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Year 10 Coordinator - Mrs Nicola Swiderski
Year 11 Coordinator - Mr John Charewicz
Year 12 Coordinator - Ms Cindy Kenny
Curriculum Development Coordinator - Mr Lee Swiderski
Head of Senior Years - Ms Penny Minchin
Introduction

This booklet contains descriptions of subjects offered in Year 11 and 12 at Loreto for 2012.

These subject outlines will aid in subject selection and show where particular subjects studied in Year 11 will lead in Year 12. Final subject choices should be made after consultation with parents, subject teachers, pastoral care teachers and the student’s allocated course counsellor.

Please note that some limitation in subject choice may occur, depending on student numbers and timetabling constraints. If there are insufficient numbers to make a class viable, students will be asked to select another subject. Any changes to subject choices for Semester One must be made by the end of Week 3, Term 1 and for Semester 2 by the end of Week 3, Term 3. No changes will be considered after these deadlines. Please also be aware that any subject changes are only possible if there are vacancies in the requested subjects and if they fit on the established grid.

The information presented in this booklet is as accurate as possible at the time of issue. Parents and students are encouraged, however, to make personal contact with specific tertiary institutions to clarify specific course requirements. This is in addition to consulting all available material including University and TAFE handbooks, the SATAC Guide and the South Australian Tertiary Institutions Entrance Booklet. Whilst the College makes every effort to provide students with the most up-to-date information, it is the responsibility of students and parents to make themselves aware of any changes made to the entrance requirements of specific courses.
Loreto Educational Philosophy

“The Institute of the Blessed Virgin Mary was founded at the beginning of the 17th century by an English woman, Mary Ward, to serve the Church through education. The goals of our education today are in essence the same as the goals of our Foundress: the spiritual, intellectual and social development of the individual, and the preparation of students to take their place in the society in which they live, as well as to achieve their ultimate goal, the knowledge and love of God, in so far as this can be attained.

The Christian person as envisaged by Mary Ward is characterised by:

- freedom of spirit
- justice
- Integrity

These ideals incorporating personal responsibility, responsiveness to God and others, and the search for truth optimise the yearnings of all peoples in every age. Being fundamental human values, they are particularly relevant in today’s world where the dignity of the human person is threatened.

In modern society, with its rapid change and scientific and technological advances, the most important issues to be raised are not in fact technological - they are issues of values, and the translation of these values into action. A recognition of our responsibilities is a necessary part of education. Our society is a pluralist one, with often conflicting attitudes to religion, morality, human rights and associated areas. Hence our education needs to involve the development of our ability to evaluate critically, and to make decisions based on informed judgement and Christian principles, decisions reflecting a faithful use of the freedom given to us by God.

Our schools, through their climate, teacher-student relations and curriculum, aim to meet the spiritual, intellectual, psychological and social needs of each student, developing more fully the ability of each one to think objectively and responsibly, to value the search for truth, and to appreciate the dignity and value of the human person.”

Australian Province of the Institute of the Blessed Virgin Mary
General Information

What is the SACE?

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

The SACE has been updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. The SACE helps students develop the skills and knowledge they need to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (Year 11) and Stage 2 (Year 12).

How do students get the SACE?

To gain the SACE, students complete approximately two years of full-time study which most students spread over three years. There are two stages:

- Stage 1, which most students do in Year 11, apart from the Personal Learning Plan, which most students are likely to do in Year 10
- Stage 2, which most students do in Year 12.

Each subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

Students will receive a grade – from A to E – for each subject. For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1)
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of Mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student’s choice.
Table: A summary of the compulsory subjects and other requirements needed to complete SACE.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
<th>Grade Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Learning Plan</td>
<td>10</td>
<td>C or better</td>
</tr>
<tr>
<td>Year 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy (from a range of English subjects and courses)</td>
<td>20</td>
<td>C or better</td>
</tr>
<tr>
<td>Numeracy (from a range of Mathematics subjects and courses)</td>
<td>10</td>
<td>C or better</td>
</tr>
<tr>
<td>Other subjects and courses of the student’s choice</td>
<td>up to 90</td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
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<td></td>
</tr>
<tr>
<td>Research Project</td>
<td>10</td>
<td>C- or better</td>
</tr>
<tr>
<td>Other Stage 2 subjects and courses*</td>
<td>60</td>
<td>C- or better</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>Minimum of 200</td>
<td></td>
</tr>
</tbody>
</table>

*Most students will complete subjects or courses worth more than 70 credits at Stage 2. In order to successfully complete the SACE an achievement of a ‘C-’ grade or better is required in at least 70 credits at Stage 2 (of which 10 credits must be the Research Project).

This course handbook outlines the SACE BOARD approved subjects that Loreto College plan to offer in 2012 (subject to student choice). A description of the Personal Learning Plan and Research Project are also included, as all students will undertake these subjects.

**What is the Personal Learning Plan?**

The Personal Learning Plan is a compulsory SACE subject, normally undertaken in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.

The Personal Learning Plan helps students to:
- identify and research career paths and options, including further education, training and work
- choose appropriate SACE subjects and courses based on plans for future work and study
- consider and access subjects and courses available in and beyond school
- review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills
- gain skills for future employment
- identify their goals and plans for improvement
- review and adjust their plans to achieve their goals

The Personal Learning Plan contributes 10 credits towards the SACE. Because it is compulsory, students need to achieve a C grade or above.
What is VET and how can I do it?

VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in the trades and industry. It is the kind of education offered by TAFE colleges and a range of other registered training organisations.

Students will be able to study more VET than ever before. They can earn up to 150 of the 200 credits required to complete the SACE, through recognised Vocational Education and Training courses.

University and TAFE entry

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements.

For university entry, students need to:
- complete all compulsory requirements at a ‘C’ grade or better
- achieve 80 credits at Stage 2 including at least three 20-credit Stage 2 TAS subjects.

Australian Tertiary Admission Rank (ATAR)

The ATAR is a measure of a students’ achievement relative to other students. It is used by universities to select school leavers for a place in university courses. The rank is based on a percentile scale with score ranging from 0 to 99.95.

Tertiary Admissions Subject (TAS)

All subjects apart from Research Project A, Community Studies and Modified subjects are recognised by universities to contribute toward an ATAR. These subjects are known as Tertiary Admissions Subjects.

Pre-requisites and Assumed Knowledge

Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses, and students must ensure they meet these requirements when selecting subjects if they want to be considered for these courses.

Each university may have some subjects listed as "pre-requisites" and others as "assumed knowledge". It is the responsibility of students to check pre-requisite and assumed knowledge information for prospective courses.

Pre-requisites are those subjects which students must take in order to be eligible for a particular course. Students must achieve a grade of C– or better in these subjects.

Assumed Knowledge refers to subjects in which the university assumes students will have some prior knowledge, although it is not a requirement for entry to the course. If students wish to study in a course for which there is assumed knowledge for certain subjects, they will be greatly advantaged in their university studies if they take those subjects in Stage 2.
Full details of university and TAFE entry requirements are included in the *Tertiary Entrance Booklet 2012, 2013, 2014* published by the South Australian Tertiary Admissions Centre. For more information, visit the SATAC website - [www.satac.edu.au](http://www.satac.edu.au).

All Year 10 and 11 students will be issued with the guide. Students and parents are strongly encouraged to consult this document for the most up to date tertiary requirements information.

**Students with disabilities**

The SACE caters for students with special needs through the application of special provisions. In addition, the SACE offers a range of modified subjects as options for students with significant disabilities.

**Further information**

Visit the SACE Board website at [www.saceboard.sa.edu.au](http://www.saceboard.sa.edu.au) for more information about the new SACE.
Glossary of Terms

ATAR Australian Tertiary Admission Rank
PLP Personal Learning Plan
SACE South Australian Certificate of Education
SATAC South Australian Tertiary Admissions Centre
TAFE Technical and Further Education
TAS Tertiary Admissions Subject
VET Vocational Education and Training
VISA VET in SACE
Stage 2
Visual Arts - Art
Musicianship / Solo Performance
Drama

Stage 1
Visual Arts - Art
Music
Drama

Year 10
Art
Music
Drama

Year 9
Art
Music
Drama

Year 8
Art
Music
Drama

Arts
Year 8
Year 9
Year 10
Stage 1
Stage 2
English is a full year subject for Years 8, 9 and 10.

At SACE Stage 1 students can choose English Studies or English Communications. These are all offered as 10 credit subjects but students must complete 20 credits of English at Stage 1 or Stage 2 at C standard to complete their SACE.

① With teacher recommendation only.
French B and Italian B are only offered to new students who have not studied either of the languages in their previous school.
Running of any of the options offered for Stage 1 Mathematics is dependent on sufficient numbers choosing a particular option to ensure a viable class size.

① With teacher recommendation only.
Science and Science for Life in Year 10 differ in some content details and in the depth of treatment of some topics. Science is generally more analytical and mathematical in its approach.
History and Geography are core subjects and are a semester each in length in Years 8, 9 and 10.
Business, Enterprise and Technology

Year 8
- Website Creation
- U&ICT
- Movie Making
- Home Economics
  Textiles Technology

Year 9
- Movie Making
- Computer Animation
- Textiles Technology

Year 10
- Digital Tools
- Information Processing & Publishing
- Design Technology - Textiles

Stage 1
- Information Processing & Publishing - Desktop and Electronic
  - Textiles - Design & Technology
  - Accounting
  - Business and Enterprise

Stage 2
**Stage One Subject Choices**

Year 11
For Stage 1, to qualify for the South Australian Certificate of Education (SACE), all students must achieve a C grade in the following:

Literacy - 20 credits  Numeracy - 10 credits  Personal Learning Plan - 10 credits

In addition, students must undertake 2 semesters of Religion Studies. At Loreto students undertaking Year 11 will study 120 credits. This will enable maximum choice and flexibility for students.

**Literacy**
- English Communications
- English Studies
- English as a Second Language
- English Pathways*

**Numeracy**
- Mathematical Applications
- Mathematical Methods
- Mathematical Studies
- Double Mathematics
- Mathematical Pathways*

* by invitation

**Additional Subjects**
- Aboriginal Studies
- Accounting
- Biology
- Business and Enterprise
- Chemistry
- Child Studies
- Chinese
- Community Studies
- Design and Technology - Textiles
- Drama
- Economics
- Food and Hospitality
- French
- Geography
- History
- Information Processing & Publishing
- Information Technology
- Italian
- Legal Studies
- Music
- Nutrition
- Physical Education
- Physics
- Psychology
- Scientific Studies
- Visual Arts
Stage Two Subject Choices

Year 12

Accounting
Biology
Business and Enterprise
Chemistry
Classical Studies
Chinese
Community Studies
Design and Technology - Textiles
Drama
Economics
English as a Second Language
English Communications
English Studies
Food and Hospitality
French
Geography
Information Processing & Publishing
Integrated Learning
Integrated Learning - Social Justice
Italian
Legal Studies
Mathematical Applications
Mathematical Methods
Mathematical Studies
Music - Musicianship / Solo Performance
Modern History
Nutrition
Physical Education
Physics
Psychology
Religion Studies (SACE)
Religious Education (Loreto)
Scientific Studies
Society and Culture
Specialist Mathematics
Visual Arts - Art
Women’s Studies
Workplace Practices
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<tr>
<th>Subjects</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Aboriginal Studies (Stage 1)</td>
<td>10 (half year)</td>
</tr>
<tr>
<td>Aboriginal Studies (Stage 2)</td>
<td>20 (full year)</td>
</tr>
<tr>
<td>Learning Area</td>
<td>Humanities and Social Sciences</td>
</tr>
</tbody>
</table>

**Contact Teacher: Ms P Cramond**

**Year 11 Aboriginal Studies**

Stage 1 Aboriginal Studies can be studied as a 10-credit subject or a 20-credit subject.

Students examine aspects of Aboriginal society and cultural life, drawing on elements of sociology, arts, literature, politics, and history. They analyse concepts such as Aboriginal, Indigenous, invasion/settlement, resistance, and reconciliation.

The focus capabilities for this subject are citizenship, communication, personal development, and learning.

**Content**

For the 10-credit subject students study at least two of the following topics. (A maximum of three topics is recommended).

For the 20-credit subject students study at least four of the following topics. (A maximum of six is recommended).

- Topic 1: Coexistence and Reconciliation
- Topic 2: Aboriginal Cultures
- Topic 3: Aboriginal Lands
- Topic 4: Aboriginal Languages
- Topic 5: Aboriginal Sites
- Topic 6: Cultural Tourism
- Topic 7: Aboriginal People and the Law
- Topic 8: Aboriginal Arts and Literature
- Topic 9: Aboriginal Film
- Topic 10: Aboriginal People in the Media.

