This document provides the basis for a set of modified subjects at Stage 1 and Stage 2 for eligible students.

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Modified Subjects

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2024 Subject Outline | Stage 1 and Stage 2

This document provides the basis for a set of modified subjects at  
Stage 1 and Stage 2 for eligible students.

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Introduction

Modified Subjects

The following set of subjects is provided in modified form for students with disability that results in significant impairment in intellectual functioning and/or adaptive behaviours.

Modified subjects are available from a range of learning areas of the SACE curriculum at Stage 1 and Stage 2.

Each of the following subjects may be studied as a 10-credit subject or a 20-credit subject at Stage 1, and as a 10-credit subject or a 20-credit subject at Stage 2:

* Business Innovation: Modified
* Creative Arts: Modified
* Cross-disciplinary Studies: Modified
* English: Modified
* Design, Technology and Engineering: Modified
* Health and Wellbeing: Modified
* Language and Culture: Modified
* Mathematics: Modified
* Physical Education: Modified
* Scientific Studies: Modified
* Society and Culture: Modified.

The Personal Learning Plan: Modified may be studied as a 10-credit subject at Stage 1.

The Research Project: Modified may be studied as a 10-credit subject at Stage 2.

Details of the learning requirements, content, and assessment for all of the modified subjects are provided in this document.

Students for Whom Modified Subjects Are Intended

Modified subjects are available for the small number of students with disability whose learning needs cannot be sufficiently addressed through the flexibilities of other SACE subjects and/or with reasonable adjustments under the Special Provisions in Curriculum and Assessment Policy.

Modified subjects are highly individualised subjects in which curriculum and assessment are designed around development of one or more capabilities and personal learning goals that are appropriate for the student.

These subjects provide opportunities for students to thrive which is an entitlement for all students to be engaged in productive learning. Students develop personal learning goals and capabilities that will build their capacity to embrace the future.

Eligible students can complete the certificate requirements of the SACE using one or more modified subjects.

Eligibility

Students are eligible to enrol in modified subjects on the grounds of documented or imputed disability that results in significant impairment in intellectual functioning and/or adaptive behaviours, which

* cannot be addressed through reasonable adjustments under the Special Provisions in Curriculum and Assessment Policy
* means the student cannot meet, and/or provide evidence against, the performance standards of subjects at C/C level or higher because of their disability,
* are, or will be, recorded on the NCCD database as requiring extensive or substantial adjustments.

Decisions about a student’s eligibility to enrol in modified subjects must be based on evidence.

Evidence of eligibility can include, but is not limited to:

* results and interpretations of standardised and/or norm-referenced assessments
* interpretations of observations and assessment of adaptive skills and behaviour using standardised assessment measures and including information about age appropriateness
* evidence of significantly delayed intellectual functioning should the student’s disability prevent standardised assessment
* student work samples
* assessments of adaptive skills, attainment, and developmental progress
* school observations and notes about adjustments required by the student, which exceed those that can be provided by the Special Provisions in Curriculum and Assessment Policy.

The signed agreement of the student’s parents/carers to the proposed enrolment of the student in modified subject(s) must be obtained before eligibility is confirmed.

Refer to the SACE Modified Subjects Policy and resources on the SACE website to support decisions about eligibility for modified subjects.

Capabilities

The capabilities connect student learning within and across subjects in a range of contexts.

The SACE identifies seven capabilities. They are:

* literacy
* numeracy
* information and communication technology (ICT) capability
* critical and creative thinking
* personal and social capability
* ethical understanding
* intercultural understanding.

Modified subjects provide students with opportunities to develop, with support, the capabilities they will need for success at school and in their future lives. Understanding how to develop their capabilities will improve students’ skills and knowledge for training, work, and community participation.

Students, with support, may develop and demonstrate their capabilities in a range of ways, some of which are listed below.

Literacy

Students develop their capability for literacy by, for example:

* communicating with their teachers, mentors, parents/carers, employers, agency and community support providers, and other people to identify their personal learning goals
* communicating with a range of people in a variety of contexts
* connecting with relevant community members
* communicating about practices relevant to training, work, and community participation
* using augmentative and alternative communication to produce or understand spoken or written language
* reading, viewing, writing, listening, and speaking, using a range of technologies
* engaging with new and different modes of communication
* understanding the ways in which texts are created for specific purposes and audiences
* presenting a range of texts — written, oral, visual, and multimodal – for particular purposes and audiences
* identifying, with support, their strengths and areas for development
* developing financial literacy skills.

Numeracy

Students develop their capability for numeracy by, for example

* gaining an understanding of numeration and number operations
* learning about elements of time and applying this learning to everyday activities
* gaining an understanding of money, buying, saving and budgeting
* planning, recording, and analysing measurements
* developing an awareness of spatial and geographical features
* identifying, and sorting shapes and objects in the environment
* communicating information in numerical form including diagrams, maps, graphs, symbols and tables
* gaining skills in estimating and calculating to solve everyday problems
* applying mathematical concepts, where appropriate.

Information and Communication (ICT) Capability

Students develop and demonstrate their information and communication capability by, for example:

* learning about appropriate ICT, including social media, to communicate with others
* using ICT to collaborate in a digital environment with others
* using ICT to generate ideas and plans when working on a task
* using different digital technologies when they access information such as social media and apps
* using a range of visual and multimedia sources when creating and presenting their own texts/products/artefacts
* learning to apply social and ethical protocols and practices in a digital environment, particularly the safeguarding of personal security when using ICT.

