LORETO COLLEGE

Senior School Curriculum Handbook

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SUBJECT SELECTION:
> Year 7
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LEARNING AREAS:
> Year 11 and 12 (SACE)
> Design and Digital Technologies
> Drama
> English
> Health and Physical Education
> Humanities
> Languages
> Mathematics
> Music
> Sciences
> Spirituality and Meaning
> Visual Art
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Learning at Loreto

Welcome to Loreto College

Loreto offers a broad range of subjects providing all students with an opportunity to choose a course of study to meet their individual interests.

In order to best prepare our girls to undertake the SACE, from Reception to Year 10 we use the Australian Curriculum as the basis for learning. The Australian Curriculum provides a flexible framework from which teachers are able to develop courses that best suit the needs and interests of our girls, while ensuring the outcomes of the Australian Curriculum Achievement Standards are met.

The Australian Curriculum allows for an inquiry based and integrated learning experience to occur which is important in the development of critical and creative thinking skills. The Australian Curriculum clearly identifies the capabilities we want to develop in our girls which are literacy, numeracy, Information and Communication Technology, personal and social capability, ethical understanding, intercultural understanding and critical and creative thinking. Through the design process of each of our courses from Year 7 to 10, the capabilities remain at the forefront. We ensure that we are providing opportunities for students to develop the skills and complex competencies to thrive in their future, as well as supporting them to develop their knowledge and understanding in a wide range of disciplines. In each of the different areas the girls are involved in learning experiences that utilise design thinking, inquiry processes and entrepreneurial thinking.

At Loreto our Senior Secondary students undertake the SACE. The SACE is internationally recognised and provides opportunities for all students to succeed. Students are provided with opportunities to develop a high degree of research capability through the SACE as well as the opportunity to engage in a wide range of specialist subjects.

Students should carefully read the course descriptors for each of the subjects they are considering choosing and speak to their subject teachers and/or mentor teacher if they require assistance.

For general enquiries and support please contact:

Michael Boots > Assistant Principal: Learning and Innovation
Michael.Boots@loreto.sa.edu.au

Emma Searle > Assistant Principal: Wellbeing and Engagement
Emma.Searle@loreto.sa.edu.au

Martina O'Connell > Assistant Principal: Mission and Identity
Martina.OConnell@loreto.sa.edu.au

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Loreto Mission and Values

Mary Ward was an inspirational leader, believing passionately that 'women, in time to come, will do much' and that a strong education focused on girls and women would create 'seekers of truth and doers of justice'.

All Loreto schools in Australia share the same set of values: freedom, justice, sincerity,verity and felicity.

These values are at the heart of our educational philosophy; they shape our identity and how we interact with others through our words, thoughts and actions.

Our aim

At Loreto College students and staff work together in a spirit of mutual respect and cooperation to develop and maintain the best possible learning outcomes for all students. Our curriculum, assessment and reporting procedures, along with our pedagogical approach and Social, Emotional, and Academic Development (SEAD) Program are aimed at equipping girls with the knowledge and skills required in order to achieve this outcome.

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Loreto Education Model

The Loreto Education Model provides a framework to assist the College in meeting the learning, wellbeing and holistic needs of the girls and young women in our care. This framework recognises the inter-relationship between these educational areas as well as the changing developmental needs of girls. Loreto students are essentially strong, passionate and confident girls and young women. These outcomes are facilitated through targeted and systematic approaches aimed at enriching the individual student.

Encompassing all that we do in our education of girls and young women are the Loreto values of Freedom, Justice, Sincerity, Verity and Felicity. These values reflect and shape the underlying culture of the College and ensure that our focus is always on the development of compassionate, kind, respectful, and positive individuals who believe in and practise Christian values.

Having an open mind and heart ensures that Loreto girls are always tolerant and empathetic towards others. Such an approach ensures our girls become responsible and ethical citizens who will shape their future world for the betterment of themselves and society.

For girls to flourish they must be provided with a supportive environment, both pastorally and academically, where they feel challenged to strive for their best. Academic success must be accompanied with a growing sense of independence, confidence in self and a strong voice that is willing to engage in respectful dialogue and debate. To achieve this outcome, girls must be purposefully developed in all areas of their personal and academic learning.

Positive academic outcomes must be accompanied with a sense of inquiry and belief that improvement and growth comes through perseverance, effort and hard work.

However, learning does not just take place within the classroom. Engagement in physical and cultural activities ensures that girls are also shaped holistically in their development of self. The Loreto Education Model is therefore a beliefs and values based framework that provides strategies for the delivery of our foremost educational objective – that is,

educating strong, passionate and confident girls and young women in the Loreto tradition.

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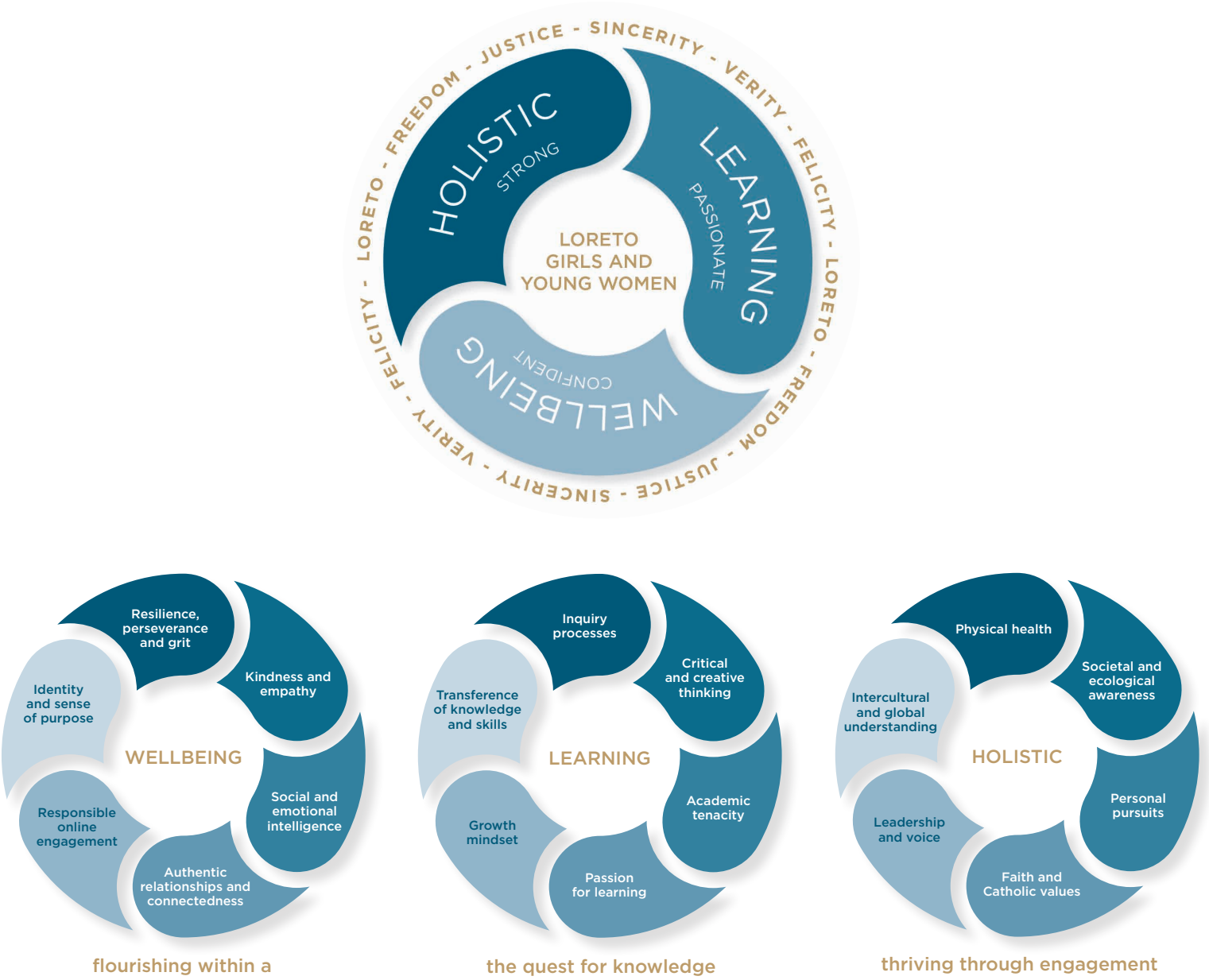

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Loreto SEAD Program

Social, Emotional and Academic Development

The SEAD Program acknowledges the important integration between the Social, Emotional and Academic Development of girls. The integration of social-emotional skill development in conjunction with academic learning outcomes ensures that students develop holistically as resilient and confident girls and young women.

This targeted and sequential program acknowledges the phases of girls' transition from childhood to adolescence to adulthood and the challenges and celebrations that accompany each stage of development.

During their stages of maturation, girls are not only developing their identity but also building the foundations upon which lay their future wellbeing and personal success. Thus, the SEAD Program is aimed at facilitating girls' understanding of themselves as learners, responsible citizens and as positive friends, subsequently leading to personal achievement both at school and in life.

The SEAD Program will be delivered by teachers during dedicated weekly timetabled lessons as well as other out of the classroom learning experiences.

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JUNIOR SCHOOL

	RECEPTION > YEAR 2 Learning about Me!	YEARS 3 & 4 Who am I?	YEARS 5 & 6 Developing Resilience
Identity	Learning about myself	Finding my identity	Accepting myself
Values	Learning about values	Finding my values	Understanding my values and ethical decision making
Emotions	Understanding my feelings	Building a toolkit to help me respond to my feelings	Using my toolkit to develop emotional resilience
Independence	Learning my independence	Developing autonomy	Becoming self-sufficient
Leadership and Voice	Finding my voice	Building my voice and taking charge	Having a voice and becoming a leader
Friendship	Making friends	Being a good friend	Being inclusive of others
Relationships	Learning about relationships	Building my relationships	Exploring new relationships
Learning	Understanding myself as a learner	Developing a growth mindset as a learner	Applying a growth mindset to my learning
Academic Success	Learning about goals	Understanding and planning my learning goals	Setting goals and working towards my personal best
Online Engagement	Learning about being online	Developing online literacy and learning safe online practices	Understanding online etiquette and practising safe behaviours online
Post School Readiness	Learning financial awareness	Developing financial literacy	Applying my financial and entrepreneurial understanding
Future Pathways	Learning about who I can be	Developing a broad understanding of my future	Exploring my future identities

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SENIOR SCHOOL

	YEARS 7 & 8 Creating Connections	YEARS 9 & 10 Building Communities	YEARS 11 & 12 Stepping into My Future
Identity	Celebrating being me	Having a positive identity	Shaping the woman I will become
Values	Applying my values in responsible decision making	Being true to my values through wise decision making	Confirming my values through principled decision making
Emotions	Expanding my toolkit to respond to my emotions	Developing self-regulation	Applying self-regulation
Independence	Mastering my transition to secondary school	Taking responsibility	Being self-directed
Leadership and Voice	Maintaining my voice and exploring leadership	Having a positive voice and stepping up to leadership	Believing in my voice and role modelling leadership
Friendship	Building friendships	Accepting and respecting others	Celebrating others
Relationships	Broadening my relationships	Understanding and constructing positive relationships	Cultivating strong and healthy relationships
Learning	Exploring my strengths as a learner	Becoming an autonomous learner	Demonstrating independence in my learning
Academic Success	Developing effective study skills and planning for success	Applying effective study skills and striving for personal excellence	Demonstrating self-efficacy as a learner and setting goals for my future
Online Engagement	Applying safe practices and being respectful online	Understanding my online identity and engaging safely, positively and responsibly online	Modelling a positive self-image and being safe and responsible online
Post School Readiness	Expanding my financial and commercial literacy	Being financially literate and planning for my future	Demonstrating fiscal cognisance
Future Pathways	Investigating future pathways	Broadening my identity and understanding of my future	Planning for my career and tertiary pathway

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Flexible Learning Options

University studies as part of the SACE

The University of Adelaide's Headstart scholarship program, Flinders University's Extension Studies program, and the University of South Australia's Accelerate program give high achieving students the opportunity to study at university while still in Year 12, and have these tertiary studies count towards the SACE and the ATAR.

These programs provide SACE Stage 2 students with the opportunity to find out what university life is like before finishing school, and enables them to contribute to and benefit from the diverse cultural and intellectual life of a university. Students can receive credit towards their university course depending on what university they attend and what course they enrol in.

Each of the three universities have different types of extension studies. At the University of Adelaide, it is entirely funded, but there is a very competitive application process. The majority of their courses require in person attendance at tutorials and workshops. Flinders University charge per semester and parents need to cover this cost. Flinders University have both in person and online subject offerings. University of South Australia focus on online learning predominantly in the Business faculty.

Subject and application details for each of the universities can be found by following the links below:

> The University of Adelaide: adelaide.edu.au/headstart

> Flinders University: flinders.edu.au/study/schools-teachers/extension-studies

> The University of South Australia: study.unisa.edu.au/accelerate/

In most instances, student applications must be accompanied by proof of the student's academic performance in the appropriate SACE subject(s), a letter of recommendation from the school principal, and a personal statement of intent completed by the students.

For further information about any of these tertiary offerings and to lodge an application, please contact:

Henry Jones > Leader of Academic Programs and Career Pathways
Henry.Jones@loreto.sa.edu.au

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Flexible Learning Options

Community Learning

SACE students can gain recognition for community learning in two ways:

Community-developed Programs: There are a range of different community-developed programs such as those offered by the Australian Music Examinations Board, the SA Country Fire Service, the Australian Army Cadets, the Royal Life Saving Society and the Duke of Edinburgh's Award. An extensive list can be accessed via the SACE Board website.

Self-directed Community Learning: Self-directed community learning is gained through informal community activities such as being the primary carer of a family member, or volunteering for a community project.

To gain recognition for this kind of community learning, students need to show evidence about what they have learnt. Further information regarding community learning can be accessed at: **www.sace.sa.edu.au/community-learning**

Credits awarded for Community Learning can count towards SACE completion, however they cannot be used in determining an ATAR.

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Exploring Identities and Futures (EIF)
Year 10

Number of Credits:
10 credits (one semester)

Subject Description:
The intention behind EIF is to assist students to recognise their individual strengths and see that the purpose and value of learning is much more than knowledge and grades.

Through EIF students will:

> Explore identity and belonging

> Develop agency

> Pursue and develop an area of interest that matters to them

In EIF students will lead their own learning and use a self-directed approach to move away from the old 'what do you want to do' and towards 'who do you want to be.'

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1:
Exploring your past, present and future (50%)

> Assessment Type 2:
Putting your capabilities into action (50%)

www.sace.sa.edu.au/innovating/revitalising-plp

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Research Project

Stage 2 Research Project

Number of Credits:
10 credits (one semester)

Pre-requisites: Nil

Subject Description:
The Stage 2 Research Project is a compulsory part of the SACE. Research Project can be undertaken as Research Project A or Research Project B. All students must complete the Research Project and achieve a minimum C- grade or higher to obtain their SACE Certificate. Both Research Project A and B can be used in an ATAR calculation. The Research Project enables students to explore an area of personal interest in depth. They develop skills to prepare them for further education, training and work. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative and solve problems. Content Students choose a research topic that is based on an area of interest, and a capability (Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding) that is relevant to their research. They use the research framework as a guide to develop their research and their chosen capability and to apply knowledge and skills specific to their research topic. Students complete a folio to evidence planning (preparing for research) and development (conducting and developing research with links to one or more of the capabilities.) They then develop an outcome where they synthesise information and produce key findings that helped to answer their question. Finally, students complete an Evaluation where they reflect on the research processes, challenges and opportunities that arise during the research, and comment on quality of their research outcome.

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Folio (30%)
> Assessment Type 2: Outcome (40%)

30% External Assessment:

> Evaluation (Research Project B)

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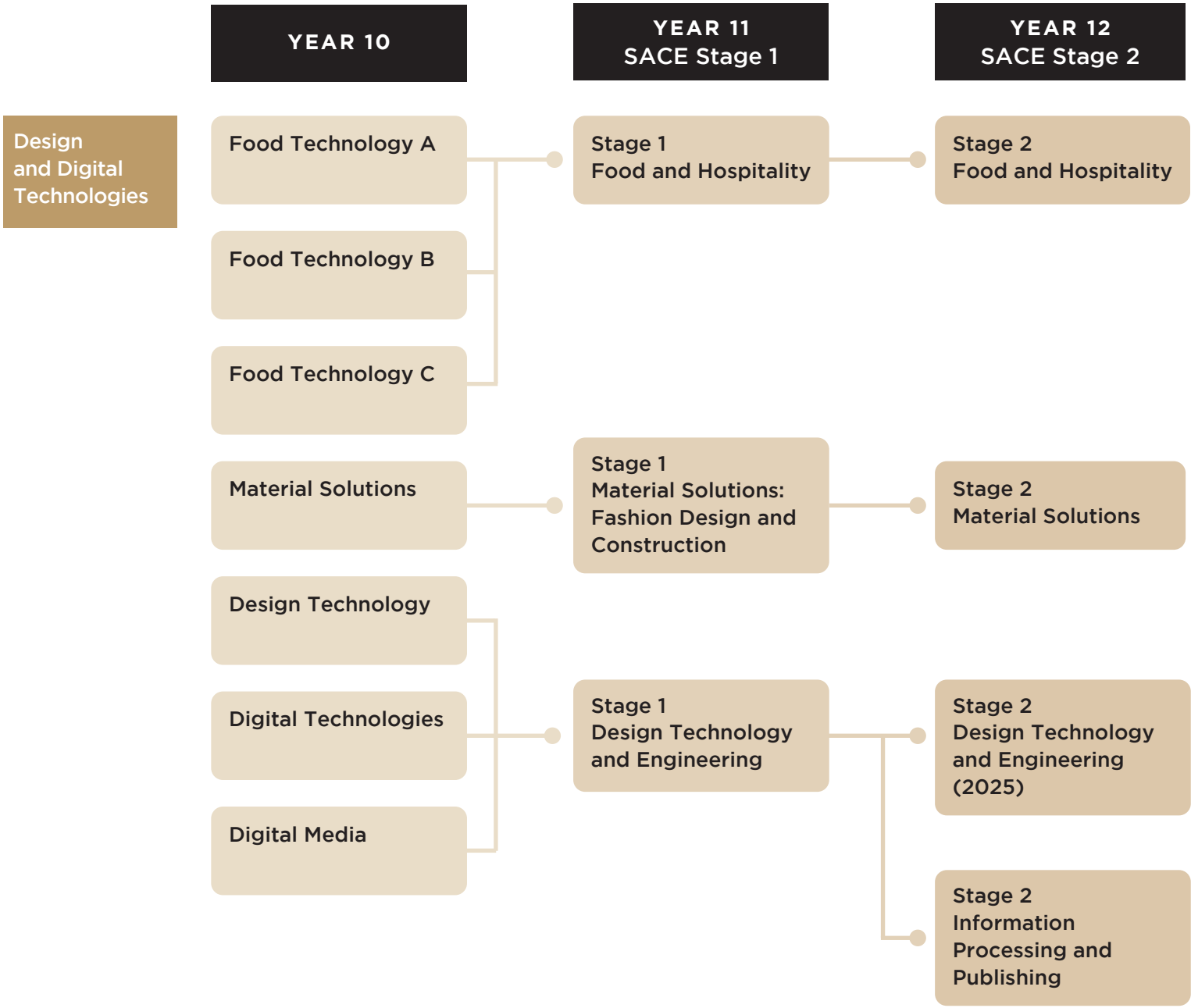

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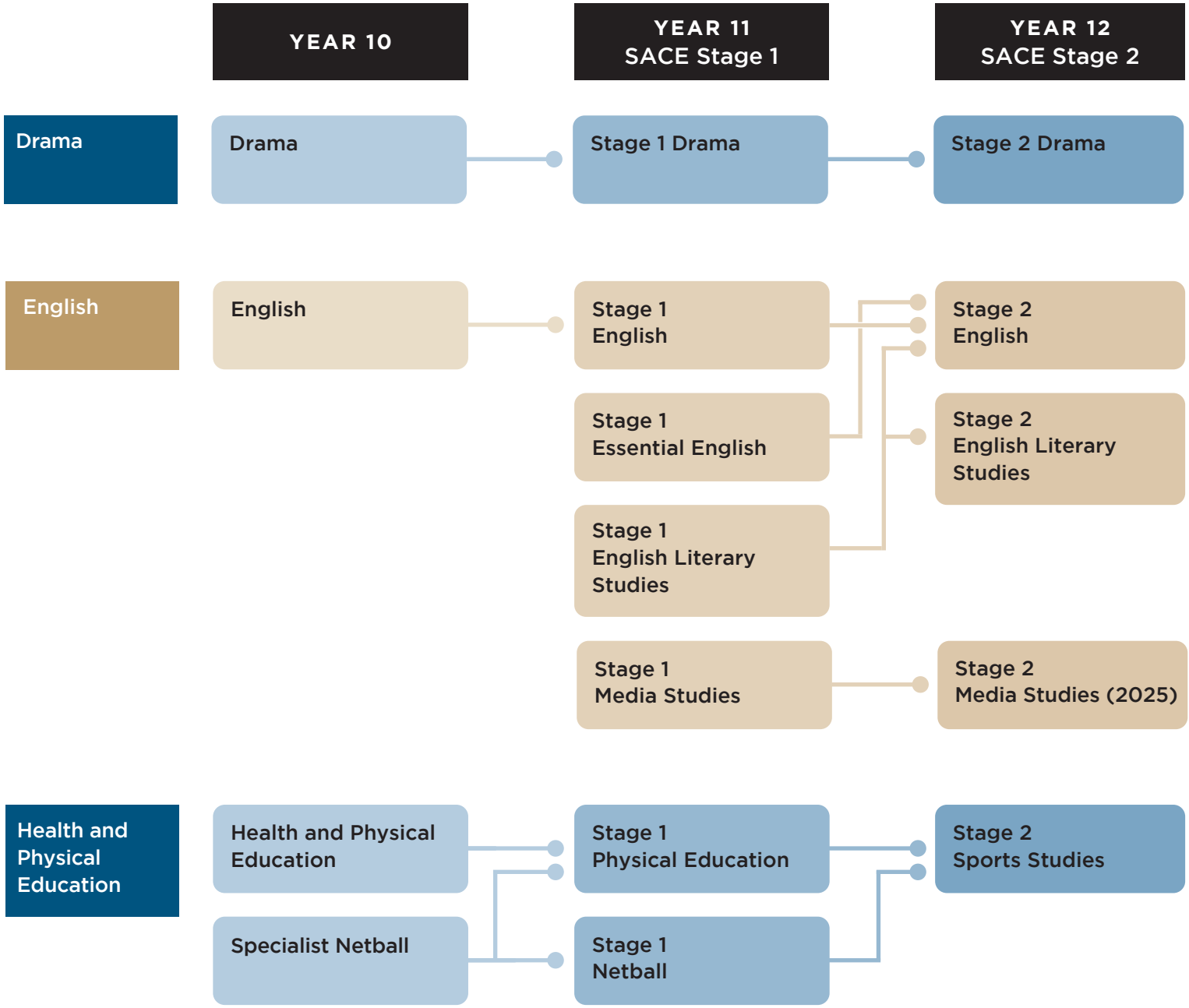