**Assessment**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Response
- Text Production
- Reflection

The Community Report will be worth approximately 20%
The Course Work will be worth approximately 60%
The Investigation will be worth approximately 20%
**Further Study**

This course leads to Aboriginal Studies at Year 12 and to Indigenous Studies at each of the three Universities in South Australia.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Accounting (Stage 1)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (Stage 1)</td>
<td></td>
<td>10 (half year)</td>
</tr>
<tr>
<td>Accounting (Stage 2)</td>
<td></td>
<td>20 (full year)</td>
</tr>
<tr>
<td>Learning Area</td>
<td>Business, Enterprise and Technology</td>
<td></td>
</tr>
</tbody>
</table>

**Contact Teacher: Mrs J Harman**

**Year 11 Accounting**

Accounting is a system used to record, report, analyse and interpret the financial transactions of an entity in order to communicate financial information to internal and external users. This financial information provides a basis for decision-making.

**Content**

A 10-credit subject consists of “The Environment of Accounting’ and at least two option topics. A 20-credit subject consists of ‘The Environment of Accounting’ and at least four option topics.

**Topic: The Environment of Accounting**

**Option Topics**
- Personal Financial Management
- Business documents
- Keeping cash records
- Double-entry recording
- Financial reports
- Analysis and interpretation of Financial Reports
- Teacher-developed Topic.

**Assessment**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Skills and Application Tasks - tests, assignments, practical exercises etc.
- Investigation - reports, essay, oral presentations, web page etc.

**Further Study**

Accounting is recommended for any student interested in financial record keeping or wishing to study Accounting at Stage 2 level.
Year 12 Accounting

Pre-requisites

None, but successful completion of Stage 1 Accounting, which gives a basic understanding of Book-keeping practices is desirable.

Content/Learning Outcomes

This subject introduces students to the nature, purpose and uses of financial information – an essential component of their general education. It emphasises the social role of accounting and the use of financial information in decision-making by individuals, sole traders, partnerships and companies.

There are three sections:

Section 1: The environment of Accounting.
  • The role of accounting.
  • The accounting process.
  • Accounting and decisions.
  • Accounting for individuals and business.

Section 2: Financial Accounting
  • Reporting financial information.
  • Using financial reports for decision making.

Section 3: Management Accounting
  • Using accounting information for planning and control e.g. finance, marketing, human resources and operations.

Assessment

Skills and Applications 50%
Report 20%
Examination 30%

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Biology (Stage 1)</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>10 (half year)</td>
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<td></td>
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<td>20 (full year)</td>
</tr>
<tr>
<td>Biology (Stage 2)</td>
<td></td>
<td>20 (full year)</td>
</tr>
</tbody>
</table>

Learning Area

Sciences

Contact Teacher: Dr J Wright


**Year 11 Biology**

In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

The focus **capabilities** for this subject are communication and learning.

**Content**

Although this subject is presented as two separate units, students who enter the course in Semester 2 may need to review some core work covered in Semester 1.

**Semester 1**

*Micro-organisms - friend or enemy?*

In this topic, students will investigate the role of microbes in food spoilage and disease and consider the importance of micro-organisms in food and beverage making.

*Organ Transplantation*

In this topic, students will study the effect of peoples' lifestyle choices on their health and consider the way in which transplantation can provide a second chance for people with a diseased organ.

*Plants*

This topic includes the study of flower structure, seed dispersal, plant growth and photosynthesis.

**Semester 2**

*Drugs and the Human Body*

This topic will consider both legal and illegal drugs. It will explore the effects of drugs on the functioning of the human body and consider the appropriate use of drugs and their value in treating disease.

*Arid Zone*

In this unit students gain an appreciation of what is required to live in Australia’s arid inland. By investigating the problems created by such things as feral animals, grazing and introduced weeds, students will come to understand ecosystems and the impact of human activity on the environment.

*Human Evolution*

In this unit students will investigate the concept of evolution in relation to *Homo sapiens* (Humans). Students will also gain an appreciation for biodiversity and the impact humans have on Natural Selection and survival of other species.

Laboratory and field investigations form an integral part of this subject and excursions and the Flinders Ranges Camp provide an opportunity for field work.
**Assessment**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio
- Skills and Applications Tasks

**Further Study**

This subject leads to Biology and Scientific Studies and Nutrition at Stage 2.

**Year 12 Biology**

**Pre-requisites**

A satisfactory pass in at least 2 units from Stage 1 Biology, Physics, Chemistry or Psychology.

**Content/Learning Outcomes**

The Stage 2 Biology subject outline is organised around the following four themes:

- Macromolecules
- Cells
- Organisms
- Ecosystems

The themes are arranged as a hierarchy. Each theme is divided into the following six threads:

- Organisation
- Selectivity
- Energy Flow
- Perpetuation
- Evolution
- Human Awareness

**Assessment**

School-based Assessment (70%)

- Assessment Type 1: Investigations Folio (40%)
- Assessment Type 2: Skills and Applications Task (30%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight to ten assignments, including the external assessment component. Students undertake:

- three practical investigations and one issues investigation for the folio
- four skills and applications tasks (e.g. tests, oral presentation, extended response)
- one examination.
Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices.

**Year 11 Business and Enterprise**

**Content**

Stage 1 Business and Enterprise comprises two core topics and nine option topics.

For a 10-credit subject, students undertake:
- One core topic
- Two to three option topics

For a 20-credit subject, students undertake:
- Two core topics (one per semester)
- Four to six option studies

**Core Topics**

- Core Topic 1: Introduction to Business and Enterprise
- Core Topic 2: Business and Enterprise in Practice

**Option Topics**

- Establishing a Business
- Business Plans
- Business Management and Communication
- Financial Planning and Management
- Technology for Business
- Marketing
- Employment Relations
- Entrepreneurship: the Enterprising Person
- Global Business.

**Assessment**

The following assessment types enable students to demonstrate their learning in Stage 1 Business and Enterprise:

- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Issues Study
For a 10-credit subject, students provide evidence of their learning through four or five assessments, with at least one assessment from each assessment type.

For a 20-credit subject, students provide evidence of their learning through eight to ten assessments, with at least one assessment from each assessment type.

**Further Study**

This subject leads to Stage 2 Business and Enterprise.

**Year 12 Business and Enterprise**

This subject provides students with the opportunity to undertake a theoretical and/or practical application of business practice. It consists of one core topic and a choice of seven option topics.

The core topic provides knowledge and understanding of business concepts and techniques and of the functions and processes of business organisations.

For a 20-credit subject, students undertake the core topic and two option topics.

Core Topic: The Business Environment

Option Topics
- People, Business, and Work
- Business and the Global Environment
- Business and Finance
- Business, Law, and Government
- Business and Technology
- Business and Marketing
- Business Research Task/Practical Application

**Assessment**

All Stage 2 subjects have a school-based assessment component and an external assessment component.

20-credit Subject
School-based Assessment (70%)
Assessment Type 1: Folio (30%)
Assessment Type 2: Practical (20%)
Assessment Type 3: Issues Study (20%)
External Assessment (30%)
Assessment Type 4: Report (30%).

It is recommended that students provide evidence of their learning through eight to ten assessments, including the external assessment component.

Students undertake:
- four to six assessments for the folio
- two practicals
- one issues study
- one report
The assessment types and weightings for the school-based assessment component are recommended.

The assessment type and weighting for the external assessment component are prescribed.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Chemistry (Stage 1)</td>
<td>10 (half year)</td>
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<tr>
<td>Chemistry (Stage 2)</td>
<td>20 (full year)</td>
</tr>
</tbody>
</table>

| Learning Area | Sciences |

**Contact Teacher: Dr J Wright**

**Year 11 Chemistry**

For assessment purposes, this course is treated as two separate units. However, **Semester 1 must be completed before commencing Semester 2.**

The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

Students consider how human beings make use of the earth’s resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

The focus **capabilities** for this subject are communication and learning.

**Content**

**Semester 1**

Skills in Chemistry
- Experimental Skills
- Information and Communication Skills

Materials
- Properties of Materials
- Atomic Structure
- Periodic Table
- Chemical Bonding
- Classification of Substances

Water
- Properties of Water
- Solubility
- Precipitation reactions
- Water Treatment

Acids and Bases
- Proton Theory
- Properties of Acids and Bases
- Acid - Base Reactions

**Semester 2**
Quantitative Chemistry
- Mole Concept
- Stoichiometry
- Solution Concentration
- Volumetric Analysis

Organic Chemistry
- Hydrocarbons
- Systematic Nomenclature
- Petrochemicals Industry
- Alcohols, Carboxylic Acids and Esters

Redox Chemistry
- Redox Reactions
- Electrochemical Cells (Galvanic and Electrolytic Cells)
- Applications of Electrochemical Cells

**Assessment**
Students will be assessed in each of the following strands:
- acquiring knowledge of Chemistry
- understanding and problem solving
- using knowledge of Chemistry
- communicating knowledge of Chemistry

Assessment will be based on laboratory work, assignments, tests and an examination.

**Further Study**
This subject leads to Chemistry at Stage 2.

**Year 12 Chemistry**

**Pre-requisites**
Satisfactory achievement in 20 credits of Stage 1 Chemistry. Students transferring from interstate or overseas should refer to the support materials available on the SACE Board web site. This details the knowledge assumed in this curriculum statement.

**Content/Learning Outcomes**
Six compulsory topics
1. Skills: Experimental, information and communication
2. Elemental and Environmental Chemistry
3. Analytical Techniques
4. Using and controlling reactions
5. Organic and Biological Chemistry
6. Materials

**Assessment**

External examination 30%

School-based assessment 70% comprising:
Investigations Folio 40%
Skills and Applications Tasks 30%

<table>
<thead>
<tr>
<th>Classical Studies</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
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</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td></td>
</tr>
</tbody>
</table>

**Contact Teacher:** Mr D Hall / Ms T Di Giusto

**Year 12 Classical Studies**

**Pre-requisites**

The study of two units of Stage 1 History is an advantage, but not essential. Stage 1 English Communications/English Studies provides a useful background.

**Content/Learning Outcomes**

This subject is divided into three sections:

- Greek and Roman Literature
- Greek and Roman Society, History and Culture
- Special Study

The literature is approached in the same manner as in English, with a study of the plot, themes, characterisation and language. The study of society focuses on Athens and Sparta and the political, social, economic and cultural roles of their inhabitants.

The topics studied in this class are:

- *The Odyssey* by Homer
- *Medea* by Euripides
- *Antigone* by Sophocles
- Greek Society - 5th century B.C.

**Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2
Classical Studies:

School-based Assessment
- Assessment Type 1: Folio (40%)
- Assessment Type 2: Essays (30%)

External Assessment
- Assessment Type 3: Special Study (30%)

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

- four to six folio assessments
- three essays
- one special study

<table>
<thead>
<tr>
<th>Community Studies</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Community Studies (Stage 1)</td>
<td>10 (half year)</td>
</tr>
<tr>
<td>Community Studies (Stage 2)</td>
<td>20 (full year)</td>
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</tbody>
</table>

Learning Area: Cross-disciplinary

Contact Teacher: Mrs A McEvoy

Year 11 Community Studies

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment. Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

The focus capabilities for this subject are communication and citizenship.

Content

Approximately 4-8 weeks of preparatory group activities which include: goal setting, time management, interviewing and survey skills, communication, group problem solving and letter writing skills. The remainder of the course is spent on a negotiated Major Community Project, completed individually or with other students, and is based on the course topic chosen by the student. A regular journal is maintained, and extensive use of the wider community as a resource and for feedback is actively encouraged.

Students have a choice of 12 units of study. These include:

- Communication and the community
- Arts and the community
- Work and the community
- Business and the community
- Health, Recreation and the community
- Science and the community
- Technology and the community
- Environment and the community
- Design, Construction and the community
- Foods and the community

These units can be used to satisfy SACE requirements.

**Assessment**

Assessment at Stage 1 is school based.

Teachers design a set of assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the subject. These assessments provide students’ evidence of learning.

Evidence of Learning

The following assessment types enable students to demonstrate evidence of learning in Stage 1 Community Studies:

- Assessment Type 1: Contract of Work
- Assessment Type 2: Folio
- Assessment Type 3: Community Activity
- Assessment Type 4: Reflection.

In order to demonstrate learning to the highest standard, students may present evidence of this learning in a mode that best suits the context and focus of their community activity and their own strengths and abilities. This evidence of learning may consist of one or a combination of written, spoken, visual and digital materials.

Where a community activity is undertaken in a group context, each student must present evidence of individual learning so that it can be assessed against the performance standard.

In each 10-credit subject, students should provide evidence of learning through the completion of a contract of work, through each of the four assessment types. The nature, scope, and depth of the community activity should be reflected in the time allocated to a 10-credit subject.

In each 20-credit subject, students should provide evidence of their learning through the completion of a contract of work, through each of the four assessment types. The nature, scope, and depth of the community activity should be reflected in the time allocated to a 20-credit subject.

