watch this **short video animation** below that will help explain special provisions to your SACE colleagues.

Learnings from 2019

- External Assessment Investigations
- Examinations and Performances
- Forms
 - 31 – application for external assessment adjustments
 - 32 – application for use of derived results
- Predicted mark information V received mark per class cohort

Table activity

What feedback do you have about Special Provisions?

What works well?

What doesn't work for your school's context?

What additional support or information do you need?

Support

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

Information Sheet 58, FAQs

PLATO:



Phone: 8115 4700

Email: SACE.SpecialProvisions@sa.gov.au

Exceptional circumstances

Schools seeking extension requests or a change to results due to administrative errors can apply for consideration of exceptional circumstances for individual students or an assessment group.

Please phone the SACE Board and provide the following details:

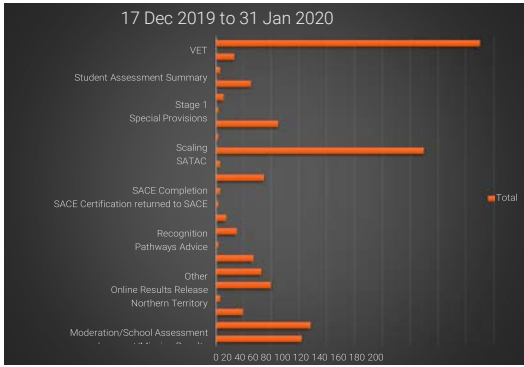
- Circumstance
- Registration Number(s)
- Stage 2 subject
- Teacher Name
- School Assessment or External Assessment

The askSACE team will email out the specific form to the principal (cc SACE Coordinator).

The completed form must be returned to the SACE Board via the principal's email, or via the SACE Coordinator (cc the principal), ensuring that the principal has authorised the request, and the 'Principal's Verification' box on the form has been ticked. Once received, the application will be considered as a matter of urgency.

Results enquiry - number of calls

17 Dec 2019 to 31 Jan 2020



Breaches of rules

Booklet information
Plagiarism
Supervision and verification



Breaches of rules operational steps - in brief

External assessment (ETA) - marking	School assessment (SA) - moderation
<p>Breaches in external assessments may include:</p> <ul style="list-style-type: none"> Plagiarism, missed deadlines, collusion between students, or use of unapproved non-computerized aids or technology (in an exam, pen to Information Sheet 3). 	<p>Breaches in school assessments may include:</p> <ul style="list-style-type: none"> Plagiarism, missed deadlines, collusion between students, or use of unapproved non-computerized aids or technology (in an exam, pen to Information Sheet 3).
<p>Breaches identified by the school:</p> <ul style="list-style-type: none"> School investigates potential breach. School completes Form 2 (include detailed information, evidence and a recommendation on the penalty to be applied). School submits Form 2 to SACE Board. SACE Board acknowledges receipt of Form 2. Schools list breaches of rules against student's name on the online results sheet. School enters breach in Schools Online at New value. SACE Board may apply an appropriate penalty and adjust any grades that change as a result of their investigation, taking into account the recommendation of the school. SACE Board notifies the principal and the student of the outcome at results release time. 	<p>Breaches identified and dealt with by the school:</p> <ul style="list-style-type: none"> School investigates potential breach. School decides and applies a penalty deemed appropriate (they can seek advice from the SACE Board). School uses Form 2 to document process (decisions and action) at the school. School enters the mark in Schools Online (taking into account the breach of rules). If the student's work is submitted for moderation and the student is a penalty, schools complete the 'Violations - Moderation Violations' form and include in the moderation log. or If an online submission request, schools tick the breaches of rules field in Schools Online.
<p>Breaches identified by SACE Board markers:</p> <ul style="list-style-type: none"> SACE Board staff investigate potential breaches identified by markers. SACE Board staff may liaise with school (especially in the case of collusion), which may result in the school investigating and their submitting Form 2. SACE Board may apply an appropriate penalty and adjust any grades that change as a result of their investigation. SACE Board notifies the principal and the student only if a penalty is applied. 	<p>Breaches identified by SACE Board moderators:</p> <ul style="list-style-type: none"> SACE Board moderators identify potential breaches of rules and penalties that are deemed by the school. The SACE Board contacts the school seeking further evidence/investigation.

Moderation



Stage 2 School Assessment Results Sheet

Stage 2 School Assessment Results Sheet

Module Number: QM1 553 Class Teacher(s): A. WILKES Status: In Progress Teacher name(s): Please add this [Export]

Assessment Group: 1 Results start: December Results start Date: 14 Dec 2017

Student Name	Registration	Final (50%)	Grade	Performance Standard Record	Student Marksheet	Product (50%)	Sample	Performance Standard Record	Student Marksheet	Combined Grade	Retention	Comments
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		A	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		B	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Please add this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Please add this	B	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Please add this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Please add this	C	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Please add this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Please add this	B	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Please add this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Please add this	A	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Please add this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Please add this	B	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Please add this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Please add this	A	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Please add this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Please add this	A	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Please add this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Please add this	B	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Please add this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Please add this	B	<input type="checkbox"/>	

[Add Student](#) [Export to CSV](#) [Export Results](#) [Save](#) [Send to Progress Dashboard](#) [Results to Progress Dashboard](#)