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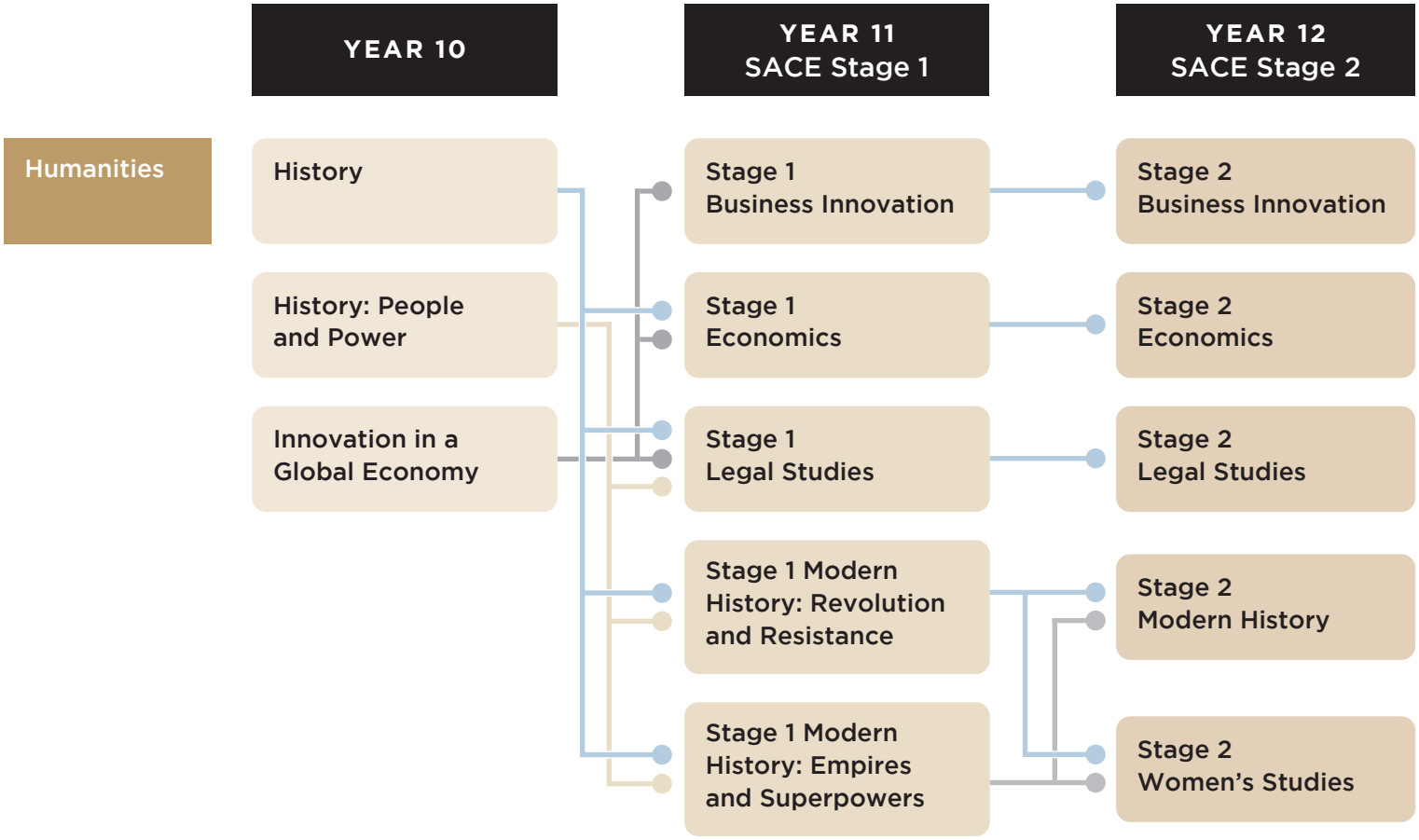

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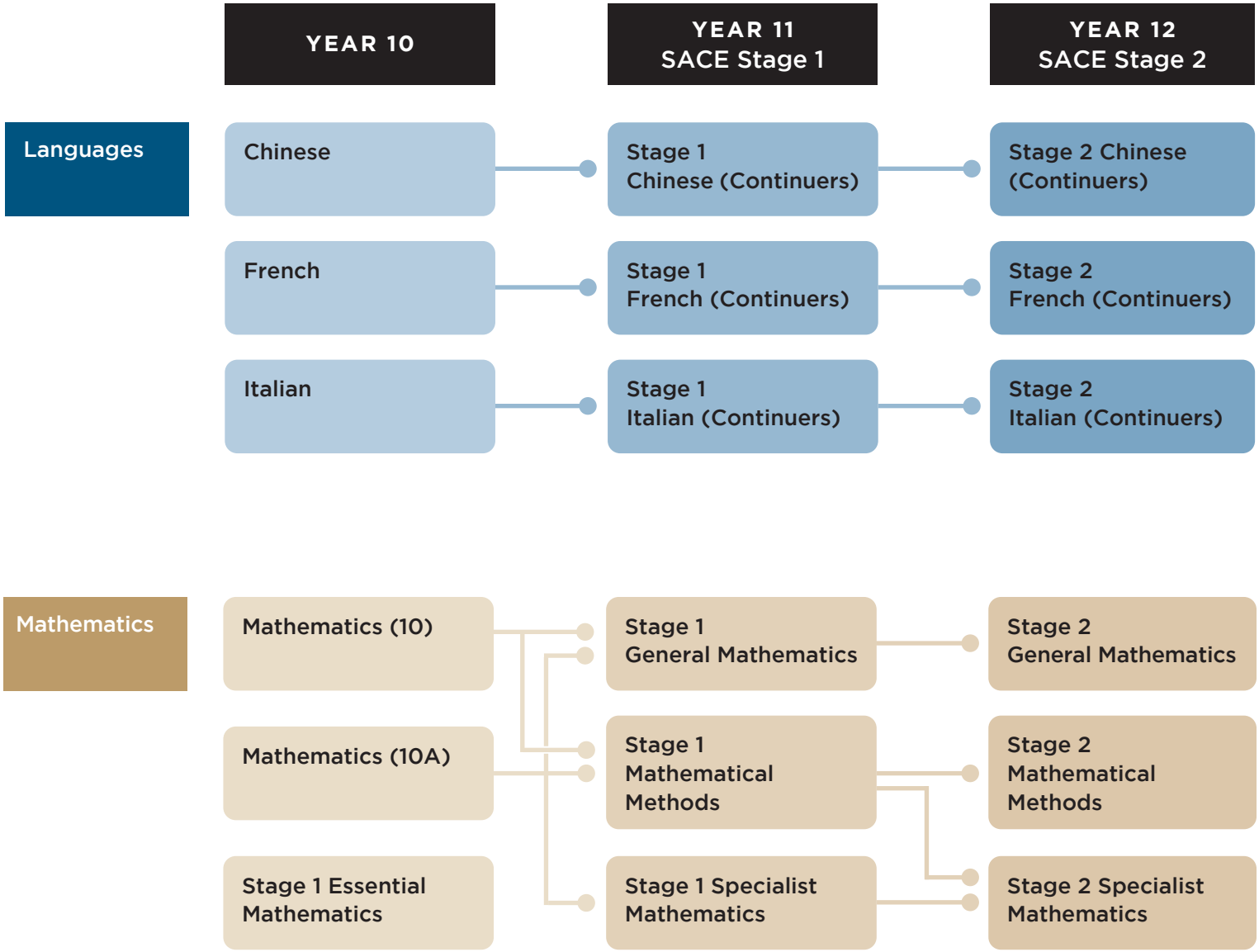

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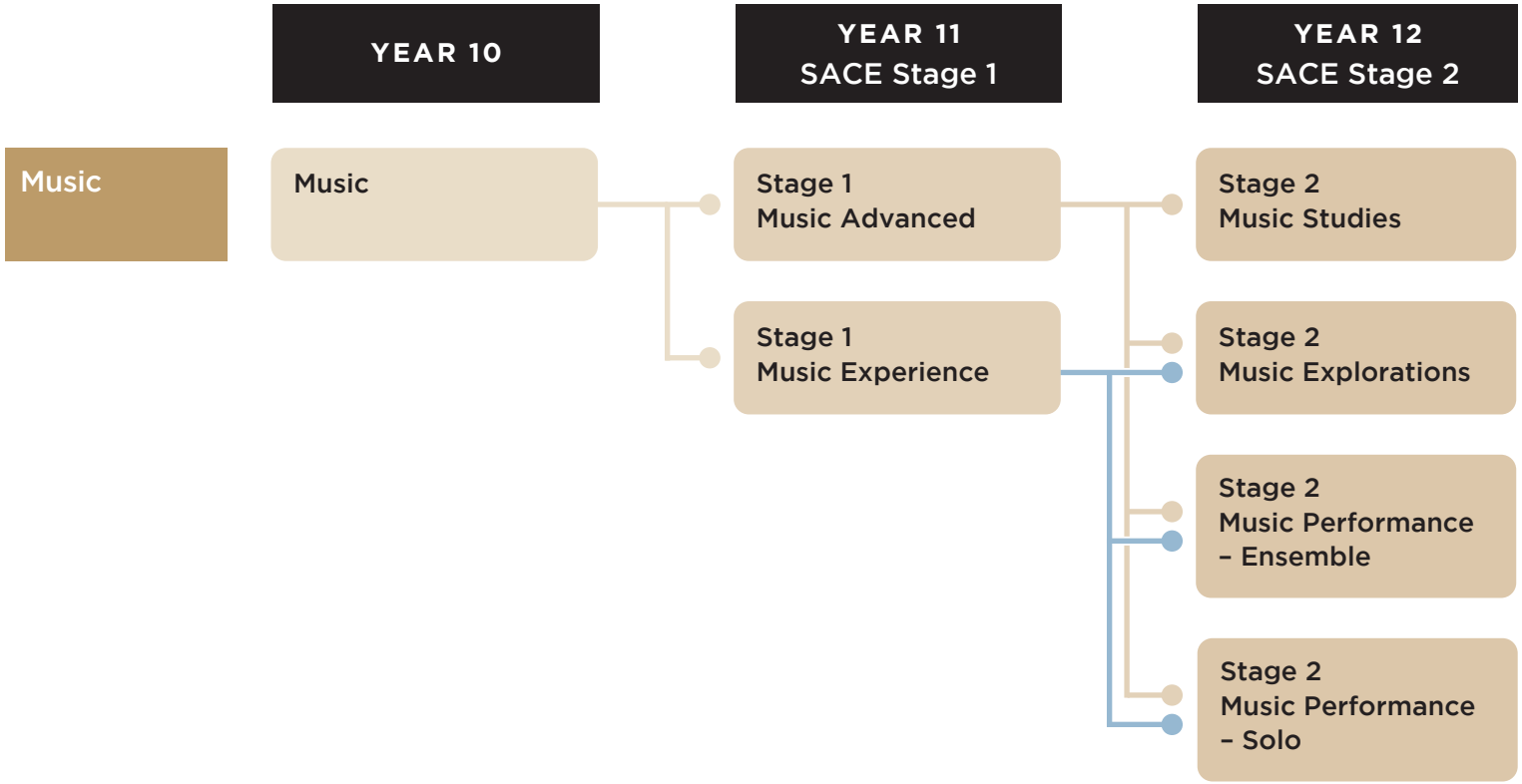

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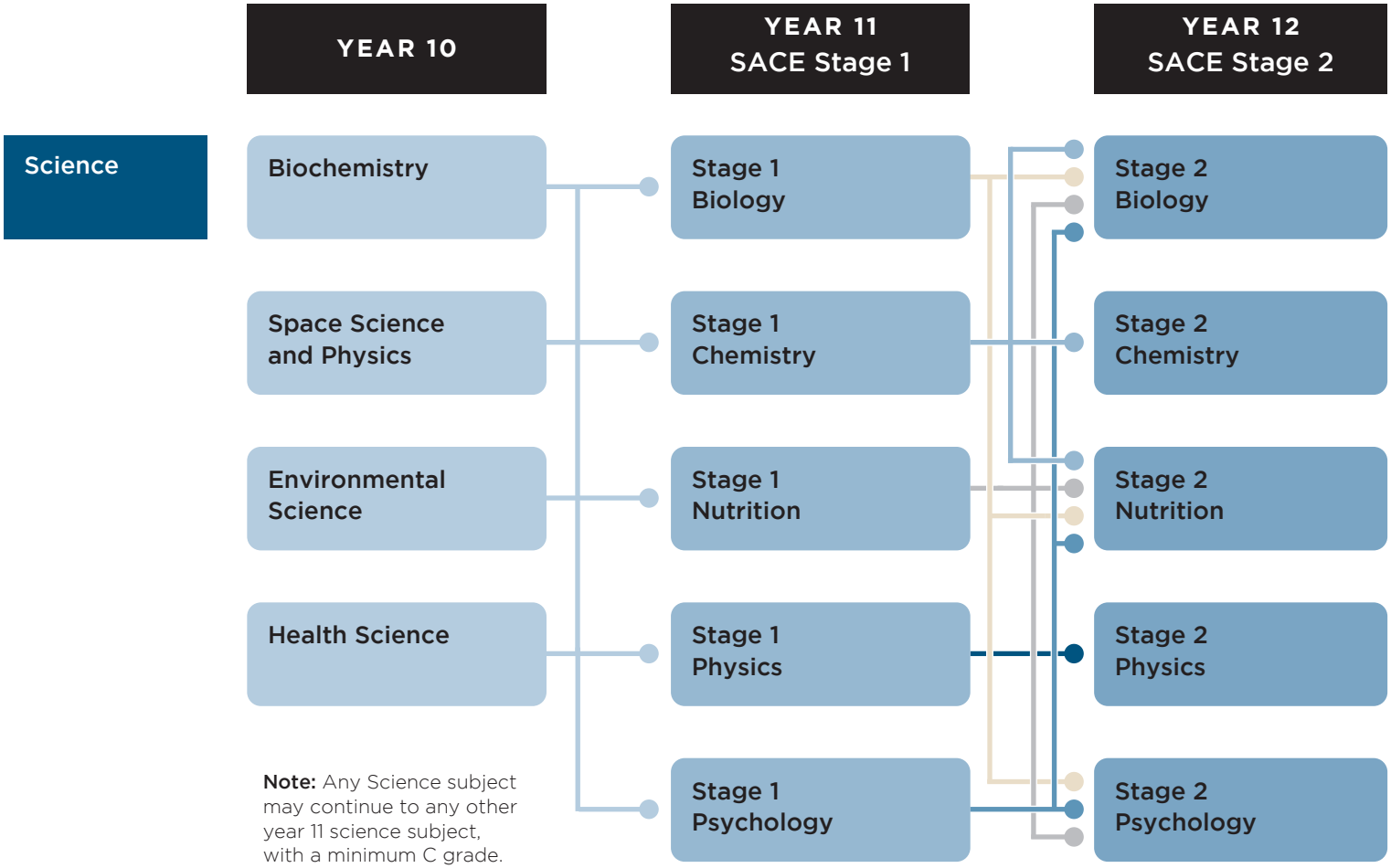

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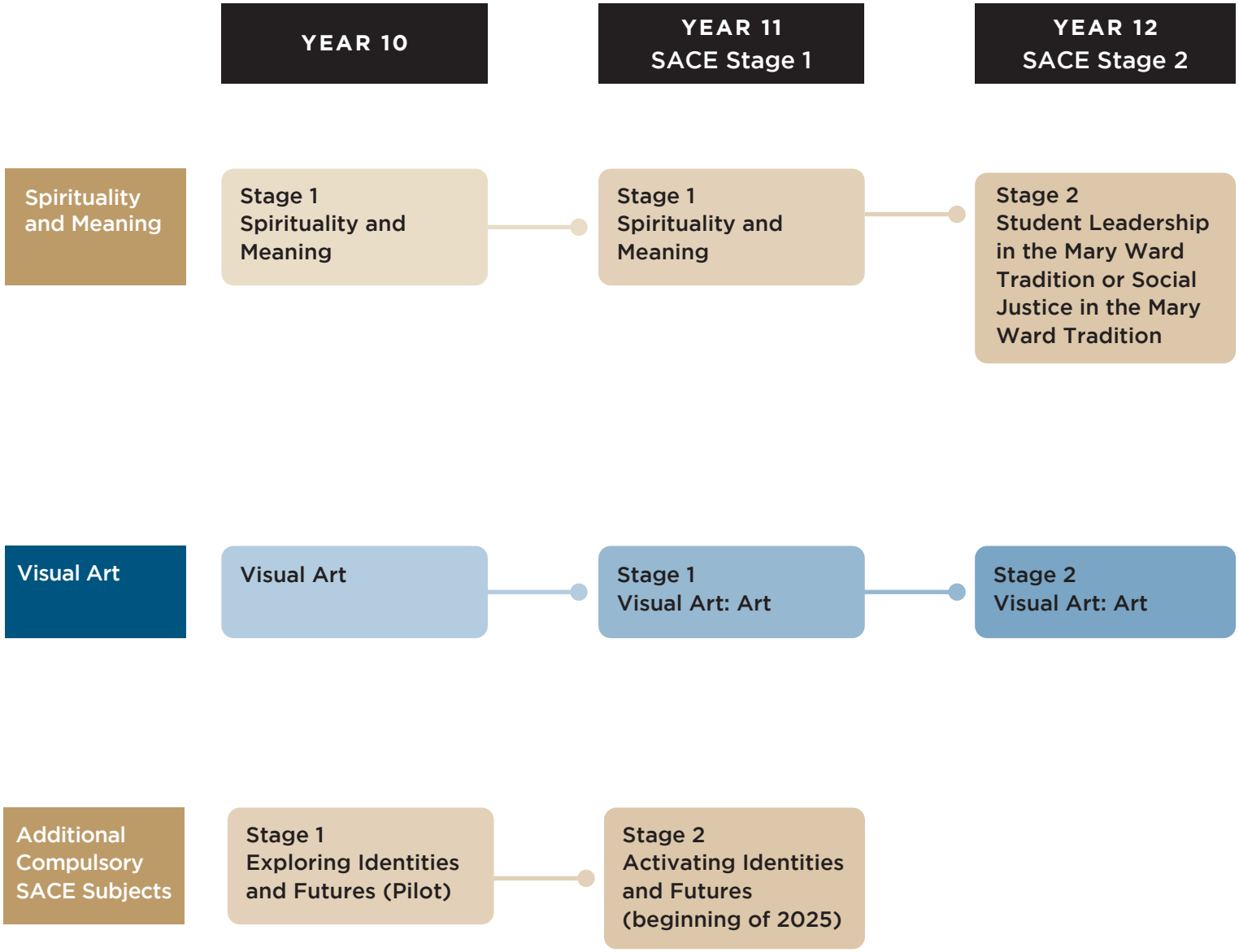

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Year 7 Course Overview

Students in Year 7 at Loreto undertake a full year of study in each of the following areas:

> English
> Health and Physical Education
> Languages
(Choice of: Chinese, French or Italian)
> Mathematics
> Science
> Sprituality and Meaning

Students undertake a semester of study in each of the following areas:

> Design and Digital Technologies
- Digital Technologies
- Food Technology
- Material Solutions

> Humantities and Social Sciences
- History
- Geography

> The Arts
- Music
- Drama
- Visual Art

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Design and Digital Technologies

Year 7 Digital Technologies

Subject Description:
Digital Technologies focusses on the use of computational thinking and information systems to define, design and implement digital solutions. The two strands, Knowledge and Understanding, focus on the information system components of data and digital systems. Processes and Production Skills allow students to use digital systems to create ideas and information. Students define, design and implement digital solutions, and evaluate these solutions and existing information systems against specified criteria. Students will explore the purpose of Digital Technologies and their role in making positive choices to promote good digital citizenship and consider their digital footprint in an increasingly digitised world. They will use Design Thinking to empathise with a current real-world problem, investigate extended reality solutions using specific software, and then design and produce a digital solution.

Year 7 Food Technology

Subject Description:
Food Technology provides an opportunity for students to explore the world of food through the process of design. Students are introduced to the technical aspects of food production, as well as the social and cultural elements of food in society. They explore the fundamentals of recipe design as well as practical components of safe cooking. Through creating, making, exploring and responding, students are exposed to the essentials of cooking and eating well for life.

Year 7 Material Solutions

Subject Description:
Material Solutions is an introduction to the wonderful world of textile technology. Through sample making, students will progress their skill development before applying their practical knowledge to assessed outcomes. Students will explore material and product design to create a textile product. When designing ,they will apply the design cycle considering criteria and constraints outlined in a supplied brief. Students will develop independence, competence and confidence in the safe use of tools and equipment in a workshop environment. Students will develop a combination of hand and design skills and will have access to a range of technologies including pattern making and material creation. The tasks set are designed to be fun, but at the same time allow for students to harness their own creativity to develop unique projects.

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English

Year 7 English

Subject Description:
The Year 7 English curriculum is built around the three interrelated strands of language, literature and literacy. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. Students will develop their understanding of a range of texts through shared studies which include prose, film, short stories, poetry and media. Students will be expected to maintain a program of independent reading.

Throughout Year 7 English, students will develop their analytical skills by considering the language techniques used by authors. Students will continue to develop their understanding of spelling, vocabulary and punctuation use.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students develop their understanding of how texts are influenced by context, purpose and audience. They will continue to develop editing skills as a means of improving their work.

Students will have the opportunity to create a range of texts. The range of texts which could be created include imaginative, informative, persuasive texts, procedures, performances, reports and discussions. Students will also begin to create literary analyses and transformations of texts.

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Health and Physical Education

Year 7 Health and Physical Education

Subject Description:
The Year 7 Health and Physical Education curriculum aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices.

Through participation in physical and health education students will develop knowledge, skills and attitudes that will contribute to a balanced and healthy lifestyle. Students will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

Health and Physical Education focuses on both learning about and learning through physical activity. Both dimensions help students to develop their thinking, communication, social and self-management skills across the curriculum.

In Year 7 Health and Physical Education students participate in a range of practical units including but not limited to Athletics, Cricket, European Handball, Soccer and Netball. Students develop control and accuracy when performing specialised movement sequences and skills in each practical.

Students also participate in a Creative Dance unit where they apply the elements of movement to and perform movement sequences. Throughout the year students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity.

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Humanities and Social Sciences

Year 7 History

Subject Description:
In Year 7 History students study history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE).

The first unit of study is Deep time history of Australia where students learn about First Nations Australians and the world's oldest continuing culture.

The second unit of study; the Ancient World includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies from: Egypt, Greece, Rome or China. Students will simultaneously be addressing the key concepts, knowledge and understanding of Civics and Citizenship in these studies.

Students at Year Seven learn how to construct extended written responses and use referencing consistently in their work. Additionally, analytical skills are employed in the examination of primary and secondary sources. Historians' opinions are also engaged in the process of writing insightful and balanced responses.

Year 7 Geography

Subject Description:
Year 7 Geography embraces two units of study: 'Water in the world' focuses on water as an example of a renewable environmental resource. The unit develops students' understanding of the concept of environment, including that the environment is the product of a variety of processes, supporting and enriching life.

'Place and liveability' focuses on the concept of place through an investigation of liveability. Students examine the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. Students will also examine in context what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success.

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Languages

Year 7 Chinese

Subject Description:
The Year 7 Chinese programme is designed to foster a love of learning languages. Students will be motivated to find out about life in China, the Asian Region and other Mandarin Speaking countries. They will begin to develop reading, writing, listening and speaking skills to give them ability to interact and communicate, exchange information, ideas and opinions about themselves and their everyday lives in a variety of social situations.

Students will begin to develop an awareness of pronunciation, rhythm and intonation as well as gaining competence in applying grammar rules and linguistic features. Engaging resources are designed to give students clear explanations and provide enjoyable, relevant and rewarding learning experiences.

Topics studied over the year include: Let's get to know each other, What is your name?, My birthday is..., I have blue eyes, I love my family, I am Australian and Let's celebrate the holidays together. Students will work towards skill development in the areas of Written and Oral Communication, Comprehension-written and spoken text, and Systems of Language, which includes grammar, vocabulary, tones and character systems.

Year 7 French

Subject Description:
The Year 7 French programme is designed to foster a love of learning languages. Students will be motivated to find out about life in France and other French speaking communities. They will begin to develop reading, writing, listening and speaking skills to give them ability to interact and communicate, exchange information, ideas and opinions about themselves and their everyday lives in a variety of social situations.

