

COVID SUBJECT ADJUSTMENTS



SACE BOARD
SOUTH AUSTRALIA



NEW SUBJECT ADJUSTMENTS AS AT 6 JULY 2022

In consideration of the ongoing impacts of COVID-19 the following additional subject outline adjustments have been made to the following subjects:

Ancient Studies (p.6)
English as an Additional Language (p. 23)
Modern History (p. 41)

Please refer to relevant pages in this document for details of the adjustments that have been made.



COVID SUBJECT ADJUSTMENTS

ABORIGINAL STUDIES

The following subject outline adjustments have been made:

To meet the Performance Standard ECR2, teachers are recommended to promote digital collaboration with others if face-to-face interaction is not available.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

For example, it may be more manageable for students to provide evidence of their learning through a discussion with the teacher or a small group or produce a vlog or blog rather than a written response.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).

COVID SUBJECT ADJUSTMENTS

ACCOUNTING

The following subject outline adjustments have been made:

Students provide evidence of their learning through **five or six** assessments, including the external assessment component. Students undertake:

- **three or four** accounting concepts and solutions tasks
- one accounting advice
- one examination.

For AT1

Students should provide evidence of their learning through **three to four** tasks.

Where **three tasks** are completed, the combined maximum of **2700 word** limit applies, if written, or the equivalent in oral or multimodal form.

Where four tasks are completed, the combined maximum of 3600 word limit applies, if written, or the equivalent in oral or multimodal form

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

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Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

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COVID SUBJECT ADJUSTMENTS

AGRICULTURAL PRODUCTION

The following subject outline adjustments have been made:

Students provide evidence of their learning through **six to seven** assessments, including the external assessment component.

Students complete:

- **two to three** agricultural reports:
 - **one or two** with a practical focus
 - one with a focus on science as a human endeavour
- three applications tasks
- one production investigation

It is expected that teachers use their professional judgement in the design of the suite of assessments to suit their cohort. For this subject, assessments must include:

- one agricultural report with a practical focus including individual student design
- one task involving collaborative work.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

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Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

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COVID SUBJECT ADJUSTMENTS

AGRICULTURAL SYSTEMS

The following subject outline adjustments have been made:

Students provide evidence of their learning through **six to seven** assessments, including the external assessment component.

Students complete:

- **two to three** agricultural reports:
 - **one or two** with a practical focus
 - one with a focus on science as a human endeavour
- three applications tasks
- one experimental investigation

It is expected that teachers use their professional judgement in the design of the suite of assessments to suit their cohort. For this subject, assessments must include:

- one agricultural report with a practical focus including individual student design
- one task involving collaborative work

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

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Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

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COVID SUBJECT ADJUSTMENTS

ANCIENT STUDIES

The following **new subject outline adjustments as at 6 July 2022** have been made:

Students provide evidence of their learning through **at least six** assessments, including the external assessment component. Students undertake:

- **At least three** skills and applications tasks (**at least one** task should be completed under **supervised** conditions)
- At least two connections tasks
- One inquiry

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject. Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning.

The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject. Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort.

As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments. For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed.

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COVID SUBJECT ADJUSTMENTS

AUSTRALIAN LANGUAGES

The following subject outline adjustments have been made:

Assessment Types with a collaborative component **may be replaced** with an individual task if necessary. Specific features relating to collaboration (e.g. C3 in Stage 2 Australian Languages- First Language) **may be omitted**.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

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COVID SUBJECT ADJUSTMENTS

BIOLOGY

The following subject outline adjustments have been made:

Students provide evidence of their learning through **seven to** eight assessments, including the external assessment component. Students complete:

- at least two practical investigations
- one investigation with a focus on science as a human endeavour
- at least three skills and applications tasks
- one examination

It is expected that teachers use their professional judgement in the design of the suite of assessments to suit their cohort.