Performance Standard Record

Knowledge and Understanding	Research and Analysis	Investigation	Communication
<p>KS1: Evidence for knowledge and understanding assessment performance at the year grade level</p> <p>KS2: Evidence for knowledge and understanding assessment performance at the year grade level</p> <p>KS3: Evidence for knowledge and understanding assessment performance at the year grade level</p> <p>KS4: Evidence for knowledge and understanding assessment performance at the year grade level</p> <p>KS5: Evidence for knowledge and understanding assessment performance at the year grade level</p>	<p>KS1: Evidence for research and analysis assessment performance at the year grade level</p> <p>KS2: Evidence for research and analysis assessment performance at the year grade level</p> <p>KS3: Evidence for research and analysis assessment performance at the year grade level</p> <p>KS4: Evidence for research and analysis assessment performance at the year grade level</p> <p>KS5: Evidence for research and analysis assessment performance at the year grade level</p>	<p>KS1: Evidence for investigation assessment performance at the year grade level</p> <p>KS2: Evidence for investigation assessment performance at the year grade level</p> <p>KS3: Evidence for investigation assessment performance at the year grade level</p> <p>KS4: Evidence for investigation assessment performance at the year grade level</p> <p>KS5: Evidence for investigation assessment performance at the year grade level</p>	<p>KS1: Evidence for communication assessment performance at the year grade level</p> <p>KS2: Evidence for communication assessment performance at the year grade level</p> <p>KS3: Evidence for communication assessment performance at the year grade level</p> <p>KS4: Evidence for communication assessment performance at the year grade level</p> <p>KS5: Evidence for communication assessment performance at the year grade level</p>

Moderation Summary

Group Investigation and Presentation	Issues Analysis	Practical Activity	Performance Standard Record								
<p>KS1: [A-E]</p> <p>KS2: [A-E]</p> <p>KS3: [A-E]</p> <p>KS4: [A-E]</p> <p>KS5: [A-E]</p>	<p>KS1: [A-E]</p> <p>KS2: [A-E]</p> <p>KS3: [A-E]</p> <p>KS4: [A-E]</p> <p>KS5: [A-E]</p>	<p>KS1: [A-E]</p> <p>KS2: [A-E]</p> <p>KS3: [A-E]</p> <p>KS4: [A-E]</p> <p>KS5: [A-E]</p>	<p>The guide for this assessment can be adapted from A, B, C, D, E.</p> <p>The B indicator (analysis) generally demonstrated achievement with the first performance standard record (data).</p> <table border="1"> <thead> <tr> <th>Investigation</th> <th>Understanding</th> <th>Application</th> <th>Critical Analysis and Evaluation</th> </tr> </thead> <tbody> <tr> <td> <p>KS1: [A-E]</p> <p>KS2: [A-E]</p> <p>KS3: [A-E]</p> <p>KS4: [A-E]</p> <p>KS5: [A-E]</p> </td> <td> <p>KS1: [A-E]</p> <p>KS2: [A-E]</p> <p>KS3: [A-E]</p> <p>KS4: [A-E]</p> <p>KS5: [A-E]</p> </td> <td> <p>KS1: [A-E]</p> <p>KS2: [A-E]</p> <p>KS3: [A-E]</p> <p>KS4: [A-E]</p> <p>KS5: [A-E]</p> </td> <td> <p>KS1: [A-E]</p> <p>KS2: [A-E]</p> <p>KS3: [A-E]</p> <p>KS4: [A-E]</p> <p>KS5: [A-E]</p> </td> </tr> </tbody> </table>	Investigation	Understanding	Application	Critical Analysis and Evaluation	<p>KS1: [A-E]</p> <p>KS2: [A-E]</p> <p>KS3: [A-E]</p> <p>KS4: [A-E]</p> <p>KS5: [A-E]</p>	<p>KS1: [A-E]</p> <p>KS2: [A-E]</p> <p>KS3: [A-E]</p> <p>KS4: [A-E]</p> <p>KS5: [A-E]</p>	<p>KS1: [A-E]</p> <p>KS2: [A-E]</p> <p>KS3: [A-E]</p> <p>KS4: [A-E]</p> <p>KS5: [A-E]</p>	<p>KS1: [A-E]</p> <p>KS2: [A-E]</p> <p>KS3: [A-E]</p> <p>KS4: [A-E]</p> <p>KS5: [A-E]</p>
Investigation	Understanding	Application	Critical Analysis and Evaluation								
<p>KS1: [A-E]</p> <p>KS2: [A-E]</p> <p>KS3: [A-E]</p> <p>KS4: [A-E]</p> <p>KS5: [A-E]</p>	<p>KS1: [A-E]</p> <p>KS2: [A-E]</p> <p>KS3: [A-E]</p> <p>KS4: [A-E]</p> <p>KS5: [A-E]</p>	<p>KS1: [A-E]</p> <p>KS2: [A-E]</p> <p>KS3: [A-E]</p> <p>KS4: [A-E]</p> <p>KS5: [A-E]</p>	<p>KS1: [A-E]</p> <p>KS2: [A-E]</p> <p>KS3: [A-E]</p> <p>KS4: [A-E]</p> <p>KS5: [A-E]</p>								

Online submissions



Online submission of materials

SACE BOARD
SOUTH AUSTRALIA

Online submission 2020 – Codes for subjects and assessment types

SACE Online will accept a single file or multiple files using the correct file-naming format. Teachers are responsible for submitting all tasks for all assessment types within the file uploaded for submission. For example, if Assessment Type 1 requires three tasks then the three tasks should be represented as one submission file uploaded for assessment Type 1.