The degree to which the contract is completed in the semester determines the final result, e.g. Five levels of achievement from grades A to E are reported.

**Further Study**

This course does not lead to further study in any particular subject area, but students may choose Community Studies in Year 12.
Year 12 Community Studies

Pre-requisites

None. No points towards an ATAR for university entrance are given for these courses, however Community Studies counts towards the completion of SACE and provides a pathway into the TAFE sector.

Content/Learning Outcomes

The initial part of the course is spent completing appropriate preparatory group activities. The majority of time in the course is spent completing a major assignment negotiated by the student with the teacher, and fulfilling relevant objectives for the particular Community Studies unit.

Students have to negotiate significant aspects of their course, to maintain a journal, research their chosen topic, obtain feedback from "experts", make use of the wider community, share their learning with others and complete a final evaluation.

Students may select from the following options:
- Arts and the community
- Communication and the community
- Environment and the community
- Business and the community
- Technology and the community
- Health, Recreation and the community
- Work and the community
- Science and the community
- Design, Construction and the community
- Foods and the community

Assessment

School-based assessment 70%
Assessment Type 1: Contract of Work
Assessment Type 2: Folio
Assessment Type 3: Presentation

External Assessment 30%
Assessment Type 4: Reflection
Design and Technology – Textiles

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Design and Technology (Stage 1) Material Products I &amp; II</td>
<td>10 (half year) 20 (full year)</td>
</tr>
<tr>
<td>Design and Technology (Stage 2) Material Products I</td>
<td>20 (full year)</td>
</tr>
<tr>
<td>Learning Area</td>
<td>Business, Enterprise and Technology</td>
</tr>
</tbody>
</table>

Contact Teacher: Mrs V Hearnden

Year 11 Design and Technology - Textiles

Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products, processes, or systems. Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

Stage 1 and Stage 2 Design and Technology provide enrolment options in the following focus area:

- Material Products

The focus capabilities for this subject are personal development, work and learning.

Stage 1 Design and Technology provides the following enrolment options:

10 credit subjects:
Material Products I & II

20 credit Subjects
Material Products

The topics that are covered will be different for each semester, enabling students to select the subject for either semester or both semesters.

Content

Material Products – students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials.

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks
- Folio
- Product
**Further Study**

This subject leads to Stage 2 Design and Technology.

**Year 12 Design and Technology - Textiles**

Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products, processes, or systems. Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

The focus **capabilities** for this subject are personal development, work, and learning.

**Content**

*Material Products* – Students use a range of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products. Students demonstrate knowledge and skills associated with using systems, and processes and resistant materials from textiles.

**Assessment**

Students demonstrate evidence of their learning through the following assessment types:

- **School-based Assessment**
  - Skills and Applications Tasks 20%
  - Product 50%

- **External Assessment**
  - Folio 30%

**Folio**

Students complete a Folio that contains documentation of their investigation and planning for their product, process, or system.

The Folio consists of two parts:

- Part 1: Product Design (Documentation and Analysis)
  - Part 2: Product Evaluation

**Product Design (Documentation and Analysis)**

- Students document investigation and planning skills. When documenting their investigation skills in Part 1, students include a report on the impact of technological practices related to their product, on individuals, society and/or the environment.

**Product Evaluation**

- Students provide a maximum of twelve pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluation. The evidence should include a maximum of 2000 words or 12 minutes of recorded oral explanation, analysis, and evaluation.

Evidence of development, with supporting written or oral summaries that explain, analyse, and
evaluate the process and product could be presented in the form of photographic or electronic or digitally generated materials, audio visual evidence, materials, products, models, sketches, diagrams or annotations.

Students should submit their evidence either in an A4 folder, or on CD or DVD, or by any other electronic means conducive to external assessment.

The Folio is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Folio with reference to performance standards.

<table>
<thead>
<tr>
<th>Drama</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Drama (Stage 1)</td>
<td>10 (half year)</td>
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<tr>
<td>Drama (Stage 2)</td>
<td>20 (full year)</td>
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| Learning Area | Arts |

Contact Teacher: Mr M Randell

Year 11 Drama

In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyze, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

The focus capabilities for this subject are communication, citizenship, personal development and learning.

Content

At the completion of the course students should be able to

- demonstrate skills and techniques related to on-stage roles and/or off-stage roles;
- work both independently and collaboratively to conceive, develop, create and interpret dramatic work;
- demonstrate knowledge of the theories, skills, techniques, and technologies of drama;
- respond to performed drama and dramatic texts in a reflective manner;
- demonstrate knowledge and understanding of the interdependent nature of elements of dramatic theory, practice, and stagecraft;
- select, analyse, and collate information for dramatic purposes, and communicate dramatic ideas through performance, orally, and in writing.

Semester 1: Study of a playwright or the style and technique of a major theatrical innovator. Workshops on acting, directing and staging methods leading to a minor production. Live theatre viewing and critical response to performed and written texts. Creation and presentation of an individual dramatic product.
Semester 2: Major production for a public audience. The development of a character through textual analysis, rehearsal and workshop, or alternately the execution of an off-stage practitioner role for the production. Creation and presentation of an individual dramatic product.

This subject develops the ability for analysis and reflection, creative imagination, confidence and expertise in skills and effective contribution to ensemble work.

**Assessment**

There are both formative and summative assessment tasks to this course. Performance and production skills, analytical essay and critical review writing, and the development of an Individual Study Presentation comprise the major areas of assessment.

**Component A: Group Production:** Performance of an on or off stage production role accompanied by a 1000 word reflective report.

**Component B: Folio:** A total of three written or oral pieces, at least one being a critical review of a live theatre production. Other pieces for the Folio include a tutorial presentation and tutorial response paper, or an essay.

**Component C: Individual Study Presentation:** Students apply their skills and extend these through research of a professional role in theatre and dramatic production. Students develop a unique dramatic product and present this in a 10 – 15 minute presentation.

**Further Study**

This subject leads to Drama and Drama Studies at Stage 2.

**Year 12 Drama**

**Prerequisites**

None, however a pass in Stage 1 Drama may be an advantage.

**Content**

20-credit subject is based on the following four areas of study:
- Group Analysis and Creative Interpretation
- Review and Reflection
- Interpretative Study
- Presentation of Dramatic Works

**Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Drama:

School-based assessment 70%
Assessment Type 1: Group Presentation 20%
Assessment Type 2: Folio 30%
Assessment Type 3: Interpretative Study 20%

External Assessment 30%
Assessment Type 4: Performance 30%
**Economics**

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<thead>
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<th>Subjects</th>
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<tr>
<td>Economics (Stage 2)</td>
<td>20 (full year)</td>
</tr>
<tr>
<td><strong>Learning Area</strong></td>
<td><strong>Humanities and Social Sciences</strong></td>
</tr>
</tbody>
</table>

**Contact Teacher: Mr A Volkhardt**

**Year 11 Economics**

**Content**

Economics provides students with a framework that enables them to identify and analyse economic issues of the past, present and future.

The content may be derived from the following topics:

- The Economic Problem
- Economic Systems
- The Market Economy
- Government Involvement in the Market Economy
- The Circular Flow of Income
- Economic Thinkers
- Trade in a Global Economy
- Price Stability
- Economic Development
- Poverty and Inequality
- Employment and Unemployment
- Teacher-developed Topic - e.g. Economics of Agriculture, Stock exchange, Production - large and small businesses.

**Assessment**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Folio - assignments, tests, essays, oral, group work
- Skills and Applications Tasks - case studies, simulations, written or oral

**Further Study**

A study of one, or both of these units leads to Economics at Stage 2, or Business & Enterprise at Stage 2.
Year 12 Economics

Pre-requisites
None, although successful completion of at least 10 credits of Economics at Stage 1 is an advantage.

Content/Learning Outcomes
Economics provides students with concepts, models and skills to analyse and predict the workings of an economic system and to evaluate the impact of interdependence at individual, regional and global levels.

Micro-economics — production and consumption, resources and resource conservation; supply and demand and price determination; perfect competition; oligopoly and monopoly; government measures to address market failure.

Macro-economics — unemployment, inflation, economic growth, overseas trade; the business cycle and economic indicators; government economic policy - the budget and interest rates.

Global Issues — globalisation; international trade agreements, multinational companies; economic sustainability and global wealth and poverty.

Assessment
70% internal, based on assignments, essays and tests.
30% external examination.

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<thead>
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<tr>
<td><strong>Subjects</strong></td>
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<td>English as a Second Language (Stage 1)</td>
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<td>English as a Second Language (Stage 2)</td>
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</table>

Learning Area: English

Contact Teacher: Ms L Mulligan

Year 11 English as a Second Language

Content
This program is designed to develop students' communication skills, particularly in academic contexts. There will also be an increased focus on justifying opinions and analysing texts. Students will have the opportunity to explore in depth 2 major themes or current issues. This course is aimed at students for whom English is not their first language. Students who have been
studying in Australia for 5 or more years will be assessed to determine eligibility for this course.

**Text Production**
Students explore a variety of text types and using ideas from texts studied produce their own original oral and written texts.

**Language Application**
Students complete an independent investigation consisting of an interview, an oral presentation and written activity. Students also explore how we use texts for communication and produce their own oral and written texts.

**Assessment**
Assessment consists of 5 extended tasks each semester. These tasks assess communication, text production and investigation skills. There will be both oral and written assessment tasks. The assessment types for ESL are:

- Text Production
- Language Application

**Further Study**
This subject leads to English as a Second Language at Stage 2.

**Year 12 English as a Second Language**

**Pre-requisites**
None

**Content/Learning Outcomes**
This program is designed to develop students’ communication skills, particularly in academic contexts. Students will have the opportunity to explore in-depth one major theme or current issues. Discussions of diverse points of view and text features will form a key component of this area of study. This course is aimed at students for whom English is not their first language. Students who have been studying in Australia for 5 or more years will be assessed to determine eligibility for this course.

**Assessment**
Assessment consists of four assessment types:

- Communication Study
- Text Production
- Language Application
- Investigation

Communication study and text production tasks consist of a total of two oral and two written tasks. The investigation and language application tasks will enable students to research in-depth
their own areas of interest.

Internal Assessment 70%
Assessment Type 1: Communication Study 20%
Assessment Type 2: Text Production 30%
Assessment Type 3: Language Application 20%

External Assessment 30%
Assessment Type 4: Investigation 30%

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<tr>
<th>English Communications</th>
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<tbody>
<tr>
<td>Subjects</td>
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<tr>
<td>English Communications (Stage 1)</td>
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<tr>
<td>English Communications (Stage 2)</td>
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</tbody>
</table>

| Learning Area | English |

Contact Teacher: Mrs L Mulligan

Year 11 English Communications

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English Communications, students read and view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

Stage 1 English Communications caters for students with a range of learning styles and can lead to Stage 2 English Studies or Communications.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content

For both 10 credit and 20 credit subjects, students are required to read and respond to texts as well as produce texts.

Reading and responding to texts
Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to inspire and inform their own compositions.

Producing texts
Students provide evidence of the extent and quality of their learning by producing original texts in written, oral or multimodal form.

Assessment

Assessment at Stage 1 is school based and is moderated by the SACE Board. Students demonstrate evidence of their learning in Stage 1 English through the following assessment
types:
- Text Analysis
- Text Production
- Extended Study

In order to achieve their SACE, students must achieve at least a ‘C’ grade in both semesters of English at Stage 1.

**Further Study**

Students who undertake Stage 1 English Communications are able to study either Stage 2 English Communications or Stage 2 English Studies (on the advice of their teacher).

**Year 12 English Communications**

**Pre-requisites**

A study of Stage 1 English Pathways, English Communications or English Studies is assumed.

**Content/Learning Outcomes**

In English Communications students will:
- Read a range of educational, vocational and cultural texts including literature, popular culture texts and media texts;
- Develop knowledge of sociocultural, political, and situational influences on the construction and interpretation of texts;
- Learn to recognise the relationship between the purpose, audience and form of different text types;
- And compose their own texts, and comment personally and critically on what they read.

**Assessment**

The 20 credit subject consists of:

School-based Assessment 70%
Assessment Type 1: Text Analysis 20%
Assessment Type 2: Text Production 20%
Assessment Type 3: Communication Study 30%

External Assessment 30%
Assessment Type 4: Folio 30%
The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English Studies, students read and view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

Stage 1 English Studies caters for students with a particular interest in literature. This subject can lead to Stage 2 English Studies or Communications.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

**Content**

For both 10 credit and 20 credit subjects, students are required to read and respond to texts as well as produce texts.

**Reading and responding to texts**

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to inspire their own compositions.

**Producing texts**

Students provide evidence of the extent and quality of their learning by producing texts in written, oral or multimodal form.