Critical and creative thinking

Students develop and demonstrate their critical and creative thinking capability by, for example:

* asking questions, making predictions, speculating, and problem solving
* researching and communicating information and ideas
* organising and processing information
* learning about information and its source, e.g. fake news
* reflecting on their actions, decisions and their own thinking
* developing enterprising behaviours and capabilities to imagine possibilities, consider alternatives, and create solutions to issues/events
* giving and receiving feedback about their learning
* communicating and sharing their thinking, visualisation and innovations with others
* experimenting, drawing, modelling, designing and working with digital tools, equipment and software to build their visual and spatial thinking skills
* exploring and experiencing creative processes and practices
* posing questions, and identifying and clarifying information
* empowering them to create their own understanding of personal and workplace learning
* considering post-school options based on their personal capabilities.

Personal and Social Capability

Students develop and demonstrate their capability for personal and social capability by, for example:

* developing a sense of personal identity and self-awareness
* reflecting on their own learning and personal development
* exploring, understanding, and making decisions about their strengths and areas for development in their learning
* planning, developing, working towards, and implementing their personal learning goals
* learning to communicate effectively and appropriately with a range of people
* interacting appropriately and respectfully with peers and others
* working collaboratively with others and contribute positively to groups
* acquiring skills that enhance their confidence and ability to participate effectively as members of the community and/or workforce
* showing a concern for others and gaining the ability to cooperate in the workplace and be self-reliant
* identifying personal strengths and preferences through work experience and/or community experiences
* Building skills towards resilience and perseverance
* participating in activities that enable them to explore pathways, such as work experience, workplace learning, employment, and community-based activities
* reflecting on ways in which they can contribute to the wider community, including through leisure activities, volunteering, and work
* gaining an understanding of matters related to their safety in the home, the community, and the workplace
* valuing their own potential to assume a role as a contributing member of society
* executive functioning awareness and development.

Ethical Understanding

Students develop and demonstrate their ethical understanding capability by, for example:

* identifying and discussing ethical concepts and issues
* considering ethical and safe research processes, including respecting the rights and work of others
* understanding the importance of treating others with honesty, consideration, compassion and respect
* learning to reason and make ethical decisions in a range of contexts
* examining values and exploring their rights and responsibilities as citizens
* considering consequences of their behaviours and actions
* recognising different perspectives and points of view from their own
* making informed decisions and choices
* considering workplace safety principles, practices, and procedures
* developing ethical practices in the workplace and the community.

Intercultural Understanding

Students develop and demonstrate their intercultural understanding capability by, for example:

* understanding of diversity and difference
* developing respect for cultural diversity
* recognising a range of perspectives and experiences
* understanding, valuing, and respecting a range of perspectives
* recognising the significance of Aboriginal and Torres Strait Islander Peoples’ histories and cultures, past and present
* understanding the importance of negotiation and compromise amongst people and groups
* developing and building on an understanding of differences in people’s interests and cultural backgrounds through activities with other students, mentors, and community organisations.

Literacy and Numeracy in Modified Subjects

Eligible students who gain a result of ‘completed’ for a total of 20 credits of English: Modified will meet the literacy requirement of the SACE.

Eligible students who gain a result of ‘completed’ for a total of 10 credits of Mathematics: Modified will meet the numeracy requirement of the SACE.

Aboriginal and Torres Strait Islander Knowledge, Cultures, and Perspectives

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

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

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

Learning Scope and Requirements at Stage 1 and Stage 2

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through learning in modified subjects at Stage 1 and Stage 2.

In Stage 1 modified subjects, students, with the support of teachers, parents/carers, other appropriate school staff, and agency and community support providers, participate in activities specific to the key areas of learning to:

1. identify their learning goals and needs

2. develop and work towards achieving their personal learning goals

3. develop their capabilities

to the degree that best reflects their ability.

The learning requirements at Stage 1 provide the foundation for the learning requirements at Stage 2.

In Stage 2 modified subjects, students, with the support of teachers, parents/carers, other appropriate school staff, and agency and community support providers, participate in activities specific to the key areas of learning to:

1. further identify their learning goals and needs

2. further develop and work towards achieving their personal learning goals

3. further develop their capabilities

to the degree that best reflects their ability.

When a student undertakes the same subject at Stage 1 and Stage 2, the school is required to show in the learning and assessment plan how the student’s personal learning goals are further developed at Stage 2.

If a student wishes to undertake a Stage 2 subject without having first undertaken the same subject at Stage 1, the school is required to show in the learning and assessment plan how the student’s personal learning goals in one or more Stage 1 subjects are further developed by undertaking the subject at Stage 2.

Content

Modified subjects from the learning areas of the SACE curriculum may be studied as a 10‑credit subject or a 20‑credit subject at Stage 1, and as a 10‑credit subject or a 20‑credit subject at Stage 2.

The Personal Learning Plan: Modified may be studied as a 10‑credit subject at Stage 1.

The Research Project: Modified may be studied as a 10‑credit subject at Stage 2.

The following sections describe in broad terms the content for these modified subjects at Stage 1 and Stage 2.

Teachers, in consultation with students and their parents/carers, prepare teaching and learning programs, based on these content descriptions, that meet the specific needs, interests, and aspirations of each student.

The content of modified subjects includes:

* the development of capabilities
* key areas of learning.

Teachers adapt the general descriptions of the capabilities that relate to the student and the modified subject.

Teachers select from, or adapt, the suggested key areas of learning that are described for each of the modified subjects. These suggested key areas of learning enable students to:

* identify and develop their learning goals and needs
* understand and develop their capabilities.

The key areas of learning are not compulsory, and the lists provided in this subject outline are not exhaustive. Teachers choose areas for detailed study to support the development of each student’s learning, based on his or her needs and interests. Each subject has an ‘other’ Key Area to provide flexibility for detailed study as suggested by teachers or students

As a guide, a 10‑credit subject should include at least one key area of learning, and a 20‑credit subject should include at least two key areas of learning.

For the Research Project: Modified, there are four key areas of learning, which can guide students in the development of their project.

Business Innovation: Modified

Business Innovation: Modified is a 10‑credit subject or a 20‑credit subject at Stage 1, and a 10‑credit subject or a 20‑credit subject at Stage 2.

