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Introduction

This booklet contains descriptions of subjects offered in Year 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. No changes will be considered after this deadline. 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 Require-</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>
<td></td>
<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>Total</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 Research Project is also included, as all students will undertake this subject.

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 the university courses. The rank is based on a percentile scale with score ranging from 0 to 99.5.

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 subject 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 in July 2010 by the South Australian Tertiary Admissions Centre. For more information, visit the SATAC website - 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 for more information about the new SACE.
### Glossary of Terms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admission Rank</td>
</tr>
<tr>
<td>PLP</td>
<td>Personal Learning Plan</td>
</tr>
<tr>
<td>SACE</td>
<td>South Australian Certificate of Education</td>
</tr>
<tr>
<td>SATAC</td>
<td>South Australian Tertiary Admissions Centre</td>
</tr>
<tr>
<td>TAFE</td>
<td>Technical and Further Education</td>
</tr>
<tr>
<td>TAS</td>
<td>Tertiary Admissions Subject</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>VISA</td>
<td>VET in SACE</td>
</tr>
</tbody>
</table>
Language A

Year 8  Year 9  Year 10  Stage 1  Stage 2

- English
- English as a Second Language

- English
- English as a Second Language

- English
- English as a Second Language

- English
- English as a Second Language

- English Communications
- English Studies

- English Communications
- English Studies

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.

○ 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.

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

- at least three practical investigations and at least one issues investigation for the folio
- at least three skills and applications tasks (e.g. tests, oral presentation, extended response)
- one examination.
Contact Teacher: Ms E Iammarrone

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.

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>
</tr>
<tr>
<td>Chemistry (Stage 2)</td>
<td>20 (full year)</td>
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</tbody>
</table>

**Contact Teacher: Dr J Wright**

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

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 (30%)

- 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>Subjects</th>
<th>Credits</th>
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<tr>
<td>Community Studies (Stage 1)</td>
<td>10 (half year)</td>
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<tr>
<td>Community Studies (Stage 2)</td>
<td>20 (full year)</td>
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<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Community Studies</th>
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<tbody>
<tr>
<td>Cross-disciplinary</td>
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</tbody>
</table>

Contact Teacher: Mrs A McEvoy

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. SACE Stage 2 offers a choice of 12 units of study over 1 or 2 semesters.

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

Students develop a contract of work that shows evidence of how they plan and organise their chosen community activity. Students compile and maintain a structured record of evidence to document their learning in the community context as they undertake all parts of their contract of work. They then present their community activity to an appropriate community audience. Finally,
students review and evaluate their learning experiences.

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

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

**Contact Teacher: Mrs V Hearnden**

**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>
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<tbody>
<tr>
<td><strong>Subjects</strong></td>
</tr>
<tr>
<td>Drama (Stage 1)</td>
</tr>
<tr>
<td>Drama (Stage 2)</td>
</tr>
<tr>
<td><strong>Learning Area</strong></td>
</tr>
</tbody>
</table>

**Contact Teacher: Mr M Randell**

**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%

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics (Stage 1)</td>
<td>10 (half year)</td>
</tr>
<tr>
<td></td>
<td>20 (full year)</td>
</tr>
<tr>
<td>Economics (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: Mr A Volkhardt

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>
<tr>
<th>Subjects</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>English as a Second Language (Stage 1)</td>
<td>10 (half year)</td>
</tr>
<tr>
<td>English as a Second Language (Stage 2)</td>
<td>20 (full year)</td>
</tr>
</tbody>
</table>

Contact Teacher: Ms M Foster

**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%
English Communications

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

Contact Teacher: Mrs L Mulligan

**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%
Contact Teacher: Ms L Mulligan

English Studies

Pre-requisites
Stage 1 English Studies or English Communications with.

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%
Food and Hospitality

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.
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%
History

Pre-requisites

Study of Stage 1 Modern 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
Comparative Study: 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 and Publishing

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%)

- 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>
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<tbody>
<tr>
<td><strong>Subjects</strong></td>
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<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><strong>Key Area of Study</strong></th>
<th><strong>Example program focus</strong></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%

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

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

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-depth Study will be the focus of the discussion at the external oral examination.

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 investigation

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

**Contact Teacher: Mrs J Harman**

**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

Folio (50%) 6-8 tasks
Inquiry (20%) Report
Examination (30%)
Part A: Short Responses
Part B: Extended Responses

<table>
<thead>
<tr>
<th>Mathematical Applications</th>
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<tbody>
<tr>
<td>Subjects</td>
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<tr>
<td>Mathematical Applications (Stage 1)</td>
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<tr>
<td>Mathematical Applications (Stage 2)</td>
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<tr>
<td>Learning Area</td>
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</tbody>
</table>

Contact Teacher: Mr J Roberts

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 the 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.