**Assessment**

Assessment at Stage 1 is school based and is moderated by the SACE Board. Students demonstrate evidence of their learning in Stage 1 English through the following assessment types:

- Text Analysis
- Text Production
- Extended Study

In order to achieve their SACE, students must achieve a ‘C’ grade or higher in both semesters of English.

**Further Study**
Students who undertake Stage 1 English Studies are able to study either English Communications or English Studies at Stage 2.

**Year 12 English Studies**

*Pre-requisites*

Stage 1 English Studies or English Communications.

*Content/Learning Outcomes*

In English Studies students will:

- Read a range of extended and shorter texts from a variety of cultural perspectives;
- Analyse texts from a range of contexts, including the past, the present and everyday experiences;
- Develop critical thinking skills that will enable them to interpret literary and non-literary texts;
- Study a selection of texts with their teacher and peers, and develop a critical approach to discussing those texts;
- Study texts independently and develop a sense of personal and critical engagement;
- Compose responses to texts that show depth and clarity of understanding;
- And compose original texts that show an understanding of the purpose and craft of writing.

*Assessment*

School based Assessment (70%)
Assessment Type 1: Shared Studies 30%
Assessment Type 2: Individual Study 20%
Assessment Type 3: Text Production 20%

External Assessment (30%)
Assessment Type 4: Examination 30%

<table>
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<th><strong>Food and Hospitality</strong></th>
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<td><strong>Subjects</strong></td>
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<tr>
<td>Food and Hospitality (Stage 1)</td>
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<td>Food and Hospitality (Stage 2)</td>
</tr>
</tbody>
</table>

| **Learning Area** | Health and Physical Education |

**Year 11 Food and Hospitality**

*Contact Teacher: Mrs M Ryan*

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.
Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

The focus capabilities for this subject are communication, learning, or work.

The topics that are covered will be different for each semester, enabling students to select the subject for either semester or both semesters.

Students examine the factors that influence people’s food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

**Content**

Students study topics within one or more of the following three areas of study:

- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Industry

**Assessment**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Practical Activity
- Group Activity
- Investigation

**Further Study**

This subject leads to Stage 2 Food and Hospitality.

**Year 12 Food and Hospitality**

**Contact Teacher: Ms M Ryan**

Students focus on the impact of the food and hospitality industry, on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers.

**Content**

Students study topics within one or more of the following five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
Technological Influences

Assessment

Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment 70%
Assessment Type 1: Practical Activity 50%
Assessment Type 2: Group Activity 20%

External Assessment 30%
Assessment Type 3: Investigation 30%

Investigation
The Investigation is a piece of writing of up to a maximum of 2000 words for the 20-credit subject. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question or hypothesis.

The Investigation is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.

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<tr>
<th>Subjects</th>
<th>Geography (Stage 1)</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
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<td>10 (half year)</td>
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<td>Learning Area</td>
<td>Geography (Stage 2)</td>
<td>Credits</td>
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<td>20 (full year)</td>
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</table>

Contact Teacher: Mr M Rainbird

Year 11 Geography

The discipline of geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning.

Through the study of Geography, students develop an understanding of the spatial interrelationships of people, places, and environments. They develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities, challenges, and constraints of different locations.

The focus capabilities for this subject are citizenship, learning, and work.

Content

Students study topics within four key themes:
Key Theme 1: Location and Distribution
Key Theme 2: Natural Environments at Risk
Key Theme 3: People, Resources, and Development
Key Theme 4: Issues for Geographers.

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks
- Inquiry
- Fieldwork
- Investigation

Further Study

This subject leads to Stage 2 Geography and Stage 2 Society and Culture.

Year 12 Geography

Pre-requisites

To successfully undertake this subject students should have achieved a satisfactory standard in the 2 unit subject in Stage 1, (or achieved well in the 1 unit subject) and shown an ability to produce satisfactory results under test conditions. It will be assumed that students will have developed basic standards of understandings and skills as set out for Stage 1 Geography or similar.

Content

The core topic of Population, Resources and Development explores the processes involved in population change. Students will study how population and consumption impact on the environment. The use of water provides an example of an issue related to resource use.

Students will also choose to study 2 option topics from urbanisation, rural places, tourism, sources and uses of energy, coasts, SA Coasts, biodiversity, climate change, soils, hazards, globalisation, drylands or a negotiated topic. Option topics will be chosen with reference to fieldwork opportunities, the contemporary nature of the issues on a local, national and global scale, vocational pathways and a balance of human and physical geography.

Assessment

Independent fieldwork report 25% (based on an option topic)
Geographical enquiry 20% (based on an option topic)
External examination 2 hours 30% (based on the core topic)
Course work 25%
Contact Teacher: Mr P Foley

Year 11 History

The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

The focus capabilities for these subjects are communication, citizenship, personal development, learning, and work.

Content

A 10-credit subject consists of:
- skills of historical inquiry
- a minimum of two historical studies

A 20-credit subject consists of:
- skills of historical inquiry
- a minimum of four historical studies.

The course provides opportunities for the following areas to be studied:

- Theme based study - Freedom and Oppression (Native Americans, slavery, apartheid in South Africa)
- Depth study – Conflict and Contested Spaces; Ireland / Middle East
- World focus - World War One, World War Two, Cold War, Terrorism, Iraq and Afghanistan

Assessment

There will be five summative pieces in each semester, along with a range of formative exercises.

Types of summative tasks will include:

- Sources Analysis
- Film study
- Individual Investigation (Student choice/Special Study)
- Power Point - group presentation
- Essay

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

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<th>Subjects</th>
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<td>History (Stage 1)</td>
<td>10 (half year) 20 (full year)</td>
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<tr>
<td>Modern History (Stage 2)</td>
<td>20 (full year)</td>
</tr>
<tr>
<td>Learning Area</td>
<td>Humanities and Social Sciences</td>
</tr>
</tbody>
</table>
Further Study

This subject leads to Modern History, Classical Studies, Society and Culture and Women's Studies at Stage 2.

Year 12 History

Pre-requisites

Study of Stage 1 History is an advantage. Students should have demonstrated analytical ability and good writing skills.

Content

In the study of Modern History, students will acquire knowledge and understanding of how men, women, and children lived, acted and died in different parts of the world since c. 1500. Using key questions, students will inquire into past world events and develop skills in historical inquiry, using comparative and depth approaches. Students will investigate the motivation of people who made decisions, and how these decisions affected the world community as well as societies in different parts of the world. They will find out how such decisions affected people in the past, and how they may continue to influence people. By examining the past, students will develop skills that will enable them to understand the present and contribute to decisions that will benefit people in the future.

Course work

Folio: Students will study one of the following six topics—Moderations; Imperialism; Revolutions (France, Russia); National Identity; Migration; Forced Labour since 1500.

Depth Study: Students will study one of the following five topics – Social and Political History of Women; The First World War and its Consequences; Depression, Dictators and the Second World War; Superpowers and Social Change since 1945; Power and Powerlessness in Society since c. 1500.

Individual History Essay: Students choose one of twelve options to develop a topic for their individual history essay.

Assessment

Assessment is subject to the requirements, policies and procedure of SACE Board. Assessment in Modern History consists of the following components weighted as shown:

Component 1: Folio 50% (6-8 School based assessments)
Component 2: Individual History Essay 20%
Component 3: External Examination 30%
Information Processing & Publishing Stage 1

Contact Teacher: Ms A M Tippins

Stage 1 Information Processing and Publishing can be either a 10-credit or a 20 credit subject.

Length: One semester for 10 credits or one year for 20 credits

Pre-requisites
None

Information Processing focuses on the use of technology to design and implement information processing solutions. The subject emphasises the acquisition and development of practical skills in identifying, choosing, and using the appropriate computer hardware and software for communicating in a range of contexts. It focuses on the application of practical skills to provide creative solutions to text-based communication tasks.

Students are encouraged to adopt an enterprising approach to designing. This involves developing innovative and creative design solutions that can be used to communicate information or develop promotional options for products and services. The use of a four-part designing process is recommended: investigating, devising, producing, and evaluating. The process is not necessarily linear and students are evaluating and critiquing throughout.

One of each unit below is undertaken per semester. Business Publishing is studied in Semester One and Digital Publishing is studied in Semester Two.

Content/Learning Outcome

Unit 1: Business Publishing

Business Publishing involves the use of information-processing and publishing tools in a business context. Students have the opportunity to develop paper-based publications, which will provide them with broad entry-level industry skills. They consider issues related to information processing and publishing in business environments.

Students are encouraged to adopt enterprising approaches, including a designing process, to tackle the tasks set, such as:

- **Practical Skills:**
  - Formal Attire Presentation: 25%
  - Children’s Party Documents: 25%

- **Product and Documentation:**
  - Getaway Tourist Products: 30%

- **Issues Analysis:**
  - Viruses: 20%
Unit 2: Digital Publishing

Digital Publishing involves the development of products to be published in a digital format. Students who undertake this topic develop skills in the creation, manipulation, storage, and use of digital media to solve publishing problems in personal, community, or business contexts. Students consider issues related to the production and use of digital publications. Although text and image publications are emphasised, static and dynamic graphic, audio, video, and animation software may also be included:

Practical Skills:    Children’s Safety Awareness Presentation  25%
                  Moveit Fitness Club Website    25%
Product and Documentation:  My Heroes Website     30%
Issues Analysis:      Cyber Crime               20%

Assessment

Assessment Type 1: Practical Skills (50%)
Assessment Type 2: Product and Documentation (30%)
Assessment Type 3: Issues Analysis (20%)

Further Study

This course provides a useful background for students wishing to study Information Processing & Publishing - Desktop and Electronic at Stage 2.

Information Processing & Publishing Stage 2

Contact Teacher: Ms A M Tippins

Stage 2 Information Processing and Publishing is a 20 credit subject.

Length: One year

Pre-requisites: None but Stage 1 Information Processing and Publishing would be helpful.

Stage 2 Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the development process. They use technology to design and implement information processing solutions and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Stage 2 Information Processing and Publishing consists of the following four focus areas:

- Desktop Publishing
- Electronic Publishing
- Personal Documents
- Business Documents
For a 20-credit subject, students need to undertake two focus areas. The two focus areas for 2012 will be Desktop Publishing and Electronic Publishing.

Each focus area includes a practical skills section with the focus on using the design process in a variety of applications to complete specified text-based information processing or publishing tasks. The issues and understanding sections focus on knowledge and understanding of processes, concepts, procedures, and issues related to computerised processing and publishing tasks.

The following assessment types enable students to demonstrate their learning in Stage 2 Information Processing and Publishing:

**ASSESSMENT 20-credit Subject:**

*School-based Assessment (70%)*

Assessment Type 1: Practical Skills (40%)

- e.g. Parent’s Memento
- Schoolies Pamphlet for Victor Harbour
- Movie Website or Sitcom of Choice
- Cosmetic Website
- Recipe Book

Assessment Type 2: Issues Analysis (30%)

- e.g. Facebook and Mobile Phones Issues Task
- Research Task on setting up a new computer and peripherals

*External Assessment (30%)*

Assessment Type 3: Product and Documentation (30%): A Celebrity Magazine

<table>
<thead>
<tr>
<th>Integrated Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subjects</strong></td>
</tr>
<tr>
<td><strong>Learning Area</strong></td>
</tr>
</tbody>
</table>

Contact Teacher: Mr L Swiderski

**Year 12 Integrated Learning**

Integrated Learning requires students to apply their knowledge and skills to a real-world task, event, learning opportunity, or context, which leads to a specific purpose, product, or outcome. The subject draws links between aspects of students’ lives and their learning and is undertaken by a group of students, or a student or students involved in a community group.

Integrated Learning facilitates collaboration and teamwork. Students learn to plan and organise activities, and to develop their understanding of, and empathy with, others.
The focus **capabilities** for this subject are communication, citizenship, personal development, learning, and work.

Students undertake two or more key areas of study. The capabilities form the content of the key areas of study for Integrated Learning.

**Key Areas of Study:**
- Developing the Capability for Communication
- Developing the Capability for Citizenship
- Developing the Capability for Personal Development
- Developing the Capability for Work
- Developing the Capability for Learning.