Students will begin to develop an awareness of pronunciation, rhythm and intonation as well as gaining competence in applying grammar rules and linguistic features. Engaging resources are designed to give students clear explanations and provide enjoyable, relevant and rewarding learning experiences.

Topics studied over the year include: Bienvenue en France, An introduction to French: Mes Amis à Paris, Socialising and the City of Lights, Voici Ma Famille: Talking about family, Les Animaux: The world of animals, Bon Appétit: French dining and food shopping and C'est La Fête: French festivals and celebrations.

Students will work towards skill development in the areas of Written and Oral Communication, Comprehension-written and spoken text, and Systems of Language, which includes grammar, vocabulary and sound and writing systems.

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Languages

Year 7 Italian

Subject Description:
The Year 7 Italian programme is designed to foster a love of learning languages. Students will be motivated to find out about life in Italy and other Italian speaking communities. They will begin to develop reading, writing, listening and speaking skills to give them ability to interact and communicate, exchange information, ideas and opinions about themselves and their everyday lives in a variety of social situations.

Students will begin to develop an awareness of pronunciation, rhythm and intonation as well as gaining competence in applying grammar rules and linguistic features. Engaging resources are designed to give students clear explanations and provide enjoyable, relevant and rewarding learning experiences.

Topics studied over the year include: Buongiorno e Benvenutii; An introduction to Italian, Mi piace la scuola; School life, Che famiglia simpatico; Family and Friends, and Gli Animali; The world of animals.

Students will work towards skill development in the areas of Written and Oral Communication, Comprehension-written and spoken text, and Systems of Language, which includes grammar, vocabulary and sound and writing systems.

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Mathematics

Year 7 Mathematics

Subject Description:
Maths Pathway provides a fully differentiated, personalised learning program for each girl, allowing them to work at their own pace and ability. Maths Pathway was developed by teachers with the idea that every student can achieve success in Mathematics if they are able to access mathematical concepts when they are ready for them, rather than when the teacher is ready for them. It has a focus on Growth and supporting the development of students to have a Growth Mindset.

In any given class, different students can be learning different content at the same time. Students are supported to achieve mastery and a deep understanding of what they learn. In a traditional maths classroom, often students only achieve a surface level of understanding before moving on to the next concept.

The Maths Pathway model helps to avoid this and ensure students are developing not only a deep understanding of the concepts, but also developing the ability to transfer their knowledge into new and unfamiliar contexts.

Students engage in modules via the Maths Pathway learning platform, but in addition to this, they will also engage in a number of learning activities within the classroom such as mini lessons with the teacher, rich learning activities, energisers and problem solving activities and mathematical investigations. This ensures that the girls are ready for the study of Senior Mathematics when the time comes.

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Science

Year 7 Science

Subject Description:
In Year 7 Science students develop their scientific understanding through a range of guided inquiry activities designed to engage students and encourage exploration of science concepts. Students plan and conduct safe, reproducible investigations to test hypotheses and construct representations to organise and process data. They analyse data to identify patterns, trends and relationships and draw on evidence to support their conclusions.

Students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems.

They consider the effects of multiple forces when explaining changes in an object's motion and investigate relationships in the Earth-sun-moon system and use models to predict and explain events. They extend their understanding of the particulate nature of matter and explore how interactions of matter and energy at the sub-microscopic scale determine macroscopic properties.

Students begin to understand the relationship between science and society. They investigate how new evidence or different perspectives can lead to changes in scientific knowledge and develop their appreciation of the need for ethical and cultural considerations when acquiring data.

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Spirituality and Meaning

Year 7 Spirituality and Meaning

Subject Description:
Spirituality and Meaning investigates the most basic components of human society and culture. The key to understanding the fundamental motivations for the behaviour of human groups lies in the knowledge of religious beliefs and practices. Based on twelve principles students will use the social inquiry approach to learning which forms the core of the study of Spirituality and Meaning (Living with Integrity in the Twenty-first Century).

Through the study of integrated topics, students develop skills in various approached to, and methods of, investigating and analysing contemporary social issues. They become familiar with the limits and potential of these approaches and methods, and with the ethical issues associated with them. The twelve principles propose ways by which we can live responsibly, reappraise our values, and develop a world consciousness.

Students will study the following topics: Belonging; Prayer and Liturgy; Caring for the Earth; Identity and Relationships (Made in the image of God). Each semester students demonstrate evidence of their learning through reflective reports, group activities and investigative research.

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The Arts

Year 7 Visual Arts

Subject Description:
Year 7 students study Visual Art for one semester. The unit focus on applying knowledge of colour theory, in combination with the development of observation skills in drawing and painting media, equips students with the ability to make artworks and respond to artists' works. Documenting progress and critically reflecting on learning are integral to the creative process. Knowledge of Visual Art terminology is developed primarily in the context of colour theory and by responding to works of art. This extends into the discussion of other formal art elements. Becoming familiar with the use of appropriate Visual Art terminology to demonstrate aesthetic and critical awareness is encouraged in verbal conversations, group discussions and in written responses.

Year 7 Music

Subject Description:
In Year 7 Music, students have an opportunity to discover and expand upon the basic elements of reading, writing and performing music. Through the study of how composers create music for film, students develop the skills to compose their own music for a short scene from a film. They experiment with different textures and techniques to convey emotion and themes. A preliminary level of music theory knowledge is attained, and practical instrumental skills are developed as students digitally record their compositions for the music in film topic.

Year 7 Drama

Subject Description:
In Year 7 Drama, students build on their understanding of role, character and relationships. They use voice and movement to sustain character and situation and focus, tension, space and time to enhance drama. They learn how to shape drama for audiences using narrative and non-narrative dramatic forms and production elements. They use forms and elements including voice, movement and situation to create drama. space and time, and tension as they make and respond to drama. They learn to maintain safety in dramatic play and interact with other actors.

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Year 8 Subject Selection

Students in Year 8 at Loreto undertake a full year of study in each of the following areas:

> English
> Mathematics
> Languages
(Choice of: Chinese, French or Italian)
> Science
> Spirituality and Meaning

Students undertake a semester of study in each of the following areas:

> Health and Physical Education
> Humanities and Social Sciences
- History
- Geography

Students undertake an additional semester of Health and Physical Education of their choice. Students may choose from:

> Health and Physical Education
> Netball

In constructing the remainder of their course of study, students select from a wide range of subjects. Subjects will run if there are sufficient students to form a class and is also dependent on staffing and timetable constraints.

Information about content in some subject outlines is to be considered as a guide only.

Students select **three semesters of Arts subjects**. This must include **at least one Performing Art and at least one Visual Art**. Students select from the following options:

Performing Arts	
Drama	1 semester
Music	1 or 2 semesters
Musical Theatre	1 semester
Visual Arts	
Visual Art	1 or 2 semesters

Students select **three semesters of Technologies subjects**. This must include **at least one Design Technology and at least one Digital Technology**. Students select from the following options:

Design Technologies	
Design Technology	1 semester
Food Technology	1 semester
Material Solutions	1 semester
Digital Technologies	
Digital Technologies	1 semester

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Design Technologies

Year 8 Design Technology

Subject Description:
Students will design solutions to meet a range of criteria that meets a need or solves an industry problem. This will be achieved using design programs, such as computer-aided design (CAD), to develop prototypes or products. Students will develop knowledge and skills associated with systems, processes, materials appropriate for prototyped design and final solutions. They will focus on the development of both practical and design skills within the design thinking framework.

Year 8 Food Technology

Subject Description:
Food Technology provides an opportunity for students to explore the world of food through the process of design. Students are introduced to the technical aspects of food production, as well as the social and cultural elements of food in society. They explore the fundamentals of recipe basics as well as practical components of safe cooking. Students will respond to design briefs to design meals that promote good health and wholesome eating. Through creating, making, exploring and responding, students are exposed to the essentials of cooking and eating well for life.

Year 8 Material Solutions

Subject Description:
Students will focus on practical textile skill development through the design of casual fashion classics. Students will learn how to follow a design process through their design, planning, production and evaluation of a product. Students will be introduced to design patterns and their associated terminology and purposes. They will gain an understanding of fabric properties and how to choose the right fabric for a desired outcome. This course gives students the opportunity to learn hand and machine sewing skills while producing a textiles product with their own personal design.

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Digital Technologies

Year 8 Digital Technologies - Digital Communications

Subject Description:
Digital Technologies focusses on the use of computational thinking and information systems to define, design and implement digital solutions. Students use digital systems to create ideas and information, and to define, design and implement digital solutions, and evaluate these solutions and existing information systems against specified criteria. This course will enable students to create a range of digital solutions aimed at developing applications suitable for digital devices. They will use an iterative process as they plan and design their products to meet the needs of the targeted audience. Students will further develop their understanding of the vital role that data plays in their lives, and how related systems define and are limited by technical, environmental, economic and social constraints.

Year 8 Digital Technologies - Robotics

Subject Description:
Students will investigate control technology using a range of devices requiring various inputs and software. They will develop coding skills to control robots using a variety of systems. They will create digital solutions that provide user navigation and prompts with controlled repetitions and programme the 'robot' to perform specific functions that mimic real-world problems. Digital Technologies focusses on students using computational thinking and information systems to create ideas and information and to define, design and implement digital solutions. They will evaluate these solutions and existing information systems against specified criteria.

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English

Year 8 English

Subject Description:
The Year 8 English curriculum is built around the three interrelated strands of language, literature and literacy. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 8 English, students will study a range of texts which include prose, film, poetry and media, as well as having the opportunity to create their own texts. Students will be expected to maintain a program of independent reading. Students will extend their understanding of the techniques used by authors in a range of texts. They will be able to understand how features of texts indicate purpose and reflect target audience. Students will develop their analytical skills through the construction of more structured responses, such as essays.

Students will be challenged to select and use evidence to support their conclusions when discussing texts.

Students will have the opportunity to develop their public speaking skills. Through this form of assessment, students will learn the components required to create a formal speech and develop an awareness of the skills necessary to engage an audience. There will be an opportunity for students to construct a variety of creative texts, such narratives, poems, letters or persuasive responses. Each of these opportunities will allow students to develop as language users.

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Health and Physical Education

Year 8 Health and Physical Education

Subject Description:
The Year 8 Health and Physical Education curriculum aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. Through participation in physical and health education students will develop knowledge, skills and attitudes that will contribute to a balanced and healthy lifestyle. Students will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

Health and Physical Education focuses on both learning about and learning through physical activity. Both dimensions help students to develop their thinking, communication, social and self-management skills across the curriculum.

In the Year 8 Health and Physical Education curriculum students will continue to refine their movement sequences and tactical awareness in units such as Athletics, Volleyball, Lacrosse, Touch and Softball. Students continue to compose and perform more complex movement sequences in the Gymnastics and Cultural dance units. Students will complete a unit on Drug Education and Harm Minimisation where they investigate strategies and practices that enhance their own, others and community health, safety and wellbeing.

Year 8 Netball

Subject Description:
The Year 8 Netball subject is aligned to the Australian Curriculum and allows students to pursue their interest in netball. It aims to provide students with the opportunity to develop their netball potential and extend their knowledge of the game of netball.

Throughout the Year 8 Netball subject, emphasis is placed on skill development, and includes footwork, body movement, movement patterns, attacking, defending, passing skills, spatial awareness, and court movement. Students will also develop team related tactics, team plays, game strategies and communication skills.

Throughout the semester students will perform skills with efficiency, accuracy, and consistency. Individual's technique will be analysed, refined, and practiced until the skills can be performed consistently during competition. To achieve this a variety of feedback will be used including video analysis of techniques and game play.

In addition to skill development students will develop an awareness of the importance of nutrition and how to prepare themselves for their performance.

The subject is predominantly practical however specific theory work is also undertaken and includes positional plays, umpiring and nutrition.

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Humanities and Social Sciences

Year 8 History

Subject Description:
In Year 8 History, students complete two units of study.

Medieval Europe: This unit of study focuses on the roles and relationships in Medieval Europe and the experiences of and perspectives between rulers and subject peoples, and their interaction with power and authority. Interpretations of events, individuals, institutions and movements is also conducted. In addition to learning about social, economic, religious and political beliefs which were often challenged, students simultaneously address key concepts, knowledge and understanding of Civics and Citizenship with a particular focus on Magna Carta and the Peasants' Revolt.

Khmer Empire: The second unit of study examines the Khmer Civilisation and analytical skills are employed in the examination of primary and secondary sources in understanding the significance of this extraordinary empire. The key social, political, religious, cultural and environmental features of the Khmer Empire are examined in detail.

In both units, students refine their ability to write extended well referenced responses. Additionally, analytical skills are employed in the examination of primary and secondary sources. The ability to use Historians' opinions, debate and form clear concise conclusions substantiated by historical evidence are taught in a structured manner.

Year 8 Geography

Subject Description:
In Year 8 Geography, students explore 'Landforms and landscapes,' which focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms.

They then explore 'Changing nations' investigating the changing human geography of countries, as revealed by shifts in population distribution. Internal and international migration patterns are also examined. Students will further develop their understanding of economics and business concepts by exploring the ways markets work within Australia, the participants in the market system and the ways they may influence the market's operation.

Students at Year 8 engage in fieldwork and refine their skills of report writing. The ability to collect data and assess patterns of human activity using this data is an area of focus. The ability to use evidence to substantiate key findings is further extended at this year level.

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Languages

Year 8 Chinese

Subject Description:
The Year 8 Chinese Programme continues to be an interactive and engaging experience, suited to students from an array of backgrounds who wish to expand their horizons and become citizens of the world.

Students continue to learn to sustain interactions in a range of social and personal contexts, through a variety of current and relevant themes. Listening, speaking, reading and writing skills are further developed. An understanding of the social and cultural aspects of the language is incorporated. The complexity and variety of language, structures and grammar and exposure to a greater range of text types is extended. Engaging resources are designed to give students clear explanations and provide enjoyable, relevant and rewarding learning experiences.

Topics studied over the year include: this jacket is very fashionable, it's raining, my dream holiday.

Students will continue to work towards skill development in the areas of Written and Oral Communication, Comprehension-written and spoken text, and Systems of Language, which includes grammar, vocabulary, tones and character systems.

Year 8 French

Subject Description:
The Year 8 French Programme continues to be an interactive and engaging experience, suited to students from an array of backgrounds who wish to expand their horizons and become citizens of the world.

Students continue to learn to sustain interactions in a range of social and personal contexts, through a variety of current and relevant themes. Listening, speaking, reading and writing skills are further developed. An understanding of the social and cultural aspects of the language is incorporated.

The complexity and variety of language, structures and grammar and exposure to a greater range of text types is extended. Engaging resources are designed to give students clear explanations and provide enjoyable, relevant and rewarding learning experiences.

Topics studied over the year include: La Vie Scolaire - Life at school, Ma Vie Quotidienne - Daily routines and activities, Comment Sont-Ils ? - Describing people, La Mode - Shopping in France, Où est La Bibliothèque? - Places around town and asking for directions - Vive Les Vacances - Holiday plans and expressing the weather.

Students will continue to work towards skill development in the areas of Written and Oral Communication, Comprehension-written and spoken text, and Systems of Language, which includes grammar, vocabulary and sound and writing systems.

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Languages

Year 8 Italian

Subject Description:
The Year 8 Italian Programme continues to be an interactive and engaging experience, suited to students from an array of backgrounds who wish to expand their horizons and become citizens of the world.

Students continue to learn to sustain interactions in a range of social and personal contexts, through a variety of current and relevant themes. Listening, speaking, reading and writing skills are further developed. An understanding of the social and cultural aspects of the language is incorporated. The complexity and variety of language, structures and grammar and exposure to a greater range of text types is extended. Engaging resources are designed to give students clear explanations and provide enjoyable, relevant and rewarding learning experiences.

Topics studied over the year include: Cosa fai durante il weekend? - Leisure time, Di dove sono? - Nationalities, countries and languages, Quale mezzo prendiamo? - Getting around Italy, Mangiare all'Italiana - Delights of Italian cuisine and eating out.

Students will continue to work towards skill development in the areas of Written and Oral Communication, Comprehension-written and spoken text, and Systems of Language, which includes grammar, vocabulary and sound and writing systems.

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Mathematics

Year 8 Mathematics

Subject Description:
The Year 8 Mathematics curriculum comprises 6 core strands of Number, Algebra, Measurement, Space, Statistics and Probability.

The learning is broken down into 8 units of work, which are Number and Index Laws, Algebra, Linear Relationships, Percentages and Finance, Measurement, Geometry and Ratios, Probability and Data and Statistics. Each unit is assessed with either a test or a mathematical investigation. There will be a total of 3 tests and 1 mathematical investigation each semester. The mathematical investigation tasks are designed to promote success with similar tasks expected of students in senior years of studying mathematics.

The learning takes place within targeted groupings with classes running simultaneously. Students are selected for each grouping based on the extensive data from Maths Pathway, NAPLAN and PAT testing along with their teacher feedback.

There is flexibility for movement within these groupings and the Maths faculty meet regularly to discuss student learning and placement within each group. Any proposed movements within these groupings will be communicated to parents from the Leader of Mathematics.

Within each group, the learning style and pace is tailored directly to the requirements of the students.

Some groups will cover a broader range of the curriculum where appropriate. Teaching and learning is designed to build problem solving, reasoning and communication of mathematical concepts through investigations and rich learning tasks. Some students will be invited to participate in the Australian Mathematics Competition and may consider extension material beyond the curriculum.

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Performing Arts

Year 8 Drama

Subject Description:
In Year 8 Drama, students further build on their understanding of role, character, relationships and human motivations. They use voice and movement to create believable and sustained characters in various situations. They incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance. Students learn how to shape drama for audiences using narrative and non-narrative dramatic forms and production elements such as lighting and sound. They learn that over time there has been further development of different traditional and contemporary styles of drama. They consider social, cultural and historical influences of drama in different forms and genres. Students evaluate the directors' intentions and expressive skills used by actors in drama they view and perform. They learn to work in small and larger ensembles and interact with other performers in a respectful way.

Year 8 Music

Subject Description:
In Year 8 Music, students pursue a deeper understanding of music by focusing on two approaches: creative application and music literacy. They Identify and analyse how the elements of music are used in different styles. They Interpret, rehearse and perform music, demonstrating technical and expressive skills on their chosen instrument or voice. They use aural skills, music terminology and symbols to recognise, memorise and notate features of music compositions.

Students in this subject are strongly encouraged to be undertaking individual tuition on either an instrument or the voice, and their practical performance skills are developed throughout the course.

Year 8 Musical Theatre

Subject Description:
In Year 8 Musical Theatre, students will experience a holistic insight into the world of Musical Theatre. Through a mostly practical approach, students will develop creative application skills and theatre literacy skills. In creative application, they will develop and expand upon skills in Musical Theatre performance, including singing, dancing and acting in this genre. Students will gain skills in stagecraft and performance etiquette. For theatre literacy skills, they will learn technical production concepts in lighting, stage management, costume design and set/props design.

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Science

Year 8 Science

Subject Description:
In Year 8 Science, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at an organ level and explore the organisation of a body system in terms of flows of matter between interdependent organs. They begin to classify different types of energy and describe the role of energy in causing change in systems, including the role of energy and forces in the geosphere. They learn to classify matter at the atomic level and distinguish between chemical and physical change. They understand that chemical reactions also involve energy.

Students explain how social, cultural and technological factors can influence development and application of scientific knowledge. They analyse scientific responses to contemporary issues and examine the importance of science communication.

Students plan and conduct safe, reproducible investigations to test relationships between components in systems. They select and construct appropriate representations to organise and process data and information. Students analyse data to identify patterns, trends, relationships and anomalies and consider the magnitude of properties and use appropriate units to describe proportional relationships. They identify assumptions and sources of error when analysing methods. and construct evidence-based arguments to support conclusions.

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Spirituality and Meaning

Year 8 Spirituality and Meaning

Subject Description:
Spirituality and Meaning investigates the most basic components of human society and culture. The key to understanding the fundamental motivations for the behaviour of human groups lies in the knowledge of religious beliefs and practices. Based on twelve principles students will use the social inquiry approach to learning which forms the core of the study of Spirituality and Meaning (Living with Integrity in the Twenty-first Century).

Through the study of integrated topics, students develop skills in various approaches to, and methods of, investigating and analysing contemporary social issues. They become familiar with the limits and potential of these approaches and methods, and with the ethical issues associated with them.

The twelve principles propose ways by which we can live responsibly, reappraise our values, and develop a world consciousness.

Students will study the following topics: Project Compassion; Jesus, then and Now; Serving Others; Journey (Made in the image of God).

Each semester students demonstrate evidence of their learning through reflective reports, group activities and investigative research.

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Visual Arts

Year 8 Visual Art

Subject Description:
In Year 8, all students study one semester of Visual Art. Students can choose to do a second semester to further their visual art learning. Different programs are devised for each semester.

The learning focus is on students acquiring technical skills, engaging with artists' practice, and communicating concepts in their visual art practice.

The first stage of the course is teacher directed. Students are supported to develop and refine their technical skills. They work with a range of processes, media, and techniques. By studying the work of artists, students make connections which enhance their practice and understanding of how artists communicate meaning in works of art.

In the second half of the semester, students extend their thinking and use of conceptual skills. They employ critical and creative thinking processes to determine an artistic intention for a Major Practical Work.

The documentation of their creative process, critical and creative thinking, decision-making and reflections on learning is given equal emphasis as the production of a resolved work of art.

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Year 9 Subject Selection

Students in Year 9 at Loreto undertake a full year of study in each of the following areas:

> English
> Languages (Choice of: Chinese, French or Italian)
> Mathematics
> Science
> Spirituality and Meaning

Students undertake a semester of study in each of the following areas:

> Humanities and Social Sciences
  - History
  - Our Planet, Our Economy
> Futures Project

Students must undertake two semesters of Health and Physical Education. Students may choose from the following combinations:

> HPE and HPE (different units per semester)
> Netball

In constructing the remainder of their course of study, students select from a wide range of subjects. Subjects will run if there are sufficient students to form a class and is also dependent on staffing and timetable constraints. Information about content in some subject outlines is to be considered as a guide only.

Students select **three semesters of Arts subjects**. Students select from the following options:

Performing Arts	
Drama	1 or 2 semesters
Music	2 semesters
Musical Theatre	1 semester
Visual Arts	
Visual Art	1 or 2 semesters

Students select **two semesters of Technologies subjects**. Students select from the following options:

Design Technologies	
Design Technology	1 semester
Food Technology A and B	1 semester
Material Solutions	1 semester
Digital Technologies	
Digital Media	1 semester
Digital Technologies	1 semester

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Design Technologies

Year 9 Design Technology

Subject Description:
Design and Technology Students will study a variety of areas within the technology field which may include 3D printing and computer aided design prototypes. They will focus on the development of both practical and design skills, while integrating STEM principles and safety in the production of practical projects.

Year 9 Food Technology A

Subject Description:
Food Technology enables students to build on their practical skills and knowledge of ingredients in the kitchen. Through cooking and eating, students discover many ways to prepare and creatively present a range of recipes. They are given the opportunity to design and create their own meals. They will learn to eat well for the future, gaining insight into social and cultural norms that surround the world of food. Students will have the opportunity to explore, create and taste a multitude of flavours and dishes from across the world. Students will develop an understanding of Australia's multicultural society and how our lives have been influenced from a culinary point of view. They will engage in a range of new skills within the practical setting, further developing their confidence and competence within the kitchen, as well as their ability to improve their cooking literacy and understanding.

Year 9 Food Technology B

Subject Description:
Students will examine café culture to gain an understanding of the way the food and hospitality industry can influence food choice. Students will utilise this information to independently create a variety of items. Students will be given creative freedom to develop, create and prepare an item that demonstrates their knowledge and understanding. Students will work with the design cycle to create a range of café products that reflect current trends, creativity, skill development and innovative thinking.