In 2020, external investigations for all subjects with an external investigation will be submitted online.

In 2020, school assessment materials for all subjects, except for Community Studies, will be submitted online.

Student registration number	Subject code	Assessment type	File type	Accepted file name
1234567	9A0029	AT1: XXXX	File text	1234567-200029A1X-File text

Stage 2 subject	Subject code	Assessment type	Assess ment type code	Example of file name
Bilingual Studies	19A030	1. Learning Journey	AT1	1234567-19A030-AT1 File text
		2. Social Action	AT2	1234567-19A030-AT2 File text
		3. Independent Project	AT3	1234567-19A030-AT3 File text
Accounting	24A000	1. Accounting Concepts and Solutions	AT1	1234567-24A000-AT1 File text
		2. Accounting Advice	AT2	1234567-24A000-AT2 File text
Agricultural Production	16A000	1. Agricultural Records	AT1	1234567-16A000-AT1 File text
		2. Applications	AT2	1234567-16A000-AT2 File text
		3. Production Investigation	AT3	1234567-16A000-AT3 File text
Agricultural Systems	22A000	1. Agricultural Records	AT1	1234567-22A000-AT1 File text
		2. Applications	AT2	1234567-22A000-AT2 File text
		3. Experimental Investigation	AT3	1234567-22A000-AT3 File text
Biology (core course)	25A000	1. Folio	AT1	1234567-25A000-AT1 File text
		2. In-depth Study	AT2	1234567-25A000-AT2 File text
Biology (orthonursing)	26A000	1. Folio	AT1	1234567-26A000-AT1 File text
		2. In-depth Study	AT2	1234567-26A000-AT2 File text

External assessment – Investigations

- check key dates when Result sheets are available
- Online submission of student work
- When completing external assessment results sheet for investigations – if no evidence is submitted – withdrawn (W) not an E-

(withdrawn on the investigation online result sheet does not withdraw the student from the subject)

Students need to be aware of the implications of being withdrawn from the external assessment.



Renewed subjects

Renewed subjects taught for the first time in 2020 include:

- Stage 2 Business Innovation
- Stage 2 Physical Education
- Stage 1 Economics
- Stage 1 Dance
- Stage 1 Drama
- Stage 1 and Stage 2 Design, Technology and Engineering
 - 4 new codes
 - Preclusions for SACE completion and ATAR
- Stage 1 and Stage 2 Australian Languages – Additional Language, First Language, and Language Revival
- Stage 1 and Stage 2 Outdoor Education.

Check LAPs carefully and correct codes used

e-exams



Review of 2019 e-exams

3 subjects
189 schools
5000 students



Continued strong partnership between SACE Board and schools in delivering exams.

2020 Subjects

Following the successful delivery of three e-exams in 2019, six new subjects will be added in 2020.

Here's the full list:

- Biology
- English Literary Studies
- Geography
- Indonesian (continuers)
- Legal Studies
- Modern History
- Nutrition
- Psychology
- Tourism

Legal Studies exam reduced to 130 minutes in 2020

Examinations timetable for 2020		SACE BOARD	
External assessment			
Year	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20
Subject	Accounting (2020/21) 180 minutes	Accounting (2020/21) 180 minutes	Accounting (2020/21) 180 minutes
Year	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20
Subject	Business (2020/21) 180 minutes	Business (2020/21) 180 minutes	Business (2020/21) 180 minutes
Year	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20
Subject	Chemistry (2020/21) 180 minutes	Chemistry (2020/21) 180 minutes	Chemistry (2020/21) 180 minutes
Year	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20
Subject	Computer Science (2020/21) 180 minutes	Computer Science (2020/21) 180 minutes	Computer Science (2020/21) 180 minutes
Year	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20
Subject	Design (2020/21) 180 minutes	Design (2020/21) 180 minutes	Design (2020/21) 180 minutes
Year	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20
Subject	English (2020/21) 180 minutes	English (2020/21) 180 minutes	English (2020/21) 180 minutes
Year	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20
Subject	Geography (2020/21) 180 minutes	Geography (2020/21) 180 minutes	Geography (2020/21) 180 minutes
Year	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20
Subject	Health Science (2020/21) 180 minutes	Health Science (2020/21) 180 minutes	Health Science (2020/21) 180 minutes
Year	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20
Subject	History (2020/21) 180 minutes	History (2020/21) 180 minutes	History (2020/21) 180 minutes
Year	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20
Subject	Indonesian (2020/21) 180 minutes	Indonesian (2020/21) 180 minutes	Indonesian (2020/21) 180 minutes
Year	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20
Subject	Legal Studies (2020/21) 130 minutes	Legal Studies (2020/21) 130 minutes	Legal Studies (2020/21) 130 minutes
Year	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20
Subject	Mathematics (2020/21) 180 minutes	Mathematics (2020/21) 180 minutes	Mathematics (2020/21) 180 minutes
Year	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20
Subject	Modern History (2020/21) 180 minutes	Modern History (2020/21) 180 minutes	Modern History (2020/21) 180 minutes
Year	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20
Subject	Nutrition (2020/21) 180 minutes	Nutrition (2020/21) 180 minutes	Nutrition (2020/21) 180 minutes
Year	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20
Subject	Psychology (2020/21) 180 minutes	Psychology (2020/21) 180 minutes	Psychology (2020/21) 180 minutes
Year	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20
Subject	Tourism (2020/21) 180 minutes	Tourism (2020/21) 180 minutes	Tourism (2020/21) 180 minutes
Year	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20	Year 11/12/13/14/15/16/17/18/19/20

