Society and Culture

OFFICIAL

Subject Outline | Stage 1

subject outline changes

OFFICIAL

| From 2024 | To 2025 onwards |
| --- | --- |
| There are no changes to this subject outline | |

Published by the SACE Board of South Australia,  
11 Waymouth Street, Adelaide, South Australia 5000

OFFICIAL

Copyright © SACE Board of South Australia 2010

First published 2010

Reissued for 2011 (published online October 2010,  
printed January 2011), 2012, 2013, 2014, 2015, 2016,  
2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025

ISBN 978 1 74102 571 2 (online Microsoft Word version)

ref: A1441363

*This subject outline is accredited for teaching at Stage 1 from 2010*

contents

Introduction 1

Subject Description 1

Local Programs 1

Capabilities 2

Literacy in Society and Culture 4

Numeracy in Society and Culture 5

Aboriginal and Torres Strait Islander Knowledge, Cultures, and Perspectives 6

Stage 1 Society and Culture 7

Learning Scope and Requirements 8

Learning Requirements 8

Content 8

Assessment Scope and Requirements 11

Evidence of Learning 11

Assessment Design Criteria 11

School Assessment 13

Performance Standards 15

Assessment Integrity 18

Support Materials 19

Subject-specific Advice 19

Advice on Ethical Study and Research 19

Introduction

Subject Description

Society and Culture is a 10-credit subject or a 20-credit subject at Stage 1, and a 10‑credit subject or a 20-credit subject at Stage 2.

In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures.

Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. They investigate the ways in which people function in groups and communicate within and across cultural groups. They develop the skills and experience to understand how individual and group involvement can influence change, and to consider the consequences of a range of possible social actions. Through their study of Society and Culture, students develop the ability to influence their own future by acquiring skills, values, and understanding that enable them to participate effectively in contemporary society.

Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups. They develop the skills to critically analyse a range of viewpoints about peoples, societies, and issues; understand diversity within and across societies; and extend their awareness of the connections between, and the interdependence of, societies and cultures.

Students use inquiry processes to explore concepts of society and culture in Australian (local and national) and global contexts. They choose and explore a range of primary and secondary sources and evaluate different viewpoints and perspectives. They learn to challenge their own thinking and develop skills in presenting opinions supported by evidence.

Students develop their skills in collaborative and independent thinking and inquiry by investigating the causes and consequences of a broad range of social issues and actions. They communicate informed opinions in a range of ways.

Students have the opportunity to build intercultural understanding by exploring the history, knowledge, and contemporary cultures of different peoples.

Local Programs

Each learning area has a subject outline that is designed to give schools additional flexibility in developing Stage 1 and Stage 2 teaching and learning programs that focus on specific local needs and interests.

The subject outline for Society and Culture provides this flexibility for the Humanities and Social Sciences Learning Area.

All teaching and learning programs based on the subject outline for Society and Culture must use the capabilities, learning requirements, assessment design criteria, and performance standards specified in this subject outline.

OFFICIAL

However, schools have the flexibility to:

either

* follow the content and assessment recommended in this subject outline

or

* vary the content and/or school assessment, using this subject outline as a guide.

Stage 2 teaching and learning programs that vary the school assessment must retain the same number of assessment types and the associated weighting of each assessment type specified in this subject outline.

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

Capabilities

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The five capabilities that have been identified are:

* communication
* citizenship
* personal development
* work
* learning.

The capabilities most clearly reflected in the learning requirements, the content, the assessment design criteria, and the performance standards of Society and Culture are those for citizenship, learning, and communication. All the capabilities offer students opportunities for personalised learning relevant to their future. Capabilities for citizenship, learning, and communication are developed as students demonstrate knowledge and understanding, and investigate, analyse, and communicate ideas about social and cultural issues and societies. Students develop capabilities for work and personal development through collaborative group work, reflection, evaluation, and the communication of informed opinions on local and global societies and cultures.

Communication

In Society and Culture, students communicate for different purposes and audiences, and in different contexts. They identify, locate, and analyse primary and other sources and perspectives (e.g. they plan and carry out interviews or surveys with a range of people in order to record quantitative and/or qualitative data). Students, individually and with others, use communication skills to investigate and discuss ideas, concepts, and topics related to society and culture and to demonstrate their knowledge, understanding, reflection, and informed opinions.

In their communication students are encouraged to recognise and respect cultural differences, ethical protocols, and the views of other people. Students develop literacy and numeracy skills and use information and communication technologies as they inquire, investigate, analyse, and communicate. The form in which students demonstrate evidence may be written, oral, or multimodal (e.g. combining sound and speech with visual materials).