Capabilities

In this subject, learning programs provide students with opportunities for focused development of one or more of the following capabilities:

* literacy
* numeracy
* information and communication technology (ICT) capability
* critical and creative thinking
* personal and social capability
* ethical understanding
* intercultural understanding

Content

The key areas of learning in Business Innovation: Modified are designed to meet individual student needs in the areas of financial literacy, technology, and enterprise.

Learning in Business Innovation: Modified allows students to develop knowledge, understanding, and skills that enhance their financial literacy and enable them to take advantage of pathways beyond school. Students develop skills in the practical applications of employment and business, and prepare for effective participation in the workplace and the wider community.

Key Area 1: Financial Understanding

* Spending money
* Forms of money
* Budgeting

Key Area 2: Banking and Saving Money

* Everyday banking
* Saving money
* Savings plans
* Credit and debt

Key Area 3: Being a Consumer

* Consumer rights
* Borrowing and lending
* Rental agreements
* Insurance

Key Area 4: Technology in Everyday Living

* Using a computer and/or other device
* Using a range of apps
* Using assistive technology
* Browsing the Internet
* Emails
* Internet banking
* Buying goods and services over the Internet
* Buying a mobile phone

Key Area 5: Going to Work

* The concept of work
* Planning for participation in workplace and community-based learning
* Preparation for employment
* Word-processing packages, spreadsheets, slide shows, and photographic and other graphics packages
* Workplace technology
* Workplace and community-based issues
* Participation in the workplace or community

Key Area 6: Safe Workplaces

* Safe premises
* Safe work practices
* Safe machinery and substances

Key Area 7: Enterprise

* Develop practical skills relevant to small businesses and/or enterprise
* Start, participate in, and/or grow a small business
* Manage a set of resources
* Balance a budget

Key Area: Other areas for detailed study suggested by teachers or students

Design, Technology and Engineering: Modified

Design, Technology and Engineering: Modified is a 10‑credit subject or a 20‑credit subject at Stage 1, and a 10‑credit subject or a 20‑credit subject at Stage 2.

Capabilities

In this subject, learning programs provide students with opportunities for focused development of one or more of the following capabilities:

* numeracy
* literacy
* information and communication technology (ICT) capability
* critical and creative thinking
* personal and social capability
* ethical understanding

Content

Teachers provide a safe environment, in which students use and develop practical skills and techniques. Students have opportunities to design and make products. Products include those that:

* are made from materials using manufacturing tools (e.g. building and construction, ceramics, clothing, foods, timber, metals, textiles, polymers)
* use electronics, and electrical, mechanical, and programmable devices (e.g. products that use computer systems or games, Lego Mindstorms, robotics)
* use information communication technologies (e.g. products that use computer-aided design, graphics, multimedia, photography, sound, web design).

Teachers may use the design and realisation process[[1]](#footnote-2) which provides a flexible framework and useful structure for the subject. Designing should be seen as a cyclical process with many possible solutions, rather than a simple step-by-step process. This is essentially made up of the following components: investigating, planning, producing, and evaluating.

Key Area 1: Investigating

* Identifying a problem that needs a solution
* Identify an opportunity (e.g. to make a product)
* Develop of design brief

Key Area 2: Designing and planning

* Create sketches, drawings and/or a prototype
* Test different ideas

Key Area 3: Product or solution realisation

* Produce a product or component(s) of a product
* Use safe work practices while producing a product
* Show solutions to problems encountered while developing the product

Key Area 4: Evaluate

* Reflect on how effective the design brief was
* Consider any improvements or modifications that could be made

Key Area 5: Environmental focus

* Gaining and understanding of recycling and upcycling
* Learning about sustainability

Key Area: Other areas for detailed study suggested by teachers or students

Creative Arts: Modified

Creative Arts: Modified is a 10‑credit subject or a 20‑credit subject at Stage 1, and a 10‑credit subject or a 20‑credit subject at Stage 2.

The four key foci of learning in Creative Arts: Modified guide the teaching and learning program and can be adapted to meet individual student needs in the areas of Dance, Drama, Music, and Visual Arts (Art and Design).

Capabilities

In this subject, learning programs provide students with opportunities for focused development of one or more of the following capabilities:

* information and communication technology (ICT) capability
* critical and creative thinking
* personal and social capability
* ethical understanding
* intercultural understanding.

Content

In this subject, students participate in development processes, and in the presentation of finished or realised creative arts products. Creative arts products may take the form of musicals, plays, concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations, and participation in vocal groups or ensembles.

In Creative Arts: Modified, students:

* work individually and collaboratively across and within creative arts forms to develop, make, and present creative arts products
* develop practical skills through the exploration, application, and refinement of media, materials, techniques, processes, and technologies associated with the diversity of creative arts practice.

Key Area 1: Recording the Creative Arts Process

Maintaining a record of the creative arts process is important to the study of Creative Arts: Modified.

Records may take the form of handwritten notes, photocopies, drawings and diagrams, scanned images, photographs, and any other materials used in the creative process such as annotated CDs, DVDs, digital/electronic presentations, or video clips.

Key Area 2: Development and Production

This area of study provides an opportunity for students to work individually and/or collaboratively as a member of a team, group, or ensemble, to design, plan, practise, rehearse, make, create, perform, and/or present creative arts products.

It is likely that, during the development of a creative arts product, students will need to make individual efforts, for example, when developing ideas, designing or composing, practising, or experimenting with technique. Other parts of the process, such as rehearsing and refining skills, may need a collaborative approach to be effective.

If students do not have a group of students or community members to work with as part of a team, family members, friends outside school, or the teacher may need to help to organise the team.

The student, or group of students, with support, develops and resolves one or more creative arts products as a focus of learning. The choice of product(s) is based primarily on identified learning goals, needs and abilities, resources and facilities available, and the arts areas involved.