Preparing students for e-exams

A non-subject specific sample exam

Key features document and videos

Subject specific samples of e-exams will be available via subject mini-sites

Familiarisation activities

Students, teachers, and parents are invited to use the example electronic examinations to familiarise themselves with its features.



FAQs

Can students access an electronic dictionary? Find answers to this and other questions in this section.



Readiness Toolkit

This toolkit which is currently being developed, will be available in Term 2.



Practice window

- Offered during Term 3
- Designed to:
 - test school readiness
 - fit within a single lesson
- Non subject specific

Practice window

Learn about the practice window, which provides an opportunity for schools to prepare for the final examinations the way they choose.



Provision of paper resources

Direction of travel is to deliver e-exams entirely online.

Policies and procedures cover all SACE Board exams, including those delivered electronically.



Moving forward



Draft Subject Renewal Schedule 2019 – 2022

2019–2020	2020–2021	2021–2022
Australian and International Politics	Child Studies	Media Studies
Continuers languages	Creative Arts	Society and Culture
Psychology	Research Project	Language and Culture
Nutrition	Visual Arts	Philosophy
Legal Studies	Women's Studies	Vietnamese (Background Speakers)
	Religion Studies	Chinese (Background Speakers)
	Personal Learning Plan	Food and Hospitality
	Community Studies	Cross-disciplinary Studies
	Modified Subjects	Tourism
	Workplace Practices	
	Information Processing and Publishing	

Pathway to successful implementation

Implementation activities for the following subjects will be advertised on the website as they become available.

Renewed subjects to be taught for the first time in 2021 include:

- Stage 2 Dance
- Stage 2 Drama
- Stage 2 Economics
- Stage 1 and Stage 2 Nutrition
- Stage 1 and Stage 2 Health and Wellbeing

The SACE Board is renewing Legal Studies, Australian and International Politics, Psychology, and Workplace Practices so they may also be taught in 2021.

Quality Assurance Panels

markers and moderators

Markers and moderators

Potential panelist (just doesn't know it)

Prospective panelist (on EOI)

Assessment Panelist (appointed)

What did assessment panelists have to say?

Activity

1. Take off your 'moderator/marker' hat and keep your school leadership hat on
2. Discuss and identify Positives and Negatives of staff involvement in marker/moderator recruitment and appointment

Recruitment

Formation

Assessment panels – impacts and benefits

Strengths

- What are the benefits for staff on assessment panels?
- What are the positive impacts on the school?
- How does the SACE Board support recruitment and appointment?
- What is done well in these processes?

Weaknesses

- What are the barriers to staff involvement in assessment panels?
- What are the impacts on the school?
- What further support is needed from the SACE Board?
- What makes it difficult for your school?
- What needs to be done better?

Stage 2 Exam Preparation



2. New Stage 2 Exam Preparation

The preparation of these examinations is undertaken by the SACE Board in partnership with Lead Practitioners appointed by the SACE Board. The series of articles explore the role of Lead Practitioners and the processes involved in the preparation of fair, valid, and reliable examinations. Teachers also wish to be consulted for a role in examination preparation should complete the course.

[Go to program](#)

Stage 1 Moderation and Stage 1 and 2 Modified Subjects Review

Schools are advised early in the year of:

- Stage 1 compulsory subjects to be moderated in 2020.
- Stage 1 compulsory modified subjects to be reviewed in 2020.

Reminders:

- Teachers need to be informed of requirements and processes.
- Ensure enrolments are in Schools Online by the due date (Wednesday 1st April – results due June).
- If enrolments are added after the due date please contact the AskSACE team.

Stage 1 Clarifying 2020



Stage 1 Moderation Changes for 2020

Submission of materials

The SACE Board is planning for electronic submission of moderation materials. To be confirmed.

Moderator training

Training and benchmarking activities for participating moderators will be via PLATO enabling moderation to begin earlier. This will also reduce time out of school for moderators.

Timeline

Wherever possible teachers should complete their assessment program in time to participate in the Semester 1 moderation round.

Stage 1 and 2 Modified Subjects Review

Processes for Modified subjects review will remain unchanged for 2020.

Submission will be hardcopy/USB via white bag and courier collection.