Citizenship

In Society and Culture, students develop their capability for citizenship by exploring social, political, historical, religious, philosophical, economic, legal, geographical, environmental, and cultural factors that affect societies locally and globally. In studying contemporary societies, their structures and systems, and connections between them, students may reflect on a range of identities, values, and cultures, including their own. Students may focus on and/or consider the perspectives of Indigenous peoples and cultures. Students develop skills that contribute to making informed decisions about local and/or global citizenship.

Students develop skills in collaborating with others to investigate social issues. They investigate the nature and causes of social change, and consider how power structures operate in society. Students may develop a deeper understanding of social justice, democratic processes, and ethical behaviour. They may question or challenge the ethical or sustainable nature of social, cultural, and environmental practices, consider implications, and suggest or act on strategies for change.

Personal Development

In Society and Culture, students develop their capability for personal development by reflecting on their personal identity, culture, values, and sense of purpose as they learn about, investigate, analyse, and evaluate aspects of societies and cultures. They learn how their own culture, society, and environment, and those of other people, are shaped by a range of factors over time. Students gain an understanding of how they arrived at their place in the world, how they can influence and contribute to society, and how they can make a positive difference by sharing learning and social action. Students learn how individual and group involvement can influence positive change.

Work

In Society and Culture, students develop their capability for work by gaining and applying employability and life skills. Individually and collaboratively, students identify guiding questions, plan inquiries, and analyse sources to gain knowledge and understanding about local, national, and global societies and cultures. Students may interview and/or survey a range of people, suggest and negotiate ways of communicating informed opinions, and participate actively and responsibly in informed social action and responsible citizenship. Students evaluate their collaborative learning and achievements.

Students may consider types and conditions of work as examples of change in societies. Through topics in this subject, students may learn about post-school pathways related to humanities and social sciences.

OFFICIAL

Learning

In Society and Culture, students develop their capability for learning by accessing, organising, and using information about societies and cultures, locally and globally, and issues that relate to them. Individually and in groups, students develop skills of inquiry, investigation, and reasoning which they apply, through analytical, reflective, ethical, and evaluative thinking, to a range of primary and secondary sources and perspectives.

Students learn that complex situations may require creative, diverse, and multiple solutions. They also learn how social and cultural factors and relationships shape and change knowledge, which is contested rather than forming a body of given truth. Students consider causes and consequences as they analyse how and why social change occurs, and learn about the nature and causes of social change.

Literacy in Society and Culture

Teachers support students, as individuals and in groups, in developing literacy by:

* investigating; for example
* identifying one or more issues, and placing each issue in context
* identifying the contextual meaning of subject-related vocabulary and concepts
* understanding the role of focusing questions and/or a hypothesis, and evaluating these regularly to consider whether inquiries are achievable, need clarification, or should be modified
* identifying efficient ways to find relevant written, oral, and visual qualitative and quantitative sources (including electronic sources)
* modelling ways to obtain information from primary sources by carrying out surveys, conducting interviews, recording observations, and generating data
* explaining types of questions to use in interviews (e.g. closed and open questions) and ways to demonstrate active listening and to record information from interviews
* providing models of ways to structure surveys and to obtain statistically useful and relevant samples
* modelling ways to find and identify relevant material in a range of secondary sources
* analysing; for example
* explaining ways to use the skills of social inquiry listed in the Content section
* sorting and classifying sources
* discussing, questioning, and debating
* identifying context, purpose, bias, intent or message, inference, accuracy, relevance, reliability, authority, and views that may be included or excluded
* comparing and contrasting sources
* identifying evidence of change over time, how and why it occurs (including who has power), and ways to influence change
* synthesising research data
* evaluating; for example
* weighing up evidence of analysis
* reflecting on the effectiveness of collaboration
* taking into account ethics, sustainability, and possible outcomes and solutions
* communicating; for example
* suggesting and justifying conclusions
* presenting learning in clear, concise, and, at times, persuasive language
* considering the context, purpose, and audience for the communication (e.g. concise and consistent wording for illustrations or websites; acknowledging sources appropriately; persuasive language in written or spoken argument; and the use of paragraphs or segments to separate ideas, elements, views, or topics in a discussion)
* describing effective skills for collaborative group work
* presenting informed views in presentations that may be written, oral, or multimodal
* giving explicit advice and models for effective communication in a range of forms (e.g. dot points or letter writing).