For this subject, assessments must include:

- one practical investigation with deconstruction and design
- one assessment that involves collaborative work

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

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Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

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COVID SUBJECT ADJUSTMENTS

BUSINESS INNOVATION

The following subject outline adjustments have been made:

Students should provide evidence of their learning through **four or five** assessments, including the external assessment component. Students undertake:

- **two or three** business skills tasks
- one business model
- one business plan and pitch

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

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Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

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COVID SUBJECT ADJUSTMENTS

CHEMISTRY

The following subject outline changes have been made:

Students provide evidence of their learning through **seven to** eight assessments, including the external assessment component. Students complete:

- at least two practical investigations
- one investigation with a focus on science as a human endeavour
- at least three skills and applications tasks
- one examination

It is expected that teachers use their professional judgement in the design of the suite of assessments to suit their cohort. For this subject assessments must include:

- one practical investigation with deconstruction and design
- one assessment that involves collaborative work

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

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Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

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COVID SUBJECT ADJUSTMENTS

CHILD STUDIES

The following subject outline adjustments have been made:

For a **10-credit** subject:
No change.

For a **20-credit** subject:
Students should provide evidence of their learning through **six to eight** assessments, including the external assessment component. Students undertake. Students undertake:

- at least **three** practical activities
- at least one group activity
- one investigation

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

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Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

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Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

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COVID SUBJECT ADJUSTMENTS

COMMUNITY CONNECTIONS

There are no adjustments required to this subject outline as there are sufficient flexibilities provided within the subject.

Flexibilities exist in the nature, scope and depth of the field of study. Time allocations should be designed as appropriate to the community activity and the contract of work.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

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The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

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COVID SUBJECT ADJUSTMENTS

COMMUNITY STUDIES A

There are no adjustments required to this subject outline as there are sufficient flexibilities provided within the subject.

For the **10-credit subject**, where 'community contacts' and 'community audience' is referred to in the subject outline regarding the Presentation, and in the assessment design criteria for Communication and interaction, 'community contacts' and 'community audience' should be considered in the broadest possible form.

For the **20-credit subject**, flexibilities exist in the nature, scope and depth of the community activity and the contract of work in this subject. Time allocations should be designed as appropriate to the community activity and the contract of work.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

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The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

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COVID SUBJECT ADJUSTMENTS

CREATIVE ARTS

The following subject outline adjustments have been made:

For a 20-credit subject:

It is recommended that students provide evidence of their learning through **four to five** assessments, including the external assessment component. Students:

- develop and present **one or two** creative arts products
- undertake **one or two** inquiries
- undertake one practical skills assessment

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

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Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

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COVID SUBJECT ADJUSTMENTS

CROSS DISCIPLINARY STUDIES

There are no adjustments required to this subject outline as there are sufficient flexibilities provided within the subject.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

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The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

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COVID SUBJECT ADJUSTMENTS

DANCE

The following subject outline adjustments have been made:

Students provide evidence of their learning through four assessment tasks, including the external assessment component. Students complete:

AT1: one performance portfolio - allow for online audience if needed.

AT2: two dance contexts tasks – a recording and a choreographic analysis

AT3: one skills development portfolio.

Where necessary, students may use evidence captured in AT1 as supportive evidence of learning in AT3

NOTE

Recognising that Performance is fundamental if students are to demonstrate their learning in Dance, the assessment type remains. Recorded evidence will be provided.

The option remains for students to demonstrate their learning in a group but where that is not possible (either face-to-face or remotely) a solo performance will be sufficient. Similarly, where evidence of collaboration exists it may be used but it will not be required

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

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COVID SUBJECT ADJUSTMENTS

DESIGN, TECHNOLOGY AND ENGINEERING

The following subject outline adjustments have been made:

Stage 1 - Production

The specific features are as follows:

P1 Application of skills, processes, procedures, **and/or** techniques to create a solution.