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Design Technologies

Year 9 Material Solutions

Subject Description:
Students will explore creativity within a fashion and textiles context. Students are given a design brief to follow which will allow them to investigate existing garments, fashion illustration concepts and the ability to identify correct garment terminology, and specialised patternmaking and practical skills relevant to the brief. Students will utilise their knowledge and understanding to develop a final design to create and evaluate

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Design Technologies

Year 9 Digital Media

Subject Description:
Digital Media will provide opportunities for students to engage in a project based learning experience that is designed to develop creative thinking skills. Students will develop a range of skills and techniques such as image manipulation and graphic design. Students will learn how to use programs such as Adobe Photoshop to edit and enhance digital content for an audience. Students will explore graphic design and the immense professional opportunities it provides. Students will also apply techniques to make ethical decisions when faced with real world dilemmas about security and ownership of digital content.

Year 9 Digital Technologies

Subject Description:
Digital Technologies focusses on students using computational thinking and information systems to define, design and implement digital solutions. In this course, students will focus on artificial intelligence and the impact of this in a digital world. They will analyse and visualise data to create information and address complex problems. They will interpret schemas that represent relationships between entities and querying data across tables. For example, using foreign keys to represent relationships and joining tables in structured query language (SQL) using SELECT statements. They will also focus on understanding the concept of Artificial Intelligence and its application to everyday life. Students will undertake the ‘Imagine Challenge’ as they conceptualise their solutions and investigate the widespread applications of AI in our world.

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English

Year 9 English

Subject Description:
The Year 9 English curriculum is built around the three interrelated strands of language, literature and literacy. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. Students will study a range of texts which include prose, film, poetry and media, as well has having the opportunity to create their own texts. Students will be expected to continue with a program of independent reading.

Students will be challenged to extend their analytical skills by undertaking a comparative study of texts. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.

In Year 9 English students will develop their analytical skills by considering the techniques used by authors and evaluating how techniques influence the response of the audience.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Through the development of their responses, students will be challenged to take calculated risks with vocabulary choices to extend them as language users.

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Futures Project

Year 9 Futures Project

Subject Description:
The Futures Project is a specifically designed program for Year 9 Students at Loreto College. This project provides an opportunity for students to learn and develop skills in the areas of Research, Design Thinking, Innovation, Technology, Entrepreneurialism and Social Justice. Students use the Sustainable Global Development Goals to identify a problem they wish to solve. With empathy at the heart of this project, students will come to an understanding of the ways they can make a difference to the lives of others. Students work in teams to develop a prototype to solve a societal problem they have identified. In addition to this, students develop business and marketing plans to pitch this idea to a 'client'. This project accumulates into a formal presentation and showcase.

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Health and Physical Education

Year 9 Health and Physical Education

Subject Description:
The Year 9 Health and Physical Education curriculum aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. Through participation in health and physical education students will develop knowledge, skills and attitudes that will contribute to a balanced and healthy lifestyle. Students will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

Health and Physical Education focuses on both learning about and learning through physical activity. Both dimensions help students to develop their thinking, communication, social and self-management skills across the curriculum.

In Year 9 students participate in several field and court sports, including Hockey, Ultimate Frisbee, Netball, AFL and SEPEP. During these unit's students are required to apply criteria to make judgements about and refine their own specialised movement skills and movement performances. Students also explore the benefits of being physical activity, including mental, physical, and social, and investigate strategies to keep themselves and others safe.

Year 9 Netball

Prerequisite:
Playing experience at a club/school or studied netball in Year 8.

Subject Description:
The Year 9 Netball subject is aligned to the Australian Curriculum and allows students to pursue their interest in netball. It aims to provide students with the opportunity to develop their netball potential and extend their knowledge of the game of netball.

The subject is predominantly practical however specific theory work is also undertaken and includes sports psychology (goal setting, motivation, group dynamics and leadership), and prevention and management of injuries.

In the Year 9 Netball subject, emphasis is placed on skill development, and includes footwork, ball work, movement patterns, attacking, defending, passing skills, spatial awareness, and court movement. Students will also receive specialised instruction in their chosen position; mid court, shooting, circle defending or a combination.

Throughout the semester students will perform skills with efficiency, accuracy, and consistency. Technical and tactical development of individuals is a priority at this year level and will be achieved though video analysis and game statistics.

In addition to skill development students will develop an awareness of the concept of fitness, the specific demands of netball, the role of effective communication and how to prepare themselves for their performance.

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Humanities and Social Sciences

Year 9 History

Subject Description:
In Year 9 History, Students learn two units of study:
Making and Transforming the Australian Nation (1750-1914)
In Year 9 History, students study the causes and effects of European Imperial expansion in the late 18th and early 19th centuries and the different responses to migration and colonisation. This will include specific study of the causes and effects of European contact with First Nations Peoples of Australia and the consequences of this interaction.

The First World War (1914-1918)
The second area of study is the First World War and the experience at the frontline and the Home Front. Students will also examine the role played by the Industrial Revolution in transforming societies. Civics and Citizenship will also be incorporated in the study of Federation, the Women's vote and conscription in relation to the Great War.

Research skills and the ability to substantiate key conclusions using primary and secondary evidence will be further extended such as the investigation of Personal experiences/stories using War Service Records held at the National Archives.

Essay writing skills and source analysis skills are also extended through the examination of primary and secondary sources relating to both units of study.

Year 9 Our Planet, Our Economy

Subject Description:
The 'Our World' curriculum examines 'Biomes and food security' and focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints. 'Geographies of interconnections' focuses on investigating how people, through their choices and actions, business and economics, are connected to places throughout the world and how these connections help to make and change environments and markets. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them.

The 'Our Economy' curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses, and governments. The responsibilities of participants operating in a global workplace are also considered.

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Languages

Year 9 Chinese

Prerequisite for this subject:
Year 8 Chinese

Subject Description:
The Year 9 Chinese programme aims to further extend, develop and reinforce the knowledge and skills of students.

This is achieved through exposure to language where students are able to communicate both orally and in writing about immediate and personal interests and broader social and cultural interests. Students begin to develop capacity to express their points of view, give opinions and state preferences. Students build confidence, fluency and accuracy in pronunciation in extended conversation situations. The complexity and variety of language, structures and grammar and exposure to a greater range of text types is built upon. Engaging resources are designed to give students clear explanations and provide enjoyable, relevant and rewarding learning experiences.

Topics studied over the year include: I like swimming, and My school is especially good. Students will continue to work towards skill development in the areas of Written and Oral Communication, Comprehension-written and spoken text, and Systems of Language, which includes grammar, vocabulary, tones and character systems.

Year 9 French

Prerequisite for this subject:
Year 8 French

Subject Description:
The Year 9 French programme aims to further extend, develop and reinforce the knowledge and skills of students.

This is achieved through exposure to language where students develop the ability to communicate both orally and in writing about immediate and personal interests and broader social and cultural interests. Students begin to develop capacity to express their points of view, give opinions and state preferences. Students build confidence, fluency and accuracy in pronunciation in extended conversation situations. The complexity and variety of language, structures and grammar and exposure to a greater range of text types is built upon. Engaging resources are designed to give students clear explanations and provide enjoyable, relevant and rewarding learning experiences.

Topics studied over the year include: Chez Moi - Describing and comparing types of homes, Je me lève tôt - Daily routines at home, Le Passé Composé - Expressing the past tense, Le Futur Proche - Expressing the near future, and Faisons Les Courses - Shopping for food and fun.

Students will continue to work towards skill development in the areas of Written and Oral Communication, Comprehension-written and spoken text, and Systems of Language, which includes grammar, vocabulary and sound and writing systems.

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Languages

Year 9 Italian

Prerequisite for this subject:
Year 8 Italian

Subject Description:
The Year 9 Italian programme aims to further extend, develop and reinforce the knowledge and skills of students.

This is achieved through exposure to language where students develop the ability to communicate both orally and in writing about immediate and personal interests and broader social and cultural interests. Students begin to develop capacity to express their points of view, give opinions and state preferences. Students build confidence, fluency and accuracy in pronunciation in extended conversation situations.

The complexity and variety of language, structures and grammar and exposure to a greater range of text types is built upon. Engaging resources are designed to give students clear explanations and provide enjoyable, relevant and rewarding learning experiences.

Topics studied over the year include: Mettiamoci in Forma - Health and Fitness, Casa Dolce Casa - Housing in Italy, Cosa Mi Metto? - Shopping and Fashion, and Come Festeggiamo il Fine Settimana? - Celebrating and Italian Festivals.

Students will continue to work towards skill development in the areas of Written and Oral Communication, Comprehension- written and spoken text, and Systems of Language, which includes grammar, vocabulary and sound and writing systems.

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Mathematics

Year 9 Mathematics

Subject Description:
The Year 9 Mathematics curriculum comprises 6 core strands of Number, Algebra, Measurement, Space, Statistics and Probability.

The learning is broken down into 8 units of work, which are Index Laws and Finance, Algebra, Pythagoras and Trigonometry, Linear Relationships, Measurement and Geometry, Probability, Data Displays and Statistics and Non-Linear Relationships. Each unit is assessed with either a test or a mathematical investigation. There will be a total of 3 tests and 1 mathematical investigation each semester. The mathematical investigation tasks are designed to promote success with similar tasks expected of students in senior years of studying mathematics.

The learning takes place within targeted groupings with classes running simultaneously. Students are selected for each grouping based on the extensive data from the previous year of learning, Maths Pathway, NAPLAN and PAT testing along with their teacher feedback. There is flexibility for movement within these groupings and the Maths faculty meet regularly to discuss student learning and placement within each group. Any proposed movements within these groupings will be communicated to parents from the Leader of Mathematics.

Within each group, the learning style and pace is tailored directly to the requirements of the students.

Some groups will cover a broader range of the curriculum where appropriate. Teaching and learning is designed to build problem solving, reasoning and communication of mathematical concepts through investigations and rich learning tasks. Some students will be invited to participate in the Australian Mathematics Competition and may consider extension material beyond the curriculum.

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Performing Arts

Year 9 Drama

Subject Description:
In Year 9 Drama students refine and extend their understanding and use of role, character, relationships and situation. They learn how voice and movement can help sustain belief in character. Students experiment with mood and atmosphere and draw on drama from a range of cultures, times and locations. They learn that over time there has been further development of different traditional and contemporary styles of drama and that dramatists can be identified through the style of their work. They explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama. They evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform. They work in small ensemble groups, learning leadership skills and interacting with other actors. This course builds on their understanding from previous years of the roles of artists and audiences as they engage with more diverse performances.

Year 9 Music

Subject Description:
In Year 9 Music, students pursue continue to develop and expand upon previously acquired skills in music studies. They gain a deeper understanding of music by focusing on two approaches; creative application and musical literacy. They Identify and analyse how the elements of music are used in different styles. They Interpret, rehearse and perform music, demonstrating technical and expressive skills on their chosen instrument or voice. They use aural skills, music terminology and symbols to recognise, memorise and notate features of music compositions. Students in this subject are expected to be undertaking individual tuition on either an instrument or the voice, and their practical performance skills are developed throughout the course. At year 9 level, Music is treated as a full year course and while students may elect to finish at the end of semester one, they are encouraged to complete the whole year of Year 9 Music if their intent is to continue studying music at year 10 level.

Year 9 Musical Theatre

Subject Description:
Students will broaden their insight into the world of Musical Theatre. Through a mostly practical approach, students will develop creative application skills and theatre literacy skills. In creative application, they will expand upon skills in Musical Theatre performance, including singing, dancing and acting in this genre. Students will refine skills in stagecraft and performance etiquette. For theatre literacy skills, they will delve into technical production concepts in lighting, stage management, costume design and set/props design.

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Science

Year 9 Science

Subject Description:
In Year 9, students consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability. They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. They explore these concepts as they relate to the global carbon cycle.

Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions. Students explain the role of publication in validating scientific knowledge and describe the relationship between science, technologies and engineering. They examine key factors that influence interactions between science and society.

Students plan and conduct safe, reproducible investigations that generate and record repeatable data to test or identify relationships. They select and construct appropriate representations to organise, process and summarise data. Students analyse and connect data and information to identify and explain patterns, trends, relationships and anomalies. They analyse methods for assumptions and sources of error and evaluate the validity of conclusions and claims.

They construct logical, evidence-based arguments to support conclusions or evaluate claims. They select and use content, language and text features to achieve their purpose when communicating their ideas, findings and arguments to specific audiences.

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Spirituality and Meaning

Year 9 Spirituality and Meaning

Subject Description:
Spirituality and Meaning investigates the most basic components of human society and culture. The key to understanding the fundamental motivations for the behaviour of human groups lies in the knowledge of religious beliefs and practices. Based on twelve principles students will use the social inquiry approach to learning which forms the core of the study of Spirituality and Meaning (Living with Integrity in the Twenty-first Century).

Through the study of integrated topics, students develop skills in various approaches to, and methods of, investigating and analysing contemporary social issues. They become familiar with the limits and potential of these approaches and methods, and with the ethical issues associated with them.

The twelve principles propose ways by which we can live responsibly, reappraise our values, and develop a world consciousness.

Students will study the following topics: Sacred Texts: Healing and Hope: Wise Women Called Mary; Identity, Relationships and Stereotypes.

Each semester students demonstrate evidence of their learning through reflective reports, group activities and investigative research.

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Visual Arts

Year 9 Visual Art

Subject Description:
Year 9 students can elect to do either 1 or 2 semesters of Visual Art. Different programs are devised for each semester. The semester unit involves an in-depth exploration of a Unit Theme through a conceptual focus. Students are supported to develop critiquing strategies that reflect on themes and concepts encountered during the course. Communication of concept, skill acquisition and creative thinking are given equal emphasis. Skill acquisition through the exploration of style, technique and media is initiated in teacher directed practical exercises and developed further in a self-directed approach. Independent research on global issues and artists' practice support students to approach conceptualisation from a sound knowledge base. When determining an artistic intention for a Major Practical Work, students are encouraged to take risks when exploring ideas, visualising alternatives, and devising innovative solutions.

Reflecting on learning, evaluating practical outcomes, documenting their progress and engagement with concepts and artists' practice is a continuous process. Visual documentation supported by written annotations record the student's creative thinking, reflections on learning, engagement with concepts and artists' practice and evaluations of practical outcomes. Students demonstrate their learning and engagement with the Unit Theme and Conceptual Question in their Major Practical Work and Artist's Statement.

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Year 10 Subject Selection

Students at Loreto College can select from a wide range of Year 10 subjects. Subjects will run if there are sufficient students to form a class and is also dependent on staffing and timetable constraints. Information about content in some subject outlines is to be considered as a guide only.

Students in Year 10 must undertake study in:

English	2 semesters
Mathematics	2 semesters
Spirituality and Meaning	1 semester
Personal Learning Plan	2 semesters
Biochemistry	1 semester
Space Science and Physics	1 semester
History	1 semester
Environmental Science	1 semester

Students **must undertake two semesters of Health and Physical Education.** Students who are interested in the Specialist Netball subject must complete an Expression of Interest Form, as entry into the subject will be determined by a range of selection criteria outlined on Page 66.

> HPE and HPE (different units per semester)
> Specialist Netball

Students then **select the equivalent of 6 semesters of study from the following options:**

Italian	2 semesters
French	2 semesters
Chinese	2 semesters
Music	2 semesters
Drama	1 or 2 semesters
Visual Art	1 or 2 semesters
Food Technology	1 or 2 semesters
Material Solutions	1 or 2 semesters
Digital Technologies	1 semester
Design Technology	1 semester
Health Science (Biology/Psychology)	1 semester
History: People and Power	1 semester
Innovation in a Global Economy	1 semester

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Design Technologies

Year 10 Material Solutions

Subject Description:
This subject is for students who love exploring creative ways of interpreting fashion and design. This subject provides opportunities for students to research, design and create their own piece of wearable art. This course builds on the design cycle and evaluation process. It is perfect for the creative brain as it allows students to develop ideas, trial materials and processes, gain technical knowledge and fashion illustration techniques. This subject is designed to allow students who may have an interest in pursuing a fashion related career or who love designing their own unique clothing, the opportunity to use the design process to create a wearable art garment. It is designed to give students a better understanding of how fashion can be interpreted as a material product. Students use design thinking to develop their technical skills in relation to design, pattern making and garment construction. Students learn a selection of specialised skills, including pattern making processes and practical skills, while also reflecting on the effectiveness of their own designs throughout.

Curriculum Pathways:
This subject leads to **Stage 1 Material Solutions.**

Year 10 Design Technology

Subject Description:
Students will design solutions to meet a range of criteria that meets a need or solves an industry problem. This will be achieved using design programs, such as computer-aided design (CAD), to develop prototypes or products. Students will develop knowledge and skills associated with systems, processes, materials appropriate for prototyped design and final solutions. They will focus on the development of both practical and design skills within the design thinking framework. Students will engage in real-world thinking, using different Computer Aided Manufacturing processes to create a final product.

Curriculum Pathways:
This subject leads to **Stage 1 Design Technology and Engineering.**

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Design Technologies

Year 10 Food Technology A

Subject Description:
Food Technology is a great opportunity for students to engage with food within a variety of settings. Students will use practical application skills to understand the link between food and health. They will analyse food models and patterns of eating in Australia, examine the role of nutrients in relation to health and wellbeing, and discuss the social and emotional roles of food in shaping and expressing food trends and individual identity. They will understand the production of food from paddock to plate and explore the functions of food and elements of key food groups. Students will create food products using the design principles of research, design, production and evaluation to explore a range of dietary contexts in their design tasks. This subject suits students interested in food trends, nutrition and health, practical and theory-based learning. Food media, labelling and marketing will also be considered, along with the development of food knowledge, skills and habits to empower students to make discerning food choices.

Curriculum Pathways:
This subject leads to **Stage 1 Food and Hospitality.**

Year 10 Food Technology B

Subject Description:
This subject explores the role of food in a hospitality and industry context. Students will use the principles of design to explore past and current food trends and prepare modern recipes designed for individual tastes and needs. With a focus on the food service industry, students will develop an understanding of how the food industry influences consumer choice. Students will enhance their cookery skills through planning, preparation and presentation of a range of foods to fit various contexts. Students will be able to enjoy food and learn about its significance from a variety of cultural and practical contexts. Food design provides a framework for students to make informed and confident food selection and food preparation within today's complex world of global influences and choices. Practical work is integral to the course and includes cooking, demonstrations, creating and responding to design briefs. Students will explore the functions of food, as well as the use of design principles and creative problem-solving to produce food for a range of industry settings.

Curriculum Pathways:
This subject leads to **Stage 1 Food and Hospitality.**

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Design Technologies

Year 10 Food Technology C

Subject Description:
In this subject, students will examine the future of the Australian food landscape. Students will investigate food systems in Australia to understand how food is produced. Students will gain insight into the significance of food industries in the Australian economy. They will explore how food is made for commercial and domestic use. Students will also focus on global and Australian food systems to understand the process of 'paddock to plate' supply chains. They will analyse and discuss the challenges of food security, food safety, food wastage, the use and management of water and land and ethical food issues.

They will investigate global food issues to further understand where our food comes from and what a sustainable food future will look like. Students will use practical skills and knowledge to produce foods for a range of design settings. Students will respond to real world food challenges to create new food products, using the design principles of research, design, produce and evaluate to explore a range of requirements in their design tasks.

Curriculum Pathways:
This subject leads to **Stage 1 Food and Hospitality.**

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Digital Technologies

Year 10 Digital Technologies

Subject Description:
Students will investigate control technology using a range of devices requiring various inputs and software. Students will design and program robotic systems to solve an industry or community problem. This experience will allow for students to delve into the world of future thinking design solutions. They will develop coding skills to program and control robotic systems. Digital Technologies focusses on students using computational thinking and information systems to create ideas and information and to define, design and implement digital solutions. They will evaluate their solutions and existing information systems against specified criteria.

Curriculum Pathways:
This subject leads to
Stage 1 Design Technology and Engineering.

Year 10 Digital Media

Subject Description:

Digital Media will provide opportunities for students to engage in a project-based learning experience that is designed to develop creative thinking skills. Students will develop a range of skills and techniques to design a digital product (still, film, animated, and/or interactive). Students will gain experience in using the Adobe Creative Cloud and other appropriate tools. Students will also understand the importance of user experience and the links this has to design and digital content. They use design and systems thinking to generate design ideas and communicate these to a range of audiences.

Curriculum Pathways:
This subject leads to
Stage 1 Design Technology and Engineering.

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Drama

Year 10 Drama

Subject Description:
In Drama at year 10, students refine and extend their understanding and use of role, character, relationships and situation. They extend the use of voice and movement to sustain belief in character. Students learn how to maintain focus and manipulate space and time, language, ideas and dramatic action. They experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences. They draw on drama from a range of cultures, times and locations. Students learn that over time there has been further development of different traditional and contemporary styles of drama and that dramatists can be identified through the style of their work.

Students explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama. They evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform. They learn to maintain safety in drama and in interact with other actors in an ensemble setting. They build on their previous understanding of the roles of artists and audiences as they engage with more diverse performances.

Curriculum Pathways:
This subject leads to **Stage 1 Drama.**

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English

Year 10 English

Subject Description:
The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts; they interpret, create, evaluate and discuss a wide range of literary texts. The texts which may be studied in Year 10 English include media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts.

Through the texts studied, students will have the opportunity to explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings.

In Year 10 English students evaluate how text structures can be used in innovative ways by different authors. Students will learn about how the choice of language features, images and vocabulary contributes to the development of individual style. Students will develop their understanding about how the decisions made by an author impact on the response of the reader.

Students will have the opportunity to create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Curriculum Pathway(s):
This subject leads to **Stage 1 English Literary Studies** or **Stage 1 English.**

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Health and Physical Education

Year 10 Health and Physical Education

Subject Description:
Health and Physical Education aims to facilitate the physical, mental and social development of students. Experiences in Health and Physical Education will provide both immediate and long term opportunities for students to develop skills and attitudes which promote physical, mental, social and emotional health.

Students will also develop a coherent set of personal and social values to which they commit themselves, including consideration for others, self discipline, acceptance of responsibility, self reliance and initiative.

Throughout the course students will participate in a range of physical activities while planning and evaluating various roles they can take in the community to develop their interests and assist others.

Students will be provided with various experiences throughout the school year. Unit selection can vary from year to year.

Possible units include: Practical: Badminton, soccer, basketball, SEPEP, handball, self defence and volleyball. Health: Training methods and principles, and sports coaching.

Curriculum Pathways:
This subject leads to **Stage 1 Physical Education.**

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Health and Physical Education

Year 10 Specialist Netball

Prerequisite:
This subject runs in place of the compulsory PE subject at Year 10 and is open to students who demonstrate talent and potential in netball. To be a part of the Specialist Netball subject, students must fill an expression of interest. This subject runs for one semester.

Entry into the subject will be determined by a range of selection criteria including:

> A documented high level of ability and performance
> History of high standard (> B+) in Netball and or PE subject
> A high level of coachability
> Willingness to seek and accept a variety of feedback.
> A positive and enthusiastic attitude
> Professional in their sporting behaviours
> Play with intensity
> A member of a netball team (club or school) or a willingness to join a team.
> Willing to represent the College in the Knockout Netball competitions.

This subject is a demanding subject that requires students to be motivated and capable physically and academically.

Subject Description:
The subject is aligned to the Australian Curriculum and allows students who are talented in Netball and/or have the potential to play a high level of netball, the opportunity to learn and train with likeminded student, teachers, and coaches. It aims to extend these students by providing challenging training sessions and provide students with the opportunity to develop their netball potential.

The subject is predominantly practical; however, specific theory work is also undertaken, and includes coaching, sport psychology and prevention and management of injuries. Students will also participate in a Strength and Conditioning unit where they will perform individual and group strength and conditioning programs specific to netball. At the end of the year students will also develop their coaching skills and attain the Foundation Coaching Accreditation.