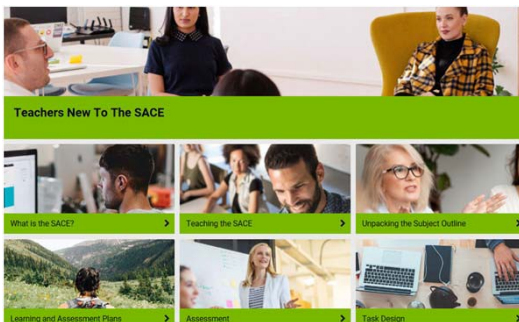


Issues

Some of the ongoing issues identified in semester 2, 2019:

- School samples not received as expected
- 2 out of 4 tasks submitted with moderation unable to proceed
- Missing Stage 1 Moderation Sample Form
- Missing Student Description Sheet (Modified subjects)
- Ambiguous grade on Moderation Sample Form e.g. C*/D*
- Results entered into Schools Online when moderation had not taken place and was requested. These results were removed by Assessment Operations and students pending to 2020.

New PLATO course



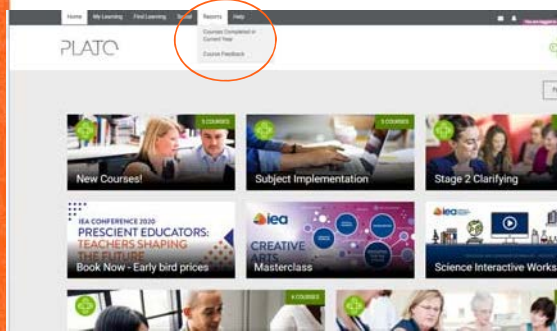
Teachers new to the SACE

The course covers a range of topics:

- Unpacking the subject outline
- Learning and assessment plans
- Assessment
- Task design
- Feedback to students
- Supervision and verification
- Making assessment decisions
- Clarifying
- Moderation



Plato progress reports



Badges in PLATO

How can I access and view these badges?









Science workshop | 28 February



TEACHING AND LEARNING WORKSHOP - SCIENCE

Using video to enable active learning

Friday 28 February 2020 | 8.30 am – 4.00 pm

Creative Arts Masterclass | 6 March



Professional Learning



www.iea.sa.edu.au
SACE.iea@sa.gov.au
08 8115 4713

Galleries

Visual Arts: Art and Visual Arts: Design
Design, Technology and Engineering



Website changes

Dance (Stage 1)
Drama (Stage 1)
Economics (Stage 1)
Accounting
Outdoor Education
Design, Technology and Engineering
Australian Languages





Mid year completion

Home > Coordinating the SACE > Administration > Information sheets > Leaving school at the end of Semester 1 (15)

Leaving school at the end of Semester 1 Information sheet 15

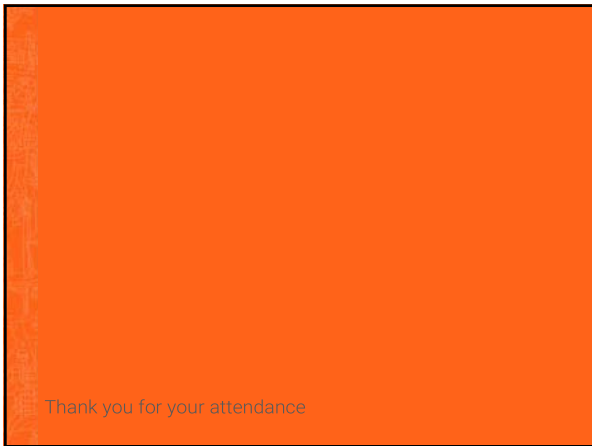
Advice about the Record of Achievement and the South Australian Certificate of Education for students leaving school at the end of Semester 1.

On this page

- SACE documents
- SACE completion
- Events



Schools should contact the SACE Board to discuss options for students who require Stage 2 credits for subjects other than Research Project to complete the SACE at the end of Semester 1.



Thank you for your attendance

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- Creative Arts Masterclass..... 24
- IEA conference 2020..... 25
- Breaches of rules operational steps – in brief 26
- Stage 2 School Assessment Results Sheet..... 30
- Moderation summary 31
- Draft Subject Renewal Schedule 2018 – 2022 32

What's new

Teaching and Learning Workshop – Science



The banner features the IEA logo at the top left. Below it, a row of science-related icons includes a microscope, books, a globe, a computer monitor with a play button, a bookshelf, a cactus, and test tubes. The background is a dark blue gradient.

TEACHING AND LEARNING WORKSHOP – SCIENCE

Using video to enable active learning

Friday 28 February 2020 | 8.30 am – 4.00 pm

Creative Arts Masterclass



The flyer is divided into two main sections. The left section has a purple header and contains three bullet points: EXPLORE, DEVELOP, and CONNECT. The right section has a white background with the IEA logo, event details, and logos for AGSA, SACE Board, and the Government of South Australia.

CREATIVE ARTS MASTERCLASS

Contemporary approaches to teaching and learning in the new Stage 2 Creative Arts course.

EXPLORE the rationale for learning and implications for teaching the new Stage 2 Creative Arts course.

DEVELOP a range of innovative strategies for facilitating and supporting student evidence of learning in Creative Arts.

CONNECT and collaborate with colleagues to map your Stage 2 teaching and learning program, design assessment tasks and embed contemporary approaches into your teaching and assessment practices.

This masterclass is designed for teachers of Stage 2 Creative Arts but also for innovative teachers looking to expand their expertise in teaching and assessment.