Assessment of the following specific feature is optional:

P2 Development of solutions to technical problems that arise during the solution realisation

Stage 2 - Production

The specific features are as follows:

P1 Application of skills, processes, procedures, **and/or** techniques to create a solution.

Assessment of the following specific feature is optional:

P2 Development of solutions to technical problems or recommendations for improvement.

NOTE

Recognising that Production is fundamental if students are to demonstrate their learning in Design, Technology and Engineering, the specific features remain but flexibility had been added to allow teachers to respond to their context.

P2 remains for those students who have progressed sufficiently on their product to develop solutions or recommendations.

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

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COVID SUBJECT ADJUSTMENTS

DIGITAL TECHNOLOGIES

The following subject outline adjustments have been made:

Students should provide evidence of their learning through five or six assessments, including the external assessment component. Students undertake:

- three or four project skills tasks
- one collaborative project
- one individual digital solution.

The tasks should be presented in multimodal form.

Where three tasks are undertaken, together they should be the equivalent in multimodal form of a maximum of 15 minutes.

Where four tasks are undertaken, together they should be the equivalent in multimodal form of a maximum of 20 minutes.

For assessment type one, the requirement to collaborate on "at least one" task is not required.

NOTE

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COVID SUBJECT ADJUSTMENTS

DRAMA

The following subject outline adjustments have been made:

Students provide evidence of their learning through **three or four** assessments, including the external assessment component. Students complete:

AT1: one group production task - reduction in performance time, allow for online audience if needed.

AT2: **one or two** evaluation and creativity tasks - can analyse an **online** performance

AT3: one creative presentation.

Recognising that Performance is fundamental if students are to demonstrate their learning in Drama, the assessment type remains even though students may not be able to provide evidence of their learning through the traditional performance.

While the evidence provided to the SACE Board will be recorded, the option remains for students to demonstrate their learning through a live performance including live streaming of video or audio. A recorded performance will also be sufficient.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).

COVID SUBJECT ADJUSTMENTS

EARTH AND ENVIRONMENTAL SCIENCE

The following subject outline adjustments have been made:

Students provide evidence of their learning through **seven to eight** assessments, including the external assessment component. Students complete:

- at least two practical investigations
- one investigation with a focus on science as a human endeavour
- at least three skills and applications tasks
- one Earth systems study

It is expected that teachers use their professional judgement in the design of the suite of assessments to suit their cohort.

For this subject, assessments must include:

- one practical investigation with deconstruction and design
- one assessment that involves collaborative work

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).



COVID SUBJECT ADJUSTMENTS

ECONOMICS

There are no adjustments required to this subject outline as there are sufficient flexibilities provided within the subject.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).

COVID SUBJECT ADJUSTMENTS

ENGLISH

The following subject outline adjustments have been made:

For a 20-credit subject, students should provide evidence of their learning through **seven or eight** assessments, including the external assessment component. Students complete:

- two or three responses to texts
- three or four created texts (one of which is a writer's statement)
- one comparative analysis

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).



COVID SUBJECT ADJUSTMENTS

ENGLISH AS AN ADDITIONAL LANGUAGE

The following **new subject outline adjustments as at 6 July 2022** have been made:

For AT 2, students complete:

- **Three or four** tasks for the responses to texts (at least one on a theme/issue; one creative and one analysis of a persuasive text. Of these responses, one must be to a literary text, and the responses overall must have one oral and one written)

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject. Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning.

The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject. Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort.

As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments. For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed.

The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).

COVID SUBJECT ADJUSTMENTS

ENGLISH LITERARY STUDIES

The following subject outline adjustments have been made:

Assessment Type 3: Text Study (30%)

Part A: Comparative Text Study (15%)

"A comparative text study that compares one of the texts studied in the shared studies with another text individually chosen by the student, in a response of a maximum of 1500 words."
Pg 20

Replace with

"A comparative text study that compares one of the texts studied in the shared studies **or an individually chosen text** with another text individually chosen by the student, in a response of a maximum of 1500 words."