Numeracy in Society and Culture

Teachers support students, as individuals and in groups, in developing, using, and engaging with numeracy by:

* investigating; for example
* identifying, collecting, and/or recording relevant quantitative data
* investigating statistical and geographic information systems data
* designing forms for surveying or recording the observations provided by a range of people or in relation to relevant social and/or cultural phenomena
* recording information in categories such as age, location, gender, wealth, health, and education to account for different viewpoints on issues or aspects of society
* accessing relevant maps that convey spatial relationships between people, cultures, and environments
* recording relevant societal and spatial relationships through images (e.g. photographs, drawings, and symbols)
* analysing and evaluating; for example
* extrapolating, interpreting, translating, comparing, contrasting, estimating, and summarising relevant quantitative data
* analysing and evaluating the meaning of spatial relationships, using maps, chronological time-scales, photographs, illustrations, and measurements
* analysing factors associated with ethics, sustainability, and economics as they relate to issues (e.g. relative costs of labour, materials, and the transport of various goods)
* communicating; for example
* communicating relevant quantitative and spatial data in the most effective form (e.g. a map, table, or pie chart) and the most effective style of graphic illustration (e.g. the style and size of font, colour or shading, and key and labels)
* reflecting on spatial awareness when communicating (e.g. the use of white space; appropriate sizes of font and images in multimedia presentations, and/or websites; space in margins and between paragraphs; and pauses when speaking).

Aboriginal and Torres Strait Islander Knowledge, Cultures, and Perspectives

OFFICIAL

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

* providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
* recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
* drawing students’ attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
* promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.

Stage 1 Society and Culture

Learning Scope and Requirements

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Society and Culture.

In this subject, students are expected to:

1. demonstrate knowledge and understanding of contemporary social and cultural issues, in local and global contexts
2. demonstrate skills in analysing how and why social change occurs
3. investigate and analyse a range of sources and perspectives
4. work collaboratively to analyse, and reflect on, a contemporary social or cultural issue and share their learning with others
5. demonstrate understanding of connections between societies and cultures
6. communicate informed ideas and opinions about social and cultural issues and societies.

Content

Society and Culture is a 10-credit subject or a 20-credit subject at Stage 1.

Schools may either follow or vary the content recommended in this subject outline.

For a 10-credit subject, it is recommended that students study two topics:

* one topic with a focus on an Australian context
* one topic with a focus on a global context.

For a 20-credit subject, it is recommended that students study three topics:

* one topic with a focus on an Australian context
* one topic with a focus on a global context
* one topic with a focus on either a global context or an Australian context.

In a local program, topics may be designed to suit local needs and interests.

The social inquiry approach to learning forms the core of the study of Society and Culture. Through the study of a topic, students develop skills in various approaches to, and methods of, investigating and analysing contemporary social issues. They become familiar with the limits and potential of these approaches and methods, and with the ethical issues associated with them.

The choice of topics should reflect the experiences, backgrounds, and interests that students bring to their studies. There should be sufficient flexibility to allow topics that apply to the whole class and, when practicable, to groups of students and individual students.

Topics

The following topics are suggested as a guide to developing studies in Stage 1 Society and Culture. The topics are adaptable to an Australian context and/or a global context. The list is not comprehensive and teachers may devise other topics.

* A current social or cultural issue
* Forces for social change or continuity
* The media
* Popular culture
* Power and authority in society
* Prejudice and discrimination
* Lobby and advocacy groups and social change
* Wealth, work, and status
* Relationships between societies and natural environments
* The social impact of environmentally sustainable practices and environmentally unsustainable practices
* Contemporary Aboriginal and Torres Strait Islander societies
* Societies in rural and urban Australia
* Cultures and subcultures in Australian society
* Australia’s relationships with the Asia–Pacific region
* The diversity of the Asia–Pacific region
* Refugee and migrant experiences and contributions
* Australia’s global connections
* Australians as global citizens
* World-shaping phenomena
* Peace and conflict

Key Skills of Social Inquiry

The following questions are designed to guide students’ knowledge and understanding of concepts and their development of skills, including the capabilities.

Questions about Societies and Cultures

What is a society? What is a culture? How are they defined?

* What does ‘culture’ mean to me?
* How can societies and cultures be studied?
* How are societies structured?
* How do societies and cultures interconnect?
* What are some of the signs that societies are failing to work?
* How are individuals and societies linked?
* What forces in societies affect an individual’s choices and behaviour?
* What social changes are occurring in contemporary societies?
* How do societies and environments influence each other?
* How do values and beliefs shape cultures and societies?
* How do power structures operate in societies?
* How do societies (local, national, and global) ensure that the basic needs and human rights of their members are met?
* How does the social construction of power, prejudice, gender, religion, sexuality, ethnicity, and class affect various groups, societies, and cultures?
* How does racism affect various groups, societies, and cultures?
* What questions do you need to ask when investigating a contemporary social issue?