Creative arts products can be a visual art or design artefact, a publication, a performance, a film or artefact an event, or a combination of these. Some examples of specific creative arts products are listed below. This list is neither prescriptive nor exhaustive:

* art exhibitions
* concerts
* digital products: electronic games, podcasts, vodcasts
* entertainment programs for targeted audiences
* film/video: documentary, narrative (storytelling)
* installations
* magazines: print and online
* murals
* musical productions
* photographic exhibitions
* presentations for community events: screenings, performances
* public art
* plays
* websites
* Virtual exhibitions and galleries

Key Area 3: Concepts in Creative Arts

By engaging in a creative arts program, students develop knowledge of and use language and terminology associated with the relevant arts (e.g. music, visual arts, drama, design).

Key Area 4: Creative Arts in Practice

Students learn from observation of, and tuition from, creative arts practitioners, and from listening to, reading about, and discussing the work of creative arts practitioners. Students are provided with opportunities to investigate different ideas; to develop sensory, tactile, manipulative, and technical skills; to practise self-expression and make personal choices; and to communicate and share cultural viewpoints with others.

Cross-disciplinary Studies: Modified

Cross-disciplinary Studies: Modified is a 10‑credit subject or a 20‑credit subject at Stage 1, and a 10‑credit subject or a 20‑credit subject at Stage 2.

Cross-disciplinary Studies: Modified provides scope for teachers to develop a teaching and learning program that focuses on the learning needs of their students and is based on the requirements described below.

Capabilities

In this subject, learning programs provide students with opportunities for focused development of one or more of the following capabilities:

* literacy
* numeracy
* information and communication technology (ICT) capability
* critical and creative thinking
* personal and social capability
* ethical understanding
* intercultural understanding.

Content

In Cross-disciplinary Studies: Modified, students undertake a focused study that is developed by drawing on key areas from two or more modified subjects or Board‑recognised courses.

Teachers prepare a program that helps students to achieve their personal learning goals and to develop their capabilities.

The content of Cross-disciplinary Studies: Modified is based on:

* the learning interest
* personal learning goals and the development of relevant capabilities
* a combination of aspects of the contributing subjects or courses.

The learning interest is the topic, issue, or practical challenge that forms the basis of the program. The learning interest can be expressed through, for example:

* a set of ideas or questions
* a practical task
* a problem.

In developing the learning interest, the following three steps may provide a useful structure for a teaching and learning program:

* defining the learning interest
* applying knowledge and skills to develop the learning interest
* analysing and reflecting on learning.

A 10-credit subject and a 20-credit subject are likely to include all of these steps.

The learning interest is usually chosen by the teacher, or team(s) of teachers, in consultation with students, parents/carers, and appropriate school personnel at the start of the Cross-disciplinary Studies: Modified program.

English: Modified

English: Modified is a 10‑credit subject or a 20‑credit subject at Stage 1, and a 10‑credit subject or a 20‑credit subject at Stage 2.

Eligible students who gain a result of ‘completed’ for a total of 20 credits of English: Modified will meet the literacy requirement of the SACE.

Capabilities

In this subject, learning programs provide students with opportunities for focused development of one or more of the following capabilities:

* literacy
* numeracy
* information and communication technology (ICT) capability
* critical and creative thinking
* personal and social capability
* ethical understanding
* intercultural understanding.

Content

The six key areas of learning in English: Modified are designed to provide a learning program that can be adapted to meet individual student needs in the areas of effective communication and literacy.

In this subject, students focus on the development of literacy skills, strategies, knowledge, and understanding which may be used for a variety of purposes. This is achieved through reading and viewing, listening and speaking, writing and composing, and using information and communication technologies in appropriate ways for different purposes.

Key Area 1: Communicating

* Initiating and maintaining communication with others
* Responding appropriately to others in a variety of situations
* Providing information and asking questions
* Using augmentative and alternative technology, including age- and ability-appropriate aids, to communicate with others
* Using social media

Key Area 2: Speaking

* Addressing people appropriately
* Conversing with others
* Answering questions and giving explanations
* Taking and giving messages
* Phone and/or digital skills (e.g. Messenger video)
* Requesting services, information, or assistance
* Telling stories and relating personal experiences
* Conveying directions and instructions
* Using symbols or signing and visuals

Key Area 3: Listening

* Listening appropriately to others
* Following spoken or written word in a range of contexts
* Responding appropriately to verbal messages, directions, and information, using augmentative and alternative communication technologies if required

Key Area 4: Responding to Text

* Identifying, understanding, and responding to written information
* Understanding written instructions
* Reading and responding to a range of texts in leisure, training, and work contexts

Key Area 5: Creating Text

* Producing written, oral and/or multimodal texts
* Completing forms and documents
* Developing a résumé
* Informal writing
* Creative writing
* Workplace email
* Birthday thankyou message

Key Area 6: Viewing

* Viewing and responding to visual material for a range of purposes and contexts
* Viewing advertising material and understanding its purpose

Key Area: Other areas for detailed study suggested by teachers or students

Health and Wellbeing: Modified

Health and Wellbeing: Modified is a 10‑credit subject or a 20‑credit subject at Stage 1, and a 10‑credit subject or a 20‑credit subject at Stage 2.

Capabilities

In this subject, learning programs provide students with opportunities for focused development of one or more of the following capabilities:

* literacy
* personal and social capability
* ethical understanding

Content

The key areas of learning in Health and Wellbeing: Modified are designed to meet individual student needs in the areas of healthy lifestyles, health literacy skills and relationships. Health is a state of physical, mental, and social wellbeing. Wellbeing is a complex combination of all dimensions of health. Health and Wellbeing is an evolving subject with varying contexts and perspectives. The term health encompasses wellbeing.[[2]](#footnote-3)

Learning in Health and Wellbeing: Modified helps students to develop health literacy skills and understand how personal actions and decisions affect health, fitness, and well-being. Students have the opportunity to understand, examine, and reflect on personal health issues and well‑being. They develop the knowledge and skills to participate in a healthy, active lifestyle and to promote safe health practices.