The key areas are developed and applied through a practical study. Examples include:

<table>
<thead>
<tr>
<th>Key Area of Study</th>
<th>Example program focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Young Parenting Program</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Moving between Cultures</td>
</tr>
<tr>
<td>Personal Development</td>
<td>Community Service</td>
</tr>
<tr>
<td>Work</td>
<td>Playground Construction</td>
</tr>
<tr>
<td>Learning</td>
<td>An Ecological Study of a Local Ara</td>
</tr>
</tbody>
</table>

**Assessment**

Students demonstrate evidence of their learning through the following assessment types:

- School-based Assessment
  - Practical 30%
  - Group Activity 20%
  - Folio and Discussion 20%

- External Assessment
  - Project 30%

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### Languages at Continuers Level

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Continuers (Stage 1)</td>
<td>10 (half year)</td>
</tr>
<tr>
<td>French Continuers (Stage 1)</td>
<td></td>
</tr>
<tr>
<td>Italian Continuers (Stage 1)</td>
<td>20 (full year)</td>
</tr>
<tr>
<td>Chinese Continuers (Stage 2)</td>
<td></td>
</tr>
<tr>
<td>French Continuers (Stage 2)</td>
<td>20 (full year)</td>
</tr>
<tr>
<td>Italian Continuers (Stage 2)</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Area**

Languages

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**Contact Teachers:** Chinese: Ms N Trinh, French: Mrs C Emblem, Italian: Ms C Kenny, Mrs M Ugolini

**Year 11 Languages**
Pre-requisites

For Stage 1 Languages: successful completion of Year 10

In these subjects students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts (articles, electronic sources, films, literary extracts, poetry, songs, etc.) to interpret meaning, examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication. A research-task linked to the Language-speaking communities is an important part of the course.

The focus capabilities for this subject are communication and citizenship.

Content

Stage 1 [Language] at Continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:
The Individual
The [Language]-speaking Communities
The Changing World.

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Interaction (Conversation, Oral Presentations)
- Text Production (Writing)
- Text Analysis (Reading and Responding, Listening and Responding)
- Investigation (Research linked to the Language-Speaking communities)
- Reflection on the investigation

Further Study

Chinese, French and Italian at Stage 1 lead to Chinese, French and Italian at Stage 2.

Year 12 Languages

Pre-requisites

Satisfactory achievement in 2 units of [Language] Stage 1.

Content/Learning Outcomes

Students continue to develop their listening, reading, writing and speaking skills. The course continues to be delivered through the study of various text types which are organised around three prescribed themes, topics and subtopics. Students will be required to undertake an In–depth Study which focuses on an aspect / aspects of [Language] culture associated with the themes "[Language] speaking Communities" or "The Changing World". The subject of the In-
Students should be able to demonstrate their ability to:

- Exchange information, opinions and experiences in [Language]
- Express their ideas through the production of original texts in [Language]
- Analyse, process and respond to the texts that are in [Language]
- Understand aspects of the language and culture of [Language] speaking communities and reflect on their own culture.

**Assessment**

Assessment at Stage 2 is 70% school based and 30% external examination. Students demonstrate evidence of their learning through the following assessment types:

- Interaction (Conversation, Oral Presentations)
- Text Production (Writing)
- Text Analysis (Reading and Responding, Listening and Responding)
- In-depth study (Research linked to the Language-Speaking communities or The Changing World)
- Reflection on the research

**Contact Teacher: Mrs J Harman**

**Year 11 Legal Studies**

Students examine the Australian legal system. They read and write about and discuss, analyse, and debate issues. They use a variety of methods to investigate legal issues, including observing the law in action in courts and through various media.

**Content**

A 10-credit subject consists of:

- Topic 1: Law and Society
- A minimum of two other topics.

A 20-credit subject consists of:

- Topic 1: Law and Society
- Five other topics.
- Topic 1: Law and Society
- Topic 2: People, Structures and Processes
- Topic 3: Law-making
Topic 4: Justice and Society
Topic 5: Young People and the Law
Topic 6: Victims and the Law
Topic 7: Motorists and the Law
Topic 8: Young Workers and the Law
Topic 9: Relationships and the Law

Alternative topics can also be developed.

**Assessment**

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Folio - tests, essays, debates, assignments, presentations
- Issues Study Report - presented as written, oral or multimedia
- Presentation - e.g. mock trial, mock parliament, debate, Power Point presentations.

**Further Study**

Legal Studies is recommended (although not a pre-requisite) for any student interested in the legal process and who wishes to study Legal Studies at Stage 2.

### Year 12 Legal Studies

**Pre requisites**

None, however 1 unit of Stage 1 Legal Studies is useful.

**Content**

This subject offers students an insight into the Australian Legal System that affects many aspects of their lives. Legal Studies should help students to develop an understanding of the system of government in Australia, including its impact on Aboriginal people, who live under two sets of laws: Aboriginal and Australian Legal System.

It will introduce students to a disciplined study of principles, structures and processes within which the legal system must operate. Students gain legal knowledge and skills that will enable them to function more effectively in society.

Topics:

- The Australian Legal System
- Constitutional Government
- Law Making
- Justice Systems

**Assessment**

There are three components
Year 11 Mathematical Applications

In the study of Mathematical Applications students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Mathematical Applications allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content

Mathematical Applications consists of the following topics:

Topic 1: Earning and Spending
Topic 2: Measurement
Topic 3: Data in Context
Topic 4: Saving and Borrowing

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks
- Folio

Further Study
Students completing Stage 1 Mathematical Applications are able to take Stage 2 Mathematical Applications.

**Year 12 Mathematical Applications**

Stage 2 Mathematical Applications enables students to appreciate, experience and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise. The subject provides opportunities for students to experience and learn the mathematical processes associated with investigating, modelling and solving problems drawn from real or realistic contexts.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

**Content**

For a 20-credit subject, students study the four topics listed below:

- **Semester 1**
  - Topic 2: Investment and Loans
  - Topic 7: Statistics and Working with data

- **Semester 2**
  - Topic 1: Applied Geometry
  - Topic 3: Mathematics and Small Business

**Assessment**

Students demonstrate evidence of their learning through the following assessment types:

- **School-based Assessment**
  - Skills and Applications Tasks 30%
  - Folio 40%

- **External Assessment**
  - Examination 30%

**Examination (1½ hours)**

Examinations are set by the SACE Board and conducted twice yearly, at the end of semester 1, and again at the end of semester 2. Each examination is 90 minutes long.

The examination is based on the key questions and key ideas outlined in the two topics studied in the semester.

The examination will be marked by external assessors with reference to performance standards.
# Year 11 Mathematical Methods

In the study of Mathematical Methods students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Mathematical Methods allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

## Content

Mathematical Methods consists of the following topics:

- **Topic 4: Networks and Matrices**
- **Topic 7: Statistics**
- **Topic 9: Models of Growth**
- **Topic 10: Quadratic and Other Polynomials**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks
- Folio

## Further Study

Students completing Stage 1 Mathematical Methods are able to take Stage 2 Mathematical Methods or Stage 2 Mathematical Applications.

# Year 12 Mathematical Methods

Through the study of Mathematical Methods students participate in a wide variety of problem-solving activities, they express and interpret mathematical ideas, and use appropriate instruments, technology, and networks to access information, process ideas, and communicate results.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics (Stage 1)</td>
<td>10 (half year)</td>
</tr>
<tr>
<td>Mathematics (Stage 2)</td>
<td>20 (full year)</td>
</tr>
<tr>
<td>Learning Area</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>

Contact Teacher: Mr J Roberts
The focus **capabilities** for this subject are communication, citizenship, personal development, work, and learning.

**Content**

Stage 2 Mathematical Methods is a 20-credit subject that consists of the following four topics:

- Topic 1: Working with Statistics
- Topic 2: Algebraic Models from Data - Working from Observation
- Topic 3: Calculus - Describing Change
- Topic 4: Linear Models - Managing Resources.

Each topic consists of a number of subtopics, which are presented as key questions and ideas.

**Assessment**

Students demonstrate evidence of their learning through the following assessment types:

- **School-based Assessment**
  - Skills and Applications Tasks 45%
  - Folio 25%

- **External Assessment**
  - Examination 30%

**Examination (3 hours)**

Students undertake a 3-hour external examination based on the subtopics and key questions and key ideas outlined in the four topics. The examination will consist of a range of questions focusing on knowledge and routine skills and applications; and analysis and interpretation.

Students will have access to the appropriate technology during the examination.

The examination will be marked by external assessors with reference to the performance standards.

<table>
<thead>
<tr>
<th>Mathematical Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
</tr>
<tr>
<td><strong>Learning Area</strong></td>
</tr>
</tbody>
</table>

**Year 11 Mathematical Pathways**

In the study of mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Stage 1 Mathematics Pathways articulates with the Stage 2 Mathematics Pathways subject, and can lead to other mathematics based subjects and courses. It can be studied as a 10-credit subject or a 20-credit subject.
Mathematics Pathways allows students to achieve the numeracy requirement in the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

The capabilities for this subject are communication, citizenship, personal development, work, and learning.

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

**Content**

Topics are developed around the interests and needs of the students. The focus engages students with learning in contexts that are relevant to them. Topics can be a combination of school-developed topics and topics chosen from those listed in the Stage 1 Mathematics Subject Outline. The structure, content and assessment may be negotiated with the students, and there may be different focuses within any group.

Topic A: The Mathematics of Games  
Topic B: Money Matters  
Topic C: Renovation Mathematics  
Topic D: Mathematics in Health and Nutrition

**Assessment**

Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment  
Skills and Applications Tasks 60%  
Folio 40%

<table>
<thead>
<tr>
<th>Mathematical Studies</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical Studies (Stage 1)</td>
<td>10 (half year)</td>
</tr>
<tr>
<td>Mathematical Studies (Stage 2)</td>
<td>20 (full year)</td>
</tr>
</tbody>
</table>

**Contact Teacher: Mr J Roberts**

**Year 11 Mathematical Studies**

In the study of Mathematical Studies students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.
Mathematical Studies allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

**Content**

Mathematical Studies consists of the following topics:

- Topic 8: Trigonometry
- Topic 7: Statistics
- Topic 9: Models of Growth
- Topic 10: Quadratic and Other Polynomials

**Assessment**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks
- Folio

**Further Study**

Students completing Stage 1 Mathematical Studies are able to take Stage 2 Mathematical Studies, Stage 2 Mathematical Methods or Stage 2 Mathematical Applications.

**Year 12 Mathematical Studies**

Stage 2 Mathematical Studies is a 20-credit subject.

Through the study of Mathematical Studies students explore, describe and explain aspects of the world around them in a mathematical way. Students understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

**Content**

Stage 2 Mathematical Studies is a 20-credit subject that consists of the following three topics:

- Topic 1: Working with Statistics
- Topic 2: Working with Functions and Graphs Using Calculus
- Topic 3: Working with Linear Equations and Matrices.

Each topic consists of a number of subtopics, which are presented as key questions and ideas.
**Assessment**

Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment
Skills and Applications Tasks 45%
Folio 25%

External Assessment
Examination 30%

**Examination (3 hours)**

Students undertake a 3-hour external examination based on the subtopics and key questions and key ideas outlined in the three topics. The examination will consist of a range of questions, some focusing on knowledge and routine skills and applications, and others focusing on analysis and interpretation.

Students will have access to the appropriate technology during the examination.

The examination will be marked by external assessors with reference to the performance standards.

<table>
<thead>
<tr>
<th>Double Mathematics Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subjects</strong></td>
</tr>
<tr>
<td>Mathematics (Stage 1)</td>
</tr>
<tr>
<td>Specialist Mathematics (Stage 2)</td>
</tr>
<tr>
<td><strong>Learning Area</strong></td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
</tbody>
</table>

**Contact Teacher: Mr J Roberts**

**Year 11 Pre-Specialist Mathematics**

This subject is compulsory for students who wish to do Specialist Mathematics in Stage 2. It is taken in Semester 2 of Stage 1 in conjunction with the second unit of Mathematical Studies.

In the study of Double Mathematics Unit 3 students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Double Mathematics Unit 3 allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.
Content

Double Mathematics Unit 3 consists of the following topics:

Topic 13: Planar Geometry
Topic 14: Periodic Phenomena

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks
- Folio

Further Study

Students completing Stage 1 Double Mathematics in conjunction with Stage 1 Mathematical Studies are able to take Stage 2 Specialist Mathematics and Stage 2 Mathematical Studies, Stage 2 Mathematical Methods or Stage 2 Mathematical Applications.

Year 12 Specialist Mathematics

Stage 2 Specialist Mathematics is a 20-credit subject. Specialist Mathematics is designed to be taken in conjunction with Stage 2 Mathematical Studies.

Through the study of Specialist Mathematics students gain the insight, understanding, knowledge, and skills to follow pathways that will lead them to become designers and makers of technology. The subject provides pathways into university courses in mathematical sciences, engineering, computer science, physical sciences, and surveying. Students envisaging careers in other related fields, including economics and commerce, may also benefit from studying this subject.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content

Specialist Mathematics consists of the following five topics:

Topic 1: Trigonometric Preliminaries
Topic 2: Polynomials and Complex Numbers
Topic 3: Vectors and Geometry
Topic 4: Calculus
Topic 5: Differential Equations.

Each topic consists of a number of subtopics, which are presented as key questions and ideas.

Assessment
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment
Skills and Applications Tasks 45%
Folio 25%

External Assessment
Examination 30%

Examination (3 hours)
Students undertake a 3-hour external examination based on the subtopics, key questions and key ideas outlined in the five topics. The examination will consist of three sections, the first focusing on knowledge and routine skills and applications, the second focusing on more complex questions, and the third focusing on investigative questions.