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).

COVID SUBJECT ADJUSTMENTS

ESSENTIAL ENGLISH

The following subject outline adjustments have been made:

Students provide evidence of their learning through six or seven assessments, including the external assessment component. Students complete:

- two or three assessments for responding to texts
- two or three assessments for creating texts
- one language study.

It is expected that teachers use their professional judgement in the design of the suite of assessments to suit their cohort.

For this subject, assessments must include:

- **AT1**: at least one written and one oral folio assessment
- **AT 2**: one advocacy text and **one or two** additional texts of which one must be written, and one must be oral.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).



COVID SUBJECT ADJUSTMENTS

ESSENTIAL MATHEMATICS

The following subject outline adjustments have been made:

Students provide evidence of their learning through **seven** to eight assessments, including the external assessment component. Students undertake:

- **four or five** skills and applications tasks
- **two or three** folio tasks
- one examination

It is expected that teachers use their professional judgement in the design of the suite of assessments to suit their cohort, ensuring any specific requirements of the subject outline are met (for example, covering the non-examined topics).

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).

COVID SUBJECT ADJUSTMENTS

FOOD AND HOSPITALITY

The following subject outline adjustments have been made:

For a 10-credit subject:

No change.

For a 20-credit subject:

Students should provide evidence of their learning through **six to eight** assessments, including the external assessment component. Students undertake:

- at least **three** practical activities
- at least one group activity
- one investigation

This additional flexibility is provided so teachers can address the needs of those particular students who are unable to access equipment, technologies and supplies that provide opportunities to demonstrate their learning

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).

COVID SUBJECT ADJUSTMENTS

GENERAL MATHEMATICS

The following subject outline adjustment have been made:

Students provide evidence of their learning through **seven to eight** assessments, including the external assessment component. Students undertake:

- **four or five** skills and applications tasks
- two mathematical investigations
- one examination

It is expected that teachers use their professional judgement in the design of the suite of assessments to suit their cohort, ensuring any specific requirements of the subject outline are met (for example, covering the non-examined topics).

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).

COVID SUBJECT ADJUSTMENTS

GEOGRAPHY

There are no adjustments required to this subject outline as there are sufficient flexibilities provided within the subject.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).



COVID SUBJECT ADJUSTMENTS

HEALTH AND WELLBEING

There are no adjustments required to this subject outline as there are sufficient flexibilities provided within the subject.

To meet the Performance Standard ECR2 if completing collaborative work, teachers are recommended to promote digital collaboration with others if face-to-face interaction is not available.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).



COVID SUBJECT ADJUSTMENTS

INDUSTRY CONNECTIONS

There are no changes required to this subject outline as there are sufficient flexibilities within the subject.

To meet the Performance Standard ECR2 if completing collaborative work, teachers are recommended to promote digital collaboration with others if face-to-face interaction is not available.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).



COVID SUBJECT ADJUSTMENTS

INFORMATION PROCESSING AND PUBLISHING

The following subject outline adjustments have been made:

For a 20-credit subject:

Students provide evidence of their learning through **seven to ten** assessments, including the external assessment component. Students complete:

- at least **four** practical skills assessments
- one or two issues analysis assessments
- one technical and operational understanding assessment
- one product and documentation assessment (External)

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).

COVID SUBJECT ADJUSTMENTS

INTEGRATED LEARNING

The following minor subject outline adjustment has been made, noting that the subject outline provides sufficient flexibilities within the subject:

AU1: Understanding and development of knowledge and concepts, **and/or** skills in relation to the program focus.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).



COVID SUBJECT ADJUSTMENTS

LANGUAGE AND CULTURE

There are no adjustments required to this subject outline as there are sufficient flexibilities provided within the subject.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).

COVID SUBJECT ADJUSTMENTS

LANGUAGES (BACKGROUND)

There are no adjustments required to this subject outline as there are sufficient flexibilities provided within the subject.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).