Key Area 1: Personal Health

* Personal health issues in daily life
* Personal hygiene and grooming
* Protective behaviours and positive behaviours
* Child Protection: Keeping Safe
* Emotional health
* Mental health
* Self-regulation: executive function awareness

Key Area 2: Healthy Action

* Food and nutrition
* Diet and physical activity
* Being active
* Personal medical conditions and management

Key Area 3: Relationships

* Interpersonal relationships
* Communicating with others
* Making friends
* Respecting others
* Coping with changing relationships

Key Area 4: Well-being

* Indicators of physical, emotional, and mental health and well-being
* Relaxation
* Counselling services
* Making connections through interests and hobbies
* Taking holidays

Key Area 5: Safe Living

* Safe and unsafe situations
* What to do in emergency situations
* Road safety
* Transport and access to it
* Safety at home
* Water safety

Key Area 6: Interpersonal and Relationship Skills

* Strategies for developing effective interpersonal skills
* The nature of friendships and positive relationships
* Common difficulties in relationships and ways of working through them
* Developing and using support networks
* Collaborating and working in teams

Key Area 7: Healthy Communities

* Factors that contribute to personal and community health and well-being
* Support networks in the community to help maintain good physical, emotional, and mental health
* Strategies for maintaining health and well-being (e.g. positive thinking, time management, stress management, conflict resolution, appropriate diet and exercise)

Key Area: Other areas for detailed study suggested by teachers or students

Physical Education: Modified

Physical Education: Modified is a 10‑credit subject or a 20‑credit subject at Stage 1, and a 10‑credit subject or a 20‑credit subject at Stage 2.

Capabilities

In this subject, learning programs provide students with opportunities for focused development of one or more of the following capabilities:

* literacy
* numeracy
* information and communication technology (ICT) capability
* critical and creative thinking
* personal and social capability
* ethical understanding
* intercultural understanding.

Content

The key areas of learning in Physical Education: Modified are designed to meet individual student needs in the areas of healthy lifestyles and leisure.

Learning in Physical Education: Modified involves students exploring their participation in and performance in physical activities. These may include sports, theme-based games, fitness, and/or recreational activities. Students making meaning of personal movement experiences. They also explore barriers and enablers to physical activity, identifying how personal, social, and cultural factors affect participation. Students consider strategies that promote equity and inclusivity through a range of physical activities.

Key Area 1: Personal Improvement

* movement and its importance
* using a health tracker or app to set goals and improve fitness
* record and discuss data from health trackers/apps e.g. daily steps and sleep graphs

Key Area 2: Leisure and Recreational Activities

* Types of leisure activities available
* Community-based leisure and recreation e.g. parks and walking trails
* Planning social activities
* Engaging in ‘non-organised’ activities

Key Area 3: Indoor and Outdoor Recreation and Sport

* Participating in outdoor recreational and sporting activities individually, with a partner, or in a group, for example; bike riding, swimming, fishing, gardening, horse riding, bowling, indoor soccer,
* Learning about and/or participating in team sports
* Inclusivity of students

Key Area 4: Cultural activities

* learn about and participate in different types of Indigenous traditional games of Australia such as buroinjin, bowitgee and emu
* types of traditional games in cultures around the world

Key Area: Other areas for detailed study suggested by teachers or students

Language and Culture: Modified

Language and Culture: Modified is a 10‑credit subject or a 20‑credit subject at Stage 1, and a 10‑credit subject or a 20‑credit subject at Stage 2.

Capabilities

In this subject, learning programs provide students with opportunities for focused development of one or more of the following capabilities:

* literacy
* numeracy
* personal and social capability
* intercultural understanding.

Content

The key areas of learning in Language and Culture: Modified are designed to meet individual student needs in the development of skills in interacting and communicating in a language other than English such as Greek, Italian, Auslan, or an Australian language (First, Additional or Revival). However, a combination of the other language and English may be appropriate in some contexts.

Key Area 1: Stories and Storytelling

* Personal stories and experiences
* Traditional stories, children’s stories, and poetry
* Community life, community events
* Refugee and migrant experiences
* Changing roles in the community

Key Area 2: Language of Popular Culture

* Music, songs, and lyrics
* Film
* Television
* Print media
* Social media

Key Area 3: Language of Social Interaction

* Daily life
* Making transactions (shopping)
* Negotiating (making plans)
* Meeting people in social settings
* Travelling
* Working
* Forms of personal communication (e.g. text message/SMS, email, blogs, social media )

Key Area 4: Language for Different Purposes

* Instructional language
* Formal language (e.g. writing a letter)
* Language to communicate observations, ideas, or information

Key Area 5: Different Forms of Language

* Written and spoken language
* Formal and informal language
* Regional accents and dialects

Key Area 6: Culture

* Aspects of culture such as food and leisure

Key Area: Other areas for detailed study suggested by teachers or students

Mathematics: Modified

Mathematics: Modified is a 10‑credit subject or a 20‑credit subject at Stage 1, and a 10‑credit subject or a 20‑credit subject at Stage 2.

Eligible students who gain a result of ‘completed’ for a total of 10 credits of Mathematics: Modified will meet the numeracy requirement of the SACE.

Capabilities

In this subject, learning programs provide students with opportunities for focused development of one or more of the following capabilities:

* numeracy
* information and communication technology (ICT) capability
* critical and creative thinking
* personal and social capability
* ethical understanding

Content

The key areas of learning in Mathematics: Modified are designed to meet individual student needs in the areas of numeration and number operations, time, space, measurement, and money. Applying mathematical concepts to real-life situation and authentic contexts.