The examination will be marked by external assessors with reference to the performance standards.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Advanced (Stage 1)</td>
<td>10 (half year)</td>
</tr>
<tr>
<td>Musicianship (Stage 2)</td>
<td>10 (half year)</td>
</tr>
<tr>
<td>Solo Performance (Stage 2)</td>
<td>10 (half year)</td>
</tr>
</tbody>
</table>

Contact Teacher: Ms C Trahair

Year 11 Music

Through the study of music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students’ cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

The focus capabilities for this subject are personal development, citizenship, communication and learning.

Stage 1 Music can be studied as a 10-credit subject (by negotiation with the teacher) or a 20-credit subject.

Content
Students have the opportunity to engage in some of the following activities:

- Composing, Arranging, Transcribing, Improvising
• Performing
• Music Technology
• Music in Contexts
• Developing Theory and Aural Skills

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

• Skills Presentation
• Skills Development
• Folio

Further Study

This subject leads to Musicianship and Solo Performance at Stage 2.

Year 12 Music

Musicianship

Content

Stage 2 Musicianship is a 10-credit subject. The following three areas of study must be covered:

• Theory, Aural Recognition, and Musical Techniques
• Harmony
• Arrangement.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Musicianship:

School-based Assessment 70%
Assessment Type 1: Skills Development 30%
Assessment Type 2: Arrangement 40%

External Assessment 30%
Assessment Type 3: Examination 30%

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

• two skills development assessments
• one arrangement and a statement
• one examination

Solo Performance
Content

Stage 2 Solo Performance is a 10-credit subject that develops students’ skills on a chosen instrument or their voice, and the application of these skills, musical understanding, and aesthetic awareness in a solo performance.

Students also develop skills in preparing and presenting public performances, aural perception and musical sensitivity, and awareness of style, structure, and historical conventions in solo performance.

Solo Performance gives students the opportunity to extend their technical and performance skills on their chosen instrument or their voice, and to use this expertise as a means of developing musical expression.

Solo Performance not only results in musical outcomes but also encourages the development of personal characteristics such as confidence and the ability to communicate sensitively and work cooperatively.

Students prepare and present public performances. When preparing for performance, teachers and students must ensure that the program includes:

- works of contrasting character
- works that allow students to develop their performance techniques on their instrument or voice
- a minimum of 18 minutes of repertoire

The performance program may include works in a single style or in a variety of styles.

In preparing the program, students should give attention to the practical application of their knowledge about, and skills in, accuracy, technique, and musicianship.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Solo Performance:

School-based Assessment 70%
Assessment Type 1: First Performance 30%
Assessment Type 2: Second Performance 40%

External Assessment 30%
Assessment Type 3: Final Performance 30%

Students should provide evidence of their learning through three assessments, including the external assessment component.
Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between food, health, and diet-related diseases.

Students have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues. They investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

The topics that are covered will be different for each semester, enabling students to select the subject for either semester or both semesters.

The focus capabilities for this subject are communication, learning, and personal development.

**Content**

For a 10 credit subject, students undertake the study of two or three topics. For a 20 credit subject, students undertake the study of five or six topics.

Examples of topics for study include:

- Macro and Micro Nutrients
- Fresh versus Processed Foods
- Australian Dietary Guidelines and Nutrition in the Lifecycle
- Psychology of Food Marketing
- Indigenous Australians: Food Changes from the Traditional to the Contemporary
- Contaminated Food.
- Safe Food Handling
- Organic Food versus Genetically Modified Food
- Sustainable Food Futures
- Water.

**Assessment**

Assessment at Stage 1 is school based. Students demonstrate evidence of their through the following assessment types:
Further Study

This subject leads to Stage 2 Nutrition.

Year 12 Nutrition

Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between food, health, and diet-related diseases.

Students have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues. They investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyles habits to maximise their health outcomes.

Content

For a 20-credit subject, students undertake the study of all four core topics and one option topic.

Core Topics
Core Topic 1: The Fundamentals of Human Nutrition
Core Topic 2: Diet, Lifestyle, and Health
Core Topic 3: Food Selection and Dietary Evaluation
Core Topic 4: Food, Nutrition and the Consumer

Option Topics
Option Topic 1: Global Nutrition and Ecological Sustainability
Option Topic 2: Global Hunger

Assessment

Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment
Investigations Folio 40%
Skills and Applications Tasks 30%

External Assessment
Examination 30%

Examination (2 hours)
Students undertake a 2-hour external examination, which is divided into two parts.

Part 1 consists of short answer and analytical questions that enable students to apply their learning in a variety of contexts related to the core topics and investigation skills.

In Part 2 students choose one extended response question, which is related to the option topics. The examination will be marked by external assessors with reference to performance standards.
The Personal Learning Plan (PLP) is a subject designed to help students make informed decisions about their personal development, education and training. The students work with their mentor teachers, parents and experts to plan their own SACE program, tailored to their learning needs and chosen career pathways. The aim of the PLP is to help students to learn strategies to successfully complete their SACE, and to prepare for future life.

The broad aims of the PLP are:

- To develop in students knowledge that will help them identify future options
- To help students choose appropriate subjects and courses for SACE, both within the school and beyond
- To develop in students the skills to identify goals and plans for improvement
- To help students to develop the skills to monitor and reflect on their own progress, and to adjust plans
- To review students strengths and weaknesses for the development of literacy, numeracy and ICT skills.

This course at Loreto is designed around 4 units; Learning and Self, Careers, Work and Citizenship. These four units are designed to enable students to demonstrate their skills in relation to the five capabilities (Work, Personal Development, Communication, Citizenship, and Learning) that underpin the principles of the new SACE.

Some of the topics to be covered in the 4 units described above include:

- Learning Styles
- NAPLAN data analysis- strengths and weaknesses in literacy and numeracy
- Exploration of Career Pathways and Course Counselling
- Work - applying for jobs, including letters of application, resume, mock interview and work experience
- Community Service

**Assessment**

This subject is assessed against performance standards. Methods of assessment include research, assignment work, role plays, debates, mock interviews and round table discussions.

**Pathways**

PLP is a compulsory subject for students to achieve their SACE. Students who achieve a ‘C’ grade standard or above will obtain 10 credits.
Contact Teacher: Mrs K Casserly

Year 11 Physical Education

In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

The focus capabilities for this subject are communication, learning, and personal development.

Content

Stage 1 Physical Education consists of the following two areas:
- Practical Skills and Application
- Principles and Issues

Practical Skills and Applications
For a 10-credit subject, students complete two or three practicals.
For a 20-credit subject, students complete four to six practicals.

Principles and Issues (consists of the following two areas of study)
- The Nature of Physical Activity
- Issues Analysis

The Nature of Physical Activity
This area of study requires an experimental, analytical approach to physical activity and well-being. Topics include:
- The musculoskeletal system
- Cardiovascular and respiratory systems
- Energy for physical activity
- Fitness components, assessment and training
- Ergogenic aids
- Biomechanical movement principles

Issues Analysis
Students analyse issues that are relevant to local, national or global communities through topics of interest to them.

Topics focus on physical activity and could include:
- Alcohol, tobacco and other drugs
- Children

Physical Education

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<th>Subjects</th>
<th>Credits</th>
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<tr>
<td>Physical Education (Stage 1)</td>
<td>10 (half year) 20 (full year)</td>
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<tr>
<td>Physical Education (Stage 2)</td>
<td>20 (full year)</td>
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Learning Area
Health and Physical Education

Subjects
Physical Education (Stage 1) 10 (half year)
Physical Education (Stage 2) 20 (full year)

Learning Area
Health and Physical Education
• Corruption
• Cultural diversity
• Fitness
• Disability
• Equal opportunity
• Gender
• Health risk factors
• Play education
• Professionalism in sport
• Safety, risk management
• Sport in society
• Sports injuries

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

• Practical
• Folio

Further Study

This subject leads to Physical Education at Stage 2.

Year 12 Physical Education

Pre-requisites

1 or 2 units at Stage 1 is an advantage not a requirement

Content

In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

The focus capabilities for this subject are communication, learning, and personal development.

Stage 2 Physical Education consists of two key areas of study and related key concepts:

• Practical Skills and Applications
• Principles and Issues

Practical Skills and Applications

Students complete three practicals that are balanced across a range of individual, fitness, team, racket, aquatic, and outdoor activities and that cater for the different skills, interests of the students.

Practical units offered in 2011 were Kayaking, Badminton, Touch and Basketball. Modules may
vary from year to year. It may be appropriate in some circumstances to develop negotiated practical modules for individual students who have a strong commitment to developing their skills in a chosen activity through a club, are involved in national, state or development squads or require modified assessment as a result of injury or illness.

**Principles and Issues** (consists of the following three topics)
- Exercise Physiology and Physical Activity
- The Acquisition of Skills and the Biomechanics of Movement
- Issues Analysis

**Assessment**

Students demonstrate evidence of their learning through the following assessment types:

**School-based Assessment**
- Practical 50%
- Folio 20%

**External Assessment**
- Examination 30%

The examination covers the content of the ‘Exercise Physiology and Physical Activity’ and ‘The Acquisition of Skills and the Biomechanics of Movement’ topics.

The examination will be marked by external assessors with reference to the performance standards.

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<th>Physics</th>
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<tr>
<td>Subjects</td>
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<tr>
<td>Physics (Stage 1)</td>
<td>10 (half year)</td>
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<tr>
<td>Physics (Stage 2)</td>
<td>20 (full year)</td>
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**Contact Teacher: Dr J Wright**

**Year 11 Physics**

For assessment purposes, this course is treated as two separate units. However, **Semester 1 must be completed before commencing Semester 2.**

The study of physics offers opportunities for students to understand and appreciate the natural world and requires the interpretation of physical phenomena. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

The focus **capabilities** for this subject are communication and learning.

**Content**
Topics covered could include:
Projectile Motion – Vertical and horizontal projection. Time of flight, range & impact velocity.
Statics – Vector operations, structures & static equilibrium.
Interactions Between Bodies - Force, inertia, mass and weight. Impulse, momentum and its conservation.
Electrostatics - Coulomb's Law, charging by friction and induction.
Fields – Electric, magnetic & gravitational fields.
Nuclear and radioactivity physics.

Assessment

Assessment will be based on each of the following:
• Acquiring knowledge of physics.
• Understanding and problem solving.
• Using knowledge of physics.
• Communicating knowledge of physics.

Assessment tasks will include laboratory work, orals, research activities, tests and exams.

Further Study

This subject leads to Physics at Stage 2.

Year 12 Physics

Pre-requisites

A satisfactory pass in 20 credits at Stage 1 Physics. A satisfactory pass in Mathematical Methods, Mathematical Studies or Double Mathematics at Stage 1.

Content

The study of physics offers opportunities for students to understand and appreciate the physical world. This subject requires the investigation and interpretation of phenomena of physics through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei.

The capabilities for learning and communication are the focus of the learning requirements that support students as they acquire, understand, and apply knowledge in Physics, and are reflected in the performance standards. Through the capabilities for citizenship and work, students develop an appreciation of the issues and ideas described in the content and learn to apply physics in a broad, holistic manner. The capability for personal development is reflected in the learning requirements and the content that relate to the development of students’ opinions and self-evaluation.
Assessment

Assessment Type 1: Investigations Folio 40%
Students undertake three practical investigations and one issues investigation to include in the folio. They inquire into aspects of physics through practical discovery and data analysis, or by selecting, analysing, and interpreting information.

As students design and carry out investigations they learn to pose questions about the world around them. They use their observations and gather data and information to provide evidence, which enables them to construct reasonable explanations in response to these questions and to develop a better understanding of themselves and their environment.

Assessment Type 2: Skills and Applications Tasks 30%
Skills and applications tasks require students to use their knowledge and understanding of physics in tests and extended responses and include material that is analytical, and/or interpretative and posed in both familiar and unfamiliar contexts.

External Assessment
Assessment Type 3: Examination (30%)
Students undertake one 3-hour written examination consisting of questions of different types, such as those that require short answers, paragraph answers, extended responses, mathematical calculations, graphical interpretation, and data and practical skills. Questions cover all topics, including applications and skills, and some may require students to integrate their knowledge from a number of topics.

| Subjects                  | Psychology (Stage 1) | Credits | 10 (half year)  
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<tr>
<td>Psychology (Stage 2)</td>
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<td>Credits</td>
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<tr>
<td>Learning Area</td>
<td>Sciences</td>
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Contact Teacher: Dr J Wright

Year 11 Psychology

The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Stage 1 and Stage 2 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

The focus capabilities for this subject are communication and learning.

