SOUTH AUSTRALIAN MATRICULATION PROGRAM

SUMMARY OF SUBJECT OUTLINE CHANGES FOR 2013

Introduction
Revised subject outlines for subjects taught as part of the SAM Program are available on the SAM pages of the SACE Board website.

As part of the SACE Board’s monitoring and improvement process, feedback on the subject outlines has been received from members of Curriculum Leaders Groups and through questions from participants at clarifying workshops.

Revisions have been made to the subject outlines on the basis of:
- removing ambiguity and improving consistency
- updating information

The summaries of changes are listed below. Please note: only revisions made to the Stage 2 component of a subject (relevant for SAM students) are provided. Only subjects where revisions have been made are included (i.e. no changes have been made to English Studies, Economics, Psychology and the Research Project.

The revised subject outlines must be used for all teaching, learning, and assessment in all subjects in 2013.

ACCOUNTING
Stage 2
- **Content** – Section 3: Management – under ‘Current Assets’, replace last sentence of last dot point under ‘Debtors’, to read: ‘The total bad debt account balance should be transferred to any existing allowance account.’ (p. 30)
  - **School Assessment** – Assessment Type 1: Skills and Applications Tasks – reword the sentence ‘Each skills and applications task should be undertaken under the direct supervision of a teacher’, to read: ‘Skills and application tasks should be based on unseen data and undertaken under timed, supervised conditions, to a maximum of 1 hour’, and relocate directly under the heading ‘Assessment Type 1: Skills and Applications Tasks’ (p. 34).

BIOLOGY
Stage 2
- Delete current wording for AE1.
  - Reposition AE3 to AE1 and reword to read, ‘Analysis of data and concepts and their connections, to formulate conclusions and make relevant predictions’. (p. 50)
  - **Performance Standards** – amend to align with the assessment design criteria.
CHEMISTRY
Stage 2

- **Content – Skills** – Intended Student Learning for Precision, Reliability, and Accuracy
  - change ‘effect’ to read ‘effects’, in 6th paragraph to read: ‘Use averages or graphing as a means of detecting or minimising the effects of random errors’. (p. 30)

- ‘Information and Data’ – Add the word ‘bias’ to the 8th paragraph to read: ‘Evaluate evidence for bias, credibility, accuracy, and suitability’. (p. 31)

- **Assessment Design Criteria**
  - Delete current wording for AE1.
  - Reposition AE3 to AE1 and reword to read, ‘Analysis of data and concepts, and their connections, to formulate conclusions and make relevant predictions’. (p. 56)

- **Performance Standards** – amend to align with the assessment design criteria.

ENGLISH AS A SECOND LANGUAGE STUDIES
Stage 2

- **School Assessment – Assessment Type 1: Issue Analysis, Part 2: Written Response to Issue**, – Revise to read:
  - Students complete an extended written response to an aspect of the issue analysis. They are not expected to deal with every aspect of the issue, but to complete a response in which they briefly address:
    - **content** – report on an aspect of the issue that was the focus of study; this could include findings that were interesting or unexpected.
    - **process** – comment on the processes they used for the issue analysis; this could include a brief evaluation of the relevance of resources or the process used to determine the topic. (p. 41)

- **Assessment Type 3: Investigation** – Replace heading ‘Presentation’, with ‘Written Text’, and sentence stem to read: ‘The written text comprises:’ (p. 42)

INFORMATION TECHNOLOGY
Stage 2

- **Content – Core Topic 1: Information Systems**
  - Replace the word ‘components’ with ‘elements’.
  - Replace the word ‘outcomes’ with ‘outputs’.
  - **Considerations for Developing Teaching and Learning Strategies**
    - Replace the current bullet points with:
      - ‘Students look at, for example, information systems that can output the:
        - cost, time, and venue of a concern
        - cost of renting a car
        - prices of flights
        - cost of a motel room.’

  - Replace the word ‘outcomes’ with ‘outputs’
  - Replace the words ‘components’ with the words ‘elements’
  - Remove the word ‘physical’
Delete the 4th sentence beginning with ‘procedures: how components combine . . .’
Replace the words ‘affect the outcomes’ with the words ‘limit the scope of the information system’.
Replace the words ‘how the system detects errors’ with ‘responses from the information system that is used to confirm or make changes to input or processing activities’.

p. 54 – Key Questions and Concepts
Revise to read:
’What is the impact of computer-based information systems on society?• Effectiveness, efficiency, and reliability are relative terms• effectiveness is about whether all outcomes are successfully achieved. • efficiency is about how well the desired outcomes are achieved, by using minimum resources. • reliability is about whether desired outcomes are consistently achieved over time. • reliability is about whether desired outcomes are consistently achieved over time.’

p. 57 – Key Questions and Concepts
Replace the word ‘physical’ with the word ‘key’.