Key Area 1: Numeration

* Numbers and counting
* Understanding place value
* Simple fractions
* Using simple percentages

Key Area 2: Operations

* Addition, subtraction, multiplication, and division
* Using a calculator or other technology

Key Area 3: Time

* Days of the week, months, seasons, and years
* Measuring time
* Reading time
* Estimating and calculating time
* Reading and using calendars
* Reading and using timetables
* Planning and managing personal time

Key Area 4: Space

* Understanding position
* Recognising shapes
* Distance and direction
* Reading maps e.g. Google Maps
* Using tracking Apps such as *Find My Friends*

Key Area 5: Measurement

* Length and distance
* Calculating quantities
* Perimeter and area
* Graphs and tables

Key Area 6: Money

* Using money
* Budgeting and spending
* Calculating the cost
* Estimating change
* Simple interest

Key Area: Other areas for detailed study suggested by teachers or students

Scientific Studies: Modified

Scientific Studies: Modified is a 10‑credit subject or a 20‑credit subject at Stage 1, and a 10‑credit subject or a 20‑credit subject at Stage 2.

Capabilities

In this subject, learning programs provide students with opportunities for focused development of one or more of the following capabilities:

* literacy
* numeracy
* information and communication technology (ICT) capability
* critical and creative thinking
* ethical understanding

Content

The key areas of learning in Scientific Studies: Modified provide a learning program that can be adapted to meet individual student needs in a range of science-related issues.

Learning in Scientific Studies: Modified enables students to better understand, engage with, and describe their everyday experiences. Through a range of tasks, students develop their knowledge, skills, and understanding about science.

The following key areas are offered as examples. Teachers and students are encouraged to explore other key areas as themes and topics across the broadest range of contemporary science.

Key Area 1: Horticulture

* Plants and the environment
* Growing and propagating plants
* Managing a garden
* Growing vegetables
* Managing garden pests

Key Area 2: How Things Work

* Fixing a bike
* Making a toy
* Using tools

Key Area 3: Kitchen Chemistry

* Using cleaning products safely
* Raising agents in cooking
* Making soap and cleaning products

Key Area 4: The Environment

* Wetlands
* Using water wisely
* Pollution
* Weather
* Sustainability
* Recycling and upcycling

Key Area 5: Animal Care

* Types of animals
* Looking after pets
* Farm animals

Key Area: Other areas for detailed study suggested by teachers or students

Society and Culture: Modified

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

Capabilities

In this subject, learning programs provide students with opportunities for focused development of one or more of the following capabilities:

* critical and creative thinking
* personal and social capability
* ethical understanding
* intercultural understanding.

Content

The key areas of learning in Society and Culture: Modified provide a learning program that will enable students to participate in Australian society and as a global citizen.

In Society and Culture, students explore the interactions of people, societies, cultures, and environments. Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. They investigate the ways in which people function in groups and communicate within and across cultural groups. They develop the skills and experience to understand how individual and group involvement can influence change, and to consider the consequences of a range of possible social actions.

Society and Culture: Modified gives students opportunities to gain insights into the significance of issues that may affect their lives, for example, gender, ethnicity, racism, class, and power structures.

Key Area 1: Australian Society and Culture

* Societies in rural and urban Australia
* Cultural diversity
* Contemporary Aboriginal and Torres Strait Islander societies
* Refugee and migrant experiences and contributions

Key Area 2: Society and the Environment

* Geographical and environmental features of Australia
* Flora and fauna
* Relationships between societies and natural environments
* The social impact of environmentally sustainable practices and environmentally unsustainable practices

Key Area 3: Rules and Laws in Society

* The legal system
* Personal rights and responsibilities and the law
* Consumer law
* Tenant rights
* Advocates and how to access them
* Voting in elections

Key Area 4: People, Events, and Issues in Australia’s History

* Significant Australians
* Important events and issues in Australian history
* Contemporary events and public celebrations and commemorations

Key Area 5: The Individual and Society

* Participating in the local community
* Roles of specific businesses, organisations, and government agencies
* Lobby and advocacy groups for social change

Key Area 5: Global events

* Globalisation
* World-shaping phenomena
* Australia’s global connections

Key Area 6: Youth / popular culture

* Influences of advertising and mass media
* Fashion - clothes
* Trends, e.g. music and leisure
* Role of social media

Key Area 7: Social Action

* Investigating a current social or cultural issue
* Participating in a social action individually or collaboratively

Key Area: Other areas for detailed study suggested by teachers or students

Personal Learning Plan: Modified

The Personal Learning Plan: Modified is a 10-credit subject at Stage 1.

The Personal Learning Plan: Modified is designed to help students achieve success in the SACE, to prepare for post-school options.

To meet the completion requirements of the SACE, eligible students must gain a result of ‘completed’ for this subject.

The subject is designed to facilitate the development of students’ capabilities. Students are expected to:

* identify, explore, and develop personal learning goals
* consider strategies to achieve their personal learning goals
* select, understand, and explain one or more capabilities relevant to achieving their goals
* develop the selected capability or capabilities
* review their learning.

Capabilities

In this subject, teaching and learning programs provide students with opportunities to develop and demonstrate achievement against the capabilities for:

* literacy
* numeracy
* information and communication technology (ICT) capability
* critical and creative thinking
* personal and social capability
* ethical understanding
* intercultural understanding.

Content

The key areas of learning are not compulsory, and the list provided is not exhaustive. Teachers choose areas for detailed study to support the development of each student’s learning, based on his or her needs and interests. As a guide, a 10-credit subject should include at least one key area of learning.