Content

Psychology sits at the crossroads between the life sciences and the humanities. Therefore this
curriculum statement gives emphasis to the construction of psychology as a scientific enterprise. Psychology is based on evidence gathered as a result of planning investigations, following the principles of scientific method. This curriculum statement builds on the scientific method by involving students in investigations that encompass the collection and analysis of qualitative and quantitative data.

Students who choose only 10 credits of Psychology will be required where possible, to undertake these 10 credits in Semester 1, as the skills and knowledge developed in the topic Introduction to Psychology in Semester 1, are a prerequisite for Semester 2.

In Semester 1 the following topics will be studied:
- Introduction to Psychology
- Social behaviour
- Intelligence

In Semester 2 the following topics will be studied:
- Research methods
- Human Psychological Development
- Emotion

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Investigations Folio
- Skills and Applications Tasks

Further Study

This subject leads to Stage 2 Psychology.

Year 12 Psychology

Pre-requisites

None, although 10 credits of Stage 1 Psychology would be an advantage.

The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Stage 2 Psychology is an evidence-based subject in which ethical issues have a central place. The topic ‘Introduction to Psychology’ is designed specifically to introduce students to these ideas. It may be taught as a stand-alone topic and referred to within each topic, or embedded in the other topics.

Content

The following six topics are offered in Stage 2 Psychology:
• Introduction to Psychology
• Social Cognition
• Learning
• Personality
• Psychobiology of Altered States of Awareness
• Healthy Minds

**Assessment**

School-based Assessment 70%

- Assessment Type 1: Investigations Folio 30%
- Assessment Type 2: Skills and Applications Tasks 40%

External Assessment 30%

- Assessment Type 3: Examination 30%

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<thead>
<tr>
<th>Subject</th>
<th>Research Project</th>
<th>Credits</th>
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<tr>
<td>Learning Area</td>
<td>Cross-disciplinary Studies</td>
<td>10 (half year) compulsory</td>
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</table>

**Contact Teacher: Mr D Hall**

**Year 12 Research Project**

**Content**

Students choose a research topic that is based on an area of interest, and a capability (communication, citizenship, personal development, or work) that is relevant to their research. They use the research framework as a guide to developing their research and their chosen capability, and to apply knowledge and skills specific to their research topic. Their findings may be presented in written, verbal or manufactured formats.

Students evaluate the research processes they use, through which they demonstrate their capability for learning. Students also demonstrate and evaluate their chosen capability.

Students can enrol in Research Project A or B. Research Project B can contribute towards the student's ATAR.

**Assessment**

The following assessment types enable students to demonstrate evidence of learning in the Research Project:

- School-based assessment
  - Folio 40%  A collection of research materials
  - Research outcome 30%  1500 word essay or 10 minute multimedia presentation
External assessment
Evaluation 30%  1500 word essay

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<td>Religion Studies (Stage 2)</td>
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<td>Integrated Learning - Social Justice (Stage 2)</td>
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<tr>
<td>Religious Education (Loreto)</td>
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<tr>
<td>Learning Area</td>
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Contact Teacher: Mrs N Rodi

Year 11 Religion Studies

Content:
- Being Catholic
- Jesus the Christ
- Being Human
- Catholics and the World Religions
- The Scriptures
- Life Choices

Assessment:

Assessment at Stage 1 is school based.

Teachers design a set of assessment tasks that enable the students to demonstrate the knowledge, skills and understanding they have developed to meet the learning requirements of the subject. These assessments provide students’ evidence of learning.

The following assessment types enable the students to demonstrate their learning in Stage 1 Religion Studies:

Assessment Type 1: Practical Activity
Assessment Type 2: Issues Investigation
Assessment Type 3: Reflection

Students will provide evidence of their learning through six to eight assignments, with at least one assessment from each assessment type. Each assessment will have a weighting of at least 20%.

Other:

All students participate in a two-day Retreat in Semester 1 as part of their studies.

Pathways:
Stage 2 Religion Studies (10-credit) or Stage 2 Integrated Learning (Social Justice) (10-credit).

**Year 12**

**Option 1: Religion Studies (10 credits)**

*Contact: Ms P Cramond*

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

**Content:**

Stage 2 Religion Studies will be undertaken as a 10-credit subject. Students will study the core topic and one option topic.

Core topic – Understanding Religion

- What is religion?
- What are the key phenomena that make up religion?
- Why study religion?
- How are the secular culture and religious culture linked?

**Assessment:**

All Stage 2 subjects have a school-based assessment component and an external assessment component.

Teachers design a set of assessment that enable the students to demonstrate the knowledge, skills and understanding they have developed to meet the learning requirements of the subject. These assessments provide students’ evidence of learning in the school-based assessment component.

The following assessment types enable the students to demonstrate their learning in Stage 2 Religion Studies.

School-based Assessment (70%)

Assessment Type 1: Source Analysis (25%)

Assessment Type 2: Written Assignments (20%)

Assessment Type 3: Practical Activity (25%)

External Assessment (30%)

Assessment Type 4: Investigation (30%)

For a 10-credit subject, students provide evidence of their learning through four or five assessments, including the external assessment component. Students undertake:

- One source analysis assessment
• One or two written assignments
• At least one long practical activity
• One investigation

**Other:**

All students participate in a two-night, three-day Retreat in Semester 1 as part of their studies.

**Pathways:**

Stage 2 Religion Studies can lead to courses in the university sector.

**Option 2: Integrated Learning Social Justice (10 credits)**

**Content:**

This subject is undertaken in a 1-unit form. Students undertake an integrated learning program in two key areas:

Key Area 3: Developing the Capability of Personal Development

Personal development includes:

• Developing purpose, direction, and decision-making for the present and the future
• Understanding physical and mental health
• Reviewing and planning personal goals
• Developing a sense of personal identity

Key Area 5: Developing the Capability of Learning

Learning includes:

• Accessing, organising, and using information
• Thinking and inquiring critically, ethically, and reflectively
• Learning and applying knowledge and skills
• Recognising how knowledge changes over time and is influenced by people

In choosing these key areas, with social justice as the program focus, teachers adapt guiding questions and apply them to the students’ experiences. This reflective practice provides a broad framework around which the learning activities in this key area can be structured.

**Assessment:**

All Stage 2 subjects have a school-based assessment component and an external assessment component.

Teachers design a set of assessment that enable the students to demonstrate the knowledge, skills and understanding they have developed to meet the learning requirements of the subject. These assessments provide students’ evidence of learning in the school-based assessment component.

The following assessment types enable the students to demonstrate their learning in Stage 2 Integrated Learning.
School-based Assessment (70%)

Assessment Type 1: Practical (30%)

Assessment Type 2: Group Activity (20%)

Assessment Type 3: Folio and Discussion (20%)

External Assessment (30%)

Assessment Type 4: Project (30%)

For a 10-credit subject, students provide evidence of their learning through four or five assessments, including the external assessment component. Students undertake one assignment per assessment type.

**Other:**

All students participate in a two-night, three-day Retreat in Semester 1 as part of their studies.

**Pathways:**

Stage 2 Integrated Learning can lead to courses in the vocational education and training (VET) and university sectors. It builds community through relevant learning that is based on meaningful participation in the community.

**Option 3: Religious Education (school based – not SACE accredited)**

**Content:**

Possible topics include:

- Building a culture of life
- Creation Theology
- Ethical Thinking
- Forming a Just Society
- Prayer, Meditation and Spirituality
- Pursuit of Happiness
- Relationships

**Assessment:**

Students will be awarded a Non-Graded Pass (NGP) through a series of reflections based on:

- Written tasks
- Oral/multi-media presentations
- Group and individual tasks
- Role play
- Debates
- Discussion
**Other:**

All students participate in a two-night, three-day Retreat in Semester 1 as part of their studies.

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<th>Subjects</th>
<th>Scientific Studies (Stage 1)</th>
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<tr>
<td>Scientific Studies (Stage 2)</td>
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<tr>
<td>Learning Area</td>
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**Contact Teacher: Dr J Wright**

**Year 11 Scientific Studies**

Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related, and everyday life in a world shaped by science and technology.

The focus capabilities for this subject are communication and learning.

**Content**

Each semester will consist of three topics of approximately equal length.

**Semester 1**

*Drugs and the Human Body*

This topic will consider both legal and illegal drugs. It will explore the effects of drugs on the functioning of the human body and consider the appropriate use of drugs and their value in treating disease.

*Micro-organisms - friend or enemy?*

In this topic, students will investigate the role of microbes in food spoilage and disease and consider the importance of micro-organisms in food and beverage making.

*Transplantation and Disease*

In this topic, students will study the effect of peoples' lifestyle choices on their health and consider the way in which transplantation can provide a second chance for people with a diseased organ.

**Semester 2**

*Reproductive Technologies*

Students will examine one or more methods for increasing fertility and consider the social and ethical issues associated with this technology.

*Adaptations and the Arid Zone*

Students will study the interactions of both plants and animals with the arid environment of northern South Australia.
Conservation
Humans are threatening the survival of plants and animals. By studying an endangered organism and by learning about its habitat and requirements, students will recommend appropriate conservation strategies for their chosen species.

Nature of the Course
This subject will allow students to follow their own interests by doing both laboratory and library research. Excursions and the Flinders Ranges camp provide an opportunity for first hand experiences.

Assessment
Component 1. Collaborative presentation
This assessment requires groups of students to research a contemporary issue, analyse their findings and present their conclusions to an audience. The collaborative process needs to include the selection of the audience and an appropriate form of communication.

Component 2. Practical Investigation
Students design and undertake a practical investigation and then present their results in an individual report.

Component 3. Issues Investigation
Students are required to think critically and reflectively in reaching an understanding of a contemporary issue and describe different positions taken by people on the issue.

Component 4. Portfolio
The portfolio will contain various tasks including tests, orals, written reports, field trips and practical reports.

Further Study
This subject is suitable for students who intend to study Scientific Studies and Nutrition at Stage 2.

Year 12 Scientific Studies

Pre-requisites
There are no formal pre-requisites but a satisfactory result in 10 or 20 credits in Stage 1 Biology or Biology for Life is a good foundation.

Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues. As students design and carry out investigations, they learn to pose questions about the world around them. They use their observations and gather data and information to generate evidence, which enables them to construct reasonable answers in response to these questions and to develop a better understanding of themselves and their environment.

Living longer is the overarching theme of Scientific Studies.
Content

Working Scientifically
This topic reinforces the skills learnt in previous years in preparation for their investigations throughout the course.

Birth to Death
This topic focuses on the development stages of human life, from conception through to death. It covers natural causes of death with particular emphasis on Australia. It also briefly includes growth and metabolism at the cellular level.

Health and Disease
The topic focuses on fitness and how we can aspire to healthier living. It covers causes of diseases and our bodies natural defense towards disease. Lifestyle choices with respect to health and fitness are discussed.

Technology for Life
This topic focuses on how technology is used to improve our quality of life.

Forensic Science
This topic looks at Living Longer from a different slant. Part of living longer is the ability and rights to live in a safe and crime-free society. This unit covers some of the methods which are used to provide a safer community for us to live in. It briefly covers unnatural death and estimation of time of death.

Assessment

School-based Assessment
Assessment Type 1: Investigation Folio 40%
Practical investigations
Students design and undertake 2 practical investigations and present their results in individual reports.
Issues investigations
Students investigate one issue in science of personal, social, or environmental relevance. The issue investigation should be a maximum of 1500 words if written or a maximum of 10 minutes for an oral presentation, or the equivalent in multimedia form.

Assessment Type 2: Skills and Applications Tasks 30%
Students undertake 5 skills and applications tasks.

External Assessment
Assessment Type 3: Practical Investigation 30%
Students are required to carry out an individual practical investigation and present an individual written report of a maximum of 2000 words.

The practical investigation has two parts: the practical investigation design proposal, and a report of the investigation.
Contact Teachers: Ms E Iammarrone

Year 12 Society and Culture

Pre-requisites
None, but a study of a Stage 1 Humanities subject provides a useful background.

Content/Learning Outcomes
Through Society and Culture, students become more informed about the social, political, economic and cultural factors that affect different societies. They will gain an understanding of difference, reflected in diverse value and belief systems, lifestyles and social and political structures. They will develop an understanding of social behaviour and processes in contemporary Australia and an awareness of the interdependence of members of the global community.

Students will be asked to develop and demonstrate their learning by addressing the following Learning Requirements:

1. Investigate and analyse different aspects of, and issues related to, contemporary societies and cultures, in local and global contexts.
2. Demonstrate knowledge and understanding of the nature and causes of social change.
3. Investigate and analyse ways in which power structures operate in societies.
4. Evaluate and use a range of sources and perspectives to communicate informed ideas about societies and social and cultural issues.
5. Collaboratively plan, undertake and evaluate informed social action as a result of an inquiry.
6. Demonstrate understanding of ways in which societies and cultures are connected and interdependent.