<table>
<thead>
<tr>
<th>Mathematical Methods</th>
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<tbody>
<tr>
<td><strong>Subjects</strong></td>
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<tr>
<td>Mathematics (Stage 1)</td>
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<tr>
<td>Mathematics (Stage 2)</td>
</tr>
</tbody>
</table>

| Learning Area | Mathematics |

**Contact Teacher: Mr J Roberts**

**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.

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 Studies</th>
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<tbody>
<tr>
<td><strong>Subjects</strong></td>
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<tr>
<td>Mathematical Studies (Stage 1)</td>
</tr>
<tr>
<td>Mathematical Studies (Stage 2)</td>
</tr>
<tr>
<td><strong>Learning Area</strong></td>
</tr>
</tbody>
</table>

**Contact Teacher: Mr J Roberts**

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

**Contact Teacher: Mr J Roberts**

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

**Music**

Contact teacher: Mrs C Martin

Students should choose 20 credits of music from the three options.

**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.

**Evidence of Learning**
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.

**Stage 2 Musicianship**

Stage 2 Musicianship is a 10 credit subject.

**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.

**Evidence of Learning**
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.

Stage 2 Ensemble Performance

Stage 2 Ensemble Performance is a 10 credit subject that develops students’ skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble.

Students develop ensemble performance skills as well as aural perception, musical sensitivity, and an awareness of style, structure, and historical conventions in ensemble performance. Students are required to participate in regular rehearsals and performances, some of which may be outside school hours.

Ensemble Performance gives students the opportunity to extend their practical music-making skills, aural perception, and musical appreciation in an ensemble performance setting. Ensemble 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 have the opportunity to contribute to the cohesiveness of the ensemble and engage the audience.

Students who undertake this subject are assumed to have attained a performance standard that reflects at least 3 years of development on their chosen instrument or their voice. Students without this background may have difficulty in successfully meeting the performance standards for this subject.

In general, students participate in one of the following throughout the subject:
- a small ensemble of two or more performers
- an orchestra
- a band
- a choir, vocal ensemble, or with a solo performer (as an accompanist)
• a performing arts production (as a singer or an instrumentalist).

It is recommended that students participate in a school ensemble. If, however, there is not a suitable school ensemble, students may, at the teacher’s discretion, participate in a community ensemble.

Students prepare and present three public performances, comprising two school-assessed performances and one final, externally assessed performance.

When preparing for performance, teachers and students must ensure that the program includes:
• either works of contrasting character or an extended work with a number of contrasting sections
• works that allow students to extend their performance techniques on their instrument or voice
• a minimum of 20 minutes of repertoire. A work may be timed only once when the duration of the repertoire presented in this subject is calculated.

Students are encouraged to include a range of works that allows them to demonstrate their standard of musicianship and technical proficiency.

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

**EVIDENCE OF LEARNING**

The following assessment types enable students to demonstrate their learning in Stage 2 Ensemble 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.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Nutrition (Stage 1)</th>
<th>Credits</th>
<th>10 (half year)</th>
<th>20 (full year)</th>
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<tbody>
<tr>
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<tr>
<td>Nutrition (Stage 2)</td>
<td></td>
<td>Credits</td>
<td>20 (full year)</td>
<td></td>
</tr>
<tr>
<td>Learning Area</td>
<td>Science</td>
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</table>
**Contact Teacher: Ms K Stoodley**

**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.
**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.

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

Contact Teacher: Dr J Wright

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.

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<td><strong>Learning Area</strong></td>
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**Contact Teacher: Dr J Wright**

**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 (compulsory)
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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<th>Research Project</th>
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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
Students are to choose one of the following options. Each option ends mid-way through Term 3, 2012. Options 1 and 2 are SACE Board accredited subjects.

**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>
<th>Credits</th>
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<td>Scientific Studies (Stage 2)</td>
<td>Credits</td>
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<tr>
<td>Learning Area</td>
<td>Sciences</td>
<td>20 (full year)</td>
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Contact Teacher: Dr J Wright

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

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<th>School-based Assessment</th>
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<tr>
<td>Folio</td>
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<td>Practical</td>
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<td>Visual study</td>
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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.

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**Contact Teachers: Ms E Iammarrone**

**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%

**Stage 2 Visual Arts**

Contact Teacher: Mrs J Hamilton

Stage 2 Visual Arts is offered as a 20-credit subject.

**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.

**Information on the External Assessment**

**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.

**Performance Standards**

For this subject the assessment design criteria are:

- practical application
- knowledge and understanding
- analysis and response.
- Inquiry and exploration
The school-based assessments and the external assessment will be marked with reference to the performance standards.

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**Contact Teachers: Ms P Cramond / Mrs W Muir**

**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

**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.
**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.

EAST ADELAIDE SCHOOLS CLUSTER
2012 VET 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.