Considerations for Developing Teaching and Learning Strategies
Rewrite the three dot points to read:
• Students describe data transmission, using the terms medium, channel, bandwidth, and routed path.
• Students describe file type and size, and forms of file compression.
• Students describe methods of data encryption, and private and public keys.’

p. 60 – Considerations for Developing Teaching and Learning Strategies
Replace first paragraph with ‘Students investigate data to identify tables, records, fields.’
Replace second paragraph with ‘Students learn to apply normalisation principles, including identifying between different entities in order to design tables and relationships’.
Replace ‘outcomes’ with ‘outputs’, (p.62, 64, 65, 68, 70, 73, 78).

p. 80 – Considerations for Developing Teaching and Learning Strategies
4th paragraph down, delete the word ‘may’, from ‘Students may . . .’ and revise dot points to read:‘Students use cookies to store:
• a user’s preferences, for example, presentation, accessibility, and interface design
• session information
Students use session variables to store shopping cart data and secure information, such as login and customer details.’

Students create forms on web pages to secure information, using form elements . . .’

p.86 – Assessment Type 2: Skills and Applications Tasks
Second paragraph, last sentence, to read: ‘They apply skills, concepts, and complex processes to manipulate and process data to produce information technology systems.’
Replace ‘outcome’ with ‘output’.
LEGAL STUDIES
Stage 2

- **Learning Requirements**
  Revise LR2 to read: ‘know, understand, and analyse legal principles, processes, and structures’. (p. 22)
  Change LR5 to read: ‘analyse the Australian legal, constitutional, and justice systems.’ (p. 22)
  Revise I2 to read ‘critique of’ (instead of ‘critiquing’).

*Content*

Revise second sentence of second last paragraph to accommodate wording above:
‘Students analyse the Australian legal, constitutional, and justice systems and explore the different . . .’ (p23)

Topic 2: Constitutional Government – Delete the word ‘Critical’ from heading to read ‘Analysis of the Constitutional System’. Delete the word ‘critically’ in second sentence. (p.27)

Topic 3: Law-making – Delete the word ‘Critical’ from heading to read ‘Analysis of Different Forms of Law-making’. (p.29)

Topic 4: Justice Systems – Delete the word ‘critical’ from last sentence of first paragraph (p.30); and delete ‘Critical’ from heading to read ‘Analysis of the Justice System’. (p.31)

- **Assessment Design Criteria** – Change ‘Evaluation’, to ‘Analysis and Evaluation’ (E1, E2, E3 are renamed AE1, AE2, AE3).

AE1 to read, ‘Analysis of the Australian, legal, constitutional, and justice systems’.

AE2 to read, ‘Analysis of principles, processes, and structures in legal systems’.

AE3 reads as per E3 (p. 33)

- **School Assessment** – Assessment Type 1: Folio – after the first set of dot points include the sentence, ‘At least two folio assessments must be conducted under direct supervision’. (p.34)

- **Performance Standards** – Revisions to reflect the changes to the assessment design criteria. (pp. 37–38).

MALAY BACKGROUND SPEAKERS LEVEL
Stage 2

- **Assessment Type 2: In-depth Study** – 2nd dot point, add ‘maximum of’, to read ‘(maximum of 800 words)’, 3rd dot point, add ‘maximum of’ to read ‘(maximum of 600 words, or 5 to 7 minutes)’. (p. 17)

- Add the words ‘maximum of’ to the headings ‘A Written Response to the Topic in Malay’, and ‘A Reflective Response in English’. (p. 18)
MATHEMATICAL STUDIES

- **Content** – Subtopic 1.3: Testing Claims about a Population Mean – last paragraph under ‘Key Questions and Key Ideas’ include the words ‘or not’ to read, ‘The conclusion of the hypothesis is to determine whether or not there is sufficient evidence to reject the null hypothesis.’ (p.13)

- **Assessment Design Criteria** – Delete MMP6: ‘Contribution to group work’ (p. 45)

- **School Assessment** – Assessment Type 2: Folio

  Delete ‘ideal’ from last paragraph on p. 122 to read: ‘An investigation provides an opportunity for students to work cooperatively . . .’ (p. 46)

  In the last paragraph on the page, delete the words ‘make an identifiable contribution to the final product’ and replace with ‘submit an individual report’ to read ‘When an investigation is undertaken by a group, each student must submit an individual report.’ (p. 46)

- **Performance Standards** – Delete specific feature MMP6 to align with change to the assessment design criteria. (pp. 49–51).

SPECIALIST MATHEMATICS

- **Assessment Design Criteria** – Delete MMP6: ‘Contribution to group work’ (p. 44)

- **School Assessment** – Assessment Type 2: Folio

  Delete ‘ideal’ from last paragraph on to read: ‘An investigation provides an opportunity for students to work cooperatively . . .’ (p. 45)

  In the last paragraph on the page, delete the words ‘make an identifiable contribution to the final product’ and replace with ‘submit an individual report’ to read ‘When an investigation is undertaken by a group, each student must submit an individual report.’ (p. 45)

- **Performance Standards** – Delete specific feature MMP6 to align with change to the assessment design criteria. (pp. 48–50).

PHYSICS

**Stage 2**

- **Assessment Design Criteria**

  Delete current wording for AE1 (p. 18)

  Reposition AE3 to AE1 and reword to read, ‘Analysis of data and concepts and their connections, to formulate conclusions and make relevant predictions’.

  Reword KU2 to read, ‘Use of knowledge of physics to understand and explain contemporary issues and applications’. (p. 79)

- **Performance Standards** – amend to align with the assessment design criteria.