In the practical sessions emphasis is placed on skill development, which includes footwork, ball work, movement patterns, clearing, attacking, defending, and passing. Students will also receive specialised instruction in their chosen position; mid court, shooting, circle defending or a combination. Technical and tactical development of individuals is a priority at this year level and will be achieved though video analysis and game statistics.

Curriculum Pathways:
This subject leads to **Stage 1 Physical Education** or **Stage 1 Netball.**

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Humanities

Year 10 History

Subject Description:
In Year 10 History, students study the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

Civics and Citizenship will also be addressed through case studies of the 1967 Referendum, Vietnam War conscription and the Wik and Mabo High Court cases.

Second World War

This unit examines the causes of the Second World War in Europe and Asia. Students will examine the Holocaust, the use of the atomic bomb and the multiple factors which lead to the outbreak of this catastrophic war.

A second dimension of this unit is the study of the impact of the war on Australians and their nation. These include wartime measures, cultural diversity and the changes experienced by women and First Nations Australians.

Building Modern Australia

Our second unit examines the civil rights movement in Australia. Key events, leaders and movements campaigning for First Nations Australians, migrants and Women's rights and freedoms are examined in detail. Primary and Secondary sources are also examined through formative and summative assessment tasks. Furthermore, case studies of civil rights leaders are investigated through documentaries and their portrayal in modern films.

Curriculum Pathways:
This subject leads to **Stage 1 Modern History: Empires and Superpowers, Stage 1 Modern History: Revolution and Resistance, Stage 1 Economics** and **Stage 1 Legal Studies.**

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Humanities

Year 10 History: People and Power

Subject Description:
'People and Power,' is a one semester course which permits students to conduct a combination of course work and their own research. Students will examine 20th and 21st Century global cultural history and associated movements, leaders, and events. Popular culture in fashion, music, art, architecture, and gender equality/diversity over the last 75 years are explored in the coursework. A focus is given to public and governmental reform and reaction to cultural change. When is a society progressive and liberal and when is it conservative and intransient?

A key aspect of this unit is the examination of 'soft power,' in creating social and political change. Can music, fashion or even sport cause a government to change policies and adopt reform?

Case studies include the role of music and sport influencing racial apartheid in South Africa through to K-Pop undermining Republican Party rallies in 2020.

Popular culture and the influence of technology from the advent of television to social media are also examined in being agents of change. Case studies of key moments in the evolution of Australian national identity are also examined in the film, fashion, television, and music industries.

A further area of study is a historical research investigation on any topic which has occurred since 1900. The 1,000 word or 6-minute multi-modal task can be conducted on any topic of the student's interest. Primary and secondary sources are encouraged in this investigation and critical analysis of these sources welcomed.

Curriculum Pathways:
This subject leads to **Stage 1 Modern History: Empires and Superpowers, Stage 1 Modern History: Revolution and Resistance** and **Stage 1 Legal Studies.**

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Humanities

Year 10 Innovation in a Global Economy

Subject Description:
Innovation in a Global Economy explores the ways in which individuals, communities, businesses, and governments make decisions regarding growth and well-being.

It enables students to understand the process of economic, business and government decision-making at a local, national, and global level and the future implications of these decisions.

Students learn to appreciate the interdependence of different economic sectors and develop the knowledge, understanding and skills that will inform and encourage them to participate in, and contribute to, the economy and a democratic society.

The key aims are to develop students':

> Enterprising behaviours and capabilities that are transferable and contribute to the development and prosperity of society
> Understanding of the ways that society allocates limited resources to satisfy needs and wants
> Understanding of the business environments within the Australian economy and its interactions and relationships with the global economy
> Reasoning and interpretation skills to apply economics, business and legal concepts and theories to evaluate information they encounter, make informed decisions, and use problem-solving skills to respond to economics, business and political issues and events
> Understanding of economics, business and government decision-making and its role in creating a prosperous, sustainable, and equitable society for all Australians
> Knowledge, understandings, and skills that will enable them to participate actively and ethically in the local, national, and global economy as economically, politically, and business-literate citizens

Curriculum Pathways:
This subject leads to **Stage 1 Business Innovation, Stage 1 Economics** and **Stage 1 Legal Studies.**

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Languages

Year 10 Chinese

Prerequisite for this subject:
Year 9 Chinese

Subject Description:
The Year 10 Chinese Programme is an interactive and engaging experience, focussed on students who are keen to build on their linguistic and grammatical knowledge acquired in Junior Secondary Language and continue to discover the cultural aspects of life in China, the Asian region and other Mandarin speaking countries. The course is suited to students who enjoy a challenge and want to have a rewarding and relevant experience while doing it. Chinese at Year 10 level is designed to prepare and build confidence in those students wishing to pursue Languages at Senior Secondary Level.

The Year 10 Chinese Programme follows Australian Curriculum requirements. The course continues to develop and enhance the confidence and capabilities of students and their ability to develop their language skills in the areas of writing, listening, reading and speaking. There is a strong focus on developing skills through the study of various text types, such as songs and film, enhancing grammatical knowledge and developing capacity in creative and personal writing. Students also spend time developing conversational skills.

Students will study various topics, including:

> Healthy lifestyle
> Chinese people's food and drink
> My home is very comfortable

Curriculum Pathways:
This subject leads to
Stage 1 Chinese (Continuers).

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Languages

Year 10 French

Prerequisite for this subject:
Year 9 French

Subject Description:
The Year 10 French Programme is an interactive and engaging experience, focussed on students who are keen to build on their linguistic and grammatical knowledge acquired in Junior Secondary Language and continue to discover the cultural aspects of life in France and various other French speaking communities. The course is suited to students who enjoy a challenge and want to have a rewarding and relevant experience while doing it. French at Year 10 level is designed to prepare and build confidence in those students wishing to pursue Languages at Senior Secondary Level.

The Year 10 French Programme follows Australian Curriculum requirements. The course continues to develop and enhance the confidence and capabilities of students and their ability to develop their language skills in the areas of writing, listening, reading and speaking. There is a strong focus on developing skills through the study of various text types, such as songs and film, enhancing grammatical knowledge and developing capacity in creative and personal writing. Students also spend time developing conversational skills.

Students will study various topics, including:

Une vie saine – A Healthy Life
This unit will focus on sports and other physical activities, and the ability to discuss health issues. Stress and other mental health issues which affect young French people are also touched upon.

Les amitiés et les relations - Friendships and Relationships
This unit will focus on personal relationships and friendships. The 14-25 year-old generation in France is looked at, as well as the effect of technology on our interpersonal relationships with others.

À bas la pollution! L'environnement et notre planète - Down with pollution! The Environment and our planet
This unit will focus on environmental issues in the world today, with a particular focus on France's contribution to sustainability.

L'avenir - The future
This unit will focus on hopes and ambitions for the future and possible career paths. The past and present nature of employment in France is examined, in addition to the evolution of women's roles in the workforce and how the French language has changed because of it.

Curriculum Pathways:
This subject leads to
Stage 1 French (Continuers).

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Languages

Year 10 Italian

Prerequisite for this subject:
Year 9 Italian

Subject Description:
The Year 10 Italian Programme is an interactive and engaging experience, focussed on students who are keen to build on their linguistic and grammatical knowledge acquired in Junior Secondary Language and continue to discover the cultural aspects of life in Italy. The course is suited to students who enjoy a challenge and want to have a rewarding and relevant experience while doing it. Italian at Year 10 level is designed to prepare and build confidence in those students wishing to pursue Languages at Senior Secondary Level.

The Year 10 Italian Programme follows Australian Curriculum requirements. The course continues to develop and enhance the confidence and capabilities of students and their ability to develop their language skills in the areas of writing, listening, reading and speaking. There is a strong focus on developing skills through the study of various text types, such as songs and film, enhancing grammatical knowledge and developing capacity in creative and personal writing. Students also spend time developing conversational skills.

Students will study various topics, including:

Buon Viaggio - Enjoy your trip
This unit will focus on discussing holiday experiences and learning about where Italians spend their vacations and what they do for fun.

Italiani in Australia - Italians in Australia
This unit will focus on learning about Italian migration to Australia- both historical and modern-day and hearing about the stories of Italian immigrants.

Amore e Amicizia - Friendships and Love
This unit will focus on learning to discuss personal qualities in friends and relationships.

Cosa farò nel futuro? What shall I do in the future?
This unit will focus on future plans, with regards to senior high school and further education-options. The Italian, 'scuola superiore' system is also studied and compared to the Australian model. The theme of the world of work and occupations is also touched upon.

Curriculum Pathways:
This subject leads to
Stage 1 Italian (Continuers).

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Mathematics

Year 10 Mathematics (10)

Subject Description:
The Year 10 Mathematics course is designed to provide students with the foundations to study either Stage 1 General Mathematics or Stage 1 Mathematical Methods in Year 11.

In this course, students will study the units of Linear Relationships, Bivariate Statistics, Measurement, Trigonometry, Index Laws, Exponential Equations and Finance, Data Displays, Probability and Networks.

This course aims to build on students' current algebraic foundations. Starting with linear algebra, the students will learn how to rearrange formulae, solve equations, and plot straight lines. They will develop their algebraic techniques further through the study of simultaneous equations and algebraic fractions.

As the course progresses, the students will learn how to factorise and solve a variety of quadratic equations. Through the study of these topics, students will learn the properties of a variety of functions and how to graph them using their key features.

Students study simple and compound interest in financial contexts such as savings accounts and making loan repayments. This equips the students with some practical financial skills, whilst also providing a foundation for the financial topics studied in Stage 1 General Mathematics.

Through the topic of Measurement, both Trigonometry and Pythagoras Theorem are used to calculate surface area and volumes for a variety of real-life problems.

Further topics studied are the probability of two and three-step experiments, and statistics. Here students will study a variety of techniques, such as probability tree diagrams, Venn diagrams and the normal distribution.

Curriculum Pathways:
This subject leads to
Stage 1 General Mathematics or
Stage 1 Mathematical Methods.

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Mathematics

Year 10 Mathematics (10A)

Subject Description:
The Year 10 Mathematics course is designed to provide students with the foundations to study either Stage 1 Mathematical Methods or Stage 1 Specialist Mathematics. It is also possible to study Stage 1 General Mathematics following the completion of this course.

Students are selected for the 10A course based on both their Year 9 Mathematics achievement and teacher recommendation.

The 10A course is an extension class that aims to cover the same content as in the standard Year 10 course along with some further content from the Year 10A Mathematics curriculum.

This course will involve substantial algebra. Whilst still developing students' knowledge of algebra from linear equations through to quadratics, some further techniques will be studied.

Students will learn how to complete the square, use the quadratic equation and use a variety of factorisation techniques. They will be expected to use these techniques to derive key properties of a function. Larger polynomial equations such as cubic and quartic equations may also be studied.

Students on this course will look at more challenging algebraic topics such as logarithms, surds and indices. They will develop their knowledge of exponential equations and look to use techniques learnt to solve and graph exponential equations. Students will build their knowledge of a range of further fundamental relations such as rational functions, hyperbolic functions and equations of circles.

Students will also look at some further trigonometric topics such as non-right-angled trigonometry, solving trigonometric equations and plotting trigonometric functions.

Curriculum Pathways:
This subject leads to **Stage 1 General Mathematics, Stage 1 Mathematical Methods** or **Stage 1 Specialist Mathematics.**

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Mathematics

Year 10 Stage 1 Essential Mathematics

Number of Credits:
10 credits per semester

Pre-requisites: Nil

Subject Description:
Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

Content:
Students will undertake Stage 1 Essential Mathematics through some of the following topics:

- Calculations, time, and ratio
- Earning and spending
- Geometry
- Data in context
- Measurement
- Investing
- Open topic

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through four assessments comprising the following assessment types:

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Folio Tasks (50%)

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Music

Year 10 Music

Subject Description:
In Year 10 Music, students present creative works such as instrumental/vocal performance and composition/arranging. Typically, students will develop their practical skills on an instrument or voice during weekly instrumental tuition time. This culminates in a live practical performance towards the end of each term. Students also use computer software to create arrangements and compositions.

Students also extend their knowledge of music through literacy tasks such as theory, applied theory and contextual investigations. Regular skills development takes place each week in both written theory and aural work. Musical styles and history is covered through contextual study and assignment tasks.

Assessment involves performance on an instrument or voice to a live audience in conjunction with written critique/evaluation and responding. Assessment in this subject may include written and multi-modal presentations, live performance, arranging/ composition using music software, theory, applied theory (aural), composition and arranging tasks.

Curriculum Pathways:
This subject leads to **Stage 1 Music Advanced** or **Music Experience.**

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Science

Year 10 Biochemistry

Subject Description:
In this course, students will develop a more sophisticated understanding of atomic theory to understand patterns and relationships within the Periodic Table. They will study chemical bonding in a range of substances and explore different types of chemical reactions that are used to produce a range of useful products and predict the effect of changing reactant and reaction conditions. There will be a focus on the structure and function of DNA in transmitting heritable characteristics from one generation to the next while investigating how genes code for the vast range of cellular products that lead to similarities and differences between individuals.

They will investigate factors that contribute to causing mutations and explore the application of gene technologies such as gene therapy and genetic engineering as well as consider how information technology has enabled analysis of large amounts of DNA sequence information in the field of bioinformatics.

Curriculum Pathways:
This subject leads to **Stage 1 Biology, Chemistry, Nutrition, Psychology** and **Physics**.

Year 10 Space Science and Physics

Subject Description:
In this course, students will sequence key events in the origin and evolution of the universe, investigate the formation of elements in stars and at the origin of the universe and describe the supporting evidence for the big bang.

Students will use Newton's laws to describe and predict the motion of objects in a system and examine the implications of crash test dummies on the safety features in vehicles.

Students explain the processes through which scientific knowledge is validated and examine the relationship between science, technology and engineering. They will investigate how advances in technologies enable advances in science, and how science has contributed to developments in technologies and engineering, through studying major international scientific projects such as the Large Hadron Collider, the James Webb Space Telescope and the Square Kilometre Array.

Curriculum Pathways:
This subject leads to **Stage 1 Biology, Chemistry, Nutrition, Psychology** and **Physics**.

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Science

Year 10 Environmental Science

Subject Description:
Environmental Science integrates geography and science to explore global systems that rely on interactions involving the atmosphere, biosphere, lithosphere, hydrosphere. Students will study natural processes within the Earth system such as earthquakes, volcanic eruptions, weather, and climate, as well as chemical reactions involved in the carbon- and nitrogen-cycle and explore changes apparent within the geological timeframe. Students will consider how evidence within the fossil record supports the theory of evolution by natural selection and the changes to biodiversity that rely on differences between individuals created by mutations. They will consider the role of science and data analysis in identifying and explaining the causes of climate change and discuss how the impacts of human-induced changes challenge sustainability. Through this course, students will explore how environmental management preserves well-functioning, sustainable ecosystems that maintain water quality, store carbon, dispose of natural wastes, remove pollution, and maintain genetic diversity.

Curriculum Pathways:
This subject leads to **Stage 1 Biology, Chemistry, Nutrition, Psychology** and **Physics**.

Year 10 Health Science

Subject Description:
Health Science focuses on scientific knowledge related to health, disease, wellbeing, and healthcare. This course will explore psychological and biological factors that contribute to physical and mental health and illness. Students will investigate different causes of human disease including pathogenic bacteria and viruses, genetic, environmental and lifestyle factors, such as nutrition and loneliness. In this Health Science course, students will study the role of the human immune system in protecting against microorganisms, develop a deeper understanding of the structure, function and organisation of the brain and nervous system and explore changes that have occurred during the evolution of hominid species. Students will further examine evolutionary science, with a focus on nature versus nurture in biological and psychological lifespan development.

Curriculum Pathways:
This subject leads to **Stage 1 Biology, Chemistry, Nutrition, Psychology** and **Physics**.

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Spirituality and Meaning

Year 10 Stage 1: Spirituality and Meaning

Number of Credits: 10 credits

Pre-requisites: Nil

Subject Description:
Australia is a land of many spiritualities and religions. Aboriginal and Torres Strait Islander spiritualities are at least 65,000 years old, forming part of the oldest continuous cultures on the planet. Since Australia was colonised in the late 18th century, spiritualities and religions have arrived with many different groups of migrants, making this country one of the most multicultural and religiously diverse in the world.

While their definitions are widely contested, spirituality and religion both invite engagement with the transcendent, and provide meaning, purpose, and a sense of belonging. Spiritualities and religions can inform an individual's identity, as well as their interconnection with creation.

In this subject, teachers and students use one or more 'big ideas' to frame inquiry questions; to explore issues, concepts, and ideas; and to reflect on personal and shared meaning within one or more spiritualities and/or religions.

At Stage 1, students develop and demonstrate their understanding of the influence of spiritual and/or religious perspectives on a local, national, or global community, by engaging with one or more images, artefacts, texts, documentaries, or feature films. They collaborate with others to develop, apply, and reflect on their understanding of some spiritual and/or religious principles that underpin social-justice actions within the school or broader community; and they investigate a contemporary issue linked to one of the big ideas.

Content:
Students will undertake Stage 1 Spirituality and Meaning through the following topics:

> Spiritualities, Religion and Meaning
> Connection to Country and Reconciliation
> Good Works
> Life Choices (Made in the image of God)

Assessment:
Assessment at Stage 1 is school based.

The following assessment types enable students to demonstrate their learning in Stage 1 Spiritualities, Religion, and Meaning:

> Assessment Type 1: Representations
> Assessment Type 2: Connections
> Assessment Type 3: Issues investigation

Curriculum Pathways:
This subject leads to **Stage 1 Spirituality and Meaning (Year 11, Semester 2).**

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Visual Art

Year 10 Visual Art

Subject Description:
Learning in Year 10 Visual Art involves an in-depth exploration of a Unit Theme through a Conceptual Focus. Communication of concept, skill acquisition and creative thinking are given equal emphasis. Skill acquisition through the exploration of style, technique and media is initiated in teacher directed practical exercises

and developed further in a self-directed approach. Students are supported to independently experiment, refine their technical skills, and communicate concepts. Adapting ideas and practices from selected artists inform the development of their personal aesthetic.

Students learn to explore possibilities across diverse art forms, solve problems and ask probing questions when communicating and interpreting meaning in works of art.

When determining an artistic intention for a Major Practical Work, students are encouraged to take risks when exploring ideas, visualising alternatives and devising innovative solutions.

In their Folio, students document their visual thinking, problem-solving, and engagement with concepts and artists' practice. The semester's learning culminates in a resolved Major Practical Work and Artist's Statement.

Curriculum Pathways:
This subject leads to
Stage 1 Visual Art.

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Year 11 and 12 South Australian Certificate of Education (SACE)

Key contact for SACE at Loreto:
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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 work or further training and study.

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

Stage 1 > most subjects at Stage 1 are studied in Year 11. Students at Loreto undertake two Stage 1 courses in Year 10 – the Personal Learning Plan (10 credits) and Faith and Philosophy (10 credits).

Stage 2 > students at Loreto undertake Stage 2 subjects in Year 12.

There are instances where students may be accelerated and eligible to undertake Stage 2 subjects in Year 11 and additional Stage 1 subjects in Year 10.

Every 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 Stage 1 subject and A+ to E- at Stage 2 for each subject.

For compulsory subjects, students will need to achieve a C grade or higher. **The compulsory subjects (totalling 110 credits) are:**

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

The remaining 90 credits (at any grade A-E) can be gained through additional Stage 1 or Stage 2 subjects or SACE Board recognised courses (such as VET or Community Learning) of a student's choice.

In the SACE, students can gain credit for work both in and outside of school. Academic studies, vocational training, skilled work and community learning.

Students Online

Students Online is a one-stop shop for information about an individual student's SACE. Students can:

> Plan their SACE and look at different subject, or subject and course, combinations.
> Check their progress towards completing their SACE

Access their results

Students can log in to Students Online using their SACE registration number and pin (default pin is: day and month of birth - dd/mm)

Students can access this at: apps.sace.sa.edu.au/students-online/login.do

Further Information

Visit the SACE Board website at www.sace.sa.edu.au for more information about the SACE.

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Year 11 Curriculum Offerings

Students at Loreto College can select from a wide range of Stage 1 subjects. Subjects will run if there are sufficient students to form a class and is also dependent on staffing and timetable constraints.

We endeavour to meet the needs of all students and our annual timetable is custom built to ensure the interests, needs and choices of as many students as possible are met.

Information about content in some subject outlines is to be considered as a guide only. Individual staff members reserve the right to tailor courses to students' interests.

Students **must undertake one subject from the English Learning Area for two semesters:**

> English (20 credits)
> Essential English (by invitation only)

Students **must undertake one subject from the Mathematics Learning Area** for at least one semester:

> Unless Essential Mathematics (10 credits - offered in Year 10 only) has been completed
> General Mathematics (20 credits)
> Mathematical Methods (20 credits)

All students **will be enrolled in one semester of Spirituality and Meaning**

Students **must select an additional 7 semesters (70 credits) of study from those offered at Stage 1** at Loreto College:

> Biology
> Business Innovation
> Chemistry
> Drama
> Design Technology and Engineering
> Economics
> English
> English Literary Studies
> Food and Hospitality
> Chinese (Continuers)
> French (Continuers)
> Italian (Continuers)
> Legal Studies
> General Mathematics
> Mathematical Methods
> Specialist Mathematics*
> Material Solutions
> Modern History
> Music
> Netball
> Nutrition
> Physical Education
> Physics
> Psychology
> Visual Arts - Art

* Specialist Mathematics must be studied in conjunction with Mathematical Methods

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Year 12 Curriculum Offerings

Students at Loreto College can select from a wide range of Stage 2 subjects. Subjects will run if there are sufficient students to form a class and is also dependent on staffing and timetable constraints. We endeavour to meet the needs of all students and our annual timetable is custom built to ensure the interests, needs and choices of as many students as possible are met.

All students will be enrolled in the subjects **Student Leadership in the Mary Ward Tradition or Social Justice in the Mary Ward Tradition.**

The following **subjects are offered at Stage 2** at Loreto College:

- Biology
- Business Innovation
- Chemistry
- Design Tech Engineering and Media (2025)
- Drama
- Economics
- English
- English Literary Studies
- Food and Hospitality
- Information Processing and Publishing
- Chinese (Continuers)
- French (Continuers)
- Italian (Continuers)
- Legal Studies
- General Mathematics
- Mathematical Methods
- Specialist Mathematics
- Material Solutions
- Media Studies (2025)
- Modern History
- Music
  - Explorations
  - Performance – Ensemble
  - Performance – Solo
  - Studies
- Nutrition
- Physics
- Psychology
- Sports Studies
- Visual Arts - Art
- Women's Studies

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Design and Digital Technologies

Year 10

Year 10 Material Solutions
Year 10 Food Technology A
Year 10 Food Technology B
Year 10 Food Technology C
Year 10 Design Technology
Year 10 Digital Technologies
Year 10 Digital Media

Year 11

Stage 1 Food and Hospitality
Stage 1 Material Solutions: Fashion Design and Construction
Stage 1 Design Technology and Engineering

Year 12

Stage 2 Food and Hospitality
Stage 2 Material Solutions
Stage 2 Information Processing and Publishing
Stage 2 Design Technology and Engineering (2025)

Key contact for Technologies at Loreto:
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Design and Digital Technologies
Stage 1 Food and Hospitality

Number of Credits:
10 credits (one semester) or
20 credits (two semesters)

Pre-requisites: Nil

Subject Description:
In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food. They investigate and discuss contemporary food and hospitality issues and current management practices and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating. Students may be required to participate in activities outside school hours, both within the school and in the wider community.

Content:
Students will undertake Stage 1 Food and Hospitality through the following areas of study:

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

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Practical Activity (50%)
> Assessment Type 2: Group Activity (25%)
> Assessment Type 3: Investigation (25%)

Curriculum Pathways:
This subject leads to
Stage 2 Food and Hospitality.