Questions about Conducting an Inquiry

How are you going to conduct your inquiry?

* What primary and secondary sources can you analyse?
* What or whose point of view is reflected and/or omitted?
* How might you sort out your information?
* What inferences or conclusions can you draw?
* How does the information change your point of view?
* What evidence do you have to support different points of view?
* How can you examine evidence for accuracy, relevance, reliability, bias, and omissions?
* What does the evidence suggest could be done about this issue?
* Who might benefit and who might be disadvantaged by what is done?
* How can you contribute to or influence decisions made in the community and society, now and in the future?

Assessment Scope and Requirements

Assessment at Stage 1 is school based.

Schools may either follow or vary the assessment types recommended in this subject outline.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Society and Culture:

* Assessment Type 1: Sources Analysis
* Assessment Type 2: Group Activity
* Assessment Type 3: Investigation.

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

* at least one sources analysis assessment
* at least one group activity
* at least one investigation.

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

* two to four sources analysis assessments
* two group activities
* two investigations.

Assessment Design Criteria

The assessment design criteria are based on the learning requirements and are used by teachers to:

* clarify for the student what they need to learn
* design opportunities for the student to provide evidence of their learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

* students should demonstrate in their learning
* teachers look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

* knowledge and understanding
* investigation and analysis
* collaboration
* communication.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Knowledge and Understanding

The specific features are as follows:

KU1 Knowledge and understanding of contemporary social and/or cultural issues in Australian and global contexts.

KU2 Understanding of connections between societies and cultures.

Investigation and Analysis

The specific features are as follows:

IA1 Analysis of and reflection on contemporary social or cultural issues.

IA2 Analysis of how and why social change occurs.

IA3 Investigation and analysis of a range of sources and perspectives.

Collaboration

The specific features are as follows:

Cl1 Collaborative investigation of a range of perspectives on a contemporary social or cultural issue.

Cl2 Reflection on learning and sharing of learning with others.

Communication

The specific features are as follows:

Cm1 Communication of informed ideas about social and/or cultural issues and societies.

Cm2 Communication of opinions supported by evidence, with appropriate acknowledgment of sources.

School Assessment

Assessment Type 1: Sources Analysis

Students undertake at least one sources analysis assessment for a 10-credit subject, and two to four sources analysis assessments for a 20-credit subject. They identify, investigate, and analyse different sources to gain insight into social or cultural issues or aspects of societies.

Students gather information from primary and/or secondary sources. Primary sources may include observations and recordings from field trips to cultural or social events or centres, a study of cultural artefacts, or interaction with guest speakers and other people in the school or the local community, including other students. Students may undertake activities as individuals, in groups, or as members of a whole class. They record qualitative or quantitative data, using surveys, journals, photographs, or spreadsheets, or other means.

Students investigate and analyse relevant information from the different sources.

Students negotiate with the teacher the form — written, oral, or multimodal — in which to communicate their learning about the social or cultural issue or aspect of society. For example, they could use a classroom discussion, an argument, a forum, a dramatic presentation, a mock parliamentary debate, a symbolic representation, mime and drama, movement and dance, music and song, debates, reports, or interviews to communicate their learning.

A sources analysis assessment should be a maximum of 800 words if written or a maximum of 5 minutes for an oral presentation, or the equivalent in multimodal form.

When students are involved in group activities they need to identify, record, and present evidence of learning individually.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* investigation and analysis
* communication.

Assessment Type 2: Group Activity

Students undertake at least one group activity for a 10-credit subject, and two group activities for a 20-credit subject. They:

* work collaboratively in a group to define and investigate different perspectives on a contemporary social or cultural issue that is relevant to one or more of the topics studied.
* reflect on and share their learning with others.

The group could be a pair, or a larger group, of students from the class or a local or virtual community. Students need to have evidence (e.g. notes) of their contribution to the collaboration.

Students reflect on and share their learning with others in a round-table discussion or other method of communication that enables each member of the group to demonstrate their contribution.

Each student’s contribution to a group activity should be a maximum of 750 words if written or a maximum of 5 minutes for an oral presentation, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* knowledge and understanding
* investigation and analysis
* collaboration.

Assessment Type 3: Investigation

Students undertake at least one investigation for a 10-credit subject, and two investigations for a 20-credit subject. They choose a contemporary social or cultural issue to investigate. They identify and refine guiding questions and investigate, analyse, and use relevant information from different sources, which may include primary sources. Students support their conclusions with evidence from their investigations.