JOIN OUR MASTERCLASS IN CREATIVE ARTS TEACHING AND ASSESSMENT

Friday 6 March 2020
8.30 am – 4 pm
Tickets \$140

Art Gallery of South Australia
Radford Auditorium, North Terrace, Adelaide
For more information and to register www.iea.sa.edu.au

THIS EVENT IS SUPPORTED BY:



IEA Conference 2020



IEA CONFERENCE 2020

PRESCIENT EDUCATION TEACHERS SHAPING THE FUTURE

Wednesday 25 March

8:30 am – 4:00 pm

Adelaide Convention Centre

EARLY BIRD
BOOK BY 28 FEB

\$230

\$275

BOOK NOW
www.iea.sa.edu.au

The IEA Conference 2020 will inspire teachers to be champions of change.

Our stellar line-up of local and international speakers will give teachers the confidence and insight to look ahead at the challenges and opportunities facing education in our transforming world; to be prescient.

This is a must attend event for all teachers and leaders who are leading education transformation in their school or are ready to shift their thinking and start making an impact.



Valerie Hannon Co-founder, Innovation Unit

Keynote – The Future School presented by the Australian Learning Lecture

How might schools and learning be reinvented in our transforming world? Valerie Hannon will share her provocative and progressive view of learning and education and present the principles that inform future-focused schools. She will highlight the diverse forms that the Future School is starting to assume and use global examples of how schools and learning are being reinvented.



Dr Peter Goss School Education Program Director, Grattan Institute

How expert teachers can help every teacher improve their practice

Great teaching involves many skills, but how can teachers be supported to improve their practice? Dr Peter Goss will advocate for the creation of dedicated roles for expert teachers, whose responsibility is to help other teachers improve. He will explain the Grattan Institute model for a new expert teacher career path, how the role should offer a good salary to reflect the expertise and value that expert teachers will bring to schools, and why the role is so vital to improving outcomes for students.



Yasodai Selvakumaran Top 10 Finalist, 2019 Global Teacher Prize

Signatures to systems: how teachers can influence change from the classroom and beyond

Yasodai will share her experiences in championing change in her classroom, in schools and at the system level. She is critically aware of our constantly changing world and the implications for education; being prescient. Yasodai will discuss her approach to teaching and learning that fosters students' skills and capabilities, which are crucial for them to thrive in the future.

Breaches of rules operational steps – in brief

External assessment (30%) – marking	School assessment (70%) – moderation
<p>Breaches in external assessments may include:</p> <ul style="list-style-type: none"> • Plagiarism; missed deadlines; collusion between students; undue level of assistance; non-verification of work; late arrival at an exam; bringing non-approved notes or technology into an exam. (refer to Breaches of rules - Information sheet 3) 	<p>Breaches in school assessments may include:</p> <ul style="list-style-type: none"> • Plagiarism; missed deadlines; collusion between students; undue level of assistance; non-verification of work. (Refer to Breaches of rules - Information sheet 3)
<p>Breaches identified by the school</p> <ul style="list-style-type: none"> • School investigates potential breach. • School completes Breaches of rules (Form 2) (include detailed information, evidence and a recommendation on the penalty to be applied). • School submits Form 2 to SACE Board. • SACE Board acknowledges receipt of Form 2. • Schools 'tick' breach of rules against student's name on the online results sheet. • School enters marks in Schools Online at <i>face value</i>. • SACE Board may apply an appropriate penalty and adjust any grades that change as a result of their investigation, taking into account the recommendation of the school. • SACE Board notifies the principal and the student of the outcome at results release time. 	<p>Breaches identified and dealt with by the school</p> <ul style="list-style-type: none"> • School investigates potential breach. • School decides and applies a penalty deemed appropriate (they can seek advice from the SACE Board). • School use Breaches of rules (Form 2) to document process/decisions and retain it at the school. • School enters the mark in Schools Online (taking into account the breach of rules). • If the student's work is submitted for moderation and the marks include a penalty, schools complete the Variations - moderation materials (Form 27) and include in the moderation bag <p style="text-align: center;">or</p> <p>If an online submission subject, schools tick the 'breaches of rules' field in Schools Online.</p>
<p>Breaches identified by SACE Board markers</p> <ul style="list-style-type: none"> • SACE Board staff investigate potential breaches identified by markers. • SACE Board staff may liaise with school (especially in the case of collusion), which may result in the school investigating and then submitting Form 2. • SACE Board may apply an appropriate penalty and adjust any grades that change as a result of their investigation. • SACE Board notifies the principal and the student <i>only</i> if a penalty is applied. 	<p>Breaches identified by SACE Board moderators</p> <ul style="list-style-type: none"> • If SACE Board moderators identify potential breaches of rules and a penalty has not been applied by the school, the SACE Board contacts the school seeking further evidence/investigation.