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Design and Digital Technologies
Stage 1 Material Solutions: Fashion Design and Construction

Number of Credits:
10 credits (one semester) or
20 credits (two semesters)

Pre-requisites: Nil

Subject Description:
Material Solutions involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes to demonstrate the knowledge and skills associated with using systems, processes, and textiles related materials. Students investigate pre-existing garments, create design sketches and analyse potential materials to help inform their designed solution.

Students develop their understanding of patternmaking principles and construction techniques through tasks specific to their design intention and individualised design brief. Students create their solution (garment) and evaluate the realisation process, solutions features and respond to predetermined issues.

Content:
Students will undertake Stage 1 Material Solutions using the design cycle process covering the following:

> Investigation and Analysis
> Design Development and Planning
> Production
> Evaluation

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Specialised Skills Task (20%)
> Assessment Type 2: Design Process and Solution (80%)

Curriculum Pathways:
This subject leads to
Stage 2 Material Solutions.

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Design and Digital Technologies

Stage 1 Design Technology and Engineering

Number of Credits:
10 credits (one semester)

Pre-requisites: Nil

Subject Description:
In Design, Technology and Engineering, students

Industry and Entrepreneurial Solutions

This context involves designing solutions to meet industry requirements, or the invention of an entrepreneurial product that meets a need or solves a problem. This could be achieved using design programs such as computer-aided design to develop prototypes or products. Students demonstrate knowledge and skills associated with systems, processes, and materials appropriate for the prototype and final solution.

Examples of contexts for industry or entrepreneurial design solutions include:

> Digital solutions
> Architecture
> CAD/CAM
> Product design

Content:
Students will undertake Stage 1 Design, Technology and Engineering using the design cycle process covering the following:

> Investigation and Analysis
> Design Development and Planning
> Production
> Evaluation

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Specialised Skills Task (20%)
> Assessment Type 2: Design Process and Solution (80%)

Curriculum Pathways:
This subject leads to **Stage 2 Information Processing and Publishing** and **Stage 2 Design Tech Engineering (2025)**

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Design and Digital Technologies
Stage 2 Food and Hospitality

Number of Credits:
20 credits (full year)

Pre-requisites: Nil

Subject Description:
In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, to comply with current health and safety legislation. They investigate and discuss contemporary food and hospitality issues and current management practices. They explore concepts such as the environmental aspects of food production, trends and the nutritional impact of healthy eating

The study of Food and Hospitality integrates active, problem-solving approaches to learning.

Students participate in collaborative activities to support healthy eating practices. They develop their ability to think critically and to solve problems related to the food and hospitality industry in individual, family, and community contexts, both locally and globally. Students may be required to participate in activities outside school hours, both within the school and in the wider community.

Content:
Students study topics within the following five areas of study:

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

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Practical Activity (50%)
> Assessment Type 2: Group Activity (20%)

30% External Assessment:

> Assessment Type 3: Investigation (30%)

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Design and Digital Technologies
Stage 2 Material Solutions

Number of Credits:
20 credits (full year)

Pre-requisites: Nil

Subject Description:
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:
In Stage 2 Material Solutions, 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:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Specialised Skills Task (20%)
> Assessment Type 2: Design Process and Solution (50%)

30% External Assessment:

> Assessment Type 3: Resource Study (30%)

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Design and Digital Technologies
Stage 2 Information Processing and Publishing

Number of Credits:
20 credits (full year)

Pre-requisites: Nil

Subject Description:
There is an emphasises the following:

> Understanding, selection, and use of appropriate hardware and software for the completion of text-based communication tasks
> Application of manipulative and organisational skills to the use of information-processing technology
> Application of layout and design principles to the production of text-based documents or presentations
> Understanding and application of the design process in planning and producing text-based products
> Evaluation of text-based products and the design process used
> Understanding, analysis, and evaluation of the impact of social, ethical, and/or legal issues related to information-processing and publishing technologies.

Content:
The subject focuses on the application of practical skills to provide creative solutions to text-based communication tasks. All tasks are submitted online for assessment. There are two major focus areas:

> Desktop Publishing
> Electronic Publishing

Each focus area includes a practical skills section. The practical skills sections 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.

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Practical Skills (40%)
> Assessment Type 2: Issues Analysis (30%)

30% External Assessment:

> Assessment Type 3: Product and Documentation (30%)

Please note: due to current subject review, the assessment model is subject to change.

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Drama

Year 10
Year 10 Drama

Year 11
Stage 1 Drama

Year 12
Stage 2 Drama

Key contact for Drama at Loreto:
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Drama

Stage 1 Drama

Number of Credits:
10 credits (one semester) or
20 credits (two semesters)

Pre-requisites: Nil

Subject Description:
In Stage 1 Drama, students develop their creativity, collaboration, critical thinking and communication skills. They refine their literacy, numeracy, ethical understanding and intercultural understanding, and develop self-belief and self-confidence. Students learn as artists and as creative entrepreneurs through their exploration of shared human experience. They learn to engage meaningfully with others through the creation of original relationships between presenter, audience, idea and story. Drama is active and participatory, involving the process of imagining, developing and creating original narratives, viewpoints and artistic products. Students adopt roles from the dramatic fields of theatre and/or screen. They apply the dramatic process to create outcomes and take informed artistic risks to present the unique voices of individuals, communities and cultures. They learn the transferable skills of creative collaboration and critical thinking to visualise, develop and present culturally valuable outcomes. Through the dramatic process they develop their understanding of aesthetics and improve their skills as creative problem-identifiers and problem-solvers, critical thinkers, innovators, productive artists, practical entrepreneurs and cultural leaders.

Content:
Students will undertake Stage 1 Drama through the following topics:

> Understanding Performance: An Actor's Choices
> Theatre in Action: A Reviewer's Perspective
> The Art of Film: The Director's Art
> Understanding Script: An Historical Perspective
> Theatre in Life: A Creative Perspective
> The Creation of Film: The Editor's Cut

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Performance (40%)
> Assessment Type 2: Responding to Drama (30%)
> Assessment Type 3: Creative Synthesis (30%)

Curriculum Pathways:
This subject leads to
Stage 2 Drama.

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Drama

Stage 2 Drama

Number of Credits:
20 credits (full year)

Pre-requisites: Nil

Subject Description:
Drama is the art of enriching our understanding of human relationships, from the personal to the global. It engages others through the creation of original connections between presenters, audiences, ideas, and narratives. In Drama, students adopt individual roles from a variety of options within the dramatic fields of theatre and/or screen. In Stage 2 Drama, students engage in learning as practising dramatic artists. They learn to think and act as artists, and to develop as cultural leaders and creative entrepreneurs.

Students develop their capacities as critical and creative thinkers, meaningful storytellers, and lifelong learners. They learn valuable and transferable life skills, including problem-identifying and problem-solving, collaboration skills, project-work skills, informed risk-taking, creativity and innovation skills.

Content:
Stage 2 Drama is based on the following areas of study:

> Company and Production
> Exploration and Vision

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Group Production (40%)
> Assessment Type 2: Evaluation and Creativity (30%)

30% External Assessment:

> Assessment Type 3: Creative Presentation (30%)

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English

Year 10

Year 10 English

Year 11

Stage 1 English
Stage 1 Essential English
Stage 1 English Literary Studies
Stage 1 Media Studies

Year 12

Stage 2 English
Stage 2 English Literary Studies
Stage 2 Media Studies (2025)

Key contact for English at Loreto:
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English
Stage 1 Media Studies

Number of Credits:
10 credits

Pre-requisites: Nil

Subject Description:
Students develop media literacy and production skills by critically observing media practice, critically analysing media texts, and creating media products. By developing sensitivity to trends in media content, students learn about their own culture and that of others, and the effect of media on individual and group identity.

The focus of Media Studies is on exploring the dynamic role of media in Australian and global contexts. Students develop an understanding of the ways in which media provide views of world events, interpretations of the world, and entertainment. Students consider how media can exert a significant influence on the ways in which people receive and interpret information.

Students are involved in discussing and analysing media issues, interacting with media, and creating media products. Students actively engage and interact with media, while learning to make informed choices. The analytical elements of Media Studies support students to develop critical research and analysis skills that may lead to future study or employment pathways.

Content:
Media Studies involves reading, viewing, writing, listening, discussing, debating, and interacting. Stage 1 Media Studies also involves creating media products and analysing media.

As part of their learning, students should be given opportunities to undertake research, debate issues, produce a range of texts, and present their views in a variety of ways.

Learning in Media Studies is achieved through a close study of topics selected from the following list:

> Images of Youth in Media
> Making of the News
> Advertising
> Careers in Media
> Creating Multimedia Texts
> Representations in Media
> Media Audiences
> Media and Leisure
> Media and the Global Community.

Assessment:
Students will complete at least one task from the following 3 Assessment Types:

> Assessment Type 1: Folio
> Assessment Type 2: Interaction Study
> Assessment Type 3: Product

Curriculum Pathway(s):
This subject leads to
Stage 2 Media Studies (2025).

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English

Stage 1 English

Number of Credits:
20 credits (full year)

Pre-requisites: Nil

Subject Description:
In English students analyse the interrelationship of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation texts that may be written, oral, and/or multimodal.

Content:
Students will undertake Stage 1 English through the following topics:

> Prose study
> Film study
> Drama study
> Poetry study
> Creating a range of texts with a variety of purposes.

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Responding to texts (50%)
> Assessment Type 2: Creating texts (25%)
> Assessment Type 3: Intertextual study (25%)

Curriculum Pathway(s):
This subject leads to **Stage 2 English.**

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> Design and Digital Technologies
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English

Stage 1 English Literary Studies

Number of Credits:
20 credits (full year)

Pre-requisites:
At least a B grade in Year 10 English

Subject Description:
In Stage 1 English Literary Studies students analyse the interrelationships of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students will be challenged in their analytical work by considering how texts compare to each other.

Students will develop Critical Reading skills by analysing unfamiliar texts and considering purpose, the decisions made by authors and the impact of those decisions on audiences.

Content:
Students will undertake Stage 1 English Literary Studies through the following topics:

> Prose study
> Film study
> Drama study
> Poetry study
> Creating a range of texts with a variety of purposes, including Transformative writing
> Critical Perspectives study

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Responding to texts (50%)
> Assessment Type 2: Creating texts (25%)
> Assessment Type 3: Intertextual study (25%)

This subject has an end of semester exam.

Curriculum Pathway(s):
This subject leads to **Stage 2 English Literary Studies** or **Stage 2 English.**

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English

Stage 1 Essential English

Number of Credits:
20 credits (full year)

Pre-requisites:
By invitation only, informed by teacher recommendation.

Subject Description:
In this subject, students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

The specific contexts chosen for study may be social, cultural, community, workplace, and/or imagined. Students develop their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication.

Content:

Students will undertake Stage 1 Essential English through the following topics:

> Text study – film, media, prose
> Creating a range of texts for a variety of purposes

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Responding to texts (50%)
> Assessment Type 2: Creating texts (50%)

Curriculum Pathway(s):
This subject leads to **Stage 2 English.**

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LEARNING AREAS:

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English

Stage 2 English

Number of Credits:
20 credits (full year)

Pre-requisites: Study of Stage 1 English is assumed

Subject Description:
In English, students analyse the interrelationship of author, text and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Content:
In Stage 2 English, students are expected to:

> Analyse the relationship between purpose, context, and audience in a range of texts.
> Evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts.
> Analyse how perspectives in their own and others' texts shape responses and interpretations.
> Create and evaluate oral, written, and multimodal texts in a range of modes and styles.
> Analyse the similarities and differences when comparing texts.
> Apply clear and accurate communication skills.

In Stage 2 English, the content includes:

> responding to texts
> creating texts.

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Responding to Texts (30%)
> Assessment Type 2: Creating Texts (40%)

30% External Assessment:

> Assessment Type 3: Comparative Analysis (30%)

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English

Stage 2 English Literary Studies

Number of Credits:
20 credits (full year)

Pre-requisites:
Study of Stage 1 English Literary Studies is assumed.

Subject Description:
This course focuses on the skills and strategies for critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, and consider a range of critical interpretations of texts.

English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

Content:
In Stage 2 English Literary Studies, students are expected to:

> Understand the relationship between author, text, and context.
> Analyse how ideas, perspectives, and values are represented in texts and how they are received by audiences.
> Analyse and compare texts, through the identification of the structural, conventional, and language and stylistic features used by authors.
> Use evidence to develop, support, and justify a critical interpretation of a text develop analytical responses to texts by considering other interpretations
> Create oral, written, and/or multimodal texts that experiment with stylistic features by using and adapting literary conventions.
> Express ideas in a range of modes to create texts that engage the reader, viewer, or listener.

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Responding to Texts (50%)
> Assessment Type 2: Creating Texts (20%)

30% External Assessment:

> Assessment Type 3: Text Study
  - Part A: Comparative Text Study (15%)
  - Part B: Examination: Critical Reading (15%)

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Health and Physical Education

Year 10

Year 10 Health and Physical Education

Specialist Netball

Year 11

Stage 1 Physical Education

Stage 1 Netball

Year 12

Stage 2 Sports Studies

Key contact for Health and Physical Education at Loreto:
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Health and Physical Education
Stage 1 Physical Education

Number of Credits:
10 credits (one semester) or
20 credits (two semesters)

Pre-requisites:
A minimum C grade in Year 10 Health and Physical Education

Subject Description:
Through Physical Education, students investigate participation and performance in human physical activity. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. Throughout each semester students participate in a variety of physical activities focusing on one or more movement concepts or strategies to consider ways to improve performance. The physical activities may include sports, theme-based games, fitness, and/or recreational activities.

Students also investigate how personal, social, and cultural factors affect, or are influenced by, participation. Factors investigated may include barriers and enablers to participation from one or more of the focus areas, movement through, in and about movement.

Content:
Students will undertake Stage 1 Physical Education through the following topics:

> Exercise Physiology, Fitness factors, Training methods and Principles
> Skill Acquisition and Biomechanics
> Barriers and Enablers to physical activity
> Movement concepts and strategies

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Performance Improvement (50%)
> Assessment Type 2: Physical Activity Investigation (50%)

Curriculum Pathways:
This subject leads to **Stage 2 Sports Studies (Integrated Learning).**

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Health and Physical Education
Stage 1 Netball

Number of Credits:
10 credits (one semester)

Pre-requisites:
Playing experience at a club/school or completed semester of Netball at Year 10

Subject Description:
Through Netball, students investigate netball participation and peak performance. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve performance outcomes on the netball court. Throughout the semester students participate in a variety of drills, skills, and activities focusing on one or more movement concepts or strategies to consider ways to improve performance. All activities will have a netball focus and may include positional plays, fitness, advanced skills and tactics and Fast 5 netball.

Students also investigate how personal, social, and cultural factors affect participation in netball in the community and at an elite level. Factors investigated include barriers and enablers to participation from one or more of the focus areas, movement through, in and about movement.

Content:
Students will undertake Stage 1 Netball through one or more of following topics:

> Exercise Physiology, Fitness factors, Training methods and Principles
> Skill Acquisition and Biomechanics
> Barriers and Enablers to physical activity
> Movement concepts and strategies

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Performance Improvement (50%)
> Assessment Type 2: Physical Activity Investigation (50%)

Curriculum Pathways:
This subject leads to **Stage 2 Sports Studies (Integrated Learning).**

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Health and Physical Education
Stage 2 Sports Studies

Number of Credits:
20 credits (full year)

Pre-requisites:
Stage 1 Physical Education is an advantage but not a requirement.

Subject Description:
Sports Studies draws links between a student's learning in different physical activities, such as sports, fitness and recreational activities, and aspects of their own lives, with students applying their knowledge and skills learnt to real-world tasks. The key areas and capabilities are developed through theoretical concepts and practical application. Students explore their physical capacities and investigate the factors that influence and improve performance outcomes, which lead to greater movement confidence and competence.

Content:
Students demonstrate their understanding, development and application of ideas, knowledge, concepts and skills through two/three practical activities connected to the Physical Education Learning Area, from different perspectives. Students evaluate and reflect on their learning, and progress in learning, with reference to the Physical Education Learning Area.

In addition, students work collaboratively in a group to plan, organise, and implement an activity that makes connections between the Physical Education Learning Area and the development of a capability and applies their knowledge, concepts and/or skills for a specific purpose. Students need to collaborate in decision-making and to share responsibilities. Students reflect on their contribution and the collaborative outcome.

Students also undertake a research based or practical based investigation based on an area of interest from within the Physical Education Learning Area.

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Practical Inquiry (40%)
> Assessment Type 2: Connections Task (30%)

30% External Assessment:

> Assessment Type 3: Personal Endeavour (30%)

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Humanities

Year 10

History

History: People and Power

Innovation in a Global Economy

Year 11

Stage 1 Business Innovation

Stage 1 Economics

Stage 1 Legal Studies

Stage 1 Modern History: Revolution and Resistance

Stage 1 Modern History: Empires and Superpowers

Year 12

Stage 2 Business Innovation

Stage 2 Economics

Stage 2 Legal Studies

Stage 2 Modern History

Stage 2 Women's Studies

Key contact for Humanities at Loreto:
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Humanities

Stage 1 Business Innovation

Number of Credits:
10 credits (one semester) or
20 credits (two semesters)

Pre-requisites: Nil

Subject Description:
In Stage 1 Business Innovation, students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. Students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. The customer is at the center of the innovation process and the generation of viable business products, services, and processes.

Content:
Students will undertake Stage 1 Business Innovation through the following topics:

> Start-up Business
> Existing Business

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Business Skills (75%)
> Assessment Type 2: Business Pitch (25%)

Curriculum Pathways:
This subject leads to
Stage 2 Business Innovation.

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Humanities
Stage 1 Economics

Number of Credits:
10 credits (one semester) or
20 credits (two semesters)

Pre-requisites: Nil

Subject Description:
Economics is the study of how resources are allocated so that goods and services are produced, distributed, and exchanged to satisfy the unlimited needs and wants of society.

What happens in an economy depends on the choices that millions of people make every day when they interact with each other, with markets, with the government, and with their natural surroundings.

Each interaction affects the behaviour of others and by seeing the world through an economic lens we are provided with the insight necessary to make more informed decisions.

An economic outlook is therefore about much more than money. Economics helps us tackle the most important issues facing humanity today.

Content:
Students will undertake Stage 1 Economics through a combination of the following topics:

> Thinking like an Economist
> Share Market
> Trade in the Global Economy
> Economic Decision Making
> Markets in Action

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Folio (60%)
> Assessment Type 2: Economic Project (40%)

This subject has a formative end of semester examination.

Curriculum Pathways:
This subject leads to **Stage 2 Economics.**

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Humanities
Stage 1 Legal Studies

Number of Credits:
10 credits (one semester) or
20 credits (two semesters)

Pre-requisites: Nil

Subject Description:
Legal Studies focusses on the use of laws and legal systems to create harmony within dynamic and evolving communities. Through an inquiry-based process, students explore and develop the concepts of rights, fairness, justice, power and change in the context of law making law enforcement and dispute resolution. These concepts are applied to a range of contemporary Australian and global issues.

Content:
Students will undertake Stage 1 Legal Studies through the following focus areas:

> Core Topic:
Law and Communities
> Semester One Topic Options:
- Justice Systems
- Victims and the Law
> Semester Two Topic Options:
- Sources of Law
- Criminology

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1:
Analytical Response (40%)
> Assessment Type 2:
Inquiry (40%)
> Assessment Type 3:
Presentation (20%)

This subject has an end of semester examination.

Curriculum Pathways:
This subject leads to
Stage 2 Legal Studies.

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Humanities

Stage 1 Modern History: Revolution and Resistance

Number of Credits:
10 credits (one semester)

Pre-requisites: Nil

Subject Description:
In Stage 1 Modern History, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals.

Students explore the impacts developments and movements had on people's ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

Modern History Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems. Students also look at how recognition of the rights of individuals and societies has created challenges and responses.

Content:
Students will undertake Stage 1 Modern History through the following topics:

> The French Revolution and Russian Revolution
> Decolonisation in Ireland: Resistance, Terrorism and Independence
> A Historical Study of the student's choice based in a historical context after 1750 C.E.

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Historical Skills in 3 Assessment Tasks (70%)
> Assessment Type 2: Historical Study (30%)

This subject has an end of semester examination.

Curriculum Pathways:
This subject leads to **Stage 2 Modern History** and **Stage 2 Women's Studies.**

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Humanities

Stage 1 Modern History: Empires and Superpowers

Number of Credits:
10 credits (one semester)

Pre-requisites: Nil

Subject Description:
In Stage 1 Modern History, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals.

Students explore the impacts developments and movements had on people's ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

Modern History Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems. Students also look at how recognition of the rights of individuals and societies has created challenges and responses.

Content:
Students will undertake Stage 1 Modern History through the following topics:

> The Cold War, decline of imperialism, rise of superpowers, collapse of communism in Europe.

> The New World Order Post 9/11, terrorism and the rise of modern China.

> A historical study of the students choice based in a historical context after 1750 C.E.

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Historical Skills in 3 Assessment Tasks (70%)

> Assessment Type 2: Historical Study (30%)

This subject has an end of semester examination.

Curriculum Pathways:
This subject leads to **Stage 2 Modern History** and **Stage 2 Women's Studies.**

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Humanities

Stage 2 Business Innovation

Number of Credits:
20 credits (full year)

Pre-requisites: Nil

Subject Description:
In Stage 2 Business Innovation students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. In a time when design-driven companies consistently outperform other stock market companies, Business Innovation foregrounds design thinking and assumption-based business planning tools. This promotes an iterative, human-centred approach to innovation and the transformation of business products, services, and processes.

Content:
Business Innovation is structured around three key contexts:

> Designing business
> Sustaining business
> Transforming business

Students explore at least two of these contexts.

Through these contexts, students develop and apply their understanding of the following underpinning learning strands:

> Innovation
> Decision-making and project management
> Financial literacy and information management
> Global, local, and digital perspectives

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Business Skills (40%)
> Assessment Type 2: Business Model (30%)

30% External Assessment:

> Assessment Type 3: Business Plan and Pitch (30%)

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> Health and Physical Education
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> Mathematics
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Humanities

Stage 2 Economics

Number of Credits:
20 credits (full year)

Pre-requisites:
Stage 1 preferred but not required.

Subject Description:
Economics is the study of how we exchange scarce resources to satisfy our needs and wants and in doing so we gain insight into human behaviour in a variety of contexts, whether as individuals, firms, governments, or other organisations. An economic system is influenced by the social and political contexts that inform decisions made by the different participants in the economy.

What happens in an economy depends on the choices that millions of people make every day when they interact with each other, with markets, with the government, and with their natural surroundings.

Through the study of Economics, students examine the most significant individual and social problems through the acquisition of analytical and problem-solving skills and the development of a logical, ordered way of looking at issues. These essential life skills promote the ability to balance different narratives, determine what assumptions matter, and build on existing knowledge.

Economics will influence how students understand markets and their importance to the prosperity and sustainability of society, but most importantly, it will develop a long-term perspective and awareness that understanding the economy requires both a solid intellectual framework and openness to new ideas.

In Economics, students explore and analyse a variety of authentic economic contexts to develop, extend, and apply their skills, knowledge, understanding, and capabilities. Students develop an understanding that economic thinking can offer insights into many of the issues faced by society.

In Stage 2 Economics, students use an inquiring, critical, and thoughtful approach to their study and further develop the ability to think like an economist. They apply their economic inquiry skills and their knowledge and understanding of economic concepts, principles, and models to analyse and respond to economic problems.

Content:
In Stage 2 Economics, teachers design their program around scenarios and inquiry-based learning through which students learn to think like an economist. This thinking is influenced by the social and political contexts that inform decisions made by the different participants in the economy.

Thinking like an economist is the core topic of Stage 2 Economics, supported by scenarios.