COVID SUBJECT ADJUSTMENTS

LANGUAGES (BEGINNERS)

There are no adjustments required to this subject outline as there are sufficient flexibilities provided within the subject.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).

COVID SUBJECT ADJUSTMENTS

LANGUAGES (CONTINUERS)

There are no adjustments required to this subject outline as there are sufficient flexibilities provided within the subject.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).



COVID SUBJECT ADJUSTMENTS

LEGAL STUDIES

The following subject outline adjustments have been made:

Students provide evidence of their learning through **five or six** assessments, including the external assessment component. Students complete:

- **three or four** folio tasks
- one inquiry task
- one examination

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).

COVID SUBJECT ADJUSTMENTS

MATHEMATICAL METHODS

The following subject outline adjustments have been made:

Students provide evidence of their learning through **seven to eight** assessments, including the external assessment component. Students undertake:

- **five or six** skills and applications tasks
- one mathematical investigation
- one examination

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).



COVID SUBJECT ADJUSTMENTS

MEDIA STUDIES

The following subject outline adjustments have been made:

Students should provide evidence of their learning through **five to seven** assessments, including the external assessment component. Students undertake:

- **one to three** media exploration assessments, and one media interaction study for the folio
- two media products, each of which is supported by a producer's statement
- one investigation

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).

COVID SUBJECT ADJUSTMENTS

MODERN HISTORY

The following **new subject outline adjustments as at 6 July 2022** have been made:

Students provide evidence of their learning through six or seven assessments, including the external assessment component. Students undertake:

- Four or five historical skills assessments (teachers need to ensure that the specific features are still being addressed if completing four tasks)
- One historical study
- One examination

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject. Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning.

The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject. Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort.

As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments. For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed.

The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).

COVID SUBJECT ADJUSTMENTS

MUSIC EXPLORATIONS

The following subject outline adjustments have been made:

Students provide evidence of their learning through **four or five** assessments, including the external assessment component. Students complete:

- **Two or three** musical literacy tasks
- One portfolio of explorations
- One creative connections task

For assessment type 1: Musical Literacy, students undertake **two or three** musical literacy tasks.

For assessment type 2: Explorations, time limits have been adjusted:

- The set of short performances should be presented to a live audience. All performances must be recorded, and the set of performances should be between **6 and 10** minutes.
- A set of compositions should be between **3 and 6** minutes.
- A crafted musical instrument should demonstrate playability and range of expression, in **2 to 4** minutes

For assessment type 3: Creative Connections, time limits have been adjusted:

- A creative work that is a performance should be between **4 to 8** minutes.
- A creative work that is a composition or arrangement should be between **2.30** to 4 minutes.

Where a 'live audience' is referred to in the assessment types, replace with **an audience such as a live or online audience**.

The 'Composition Task' for Assessment Type 1: Musical Literacy remains a requirement; students may choose to submit 1 or 2 of the other analysis/ critique tasks.

Recognising that performance is fundamental if students are to demonstrate their learning in Music Explorations, changes to the Subject Outline are designed to give more flexibility to teachers so students can provide evidence of their learning even if the traditional performance is not possible.



COVID SUBJECT ADJUSTMENTS

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).

COVID SUBJECT ADJUSTMENTS

MUSIC PERFORMANCE – ENSEMBLE

The following subject outline adjustments have been made to the Stage 1 and Stage 2 subjects:

Additional dot point on p8 of subject outline:

Students may perform in:

- a small ensemble of two or more performers an orchestra
- a band
- a choir or vocal ensemble
- a performing arts production (as a singer or instrumentalist in an ensemble).
- a virtual ensemble

Where a 'live audience' is referred to in the assessment types, replace with **an audience, such as a live or online audience**.

Where part-testing is referred to in the assessment types, as 'approximately 2 minutes', replace this with **up to 5 minutes**.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).