Plagiarism in school assessment	Plagiarism in externally marked investigations	Verifying student work
<ul style="list-style-type: none"> • If detected during the drafting stages, advise student that they need to amend their work before submission. • If detected in submitted work, teachers should allocate a grade based on the work that is the student's own. • If the student's work is submitted for moderation, complete the Variations - moderation materials (Form 27) form and include in 	<ul style="list-style-type: none"> • If plagiarism is detected in draft work advise student that they need to amend their work before submission. • If detected in submitted work, the school investigates, and submits Form 2 to the SACE Board with details and evidence, and a recommended penalty. • The school enters the student's result into Schools Online at <i>face value</i> (no penalty) and indicates there has been a breach of rules on the online results sheet. 	<ul style="list-style-type: none"> • Monitor student's work throughout the drafting process. • Use the Supervision and Verification Student Record Sheet. • If after investigation and interview with the student the school is still unable to verify an externally marked piece, submit Form 2 and submit to the SACE Board.

Plagiarism in school assessment	Plagiarism in externally marked investigations	Verifying student work
<p>moderation bag. or</p> <ul style="list-style-type: none"> • If an online submission subject, indicate there was a breach of rules in the relevant field in Schools Online. • If moderators identify plagiarism/collusion, the SACE Board will contact the school to undertake further investigation. 	<ul style="list-style-type: none"> • The SACE Board investigates and applies a penalty, if appropriate. • Investigation markers may identify potential breaches of rules. If confirmed, the SACE Board may liaise with schools in the cases of collusion (so the school can confirm), and applies a penalty if appropriate. • The SACE Board notifies the principal and the student at results release time. 	<ul style="list-style-type: none"> • Submit marks in Schools Online at <i>face value</i>.



Breach of rules

- To be completed by the principal or the principal's delegate.
- For breaches of rules in external assessments, email this form to askSACE@sa.gov.au
- For breaches of rules in school assessments, keep this form at the school.
- Please read [information sheet 3](#) before completing this form.

Student details

Family name _____ Given name(s) _____

(BLOCK LETTERS)

SACE registration number

--	--	--	--	--	--	--	--

 Date of breach of rules _____

Subject _____ Assessment _____

Contact school _____ Telephone _____

School contact person _____ Email _____

Nature and evidence of breach

Please state the exact nature of the breach and any relevant circumstances leading up to the breach. Please note the student should be interviewed, by two people, where possible, during the investigation of the breach. (See page 2 for interview notes.)

Give details of any evidence attached to this report. Please attach a copy of the student work whenever relevant. Where plagiarism is suspected, highlight the relevant section(s).

External assessment (submit form to the SACE Board)

For **examinations**, please recommend a penalty to be imposed by the SACE Board _____

For **investigations**, please estimate the proportion of the work that can be verified as the student's own work, and recommend a grade that takes into account the portion that is the student's own work.

- Proportion that is student's own work _____
- Recommended grade, for the student's own work _____

Note: Results submitted in [Schools Online](#) to the SACE Board for external assessments should *not* include the recommended penalty/grade. The SACE Board will apply an appropriate penalty, taking this recommendation into account.

Signature of student _____ Signature of subject teacher _____
(required)

Principal/delegate: Name _____ Signature _____
Signature of invigilator (examinations only) _____



School assessment (keep form at the school)

Any penalty for a breach of rules in a school assessment should be applied by the school. If the student's work is selected in the sample to be submitted for final moderation, the school should complete [Form 27](#) and submit the form with the sample. Details of any penalty imposed should be included on Form 27.

Notes on breaches of rules in SACE assessments

1. From time to time students breach the rules for conduct in SACE assessments. SACE coordinators are requested to report on this form any breach considered serious enough to be brought to the notice of the SACE Board.
2. The rules for conduct in SACE assessments are explained in [Information sheet 3](#) and SACE Board policies, and printed on students' assessment declarations ([Form 1](#)) and examination attendance slips.
3. Any student who does not comply with the rules and conditions printed on his or her assessment declaration or his or her examination attendance slip will be in breach of the rules, and penalties may apply. Students who are in breach of the rules may have their results for an assessment task, an assessment type, the school assessment component, or a subject cancelled or amended, as determined by the school and/or the SACE Board. Students who are in breach of the rules in an external examination may have their results for the examination cancelled or amended, and be liable to such further penalty, whether by exclusion from future examinations or otherwise, as the SACE Board determines.
4. If any student is found breaching examination rules, he or she must be permitted to complete the examination unless that would in any way prejudice the other students' chances of completing the examination under normal conditions in the same room; in such a case the student may be permitted to complete the examination under supervision in a separate room. Any interview with the student considered necessary must be conducted with two people when the examination is finished. The student must be informed that a report is being sent to the SACE Board of South Australia.
5. An appeal process is available when a student believes that the decisions or other actions in relation to a breach of the rules have not been carried out in accordance with the SACE Assuring Assessment Integrity Policy, which is part of the [SACE Board of South Australia SACE Policy Framework](#) or the SACE Board's [Supervision and Verification of Students' Work Policy and Procedures](#). (Refer to [Information sheet 3](#) for more details.)

Refer to the SACE Board's [Supervision and Verification of Students' Work Policy and Procedures](#) for information on breaches of rules in SACE assessments.