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external examination which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Folio (40%)
> Assessment Type 2: Economic Project (30%)

30% External Assessment:

> Assessment Type 3: Examination (30%)

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> Year 8
> Year 9
> Year 10

LEARNING AREAS:
> Year 11 and 12 (SACE)
> Design and Digital Technologies
> Drama
> English
> Health and Physical Education
> Humanities
> Languages
> Mathematics
> Music
> Sciences
> Spirituality and Meaning
> Visual Art
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Humanities
Stage 2 Legal Studies

Number of Credits:
20 credits (full year)

Pre-requisites:
Stage 1 Legal Studies is preferred. Students are advised that reading, writing and analytical skills need to be of a high level.

Subject Description:
Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition. The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

In Stage 2 Legal Studies, students explore the Australian legal system from the local level to its global connections.

Content:
Stage 2 Legal Studies students study the following four focus areas:

> Focus 1: Sources of Law - Parliament and Courts
> Focus 2: Dispute Resolution
> Focus 3: The Australian Constitution

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Folio (40%)
> Assessment Type 2: Inquiry (30%)

30% External Assessment:

> Assessment Type 3: Examination (30%)

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LEARNING AREAS:
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Humanities
Stage 2 Modern History

Number of Credits:
20 credits (full year)

Pre-requisites:
Study of Stage 1 History is an advantage, but it is not a pre-requisite. Students should have demonstrated analytical ability and good writing skills.

Subject Description:
In the study of Modern History at Stage 2, students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations.

In their study of one nation, students investigate the social, political, and economic changes that shaped the development of that nation. They develop insights into the characteristics of a modern nation, and the crises and challenges that have confronted it. Students also consider the ways in which the nation has dealt with internal divisions and external challenges, and the paths that it has taken.

At Stage 2, students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world. Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

Content:
Germany (1918-1948)
Students will study Post-World War One Germany, the Weimar Republic and its thriving culture; its experience of the Great Depression, the Rise to power of Nazism, the nature of the Nazi totalitarian state and the process of De-Nazification and division of Germany.

Self-Determination in South East Asia (1945)
Students will study Vietnam and Cambodia and the departure of French Colonial rule and the rise of nationalist, communist and democratic movements. This leads to an analysis of the Vietnam War and its impact on Cambodia and the rise to power of Pol-Pot and the Khmer Rouge and subsequent genocide (1975-1979). The unit also assesses the liberation of Cambodia, Vietnamese occupation, arrival of UN forces, the War Crimes Tribunals and the ongoing struggle for political and economic stability in Cambodia.

Historical Study
Students choose any topic in History since 1750AD for their Historical Study.

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:
> Assessment Type 1: Folio (5 Tasks) (50%)
> Assessment Type 2: Historical Study (20%)

30% External Assessment:
> Assessment Type 3: Examination (30%)

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Humanities

Stage 2 Women's Studies

Number of Credits:
20 credits (full year)

Pre-requisites:
A humanities subject at Stage 1 would be an advantage.

Subject Description:
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.

Content:
Students use their understanding of gender identity, gender relations and construction as a focal point of 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

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

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

30% External Assessment:

> Assessment Type 4: Issues Analysis (30%)

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Languages

Year 10	Year 11	Year 12
Chinese	Stage 1 Chinese (Continuers)	Stage 2 Chinese (Continuers)
French	Stage 1 French (Continuers)	Stage 2 French (Continuers)
Italian	Stage 1 Italian (Continuers)	Stage 2 Italian (Continuers)

Key contact for English at Loreto:
Fiona Griffiths > Learning Area Leader English and Languages 7-12
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Languages

Stage 1 Chinese (Continuers)

Number of Credits:
10 credits (compulsory for one semester) or 20 credits (two semesters)

Pre-requisites:
A minimum C grade or higher in Year 10 Chinese

Subject Description:
In Chinese, at a continuers level, students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Students develop and apply linguistic and intercultural knowledge, understanding, and skills by:

- Interacting with others to exchange information, ideas, opinions, and experiences in Chinese
- Creating texts Chinese to recount, persuade, inform, evaluate, describe, imagine and reflect in both formal and informal modes
- Analysing a range of texts in Chinese to interpret meaning.
- Examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication
- Researching a topic linked to the Chinese-speaking communities

Content:
Stage 1 Chinese at continuers level consists of 3 themes and a number of prescribed topics and suggested subtopics. Themes include:

- The Individual
- Chinese speaking communities
- The Changing World

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Interaction (Conversation and Oral Presentations) (25%)
- Assessment Type 2: Text Production (Writing) (25%)
- Assessment Type 3: Text Analysis (Reading and Responding and Listening and Responding) (25%)
- Assessment Type 4: Investigation (25%)

This subject has an end of semester examination.

Curriculum Pathways:
This subject leads to
Stage 2 Chinese (Continuers).

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LEARNING AREAS:
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Languages

Stage 1 French (Continuers)

Number of Credits:
20 credits (full year)

Pre-requisites:
A minimum C grade or higher in Year 10 French

Subject Description:
In French, at a continuers level, students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Students develop and apply linguistic and intercultural knowledge, understanding, and skills by:

> Interacting with others to exchange information, ideas, opinions, and experiences in French
> Creating texts in French to recount, persuade, inform, evaluate, describe, imagine and reflect in both formal and informal modes
> Analysing a range of texts in French to interpret meaning
> Examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication
> Researching a topic linked to the French-speaking communities

Content:
Stage 1 French at continuers level consists of 3 themes and a number of prescribed topics and suggested subtopics. Themes include:

> The Individual
> Italian speaking communities
> The Changing World

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Interaction (Conversation and Oral Presentations) (25%)
> Assessment Type 2: Text Production (Writing) (25%)
> Assessment Type 3: Text Analysis (Reading and Responding and Listening and Responding) (25%)
> Assessment Type 4: Investigation (25%)

This subject has an end of semester examination.

Curriculum Pathways:
This subject leads to
Stage 2 French (Continuers).

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LEARNING AREAS:
> Year 11 and 12 (SACE)
> Design and Digital Technologies
> Drama
> English
> Health and Physical Education
> Humanities
> Languages
> Mathematics
> Music
> Sciences
> Spirituality and Meaning
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Languages

Stage 1 Italian (Continuers)

Number of Credits:
20 credits (full year)

Pre-requisites:
A minimum C grade or higher in Year 10 Italian

Subject Description:
In Italian, at a continuers level, students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Students develop and apply linguistic and intercultural knowledge, understanding, and skills by:

> Interacting with others to exchange information, ideas, opinions, and experiences in Italian
> Creating texts Italian to recount, persuade, inform, evaluate, describe, imagine and reflect in both formal and informal modes.
> Analysing a range of texts in Italian to interpret meaning.
> Examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication
> Researching a topic linked to the Italian-speaking communities

Content:
Stage 1 Italian at continuers level consists of 3 themes and a number of prescribed topics and suggested subtopics.

Themes include:

> The Individual
> Italian speaking communities
> The Changing World

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Interaction (Conversation and Oral Presentations) (25%)
> Assessment Type 2: Text Production (Writing) (25%)
> Assessment Type 3: Text Analysis (Reading and Responding and Listening and Responding) (25%)
> Assessment Type 4: Investigation (25%)

This subject has an end of semester examination.

Curriculum Pathways:
This subject leads to
Stage 2 Italian (Continuers).

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LEARNING AREAS:
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> Health and Physical Education
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> Languages
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> Sciences
> Spirituality and Meaning
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Languages

Stage 2 Chinese (Continuers)

Number of Credits:
20 credits (full year)

Pre-requisites:
A minimum C grade or higher in 2 semesters of Stage 1 Chinese.

Subject Description:
In locally assessed languages at continuers level, students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language. Students develop and apply linguistic and intercultural knowledge, understanding, and skills by:

> Interacting with others to exchange information, ideas, opinions, and experiences in Chinese
> Creating texts in Chinese for specific audiences, purposes, and contexts to express information, feelings, ideas, and opinions
> Analysing a range of texts in Chinese to interpret meaning
> Examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication

Content:
The course continues to be delivered through the study of various text types which are organised around three prescribed themes, which cover many topics and subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language culture and identity.

Students will be required to undertake an in-depth study which focuses on an aspect of Chinese culture associated with the themes:

> The Individual
> The Chinese speaking communities
> The Changing World.

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Folio (50%)
> Assessment Type 2: In-depth Study (20%)

30% External Assessment:

> Assessment Type 3: Examination (30%)

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LEARNING AREAS:
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> Health and Physical Education
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> Exploring and Activating Identities and Futures

Languages

Stage 2 French (Continuers)

Number of Credits:
20 credits (full year)

Pre-requisites:
A minimum C grade or higher in 2 semesters of Stage 1 French.

Subject Description:
In locally assessed languages at continuers level, students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language. Students develop and apply linguistic and intercultural knowledge, understanding, and skills by:

> Interacting with others to exchange information, ideas, opinions, and experiences in French.
> Creating texts in French for specific audiences, purposes, and contexts to express information, feelings, ideas, and opinions
> Analysing a range of texts in French to interpret meaning
> Examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication.

Content:
The course continues to be delivered through the study of various text types which are organised around three prescribed themes, which cover many topics and subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language culture and identity. Students will be required to undertake an in-depth study which focuses on an aspect/aspects of French culture associated with the themes:

> The Individual
> The French speaking communities
> The Changing World.

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Folio (50%)
> Assessment Type 2: In-depth Study (20%)

30% External Assessment:

> Assessment Type 3: Examination (30%)

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Languages

Stage 2 Italian (Continuers)

Number of Credits:
20 credits (full year)

Pre-requisites:
A minimum C grade or higher in 2 semesters of Stage 1 Italian.

Subject Description:
In locally assessed languages at continuers level, students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language. Students develop and apply linguistic and intercultural knowledge, understanding, and skills by:

> interacting with others to exchange information, ideas, opinions, and experiences in Italian
> creating texts in Italian for specific audiences, purposes, and contexts to express information, feelings, ideas, and opinions
> analysing a range of texts in Italian to interpret meaning
> examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication.

Content:
The course continues to be delivered through the study of various text types which are organised around three prescribed themes, which cover many topics and subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language culture and identity. Students will be required to undertake an in-depth study which focuses on an aspect/aspects of Italian culture associated with the themes:

> The Individual
> The Italian speaking communities
> The Changing World.

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Folio (50%)
> Assessment Type 2: In-depth Study (20%)

30% External Assessment:

> Assessment Type 3: Examination (30%)

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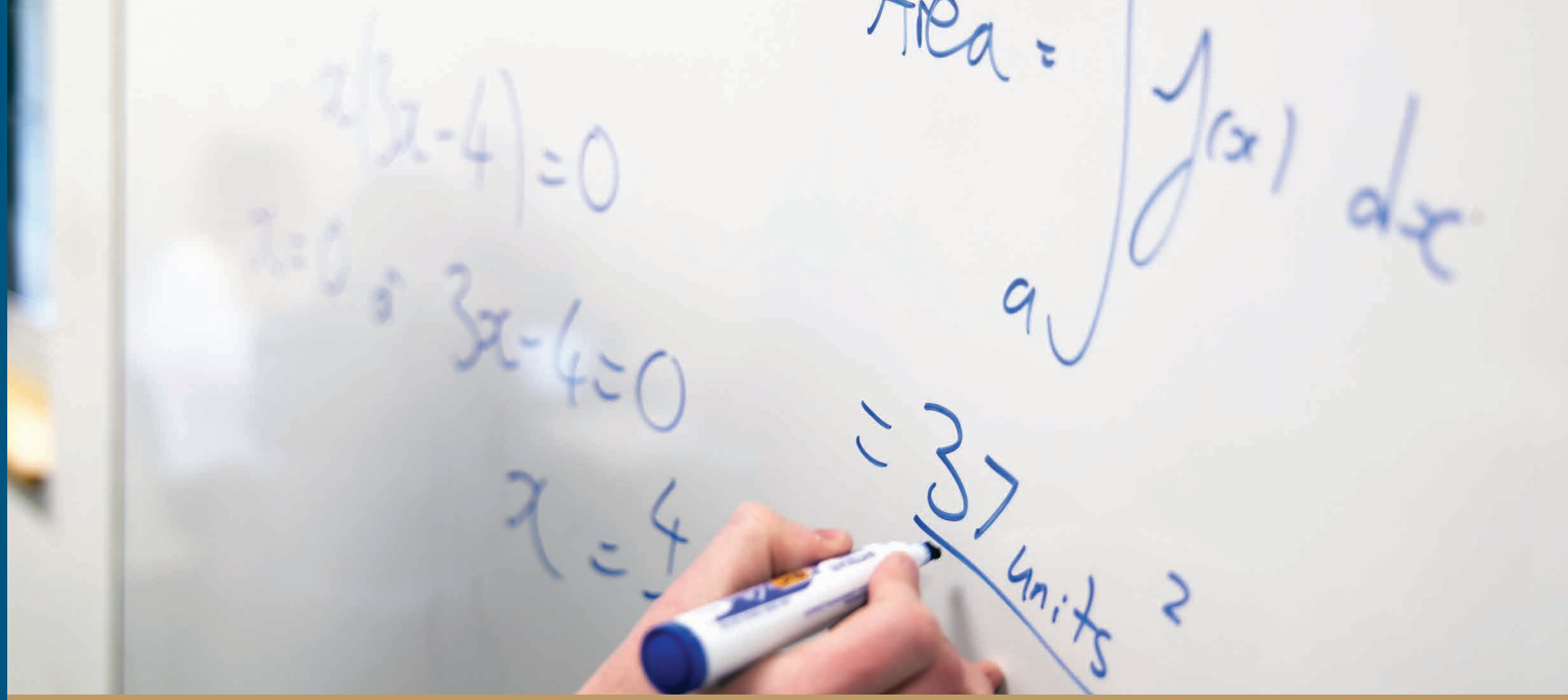

Mathematics

Year 10	Year 11	Year 12
Year 10 Mathematics (10)	Stage 1 General Mathematics	Stage 2 General Mathematics
Year 10 Mathematics (10A)	Stage 1 Mathematical Methods	Stage 2 Mathematical Methods
Stage 1 Essential Mathematics	Stage 1 Specialist Mathematics	Stage 2 Specialist Mathematics

Key contact for Mathematics at Loreto:
Andrew Baker > Mathematics Learning Area Leader 7-12
Andrew.Baker@loreto.sa.edu.au

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Mathematics

Stage 1 General Mathematics

Number of Credits:
20 credits (full year)

Pre-requisites:
A minimum of a
C grade in Year 10/10A Mathematics

Subject Description:
General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Content:
Students will undertake Stage 1 General Mathematics through the following topics:

> Investing and borrowing
> Measurement
> Statistical investigation
> Applications of trigonometry
> Linear and exponential functions and their graphs
> Matrices and networks
> Open topic.

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Skills and Applications Tasks (65%)
> Assessment Type 2: Mathematical Investigation (35%)

This subject has an end of semester examination.

Curriculum Pathways:
This subject leads to
Stage 2 General Mathematics.

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Mathematics
Stage 1 Mathematical Methods

Number of Credits:
20 credits (full year)

Pre-requisites:
A minimum of a B grade in Year 10/10A Mathematics is strongly recommended.

Subject Description:
Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using mathematical models. By using functions, their derivatives, and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematical Methods can lead to tertiary studies of economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

Content:
Students will undertake Stage 1 Mathematical Methods through the following topics:

> Functions and graphs
> Polynomials
> Trigonometry
> Counting and statistics
> Growth and decay
> Introduction to differential calculus
> Arithmetic and geometric sequences and series

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Skills and Applications Tasks (75%)
> Assessment Type 2: Mathematical Investigation (25%)

This subject has an end of semester examination.

Curriculum Pathways:
This subject leads to **Stage 2 Mathematical Methods** and is also a prerequisite for **Stage 2 Specialist Mathematics.**

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Mathematics

Stage 1 Specialist Mathematics

Number of Credits:
20 credits (full year)

Pre-requisites:
Must be studied in conjunction with Stage 1 Mathematical Methods

Subject Description:
Specialist Mathematics broadens students' knowledge by introducing them to some new and more abstract mathematical concepts. Students continue to work with mathematical models using indices and logarithms. They are introduced to complex numbers, matrices and mathematical induction. Within these topics, there is a greater emphasis on algebraic proof. Concepts such as vectors and further trigonometry allow students to apply their knowledge to a wider range of real-life applications.

Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Content:
Students will undertake Stage 1 Specialist Mathematics through the following topics:

> Further Geometry
> Further Trigonometry
> Matrices
> Vectors
> Sequences and Series
> Complex Numbers
> Mathematical Induction

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Skills and Applications Tasks (75%)
> Assessment Type 2: Mathematical Investigation (25%)

Curriculum Pathways:
This subject leads to **Stage 2 Specialist Mathematics.**

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Mathematics

Stage 2 General Mathematics

Number of Credits:
20 credits (full year)

Pre-requisites:
A minimum C grade or higher in Stage 1 General Mathematics.

Subject Description:
Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in Mathematics.

The focus capabilities for this subject are literacy, numeracy, information and communication technology, critical and creative thinking, personal and social, ethical, intercultural understanding.

Content:
Stage 2 General Mathematics is a 20 credit subject. State 2 General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem solving in everyday workplace contexts. Stage 2 General Mathematics consists of the following five units:

> Modelling with Linear Relationships
> Modelling with Matrices
> Modelling with Matrices
> Statistical Models
> Financial Models
> Discrete Models

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board. Students demonstrate evidence of their learning through the following assessment types:

70% School Based Assessment:

> Assessment Type 1: Skills and Applications Tasks (40%)
> Assessment Type 2: Mathematical Investigations (30%)

30% External Assessment:

> Assessment Type 3: Examination (30%)

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Mathematics

Stage 2 Mathematical Methods

Number of Credits:
20 credits (full year)

Pre-requisites:
A minimum C grade or higher in Stage 1 Mathematical Methods.

Subject Description:
Stage 2 Mathematical Methods can lead to tertiary studies of economics, computer sciences and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

The focus capabilities for this subject are literacy, numeracy, information and communication technology, critical and creative thinking, personal and social, ethical, intercultural understanding.

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

> Logarithmic Functions
> Further Differentiation and Applications
> Integral Calculus
> Discrete Random Variables
> Continuous Random Variables and the Normal Distribution
> Sampling and Confidence Intervals

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Skills and Applications Tasks (50%)
> Assessment Type 2: Mathematical Investigations (20%)

30% External Assessment:

> Assessment Type 3: Examination (30%)

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Mathematics

Stage 2 Specialist Mathematics

Number of Credits:
20 credits (full year)

Pre-requisites:
A minimum C grade or higher in Stage 1 Specialist Mathematics.

Subject Description:
Specialist Mathematics is designed to be studied in conjunction with Stage 2 Mathematical Methods.

This study is designed to refine students' mathematical skills by providing both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It opens up opportunities by applying mathematics to a wide variety of disciplines and problems.

Content:
Stage 2 Specialist Mathematics consists of the following topics:

> Functions and Sketching Graphs
> Mathematical Induction
> Complex Numbers
> Vectors in 3 Dimensions
> Integration Techniques and Applications
> Rates of Change and Differential Equations

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Skills and Applications Tasks (50%)
> Assessment Type 2: Mathematical Investigations (20%)

30% External Assessment:

> Assessment Type 3: Examination (30%)

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Music

Year 10

Year 10 Music

Year 11

Stage 1 Music Experience

Stage 1 Music Advanced

Year 12

Stage 2 Music Studies

Stage 2 Music Explorations

Stage 2 Music Performance – Ensemble

Stage 2 Music Performance – Solo

Key contact for Music at Loreto:
Tim deJong > Leader of Music and Music Production R-12
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Music

Stage 1 Music Experience / Music Advanced

Number of Credits:
10 credits or 20 credits

Pre-requisites:
A minimum C grade in Year 10 Music or by negotiation based on a skills assessment.

Subject Description:
Stage 1 Music can be studied as a 10-credit subject or a 20-credit subject.The study of music enables students to appreciate the world in unique ways, through aesthetic treatments of sound across cultures, times, places, and contexts. Through synthesising and applying their understanding of musical elements, students learn to manipulate sound and create musical works that express their ideas and emotions. Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions.

Music Experience programs are designed for students with emerging musical skills and provide opportunities for students to develop their musical understanding and skills in creating and responding to music.

Music Advanced programs are designed to extend students' existing musical understanding and skills in creating and responding to music.

Content:
Students will undertake Stage 1 Music (Experienced and Advanced) through the following topics:

> Composing
> Arranging
> Improvising
> Performing
> Music Technology
> Musical Styles and History
> Theory and Aural Skills

Assessment:
Stage 1 Music is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Creative Works (50%)
> Assessment Type 2: Musical Literacy (50%)

Curriculum Pathways:
Music Experience programs provide pathways to
Stage 2
Music Performance – Ensemble,
Music Performance – Solo, and/or
Music Explorations.

Music Advanced programs provide pathways to
Stage 2
Music Studies,
Music Performance – Ensemble,
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Music

Stage 2 Music Studies

Number of Credits:
20 credits

Pre-requisites:
Minimum study of Year 11 Music or equivalent

Subject Description:
The study of music enables students to appreciate the world in unique ways, through aesthetic treatments of sound across cultures, times, places, and contexts. It forms a vital part of the transmission of histories, knowledge, and stories among generations.

Content:
Stage 2 Music Studies consists of the following strands:

> Understanding music
> Creating music
> Responding to music

Students develop an understanding of selected musical works and styles, including how composers manipulate elements of music, and apply this understanding to creating their own music as performances or compositions. They develop and apply their musical literacy skills and express their musical ideas through responding to their own works, interpreting musical works, and/or manipulating musical elements. Students synthesise the findings of their study, and express their musical ideas through their creative works, responses, and reflections.

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Creative Works (40%)
> Assessment Type 2: Musical Literacy (30%)

30% External Assessment:

> Assessment Type 3: Examination (30%)

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Music

Stage 2 Music Explorations

Number of Credits:
20 credits

Pre-requisites:
Minimum study of Year 11 Music or equivalent

Subject Description:
The study of music enables students to appreciate the world in unique ways, through aesthetic treatments of sound across cultures, times, places, and contexts. It forms a vital part of the transmission of histories, knowledge, and stories among generations.

Content:
Stage 2 Music Explortations consists of the following strands:

> Understanding music
> Creating music
> Responding to music

Students explore and experiment with musical styles, influences, techniques, and/or music production, as they develop their understanding of music. They develop and apply their musical understanding as they explore how others create, present, and/or produce music, and experiment with their own creations. Contexts for study may include aspects of the music industry, such as recording studios, performance rehearsal spaces, or instrument crafting workshops. Students respond to and discuss their own and others' works, and synthesise their findings to make connections between the music they study and their own creative works.

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Musical Literacy (30%)
> Assessment Type 2: Explorations (40%)

30% External Assessment:

> Assessment Type 3: Creative Connections (30%)

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Music

Stage 2 Music Performance – Ensemble

Number of Credits:
10 credits (studied across a full year)

Pre-requisites:
Recommended minimum of three years of study on their chosen instrument or voice.

Subject Description:
The study of music enables students to appreciate the world in unique ways, through aesthetic treatments of sound across cultures, times, places, and contexts. It forms a vital part of the transmission of histories, knowledge, and stories among generations.

Content:
Stage 2 Music Performance – Ensemble consists of the following strands:

> Understanding music
> Creating music
> Responding to music

Students develop and extend their musical skills and techniques in creating performances as part of an ensemble. They interpret musical works and apply to their performances an understanding of the style, structure, and conventions appropriate to the repertoire.

Students extend their musical literacy through discussing key musical elements of the repertoire and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their own performances.

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Performance (30%)
> Assessment Type 2: Performance and Discussion (40%)

30% External Assessment:

> Assessment Type 3: Performance Portfolio (30%)

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LEARNING AREAS:
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Music

Stage 2 Music Performance – Solo

Number of Credits:
10 credits (studied across a full year)

Pre-requisites:
Recommended minimum of three years of study on their chosen instrument or voice.