Students may take into account the context of the issue — historical, economic, environmental, or other — or consider how and why social change has affected, or may affect, the issue.

Students negotiate the form of presentation — written, oral, or multimodal — with the teacher. Guiding questions are suggested in the ‘Key Skills of Social Inquiry’ section in Learning Scope and Requirements.

A presentation should be a maximum of 1000 words if written or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* knowledge and understanding
* investigation and analysis
* communication.

Performance Standards

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated their learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of a subject, the teacher makes a decision about the quality of the student’s learning by:

* referring to the performance standards
* taking into account the weighting of each assessment type
* assigning a subject grade between A and E.

Teachers can use a SACE Board school assessment grade calculator to help them to assign the subject grade. The calculator is available on the SACE website (www.sace.sa.edu.au).

Performance Standards for Stage 1 Society and Culture

| - | Knowledge and Understanding | Investigation and Analysis | Collaboration | Communication |
| --- | --- | --- | --- | --- |
| A | In-depth knowledge and perceptive understanding of a range of contemporary social and/or cultural issues, in Australian and global contexts.  Perceptive understanding of connections between societies and cultures. | Insightful and well-informed analysis of and reflection on contemporary social or cultural issues.  Perceptive analysis of how and why social change occurs.  Well-organised and focused investigation and analysis of a range of sources and perspectives. | Constructive and inclusive contribution to collaborative investigation of different perspectives on a contemporary social or cultural issue.  Insightful and focused reflection on, and proactive sharing of, learning with others. | Incisive and coherent communication of perceptive ideas about social and/or cultural issues and societies.  Explicit and convincing communication of opinions supported by evidence, with appropriate acknowledgment of sources. |
| B | Some depth in knowledge and understanding of different contemporary social and/or cultural issues, in Australian and global contexts.  Well-considered understanding of connections between societies and cultures. | Well-considered and informed analysis of and reflection on contemporary social or cultural issues.  Well-considered analysis of how and why social change occurs.  Well-organised investigation and analysis of a range of sources and perspectives. | Considered and active contribution to collaborative investigation of different perspectives on a contemporary social or cultural issue.  Focused reflection on, and active sharing of, learning with others. | Clear and effective communication of well-informed ideas about social and/or cultural issues and societies.  Clear and mostly convincing communication of opinions supported by evidence, with appropriate acknowledgment of sources. |
| C | Knowledge and understanding of some contemporary social and/or cultural issues, in Australian and global contexts.  Appropriate understanding of connections between societies and cultures. | Considered and informed analysis of and reflection on contemporary social or cultural issues.  Considered analysis of how and why social change occurs, tending towards description of social change.  Generally organised investigation and analysis of a range of sources and perspectives. | Generally active contribution to collaborative investigation of different perspectives on a contemporary social or cultural issue.  Some focused reflection on, and generally active sharing of, learning with others. | Generally effective communication of informed ideas about social and/or cultural issues and societies.  Generally effective communication of opinions supported by evidence, with mostly appropriate acknowledgment of sources. |
| D | Identification and some understanding of one or two contemporary social and/or cultural issues, in Australian or global contexts.  Identification and some awareness of connections between societies and cultures. | Identification and some description of one or more contemporary social or cultural issues.  Identification of some reasons for social change.  Basic investigation and some use of information or perspectives from easily accessible sources. | Superficial contribution to collaborative investigation of different views on, or suggestions about, a defined contemporary social or cultural issue.  Superficial reflection on, and occasional sharing of, learning with others. | Communication of basic ideas about two or more social or cultural issues.  Partial use of evidence to support an opinion, with inconsistent acknowledgment of sources. |
| E | Some awareness of a social and/or cultural issue, in an Australian or global context.  Limited awareness of connections between societies and cultures. | Some awareness of one or more social or cultural issues.  Limited awareness of reasons for social change.  Attempted use of information or perspectives from one or more easily accessible sources. | Attempted contribution to collaborative investigation of different views on, or suggestions about, a defined contemporary social or cultural issue.  Emerging recognition of the need for reflection on, and sharing of, learning with others. | Attempted communication of ideas about one or more social or cultural issues.  Limited use of evidence to support an opinion, with limited acknowledgment of sources. |

Assessment Integrity

OFFICIAL

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement in the school assessment are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 1 are available on the SACE website (www.sace.sa.edu.au).

Support Materials

Subject-specific Advice

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

Advice on Ethical Study and Research

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).