COVID SUBJECT ADJUSTMENTS

MUSIC PERFORMANCE – SOLO

The following subject outline adjustments have been made to the Stage 1 and Stage 2 subjects:

Where a 'live audience' is referred to in the assessment types, replace with **an audience such as a live or online audience**.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).

COVID SUBJECT ADJUSTMENTS

MUSIC STUDIES

The following subject outline adjustments have been made:

Students provide evidence of their learning through **four or five** assessments, including the external assessment component. Students complete:

- one portfolio of creative works
- **two to three** musical literacy tasks
- one examination

For assessment type 1: Creative Works, time limits have been adjusted:

- a performance or set of performances should be **6 to 12** minutes
- a composition or set of compositions should be **3 to 6** minutes

For assessment type 2: Music Literacy, students complete **two or three** musical literacy tasks.

Where a 'live audience' is referred to in the assessment types, replace with **'an audience such as a live or online audience'**.

Recognising that performance is fundamental if students are to demonstrate their learning in Music Studies, changes to the Subject Outline are designed to give more flexibility to teachers so students can provide evidence of their learning even if the traditional performance is not possible.

The 'manipulation' tasks remain a requirement; students may choose to submit one or two of the other analysis/critique tasks

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).

COVID SUBJECT ADJUSTMENTS

NUTRITION

The following subject outline adjustments have been made:

Students should provide evidence of their learning through **five or six** assessments, including the external assessment component. Students complete:

- one design practical investigation
- one investigation with a focus on science as a human endeavour
- **two or three** skills and applications tasks, **one of which** is a case study
- **one examination**

It is expected that teachers use their professional judgement in the design of the suite of assessments to suit their cohort. For this subject, assessments must include:

- one skills and applications tasks must be a case study

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).



COVID SUBJECT ADJUSTMENTS

OUTDOOR EDUCATION

The following subject outline adjustments have been made:

Stage 1 - Outdoor activity and journey requirements

- 10 credit - Outdoor activities and/or journeys should be undertaken and should be at least 3 days (though they may not be consecutive days). This may be fewer days where a full 3 days is not possible.
- 20 credit - Outdoor activities and/or journeys should be undertaken and should be at least 3 days (though they may not be consecutive days). This may be fewer days where a full 3 days is not possible.

Stage 2 - Outdoor activity and journey requirements

- Students should participate in outdoor activities and journeys in natural environments. Students undertake outdoor activities and/or journeys, (was at least 2) with each outdoor activity or journey having a duration of at least 3 days (though they may not be consecutive days). This may be fewer days where a full 3 days is not possible.

Stage 1 - Evaluation and Reflective Practice

ERP1 Reflective practice of personal experiences and social skills in a natural environment, and/or in preparation for an experience in a natural environment.

ERP2 Evaluation and reflective practice of the development and/or application of practical outdoor skills.

Stage 2 - Planning and Application

PA1 Planning and/or application of responsibilities, leadership and risk-management strategies to participate in safe and sustainable outdoor activities and journeys

Stage 2 - Evaluation and Reflective Practice

ERP1 Evaluation and reflective practice of planning, leadership and collaborative skills in a natural environment, and/or in preparation for an experience in a natural environment.

ERP2 Evaluation and reflective practice of the development and/or application of practical outdoor skills.

ERP3 Evaluation and reflection of personal experiences and/or connections in or with natural environments.



COVID SUBJECT ADJUSTMENTS

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).



COVID SUBJECT ADJUSTMENTS

PHILOSOPHY

The following subject outline adjustments have been made:

Students should provide evidence of their learning through **five or six** assessments, including the external assessment component. Students undertake:

- Two argument analysis assessments
- **Two or three** issues analysis assessments
- One issues study

Teachers should still cover the 3 key areas of ethics, epistemology, and metaphysics in the course.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).



COVID SUBJECT ADJUSTMENTS

PHYSICAL EDUCATION

There are no adjustments required to this subject outline as there are sufficient flexibilities provided within the subject.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).