Subject Description:
The study of music enables students to appreciate the world in unique ways, through aesthetic treatments of sound across cultures, times, places, and contexts. It forms a vital part of the transmission of histories, knowledge, and stories among generations.

Content:
Stage 2 Music Performance – Solo consists of the following strands:

> Understanding music
> Creating music (performance)
> Responding to music

Students develop and extend their musical skills and techniques in creating their own solo performances. They interpret their chosen musical works and apply to their performances an understanding of the style, structure, and conventions appropriate to their repertoire.

Students extend their musical literacy through discussing key musical elements of their chosen repertoire and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their performances.

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Performance (30%)
> Assessment Type 2: Performance and Discussion (40%)

30% External Assessment:

> Assessment Type 3: Performance Portfolio (30%)

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Science

Year 10

Biochemistry
Space Science and Physics
Environmental Science
Health Science

Year 11

Stage 1 Biology
Stage 1 Chemistry
Stage 1 Nutrition
Stage 1 Physics
Stage 1 Psychology

Year 12

Stage 2 Biology
Stage 2 Chemistry
Stage 2 Nutrition
Stage 2 Physics
Stage 2 Psychology

Key contact for Science at Loreto:
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Alison.Thompson@loreto.sa.edu.au

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Science
Stage 1 Biology

Number of Credits:
10 credits (one semester) or
20 credits (two semesters)

Pre-requisites:
A minimum C grade in Year 10 Science

Subject Description:
In their study of Biology, students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

Content:
Students will undertake Stage 1 Biology through the following topics:

> Cells and Microorganisms
> Infectious Disease
> Multicellular Organisms
> Biodiversity and Ecosystem Dynamics

For each 10-credit subject, students study a selection of concepts from at least two of these topics

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Investigations Folio (50%)
> Assessment Type 2: Skills and Application Tasks (50%)

This subject has an end of semester examination.

Curriculum Pathways:
This subject leads to **Stage 2 Biology, Nutrition** and **Psychology.**

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Science
Stage 1 Chemistry

Number of Credits:
20 credits (full year)

Pre-requisites:
A minimum C grade in Year 10 Science. It is also recommended that the student undertakes a full year of Stage 1 Mathematics.

Subject Description:
In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues.

The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Content:
Students will undertake Stage 1 Chemistry through the following topics:

> Materials and Their Atoms
> Combinations of Atoms
> Molecules
> Mixtures and Solutions
> Acid and Bases
> Redox Reactions

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Investigation Folio (50%)
> Assessment Type 2: Skills and Application Tasks (50%)

This subject has an end of semester examination.

Curriculum Pathways:
This subject leads to **Stage 2 Chemistry, Biology** and **Nutrition.**

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Science
Stage 1 Nutrition

Number of Credits:
10 credits (one semester)

Pre-requisites:
A minimum C grade in Year 10 Science.

Subject Description:
Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as on social and environmental issues related to nutrition. Students integrate scientific knowledge and skills gained in their study of nutrition and apply them to designing and carrying out investigations that explore the links between food, health, and diet-related diseases. In practical investigations, students formulate and test hypotheses by collecting, presenting, analysing, and evaluating empirical data in order to describe trends and clarify theoretical concepts related to nutrition.

This acquired knowledge helps students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes, so that they may participate fully in their communities.

Content:
Students will undertake Stage 1 Nutrition through the following topics:

> Principles of nutrition, physiology, and health
> Health promotion and emerging trends
> Sustainable food systems

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Investigations Folio (60%)
> Assessment Type 2: Skills and Applications Tasks (40%)

This subject has an end of semester examination.

Curriculum Pathways:
This subject leads to **Stage 2 Biology, Nutrition** and **Psychology.**

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Science
Stage 1 Physics

Number of Credits:
20 credits (full year)

Pre-requisites:
A C grade or higher in Year 10 Science. It is also recommended that the student undertakes a full year of Stage 1 Mathematics.

Subject Description:
The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macro cosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

Content:
Students will undertake Stage 1 Physics through the following topics:

> Linear motion and force
> Electric circuits
> Heat
> Energy and momentum
> Waves
> Nuclear models and radioactivity

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Investigations Folio (50%)
> Assessment Type 2: Skills and Applications Tasks (50%)

This subject has an end of semester examination.

Curriculum Pathways:
This subject leads to **Stage 2 Physics.**

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Science
Stage 1 Psychology

Number of Credits:
10 credits (one semester) or
20 credits (two semesters)

Pre-requisites:
A C grade or higher in Year 10 Science.

Subject Description:
Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It does this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds. Psychology also addresses the ways in which behaviour can be changed. It offers a means of liberation for both individuals and societies. It can help not only individuals who are in distress but also those who seek a more satisfying and fulfilling life. It offers a means for making society more cohesive, creative, and equitable; that is, psychology offers ways of intervening to advance the well-being of individuals, groups, and societies.

Content:
Students will undertake Stage 1 Psychology through the following topics:

> Cognitive Psychology
> Neuropsychology
> Lifespan Psychology
> Emotion
> Psychological Wellbeing
> Psychology in Context

For each 10-credit subject, students study a selection of three topics.

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Investigations Folio (50%)
> Assessment Type 2: Skills and Applications Tasks (50%)

This subject has an end of semester examination.

Curriculum Pathways:
This subject leads to **Stage 2 Psychology, Biology** and **Nutrition.**

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Science
Stage 2 Biology

Number of Credits:
20 credits (full year)

Pre-requisites:
A minimum C grade or higher in one semester of Stage 1 Biology and at least 1 other subject from Stage 1 Biology, Chemistry, Nutrition, Physics or Psychology.

Subject Description:
The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments. Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

Content:
The topics in Stage 2 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

> Science inquiry skills
> Science as a human endeavour
> Science understanding

The topics for Stage 2 Biology are:

> DNA and Proteins
> Cells as the Basis of Life
> Homeostasis
> Evolution

Students study all four topics. The topics can be sequenced and structured to suit individual groups of students.

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board. Students demonstrate evidence of their learning through the following assessment types:

70% School Based Assessment:

> Assessment Type 1: Investigations Folio (30%)
> Assessment Type 2: Skills and Applications Tasks (40%)

30% External Assessment:

> Assessment Type 3: Examination (30%)

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Science
Stage 2 Chemistry

Number of Credits:
20 credits (full year)

Pre-requisites:
A minimum C grade or higher in Stage 1 Chemistry.

Subject Description:
In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues.

The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Content:
The topics in Stage 2 Chemistry provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

> Science inquiry skills
> Science as a human endeavour
> Science understanding

The topics for Stage 2 Chemistry are:

> Monitoring the Environment
> Managing Chemical Processes
> Organic and Biological Chemistry
> Managing Resources

Students study all four topics. The topics can be sequenced and structured to suit individual groups of students. Many of the concepts studied in Stage 2 Chemistry build on concepts introduced in Stage 1 Chemistry.

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Investigations Folio (30%)
> Assessment Type 2: Skills and Applications Tasks (40%)

30% External Assessment:

> Assessment Type 3: Examination (30%)

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Science
Stage 2 Nutrition

Number of Credits:
20 credits (full year)

Pre-requisites:
A minimum C grade or higher in one semester of Stage 1 Biology, Chemistry, Nutrition, Physics or Psychology is recommended.

Subject Description:
Nutrition is a contemporary science which immerses students in the fundamentals of human nutrition, physiology and health and promotes investigation of current and emerging trends. It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease.

Students consider how population demographics and their food and nutrition needs will be impacted by food availability and product development. Political, economic, cultural, and ethical influences and ecological sustainability will be examined to recommend actions or develop arguments about future food needs and food ethics.

They develop an understanding of the need to evaluate marketing of food, food systems and food quality standards, food availability and cultural influences on food selection and explore the link between food systems, environmental impacts, climate change, and food sustainability.

Content:
The concepts in Stage 2 Nutrition provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the following three strands of science:

> Science inquiry skills
> Science as a human endeavour
> Nutrition science understanding.

The topics for Stage 2 Nutrition are:

> Principles of nutrition, physiology, and health
> Health promotion and emerging trends
> Sustainable food systems

Students study all three topics. The topics can be sequenced and structured to suit individual groups of students.

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Investigations Folio (30%)
> Assessment Type 2: Skills and Applications Tasks (40%)

30% External Assessment:

> Assessment Type 3: Examination (30%)

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Science
Stage 2 Physics

Number of Credits:
20 credits (full year)

Pre-requisites:
A minimum C grade or higher in Stage 1 Physics.

Subject Description:
The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them.

Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

Content:
The topics in Stage 2 Physics provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

> Science inquiry skills
> Science as a human endeavour
> Science understanding

The topics for Stage 2 Physics are:

> Motion and Relativity
> Electricity and Magnetism
> Light and Atoms

Students study all three topics. The topics can be sequenced and structured to suit individual groups of students.

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Investigations Folio (30%)
> Assessment Type 2: Skills and Applications Tasks (40%)

30% External Assessment:

> Assessment Type 3: Examination (30%)

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Science
Stage 2 Psychology

Number of Credits:
20 credits (full year)

Pre-requisites:
10 credits of Stage 1 Psychology would be an advantage and at least 1 other semester of study from Stage 1 Biology, Chemistry, Nutrition, Physics, Psychology is recommended, but is not required.

Subject Description:
Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It does this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds.

Psychology also addresses the ways in which behaviour can be changed. It offers a means of liberation for both individuals and societies. It can help not only individuals who are in distress but also those who seek a more satisfying and fulfilling life. It offers a means for making society more cohesive, creative, and equitable; that is, psychology offers ways of intervening to advance the well-being of individuals, groups, and societies.

Content:
The following four topics are studied in Stage 2 Psychology:

> Psychology of the Individual
> Psychological Health and Wellbeing
> Organisational Psychology
> Social Influence
> The Psychology of Learning

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Investigations Folio (30%)
> Assessment Type 2: Skills and Applications Tasks (40%)

30% External Assessment:

> Assessment Type 3: Examination (30%)

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Spirituality and Meaning

Year 10

Stage 1 Spirituality and Meaning

Year 11

Stage 1 Spirituality and Meaning

Year 12

Student Leadership in the Mary Ward Tradition or Social Justice in the Mary Ward Tradition

Key contact for Religious Education at Loreto:
Nancy Rodi > Religious Education Learning Area Leader 7-12
Nancy.Rodi@loreto.sa.edu.au

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Spirituality and Meaning

Stage 1 Spirituality and Meaning

Number of Credits:
10 credits

Pre-requisites: Nil

Subject Description:
Australia is a land of many spiritualities and religions. Aboriginal and Torres Strait Islander spiritualities are at least 65,000 years old, forming part of the oldest continuous cultures on the planet. Since Australia was colonised in the late 18th century, spiritualities and religions have arrived with many different groups of migrants, making this country one of the most multicultural and religiously diverse in the world.

While their definitions are widely contested, spirituality and religion both invite engagement with the transcendent, and provide meaning, purpose, and a sense of belonging. Spiritualities and religions can inform an individual's identity, as well as their interconnection with creation.

In this subject, teachers and students use one or more 'big ideas' to frame inquiry questions; to explore issues, concepts, and ideas; and to reflect on personal and shared meaning within one or more spiritualities and/or religions.

At Stage 1, students develop and demonstrate their understanding of the influence of spiritual and/or religious perspectives on a local, national, or global community, by engaging with one or more images, artefacts, texts, documentaries, or feature films. They collaborate with others to develop, apply, and reflect on their understanding of some spiritual and/or religious principles that underpin social-justice actions within the school or broader community; and they investigate a contemporary issue linked to one of the big ideas.

Content:
Students will undertake Stage 1 Spirituality and Meaning through the following topics:

> Encountering the Sacred
> Laudato Si – Care for Our Common Home
> Modern-day Slavery
> The Good Life

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Representations
> Assessment Type 2: Connections
> Assessment Type 3: Issues investigation

Curriculum Pathways:
This subject leads to
Stage 2 Spirituality and Meaning.

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Spirituality and Meaning

Stage 2 Spirituality and Meaning (Social Justice or Student Leadership in the Mary Ward Tradition)

Number of Credits:
20 credits (full year)

Pre-requisites: Nil

Subject Description:
Australia is a land of many spiritualities and religions. Aboriginal and Torres Strait Islander spiritualities are at least 65,000 years old, forming part of the oldest continuous cultures on the planet. Since Australia was colonised in the late 18th century, spiritualities and religions have arrived with many different groups of migrants, making this country one of the most multicultural and religiously diverse in the world.

While their definitions are widely contested, spirituality and religion both invite engagement with the transcendent, and provide meaning, purpose, and a sense of belonging. Spiritualities and religions can inform an individual's identity, as well as their interconnection with creation.

In this subject, teachers and students use one or more 'big ideas' to frame inquiry questions; to explore issues, concepts, and ideas; and to reflect on personal and shared meaning within one or more spiritualities and/or religions.

At Stage 2, students engage in reflective analysis in response to stimuli such as guest speakers, documentaries, and excursions, contextualised by one of the six big ideas. They explore a concept or issue from a spiritual and/or religious perspective and collaborate with others to apply their learning. They engage in reflective practice to evaluate their personal and shared actions.

Students individually explore a local, national, or global issue related to a big idea of their choice. They develop, apply, and evaluate an initiative designed to generate or advocate for transformative social change, drawing on spiritual and/or religious principles.

Content:
Students will undertake Stage 2 Spirituality and Meaning through the following ideas:

> Community, justice and diversity
> Story, visions and futures

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

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

70% School Based Assessment:

> Assessment Type 1: Reflective Analysis (40%)
> Assessment Type 2: Connections (30%)

30% External Assessment:

> Assessment Type 3: Transformative Action (30%)

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Visual Art

Year 10
Year 10 Visual Art

Year 11
Stage 1 Visual Art: Art

Year 12
Stage 2 Visual Art: Art

Key contact for Visual Art at Loreto:
Jacky Hamilton > Visual Art Learning Area Leader 7-12
Jacky.Hamilton@loreto.sa.edu.au

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Visual Art

Stage 1 Visual Art: Art

Number of Credits:
10 credits (one semester) or 20 credits (two semesters)

Pre-requisites: Nil

Subject Description:
Visual Arts involves students in aspects of creative human endeavour encompassing conceptual, practical, analytical, and contextual elements. It highlights the development of creative and critical thinking, exploration of artists' practices, and the honing of technical and conceptual skills for artwork production. An essential component of Visual Arts is documenting the creative process. Students acquire the ability to express personal ideas, beliefs, values, concepts, and opinions, capturing observations from real or imagined experiences and representing them visually.

Assessment Types:
Folio: Students record the practical and written evidence of the creative process, and their visual thinking and problem-solving in support of one resolved artwork.

Practical: Students create a single resolved artwork that emerges from their creative process and documented learning in Folio. Additionally, they write a Practitioner's Statement that evaluates their artwork, conveys its intended meaning, and acknowledges sources of influence and inspiration.

Visual Study: Visual Study entails exploring a specific aspect of the Visual Arts. In Stage 1, the focus is guided by the teacher, with preference given to content from an exhibition at the Art Gallery of South Australia, if available. Students conduct their study by analysing and interpreting artworks, conducting individual research, and engaging in practical explorations aligned with the Visual Study focus. They present their findings, conclusions, and insights.

Assessment:
Stage 1 assessment is 100% school- based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1: Folio (40%)
> Assessment Type 2: Practical (30%)
> Assessment Type 3: Visual Study (30%)

Curriculum Pathways:
This subject leads to **Stage 2 Visual Art: Art.**

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Visual Art

Stage 2 Visual Art: Art

Number of Credits:
20 credits (full year)

Pre-requisites:
A minimum of 1 Semester of Stage 1 Visual Art is recommended.

Subject Description:
Visual Arts involves students in aspects of creative human endeavour encompassing conceptual, practical, analytical, and contextual elements. It highlights the development of creative and critical thinking, exploration of artists' practices, and the honing of technical and conceptual skills for artwork production. An essential component of Visual Arts is documenting the creative process. Students acquire the ability to express personal ideas, beliefs, values, concepts, and opinions, capturing observations from real or imagined experiences and representing them visually.

Content:
In consultation with their teacher, each student determines their subject content based on personal interest. Regular conferencing supports and challenges students to extend their visual thinking.

Assessment Type:
Folio: In the creative process, students investigate art practitioners, experiment with art techniques, and incorporate artistic influences to visualise their ideas. They document their practical and written evidence of the creative process, as well as their visual thinking and problem-solving skills, to support the creation of two resolved artworks.

Practical: Students create two artworks that stem from their creative process and documented learning in Folio. They also write a Practitioner's Statement which explains the ideas communicated in their artworks, evaluates their success, establishes connections with practitioners, and expresses their personal aesthetic.

Visual Study: Students collaborate with their teacher to define the focus of their Visual Study investigation. They conduct independent research to support the critical analysis of art practitioners' works and engage in practical explorations related to their study focus. They present their findings, conclusions, insights, and personal opinions regarding aesthetics. Visual Study content must be distinct from Folio and Practical content.

Assessment:
Stage 2 assessment is comprised of 70% school-based assessment which is externally moderated by the SACE Board and 30% external assessment which is externally marked by the SACE Board.

70% School Based Assessment:

> Assessment Type 1: Folio (40%)
> Assessment Type 2: Practical (30%)

30% External Assessment:

> Assessment Type 3: Visual Study (30%)

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Vocational Education and Training (VET)

Key contact for VET at Loreto:
Emma Searle > Leader of Student Wellbeing and Academic Care 11-12/Careers and VET
Emma.Searle@loreto.sa.edu

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Vocational Education and Training (VET)

Loreto College offers opportunities for students in the Senior School to undertake Vocational Education and Training (VET) as an integral part of their studies toward completion of their South Australian Certificate of Education (SACE)

VET refers to national vocational qualifications that are endorsed by industry. VET qualifications provide opportunity for students to develop specific industry related skills. Students with VET qualifications are well prepared to take on apprenticeships (including School Based Apprenticeships) further education and training. Some fully completed VET courses, at Certificate III level or above can contribute to an Australian Tertiary Rank (ATAR) which is required for entry into university.

When thinking about a VET course or School based Apprenticeship careful consideration must be given to relevance to possible career path, maturity and time management skills to cope with catching up with missed schoolwork or additional study load. Students considering a VET subject need to meet with the VET Key Teacher to discuss their off-campus studies.

Students can earn 5 SACE credits for successfully completing 35 nominal hours of VET, and 10 SACE credits for 70 nominal hours. The SACE Board will decide whether the SACE credits earned for a particular VET qualification will be recognized at Stage 1 or Stage 2.

Students can refer to the VET Recognition Register for more information about Stage 1 and Stage 2: www.sace.sa.edu.au/subjects/recognised-learning/recognition-register.

VET courses provide students with the opportunity to:

> Personalise their learning and vocational pathway
> Develop and practice business and industry specific skills, often including on the job structured workplace learning
> Whilst studying and completing their SACE at Loreto students are able to fast-track their vocational pathway study
> Work to attain nationally accredited certification against the Australian Qualifications Training Framework and:
> Gain dual accreditation, as completing VET units count towards the South Australian Certificate of Education (SACE)
> Complete a Certificate III which can contribute to their Australian Tertiary Admission Rank (ATAR) required for entrance to university, ensuring their options and pathways remain open

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Vocational Education and Training (VET)

East Adelaide School Cluster (EASC) VET Program

Loreto College is a partner school in East Adelaide School Cluster (EASC) VET Program. The EASC represents the collaborative partnership and regional provision of VET programs across independent, government and catholic school sectors in the East of Adelaide. Comprising of 18 schools and a range of training partners, the EASC compile courses that compliment students' interest, school specialisations, regional and national skill shortage areas and experiences that lead to the development of transferable skills. www.easc.org.au/vet-list.html

For 2021 the EASC continues to offer a broad range of courses across a variety of learning environments for senior students to study.

VET Courses will be held across a range of settings from schools, purpose-built skill centres, TAFE sites, on-the-job workplace learning. Additional tuition fees are incurred for all VET programs.

For further information regarding VET, please contact Emma Searle – Leader of Student Wellbeing and Academic Care 11-12 / Careers and VET.

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Exploring and Activating Identities and Futures

Year 10

Exploring Identities and Futures (EIF)

Year 11 (2025)

Activating Identities and Futures (AIF)

Key contact at Loreto:
Michael Boots > Assistant Principal: Learning and Innovation R-12
Michael.Boots@loreto.sa.edu.au

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Exploring Identities and Futures (EIF)
Year 10

Number of Credits:
10 credits (one semester)

Subject Description:
The intention behind EIF is to assist students to recognise their individual strengths and see that the purpose and value of learning is much more than knowledge and grades.

Through EIF students will:

> Explore identity and belonging

> Develop agency

> Pursue and develop an area of interest that matters to them

In EIF students will lead their own learning and use a self-directed approach to move away from the old 'what do you want to do' and towards 'who do you want to be.'

Assessment:
Stage 1 assessment is 100% school-based. Students demonstrate evidence of their learning through the following assessment types:

> Assessment Type 1:
Exploring your past, present and future (50%)

> Assessment Type 2:
Putting your capabilities into action (50%)

www.sace.sa.edu.au/innovating/revitalising-plp

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SUBJECT SELECTION:
> Year 7
> Year 8
> Year 9
> Year 10

LEARNING AREAS:
> Year 11 and 12 (SACE)
> Design and Digital Technologies
> Drama
> English
> Health and Physical Education
> Humanities
> Languages
> Mathematics
> Music
> Sciences
> Spirituality and Meaning
> Visual Art
> Vocational Education
> Exploring and Activating Identities and Futures

Activating Identities and Futures (AIF) Year 11 (2025)

Number of Credits:
10 credits (one semester)

Subject Description:
The intention behind the AIF subject is for students to explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on relevant knowledge, skills and capabilities applying these in new contexts and selecting relevant strategies to progress the learning to a resolution.

In AIF students take greater ownership and agency over their learning 'learning how to learn' as they select relevant strategies 'knowing what to do when you don't know what to do' to explore, create and/or plan to progress an area of personal interest.

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

70% School Based Assessment:

> Assessment Type 1: Portfolio (35%)
> Assessment Type 2: Progress Checks (35%)

30% External Assessment:

> Assessment Type 3: Appraisal (30%)

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Further Education

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 90 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 student's achievement relative to other students. It is used by universities to select school leavers for a place in university courses. The rank is based on a percentile scale with scores ranging from 0 to 99.95.

Tertiary Admissions Subjects (TAS):
All subjects, apart from Community Studies and Modified subjects, are recognised by universities to contribute toward an ATAR. These subjects are known as Tertiary Admissions Subjects.

Pre-requisities 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 to be eligible for a course. Students must achieve a grade of C– or better in these subjects.

Assumed Knowledge refers to subjects in which the university assumes students will have some prior knowledge, although it is not a requirement for entry to the course. If students wish to study in a course for which there is assumed knowledge for certain subjects, they will be greatly advantaged in their university studies if they take those subjects in Stage 2.

Full details of university and TAFE entry requirements are included in the Tertiary Entrance Booklet 2020, 2021, 2022 published 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.

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Useful Websites

SACE Board
www.sace.sa.edu.au

SACE Board – Community Learning
www.sace.sa.edu.au/studying/recognised-learning/community-learning

SACE Board – VET
www.sace.sa.edu.au/vet

SATAC
www.satac.edu.au

University of Adelaide
www.adelaide.edu.au

University of Adelaide – Headstart
www.adelaide.edu.au/headstart

Flinders University
www.flinders.edu.au

University of South Australia (UniSA)
www.unisa.edu.au

Charles Darwin University
www.cdu.edu.au

TAFE SA
www.tafesa.edu.au

My Future Website
www.myfuture.edu.au

Students Online
www.apps.sace.sa.edu.au/students-online/login.do