SACE Flexible Learning Area 2019 Index

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VOCATIONAL EDUCATION TRAINING

Benefits for students studying VET courses

1. **Improved outcomes for students**
   - Students show greater interest in their learning
   - Students develop independence
   - Students succeed and excel
   - Students improve self-confidence

2. **Improved transition from school to work**
   - Students gain an improved understanding of what education is needed for career pathways
   - Employers value reports from other employers
   - Students can show that they are "work ready"
   - "Big step" from school to TAFE or work removed
   - Students have a more relevant portfolio opportunity for students

3. **Workplacement**
   - Students make direct links with employers
   - Employers understanding of young people is improved

   - Improved links between the school and the community
   - Employers become aware of potential employees
   - Links learning to the world outside of the school

4. **Improved skill base**
   - Students develop skills specific for the industry
   - Students have links to TAFE and other training

5. **Real life experiences**
   - Students gain an improved understanding of possible career pathways
   - Employers assess and report on students
   - Students involved in structured and recognised training
   - Students become aware of the requirements of the workplace
   - Students develop skills in the work environment
   - Learning occurs in a real life context

Details of each course follow this section of the Curriculum Guide

VET   Stage 1 & 2

VET courses may be studied at Stage 1 or Stage 2. Courses being considered for 2019
 include:

- Child Care (Community Services)
- Aged Care (Community Services)
- Disability (Community Services)
- Hospitality –Front of House
- Commercial Cookery
- Hair
- Beauty
- Automotive
- Engineering
- Business Services
- Microbusiness
- Electrotechnology
- Doorways to Construction
- Horticulture
- Media
- Advanced Engineering (CAD/CAM)
- Information Technology
- Fitness
- Animal Care

Course Structure
All students will undertake nationally accredited VET modules. They may be delivered within the
school, by a Registered Training Organisation or by another Riverland school.

A more detailed summary of assessment tasks will be provided in a separate document that will
be given to students interested in undertaking SSABSA VET courses.

| **Personal Learning Plan** | **Stage 1** |

Length: 1 Semester

Assumed Knowledge:
None

Description:
A compulsory Stage 1 unit completed in Year 10.

This subject is part of the SACE curriculum and is a compulsory unit designed to help students plan their personal and learning goals for the future and make informed decisions about their personal development, education, and training. Students will explore their future and demonstrate their learning through a series of learning opportunities, guest speakers, online activities and interaction with community specialists. Students will participate in Work Placement as part of this subject.

Assessment Details:
A grade (A to E) is awarded to each student at the end of each term as well as a grade at the end of each semester. These grades reflect how well a student has provided evidence of their learning through a set of four to five assessments. These may be presented in an integrated format, such as a portfolio and discussion, or in a number of formats but must meet the course objectives or assessment criteria against the Performance Standards.

Students will need to pass this subject with a C or better to complete their SACE.

Research Project summary

How it fits in the SACE

The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE).

Students must complete the 10-credit Research Project at Stage 2 of the SACE with a C grade or better.

What students do

Students:

- choose a topic based on an area of interest
- learn and apply research processes and knowledge and skills specific to their research topic
- record their research and evaluate what they have learnt.

The term 'research' is used broadly and may include practical or technical investigations, formal research, or exploratory inquiries.

What is learnt?

Learning requirements

Students are expected to:

1. generate ideas to plan and develop a research project
2. consider the relevance of a chosen capability (communication, citizenship, personal development, or work) to their research
3. analyse information and explore ideas to develop their research
4. develop and apply specific knowledge and skills
5. produce a research outcome
6. evaluate their research.

Content

The content of the Research Project comprises the:

- capabilities
- research framework.

Capabilities

Capability	*Research Project students*
Literacy	
Numeracy	
ICT	
Critical & Creative Thinking	
Personal & Social	
Ethical	
Intercultural	
	Students choose capabilities

	relevant to their research. They reflect on this capability and its relevance to their research project.

Research framework	Students follow the research framework below as a guide to completing their work: • initiating and planning the research • carrying out the research • producing the research outcome • evaluating the research.

How well is it learnt? Evidence of learning	School assessment (70%)	1. Folio (proposal, research development, and discussion) (30%)
		2. Research outcome (40%)
	External assessment (30%)	3. Evaluation /Reflection (including the written summary) (30%)

Assessment design criteria	• Planning • Application • Synthesis • Evaluation

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

Research Project A or B?	Students enrol in either Research Project A or Research Project B. These enrolment options vary only in how students present their evaluation for external assessment.

External assessment: Research Project A	External assessment: Research Project B
• A 150 word written summary of the research project, research processes used, and research outcome. • A written, oral, or multimodal review: 1500 words maximum if written or 10 minutes maximum for an oral presentation, or the equivalent in multimodal form (excluding the written summary). • Contributes to the student's ATAR.	• A 150 word written summary of the research project, research processes used, and research outcome. • A written evaluation: 1500 words maximum (excluding the written summary). • Contributes to the student's ATAR.