Key Area 1: Communication

* Exploring various methods of communicating (e.g. verbal and non-verbal; augmentative or alternative communication programs and processes)
* Developing communication skills
* Adapting communication for different purposes and audiences
* Learning how new and emerging technologies change and shape communication
* Learning about protocols to address issues such as personal and group safety, and ethical behavior
* Communicating using a range of technologies

Key Area 2: Personal Development

* Understanding of personal experience
* Factors that contribute to the formation of identity
* Factors that affect self-image and self-confidence
* Identifying and developing strengths or talents
* Identifying and fulfilling aspirations
* Developing strategies to achieve personal learning goals
* Skills in planning and personal organisation
* Skills in advocacy and efficacy
* The influence of community, social, cultural, and religious factors on personal identity

Key Area 3: Interpersonal and Relationship Skills

* Strategies for developing effective interpersonal skills
* The nature of friendships and positive relationships
* Common difficulties in relationships and ways of working through them and ways of working through them in ethical and culturally sensitive ways
* Developing and using support networks
* Collaborating and working in teams

Key Area 4: Health and Well-being

* Factors that contribute to personal and community health and well-being
* Indicators of physical, emotional, and mental health and well-being
* Support networks to help maintain good physical, emotional, and mental health
* Strategies for maintaining health and well-being (e.g. positive thinking, time management, stress management, conflict resolution, appropriate diet and exercise)

Key Area 5: Social Living and Responsibility

* Factors that contribute to being a member of a social group
* Different kinds of social and community groups
* Skills needed to contribute to the community
* The individual and the community: roles and responsibilities, and ethical behaviour
* The role of culture in the individual’s life
* Discrimination and stereotypes
* Cultural understanding and respect
* Ethical issues and dilemmas, how they arise and ways to resolve them; for example, arising from discrimination and stereotypes, or personal and group relationships.

Key Area 6: Learning and Thinking Skills

* Independent living skills
* Exploring and reviewing different approaches to learning
* Conditions for effective learning
* Interacting with others to identify and refine personal learning goals
* Skills development
* Problem-solving scenarios
* Creative skills

Key Area 7: Planning and Decision-making Skills

* Practising decision-making
* Ethical and culturally appropriate practices in decision-making processes
* The consequences of decision-making
* Factors that contribute to decision-making and planning
* Decision-making and planning for short-term and long-term goals
* Making decisions about personal learning in different contexts and for different purposes
* Using support networks to help implement decisions

Key Area 8: Work Skills

* Generic workplace competencies (e.g. employability skills) and job-specific skills
* Entering the workforce
* Rights and obligations of workers and ethical behaviour
* Making informed decisions based on exploration of personal learning goals
* Occupational health, safety, and welfare
* Negotiating and/or making choices in life and the world of work

Key Area 9: Other areas for detailed study suggested by teachers or students

Research Project: Modified

The Research Project: Modified is a 10‑credit subject at Stage 2.

To meet the completion requirements of the SACE, eligible students must gain a result of ‘completed’ for this subject.

The Research Project: Modified is the culmination of students’ learner entitlement and provides an opportunity for them to thrive.

Students, with support, pursue an area of interest to research. They identify one or more capabilities that are relevant to their area of interest.

Capabilities

In this subject, learning programs provide students with opportunities for development of:

* literacy
* numeracy
* information and communication technology (ICT) capability
* critical and creative thinking
* personal and social capability
* ethical understanding
* intercultural understanding.

Content

The Research Project: Modified provides an opportunity for students, with support, to:

* choose a topic of interest or an identified need
* identify one or more capabilities
* determine personal learning goals
* learn and apply processes to develop and execute their project
* reflect on what they have learnt.

The term ‘research’ is used broadly and may include functional or practical explorations.

The following four key areas can guide students in the development of their project.

Key Area 1: Planning the Project

The student undertakes a project that is personally challenging and achievable. They do so with varying levels of support from teachers, parents/carers, other appropriate school staff, and agency and community support providers. The student chooses a topic and develops a plan.

*Choosing a Topic*

The topic could be an area of interest or identified need. The student may, for example, develop and further explore transition pathways for further education and training, work, leisure, and community life in this way, The student will be able to show how undertaking this Stage 2 subject has further developed their capabilities and personal learning goals.*Developing a Plan*

The student, with support, develops a plan that:

* identifies at least two personal goals for the project
* takes into consideration the identified capability/capabilities
* identifies and seeks support from others as appropriate
* considers ethical and safe research processes.

Key Area 2: Carrying out the Project

The student, with support, for example:

* develops and achieves personal goals
* demonstrates the chosen capability/capabilities relevant to the topic
* participates in discussions with the teacher about the progress of the research
* communicates with teachers, peers, and others with expertise in the area of interest
* adjusts the direction of their project in response to feedback, questions, and problems
* maintains a record of progress as evidence of learning.

Group Programs

Teachers may develop group programs for students to carry out the project collaboratively around a common theme.

Each student:

* develops an individual topic on one or more aspects of the common theme
* conducts an independent project that reflects his or her own interests, and the capability that they have chosen, related to the common theme
* presents aspects of individual evidence of learning.

Key Area 3: Communicating the Project Outcome

The student presents the project outcome to the teacher and, if the student chooses, to a broader audience (e.g. other students, a live or virtual audience, community members, or a reader or viewer).

The student may present their findings in a range of formats, which may be combined. These could include, for example:

* a product or artefact
* a display or exhibition
* a multimedia presentation
* an oral presentation or discussion
* a written presentation
* a live or recorded performance
* a Youtube clip

Key Area 4: Reflecting on the Project

The student, with support, reflects on their learning and reviews the outcome of the project.

The student can, for example:

* communicate with the teacher about the progress of the project
* reflect on the project, using feedback from teachers, peers, and others

reflect on the achievement of their personal learning goals

* reflect on the development of the chosen capability/ies and how it is relevant to their project.

Assessment Scope and Requirements at Stage 1

For Stage 1 modified subjects, assessment is school based.

Evidence of Learning

A range of evidence of student learning is collected and presented through a set of assessments. These assessments may be in an integrated format, such as a practical activity in a school, workplace, or social setting, including, for example:

* a plan (in chart, table, or map format)
* a portfolio, which may be electronic
* a work experience activity
* a discussion
* a round-table presentation
* a community activity
* a talk
* documented ongoing observations
* other negotiated formats.