Three topic studies form the content of the course:

- Culture
- Contemporary challenges
- Global issues
Assessment

Folio (At least 3 tasks: written reports, source analysis, interviews, audio-visual/multi-media presentations, essays) 50%

At least 1 Oral task (5 minutes) 10%

At least 1 Group Task (Group of 2 - 4 analysing a current issue and taking social action) 10%

Investigation (2000 words on a current social issue) 30%

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<tr>
<td>Visual Arts – Art (Stage 1)</td>
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<tr>
<td>Visual Arts – Art (Stage 2)</td>
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</table>

Learning Area: Arts

Contact Teacher: Mrs J Hamilton

Year 11 Visual Arts

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their historical, contemporary and cultural contexts.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

The focus capabilities for this subject are communication and personal development.

For students intending to study Stage 2 Visual Arts in 2013 it is recommended that you elect to do two semesters of Stage 1 Visual Arts in 2012.

Content

Three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Visual Thinking is concerned with developing skills to think visually and to record this thinking. Visual thinking can be documented by using a variety of visual conventions including drawings, diagrams, media or materials studies and experiments, concept representations, modelling, photographs, digital graphics and/or audiovisual digital recording techniques. It is accompanied by written or recorded annotations to document thinking.
Practical Resolution is concerned with the production of artworks. Students evaluate what they have achieved and provide insights into how processes have affected the outcome. Student’s practical work is accompanied by a practitioner’s statement.

Visual Arts in Context is concerned with contextualising artworks historically and culturally. It draws on artworks of contemporary and historical artists. Our close proximity to many high quality galleries enables us to focus on viewing visual artworks at selected exhibitions.

Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types.

Folio 40%
Practical 30%
Visual Study 30%

Folio 10 credit subject – 1 semester
Students produce one folio that documents their visual learning, in support of one major resolved work.

This is a combination of visual and written evidence of the student’s visual thinking in refining ideas leading up to decisions about the final resolved artwork.

Practical 10 credit subject – 1 semester
Each practical assessment consists of 2 parts:
• The resolved artwork
• The practitioner’s statement

Students produce one major resolved visual artwork and a practitioner’s statement (250 words maximum).

Visual Study 10 credit subject – 1 semester
A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioner(s).

This course component can involve the following:
• sourcing information about the work of relevant practitioners; this may be used as a starting point and continue throughout the visual study to inform the practical explorations or experiments
• exploring or experimenting with styles, concepts, ideas, media, materials, methods, techniques, and/or technologies to discover, learn and further develop visual thinking and practical skills
• summarising information, skills and learning, and, understanding of the topic to make conclusions

Students produce one visual study comprises both practical and written components.

8 x A3 practical pieces and a written summary (maximum word limit = 750)

For this subject the assessment design criteria are:
• practical application  
• knowledge and understanding  
• analysis and response.

**Pathways**

Leads to Stage 2 Visual Arts - Art

**Year 12 Visual Arts**

**Content**

The following three areas of study are covered:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

**Assessment**

Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment  
Folio 30%  
Practical 40%

External Assessment  
Visual Study 30%

A copy of the student’s school-based assessments must be kept at the school for moderation purposes.

School-based Assessment  
Assessment Type 1: Folio 30%  
For a 20 credit subject, students produce one folio that documents their visual learning, in support of their two artworks.

The folio should include evidence of visual learning, such as:
- starting points for visual thinking
- the application of creative thinking and/or problem-solving skills
- sources of inspiration and influence
- the analysis and comparison of works of art or design
- the development of alternative ideas or concepts
- the evaluation and review of ideas and progress
- annotated comments to clarify thinking
- explorations and experiments with style, media, materials, and technology, with annotated observations and appraisals
- the practice and application of skills, which may include repetition and analysis
- the refinement of ideas leading up to decisions about the final resolved product and justification for those decisions
- photographic evidence of the stages of production and the resolved works of art or design
- conclusions that challenge or support artistic or design conventions.
The folio should include visual, practical, written, and/or oral forms of evidence. Written evidence may include, for example, notes, annotations, analytical reports, and/or a structured essay.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:
- practical application
- knowledge and understanding
- analysis and synthesis

Assessment Type 2: Practical 40%
Both practical works are resolved from visual thinking and learning documented in the folio.

The practical assessment consists of two parts:
- the resolution of 2 practical works
- the practitioner’s statement for each work

Art Practical Work
Students produce two practical works which must be resolved works. Students generate these works from their folio work and take responsibility for determining the conceptual and technical focus of these works. Students are supported by their teachers in developing their concepts and the resolution of their practical works.

The Practitioner’s Statement
Students prepare two written practitioner’s statements for two resolved practical works. A practitioner’s statement for art practical work should include:
- a description of starting points and influences
- an explanation of the intended meaning or message of the practical work(s)
- the student’s evaluation of her own practical work(s) and connections with other practitioners’ work
- the communication of beliefs, values, or a philosophy about a personal art aesthetic

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:
- practical application
- analysis and synthesis

Visual Study
A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioner(s).

Students submit no more than twenty A3 pages (or equivalent) of visual study, integrated with no more than 2000 words or 12 minutes of recorded oral explanation.

The visual study is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the visual study with reference to performance standards.
**Contact Teachers: Ms P Cramond / Mrs W Muir**

**Year 12 Women’s Studies**

**Pre-requisites**

A humanities subject at Stage 1 would be an advantage.

There are 6 learning requirements which form the basis of the:

- learning scope
- evidence of learning that students provide, and
- the assessment design criteria

**Learning Requirements**

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

In this subject, students are expected to:

1. demonstrate knowledge and understanding of the meaning of gender and its construction
2. analyse the social implications of gender relations for a diversity of women across contexts, times, and cultures
3. analyse representations of women for gender bias, and identify ways of effecting change to address gender bias
4. investigate and evaluate the ways in which various social structures, cultural practices, and ways of thinking disempower women
5. evaluate strategies for empowerment
6. communicate informed ideas about the diversity of women’s experiences, using the language of gender analysis, and appropriate forms, with acknowledgment of sources.

**Content**

Gender and identity are basic analytical concepts in Women’s Studies. These key concepts facilitate the analysis of identity as a social construction that is shaped by gender.

In Women’s Studies, students learn to apply the **Gender Analysis Framework** to all that they study.

Gender analysis offers a way of identifying, describing, and/or examining aspects of women’s lives. It offers students opportunities to critically assess the institutions and ideas of societies and cultures from a gender perspective that extends beyond biological capacity.

In order to apply the Gender Analysis Framework to key issues for women within a variety of societies and cultures, students will learn to distinguish three key concepts:
• gender identity (femininity/masculinity)
• gender relations (gender stereotypes, private/personal, public/political distinction)
• gender identity and difference (social/cultural location and social/cultural difference).

Students use their understanding of gender identity, gender relations and identity as difference to work through several of the following Key Issues in Women’s Studies:

• Issue 1: Representations of Women in Cultural Texts
• Issue 2: Women and Work
• Issue 3: Family Life and Caring
• Issue 4: Health and Well-being
• Issue 5: Women and the Law
• Issue 6: Women’s Struggles, Achievements, and Empowerment
• Issue 7: Women, Culture, and Society
• Issue 8: Lifestyle and Choice
• Issue 9: Communication and Technology
• Issue 10: Development and Globalisation
• Issue 11: Negotiated Issue.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 2 Women’s Studies:

School-based Assessment (70%)

• Assessment Type 1: Text Analysis (20%)
• Assessment Type 2: Essay (20%)
• Assessment Type 3: Folio (30%)

External Assessment (30%)

• Assessment Type 4: Issues Analysis (30%).

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
• three assessments for the folio
• one issues analysis.

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<td>Workplace Practices (Stage 2)</td>
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Learning Area: Business, Enterprise and Technology

Contact Teacher: Ms Hearnden
Year 12 Workplace Practices

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the relationships between work-related issues and practices, the changing nature of work, industrial relations influences, and workplace issues that may be local, national or global, or industry specific. Students can undertake learning in the workplace and reflect on and evaluate their experiences in relation to their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

Pre-requisites

None

Content

The program may be undertaken as a 10 credit subject or a 20 credit subject.

Students can complete up to 40 credits of Stage 2 Workplace Practices by undertaking one or a combination of two or all of the following:

- Workplace Practices A (10 credits)
- Workplace Practices B (10 credits)
- Workplace Practices (20 credits).

Stage 2 Workplace Practices has three areas of study:

- Industry and Work Knowledge
- Vocational Learning
- VET

For both a 10 credit subject and a 20 credit subject, the teaching and learning program must include:

- Industry and Work Knowledge
- Vocational Learning and/or VET

Assessment

School-based Assessment 70%
Assessment Type 1: Folio 25%
Assessment Type 2: Performance 25%
This assessment type relates specifically to the Vocational Learning and/or VET areas of study.
Assessment Type 3: Reflection 20%

External Assessment 30%
Assessment Type 4: Investigation 30%
The investigation may be either a practical investigation or an issues investigation.
For a 10 credit subject, students provide evidence of their learning through five or six assessments, including the external assessment component. Students undertake:

- at least two assessments for the folio
- one assessment for the performance comprising 25 to 30 hours of activities
- at least one assessment for the reflection
- one investigation

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

- at least three assessments for the folio
- two assessments for the performance each comprising 25 to 30 hours of activities related to performance.
- at least two assessments for the reflection
- one investigation

Pathways

Completion of National training package, traineeships and Apprenticeships, employment, entry to TAFE and Universities.
Vocational Education and Training - VET

Contact teacher: Anne McEvoy

**Students considering a VET subject need to select a line of VET, stating their chosen VET course on the subject choice sheet.**

**An Expression of Interest form needs to be submitted at the course conference for any of the EASC programs.**

The East Adelaide Schools’ Cluster (EASC) represents the collaborative partnership and regional provision of Vocational Education and Training (VET) across all schooling sectors in the East of Adelaide. Comprising 18 schools and a range of training partners, the EASC compile courses that compliment student interests, school specialisations, regional and national skill shortage areas and experiences that lead to the development of transferable skills.

For 2012 the EASC continues to offer a broad range of courses across a variety of learning environments for senior students to study.

**What is VET?**

VET refers to the national vocational qualifications that are endorsed by industry. VET courses deliver industry-endorsed units of competence from nationally endorsed training packages. This training is recognised nationally. VET courses provide students with the opportunity to:

- Personalise their learning pathways;
- Develop and practice business and industry specific skills, often including on the job structured workplace learning;
- Work to attain nationally accredited certification against the Australian Qualifications Training Framework, and;
- Achieve their New South Australian Certificate of Education through diverse and rigorous learning experiences.

**When and where will the training occur?**

- EASC schools have made the commitment to hold as many programs as possible on a Thursday;
- EASC schools have agreed to avoid the setting tests or exams, starting new work, holding excursions or key practical sessions on the agreed VET days;
VET courses will be held across a range of settings from schools, purpose built skill centres, TAFE sites, on-the-job or a combination.

**How do I get more information?**

- More information on each course and its selection process is available from Anne McEvoy, the VET Key Teacher and student course counsellors.

Visit the Loreto web site: [www.loreto.sa.edu.au](http://www.loreto.sa.edu.au)
Visit the SACE Board web site: [www.ssabsa.sa.edu.au](http://www.ssabsa.sa.edu.au)
Attend the regional information evenings, related industry visits and VET program sessions as publicised through the college.

All VET courses count towards the New South Australian Certificate of Education. (New SACE). All courses are open to Year 11 and 12 students.

**EAST ADELAIDESCHOOLS CLUSTER PROGRAM (EASC)**

For further information see the East Adelaide Schools Cluster booklet or follow the links under ‘Learning’…. ‘Vocational Education’ on the college website and speak with the VET Coordinator, Mrs McEvoy

Students are subsidised $50.00 by the College, for each 10 SACE Credits undertaken, to a maximum of $200.00 per year.

**ADDITIONAL OFF-LINE VET COURSES**

There are many other Registered Training Organisations providing partial certificate 11 and 111 courses to schools. These courses run on various days and evenings of the week.

Courses include:
General Drawing, Visual Arts and Contemporary Crafts, Photo-imaging, Allied Health, Community Health, Community Services, Animal Care, Aged Care, Butchery, Bakery, Food Services, Business Administration, Dance, Dental Assisting, Fashion Retail, Fashion Design, Geosciences, Information Technology, introduction to Nursing, Floristry, Make-up, Media, Screen, Multimedia, Hairdressing and Beauty, Hospitality, Tourism, Performing Arts, Laboratory skills, Massage, Community Pharmacy, Set Design and Construction, Screen Printing, Painting and Signwriting, Photography, Building and Furnishing, Racing, Robotics and Mechatronics, Fitness, Automotive, Retail.

Students and parents need to speak with Mrs McEvoy if they have a specific vocational interest in a course not mentioned here.