COVID SUBJECT ADJUSTMENTS

PHYSICS

The following subject outline adjustments have been made:

Students provide evidence of their learning through **seven to eight** assessments, including the external assessment component. Students complete:

- at least two practical investigations
- one investigation with a focus on science as a human endeavour
- at least three skills and applications tasks
- one examination

It is expected that teachers use their professional judgement in the design of the suite of assessments to suit their cohort. For this subject, assessments must include:

- one practical investigation with deconstruction and design
- one assessment that involves collaborative work

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).

COVID SUBJECT ADJUSTMENTS

POLITICS, POWER AND PEOPLE

There are no adjustments required to this subject outline as there are sufficient flexibilities provided within the subject.

For this subject, assessments must include:

- at least one folio assessment must focus on collaboration skills.

Collaboration can be undertaken via an on-line interaction, if in-person interaction is not possible.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).

COVID SUBJECT ADJUSTMENTS

PSYCHOLOGY

The following subject outline adjustments have been made:

Students provide evidence of their learning through six or seven assessments, including the external assessment component. Students complete:

- at least one psychological investigation, of which one must include deconstruction of a problem and design of a psychological investigation
- one investigation with a focus on science as a human endeavour
- at least three skills and applications tasks, including at least one skills and applications task from each of the three non-examined topics
- one examination.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).



COVID SUBJECT ADJUSTMENTS

RELIGION STUDIES

There are no adjustments required to this subject outline as there are sufficient flexibilities provided within the subject.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).



COVID SUBJECT ADJUSTMENTS

RESEARCH PROJECT A & B

There are no adjustments required to this subject outline as there are sufficient flexibilities provided within the subject.

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).

COVID SUBJECT ADJUSTMENTS

SCIENTIFIC STUDIES

The following subject outline adjustments have been made:

Students provide evidence of their learning through **six to seven** assessments, including the external assessment. Students complete:

- one inquiry folio, comprising:
 - **two to three** tasks with a focus on science inquiry skills
 - one investigation with a focus on science as a human endeavour
 - one individual inquiry design proposal
- one collaborative inquiry
- one individual inquiry (external).

NOTE

Teachers are encouraged to review their learning and assessment plans and consider amending tasks to be manageable in size and scope.

Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

Students can demonstrate evidence of their learning to the highest performance standard through tasks that use lower word or time limits allowed within this subject.

Word counts and time limits are specified as maxima only and teachers have the flexibility to design tasks with lower word or time limits, while honouring the learning intent and maintaining the cognitive demand of the subject.

Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

For Stage 2 moderation, please ensure that you submit the LAP (with addendum) against which your students were assessed. The adjustments provided by the SACE Board in response to COVID do not override the opportunity to seek Special Provisions for individual students if required in line with the [Special Provisions in Curriculum and Assessment Policy](#).



COVID SUBJECT ADJUSTMENTS

SOCIETY AND CULTURE

There are no adjustments required to this subject outline as there are sufficient flexibilities provided within the subject.

NOTE

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COVID SUBJECT ADJUSTMENTS



SACE BOARD
SOUTH AUSTRALIA



COVID SUBJECT ADJUSTMENTS

SPIRITUALITY, RELIGION AND MEANING

The following subject outline adjustments have been made:

For a 10 credit subject, students should provide evidence of their learning through **three or four** assessments, including the external assessment component.

Students undertake:

- one or two reflective analysis tasks
- one connections task (collaboration can be virtual/ digital: examples provided in subject outline)
- one transformative action.

For a 20 credit subject, students should provide evidence of their learning through **four or five** assessments, including the external assessment component.

Students undertake:

- two to three reflective analysis tasks (can be reduced to two)
- one connections task (collaboration can be virtual/ digital: examples provided in subject outline)
- one transformative action.

NOTE

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Where appropriate, the learning and assessment plan should be designed to include the minimum number of tasks per assessment type.