Accommodations can be made to enable students to provide the best evidence of their learning. These accommodations are adjustments to assessment practice that have been identified and agreed to during the individual education planning process, to meet the disability-specific needs of each student.

Students who undertake modified subjects may achieve their personal learning goals and develop capabilities independently or with support. The type of support will vary according to the particular needs of each student and the requirements of the assessment. Support may include, for example:

* physical and/or verbal assistance from others
* the provision of technological aids, which may include the use of augmentative and alternative communication strategies
* adjustments to the environment, based on the specific needs of individual students.

For a 10‑credit subject, students should provide evidence of their learning through three to five assessments.

For a 20‑credit subject, students should provide evidence of their learning through six to ten assessments.

The assessments should be aligned to the student’s personal learning goals and described in a learning and assessment plan.

Assessment Design Criteria

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

* clarify for the student what they need and want to learn
* design opportunities for the student to provide evidence of their learning to the degree that best reflects their ability.

The assessment design criteria consist of specific features that:

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

For each modified subject, the assessment design criteria are:

* development of capabilities
* achievement against personal learning goals.

The specific features of these criteria are described below.

Development of Capabilities

The specific features are as follows:

DC1 Development of one or more capabilities.

DC2 Identification and exploration of learning needs and abilities, including development of skills in literacy, numeracy, and use of information and communication technologies.

Achievement against Personal Learning Goals

The specific features are as follows:

APLG1 Identification and development of personal learning goals.

APLG2 Demonstrated achievement against personal learning goals through, for example, decision-making, planning, participation, and reflection.

Assessment of Individual Achievement

Assessment of individual achievement is based on the features of knowledge, skills, and understanding that are observed in the student’s evidence of learning in:

* an assessment
* the set of assessments as a whole.

At the end of the teaching and learning program the teacher assesses the student’s learning by considering whether or not achievement can be registered against:

* one or more of the capabilities selected for development in the subject
* the student’s personal learning goals.

The teacher assigns a result of ‘completed’ or ‘not completed’ for the modified subject, based on evidence of the student’s learning. For a result of ‘completed’, the evidence of the student’s learning will demonstrate achievement against the:

* capabilities selected for development in the subject
* student’s personal learning goals.

Assessment Integrity

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

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

Assessment Scope and Requirements at Stage 2

For Stage 2 modified subjects, assessment is school based.

Evidence of Learning

A range of evidence of student learning is collected and presented through a set of assessments. These assessments may be in an integrated format, such as a practical activity in a workplace or social setting, including, for example:

* a plan (in chart, table, or map format)
* a portfolio, which may be in electronic form
* a work experience activity
* a discussion
* a round-table presentation
* a community activity
* a talk
* documented ongoing observations
* a reflection
* a research outcome (e.g. a written report, product, display or exhibition, or live or recorded performance)
* other negotiated formats.

Accommodations can be made to enable students to provide the best evidence of their learning. These accommodations are adjustments to assessment practice that have been identified and agreed to during the individual education planning process, to meet the disability-specific needs of each student.

Students who undertake modified subjects may achieve their personal learning goals and develop capabilities independently or with support. The type of support will vary according to the particular needs of each student and the requirements of the assessment. Support may include, for example:

* physical and/or verbal assistance from others
* the provision of technological aids, which may include the use of augmentative and alternative communication strategies
* adjustments to the environment, based on the specific needs of individual students.

For a 10‑credit subject, students should provide evidence of their learning through three to five assessments.

For a 20‑credit subject, students should provide evidence of their learning through six to ten assessments.

The assessments should be aligned to the student’s personal learning goals and described in a learning and assessment plan.

When a student undertakes the same subject at Stage 1 and Stage 2, the school is required to show in the learning and assessment plan how the student’s personal learning goals are further developed at Stage 2.

If a student wishes to undertake a Stage 2 subject without having first undertaken the same subject at Stage 1, the school is required to show in the learning and assessment plan how the student’s personal learning goals in one or more Stage 1 subjects are further developed by undertaking the subject at Stage 2.

Assessment Design Criteria

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

* clarify for the student what they need and want to learn
* design opportunities for the student to provide evidence of their learning to the degree that best reflects their ability.

The assessment design criteria consist of specific features that:

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

For each modified subject, the assessment design criteria are:

* development of capabilities
* achievement against personal learning goals.

The specific features of these criteria are described below.

Development of Capabilities

The specific features are as follows:

DC1 Further development of one or more of the capabilities identified at Stage 1.

DC2 Further identification and exploration of learning needs and abilities, including development of skills in literacy, numeracy, and use of information and communication technologies.

Achievement against Personal Learning Goals

The specific features are as follows:

APLG1 Identification and further development of personal learning goals.

APLG2 Demonstrated further achievement against the personal learning goals identified at Stage 1.

Assessment of Individual Achievement

Assessment of individual achievement is based on the features of knowledge, skills, and understanding that are observed in evidence of the student’s learning in:

* an assessment
* the set of assessments as a whole.

At the end of the teaching and learning program the teacher assesses the student’s learning by considering whether or not achievement can be registered against:

* one or more of the capabilities selected for development in the subject
* the student’s personal learning goals.

The teacher assigns a result of ‘completed’ or ‘not completed’ for the modified subject, based on evidence of the student’s learning. For a result of ‘completed’, the evidence of the student’s learning will demonstrate achievement against the:

* capabilities selected for development in the subject
* student’s personal learning goals.

Assessment Integrity

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

Information and guidelines on quality assurance in assessment at Stage 2 are available on the SACE website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)).

Support Materials

OFFICIAL

Subject-specific Advice

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

Advice on Ethical Study and Research

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

1. Refer to Stage 1 Design, Technology and Engineering Subject Outline [↑](#footnote-ref-2)
2. Health and Wellbeing subject outline [↑](#footnote-ref-3)