Interview notes

Stage 2 School Assessment Results Sheet

Media Studies (2ME S20) Class teacher(s): Status: In Progress Teacher materials: [Please add files](#)

Class: 12ME101

Assessment group: 1

Results due: December Result Sheet Due: Fri 1 Dec 2017

Student Name	Registration	Folio (30%)	Sample	Performance Standards Record	Variations	Student Materials	Product (40%)	Sample	Performance Standards Record	Variations	Student Materials	Combined Grade	Withdrawn	<input type="button" value="Browse"/>
	032W	A	<input type="checkbox"/>				A-	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Please add files	A-	<input type="checkbox"/>	
	859E	B	<input type="checkbox"/>				B	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Please add files	B	<input type="checkbox"/>	
	525L	B-	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Please add files	B-	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Please add files	B-	<input type="checkbox"/>	
	306T	C-	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Please add files	C	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Please add files	C	<input type="checkbox"/>	
	032E	B	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Please add files	B	<input type="checkbox"/>				B	<input type="checkbox"/>	
	809H	A-	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Please add files	A-	<input type="checkbox"/>				A-	<input type="checkbox"/>	
	769L	B	<input type="checkbox"/>				B-	<input type="checkbox"/>				B-	<input type="checkbox"/>	
	081J	A	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Please add files	A-	<input type="checkbox"/>				A-	<input type="checkbox"/>	
	872J	A	<input type="checkbox"/>				A	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Please add files	A	<input type="checkbox"/>	
	971J	C+	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Please add files	A-	<input type="checkbox"/>				B	<input type="checkbox"/>	
	216X	B+	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Please add files	B-	<input type="checkbox"/>				B	<input type="checkbox"/>	

Moderation summary

Group Investigation and Presentation		Issues Analysis		Practical Activity		Performance Standard Record																																		
Teacher	Final	Teacher	Final	Teacher	Final																																			
A+	A+	A+	A+	A+	A+	<p>The grade for this assessment type was adjusted from B- to B. The B- moderation sample(s) generally demonstrated achievement with the final performance standards record (below).</p> <p style="text-align: right;">Key: Teacher Final</p> <table border="1"> <thead> <tr> <th></th> <th>Investigation</th> <th>Understanding</th> <th>Application</th> <th>Critical Analysis and Evaluation</th> </tr> </thead> <tbody> <tr> <td rowspan="3">B</td> <td>I1 Some depth of investigation into and critique of current health trends and issues.</td> <td>U1 Thoughtful, and some critical, understanding of a variety of influences on personal and community health and well-being.</td> <td>A1 Effective application of participation, interpersonal, practical, and group skills to an area related to health. 1</td> <td>CAE1 Thoughtful and critical analysis of a variety of current health trends and issues.</td> </tr> <tr> <td>I2 Systematic and considered approach to accessing, organising, and using information about health.</td> <td>U2 Some depth of understanding of health and related social justice issues.</td> <td>A2 Mostly consistent application of health literacy skills to relevant tasks. 1</td> <td>CAE2 Clear and convincing analysis of health-promoting strategies and the role of education in promoting and enhancing health outcomes. 1</td> </tr> <tr> <td>I3 Thoughtful and systematic investigation into and critique of the roles and responsibilities of individuals, communities, and governments in addressing health and well-being issues and priorities.</td> <td></td> <td>A3 Productive involvement in personal and social actions to improve health outcomes for individuals and communities. 1</td> <td>CAE3 Thoughtful evaluation of personal and social actions to promote improved health outcomes for individuals and communities. 1</td> </tr> <tr> <td rowspan="3">C</td> <td>I1 Some investigation into and critique of current health trends and issues.</td> <td>U1 Some thoughtful understanding of influences on personal and community health and well-being.</td> <td>A1 Competent application of participation, interpersonal, practical, and group skills to an area related to health.</td> <td>CAE1 Some informed and critical analysis of some current health trends and issues.</td> </tr> <tr> <td>I2 Generally organised approach to accessing, organising, and using information about health.</td> <td>U2 Some informed understanding of health and related social justice issues.</td> <td>A2 Some application of health literacy skills to relevant tasks.</td> <td>CAE2 Some considered analysis of health-promoting strategies and the role of education in promoting and enhancing health outcomes.</td> </tr> <tr> <td>I3 Competent investigation into and critique of the roles and responsibilities of individuals, communities, and governments in addressing health and well-being issues and priorities.</td> <td></td> <td>A3 Competent involvement in personal and social actions to promote improved health outcomes for individuals and communities.</td> <td>CAE3 Some considered evaluation of personal and social actions to promote improved health outcomes for individuals and communities.</td> </tr> </tbody> </table>					Investigation	Understanding	Application	Critical Analysis and Evaluation	B	I1 Some depth of investigation into and critique of current health trends and issues.	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All results have been confirmed.

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Some results have been confirmed and some have been adjusted.

Draft Subject Renewal Schedule 2019 – 2022

2019–2020	2020–2021	2021–2022
Australian and International Politics	Child Studies	Media Studies
Continuers languages – based on framework (Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek, Spanish, Vietnamese)	Creative Arts	Society and Culture
Psychology	Research Project	Language and Culture
Nutrition	Visual Arts	Philosophy
Legal Studies	Women’s Studies	Vietnamese (Background Speakers)
	Religion Studies	Chinese (Background Speakers)
	Personal Learning Plan	Food and Hospitality
	Community Studies	Cross-disciplinary Studies
	Modified Subjects	Tourism
	Workplace Practices	
	Information Processing and Publishing	