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Adjustments to the assessment specifications for this subject have been carefully considered, recognising that students have assessment demands across subjects. These adjustments are intended to minimise the disruption of COVID, ensuring greater time for students to continue with their learning. The overall set of assessments must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Where a variation in the number of assessment tasks is implemented, it is expected that the same assessment component will be omitted for all students within the cohort. As the learning and assessment plan (LAP) informs the assessment of students across the year, where a variation is made, the changes should be reflected in the addendum section of the LAP. Schools are required to keep accurate records of any adjustments.

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COVID SUBJECT ADJUSTMENTS

SPECIALIST MATHEMATICS

The following subject outline adjustments have been made:

Students provide evidence of their learning through **seven to eight** assessments, including the external assessment component. Students undertake:

- **five or six** skills and applications tasks
- one mathematical investigation
- one examination

NOTE

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COVID SUBJECT ADJUSTMENTS

TOURISM

The following subject outline adjustments have been made:

Students should provide evidence of their learning through **six to eight** assessments, including the external assessment component. Students undertake:

- at least two assessments for the folio
- at least one practical activity
- one investigation
- one examination.

NOTE

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COVID SUBJECT ADJUSTMENTS

VISUAL ARTS - ARTS/DESIGN

The following subject outline adjustments have been made:

For a 10-credit subject:

Assessment Type 1: Folio (40%) For a 10 credit subject, as a guide, there should be a total of **between twelve and twenty** A3 sheets (or equivalent) of visual and written and/or oral evidence to support one resolved practical work or a body of resolved work.

For a 20-credit subject:

Students should provide evidence of their learning through **four to six** assessments, including the external assessment component. Students produce:

- one folio **between twenty and forty** A3 sheets (or equivalent)
- **one or two** practical works, including a practitioner's statement for each practical work or body of resolved work
- one visual study.

Assessment Type 1: Folio (40%)

For a 20 credit subject, as a guide, there should be a total of **between twenty and forty** A3 sheets (or equivalent) of visual and written and/or oral evidence to support either one or two resolved practical works or a body of resolved work.

NOTE

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COVID SUBJECT ADJUSTMENTS

WOMEN'S STUDIES

The following subject outline adjustments have been made:

Students should provide evidence of their learning through **six or seven** assessments, including the external assessment component. Students undertake:

- One or two text analysis assessments
- One essay
- Two or three assessments for the folio
- One issues analysis

NOTE

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COVID SUBJECT ADJUSTMENTS

WORKPLACE PRACTICES

The following subject outline adjustments have been made:

For a 10-credit subject:

The evidence of learning should be collected from one assessment comprising **15 to 30** hours of activities related to performance.

For a 20-credit subject:

Students should provide evidence of their learning through **five to eight** assessments, including the external assessment component. Students undertake:

- at least **two** assessments for the folio
- one or two assessments for the performance
- at least **one** assessment for the reflection
- one investigation

The evidence of learning for AT2: Performance should be collected from one or two assessments. Students undertake either:

- one assessment, comprising **30 to 60** hours of activities related to performance
- or
- two assessments, each comprising **15 to 30** hours of activities related to performance

Commonly, AT2 includes work experience, part time employment, and volunteering in a workplace, but the subject outline allows flexibility for performance to be completed in many other ways. Teachers should consider 'Performance' and 'work related context' in the **broadest possible form**. For example:

- a simulated work-based task (including online/virtual learning) which is directed and designed by the class teacher
- online learning and training related to the students' workplace context
- contributing to an online project which is directed and designed by the class teacher

See page 29 of the subject outline for additional Stage 2 examples, (page 11 for Stage 1). Students should be working towards the 50-60 hours (20 credits) or 25 – 30 (10 credits) of performance.

A teacher's report is mandatory evidence and must be included if a workplace supervisor report is unable to be provided due to the nature of the performance.



COVID SUBJECT ADJUSTMENTS

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