



**LORETO
COLLEGE**
Marryatville

Senior School SACE Curriculum Handbook

LEARNING AT
LORETO COLLEGE
MARRYATVILLE

- > Welcome
- > Mission and Values
- > Educational Model
- > Social, Emotional and Academic Development
- > Flexible Learning Options
- > Subject Flow Chart

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

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:

Robyn Scott > Director of Academic Programs (R-12)
Robyn.Scott@loreto.sa.edu.au

Mel Pedavoli > Assistant Principal: Pedagogy and Academics
Mel.Pedavoli@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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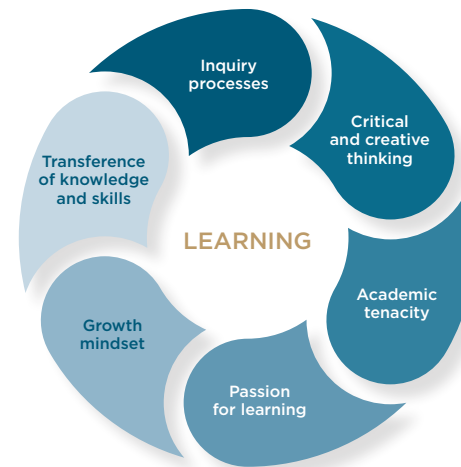
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flourishing within a
supportive environment



the quest for knowledge
and understanding



thriving through engagement

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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

Identity

Values

Emotions

Independence

Leadership and Voice

Friendship

Relationships

Learning

Academic Success

Online Engagement

Post School Readiness

Future Pathways

RECEPTION > YEAR 2
Learning about Me!

Learning about myself

Learning about values

Understanding my feelings

Learning my independence

Finding my voice

Making friends

Learning about relationships

Understanding myself
as a learner

Learning about goals

Learning about
being online

Learning financial
awareness

Learning about
who I can be

YEARS 3 & 4
Who am I?

Finding my identity

Finding my values

Building a toolkit to help
me respond to my feelings

Developing autonomy

Building my voice
and taking charge

Being a good friend

Building my relationships

Developing a growth
mindset as a learner

Understanding and planning
my learning goals

Developing online literacy and
learning safe online practices

Developing financial
literacy

Developing a broad
understanding of my future

YEARS 5 & 6
Developing Resilience

Accepting myself

Understanding my values
and ethical decision making

Using my toolkit to develop
emotional resilience

Becoming self-sufficient

Having a voice and
becoming a leader

Being inclusive of others

Exploring new relationships

Applying a growth
mindset to my learning

Setting goals and working
towards my personal best

Understanding online etiquette
and practising
safe behaviours online

Applying my financial and
entrepreneurial understanding

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

Both Adelaide University and Flinders University offer programs to 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.

Some courses are entirely funded with a competitive application process. Other courses attract fees and parents need to cover this cost.

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

- > Adelaide University (Awaiting 2026 updates):
adelaide.edu.au/headstart
- > Flinders University:
flinders.edu.au/study/schools-teachers/extension-studies

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:

Robyn Scott > Director of Academic Programs (R-12)
Robyn.Scott@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.

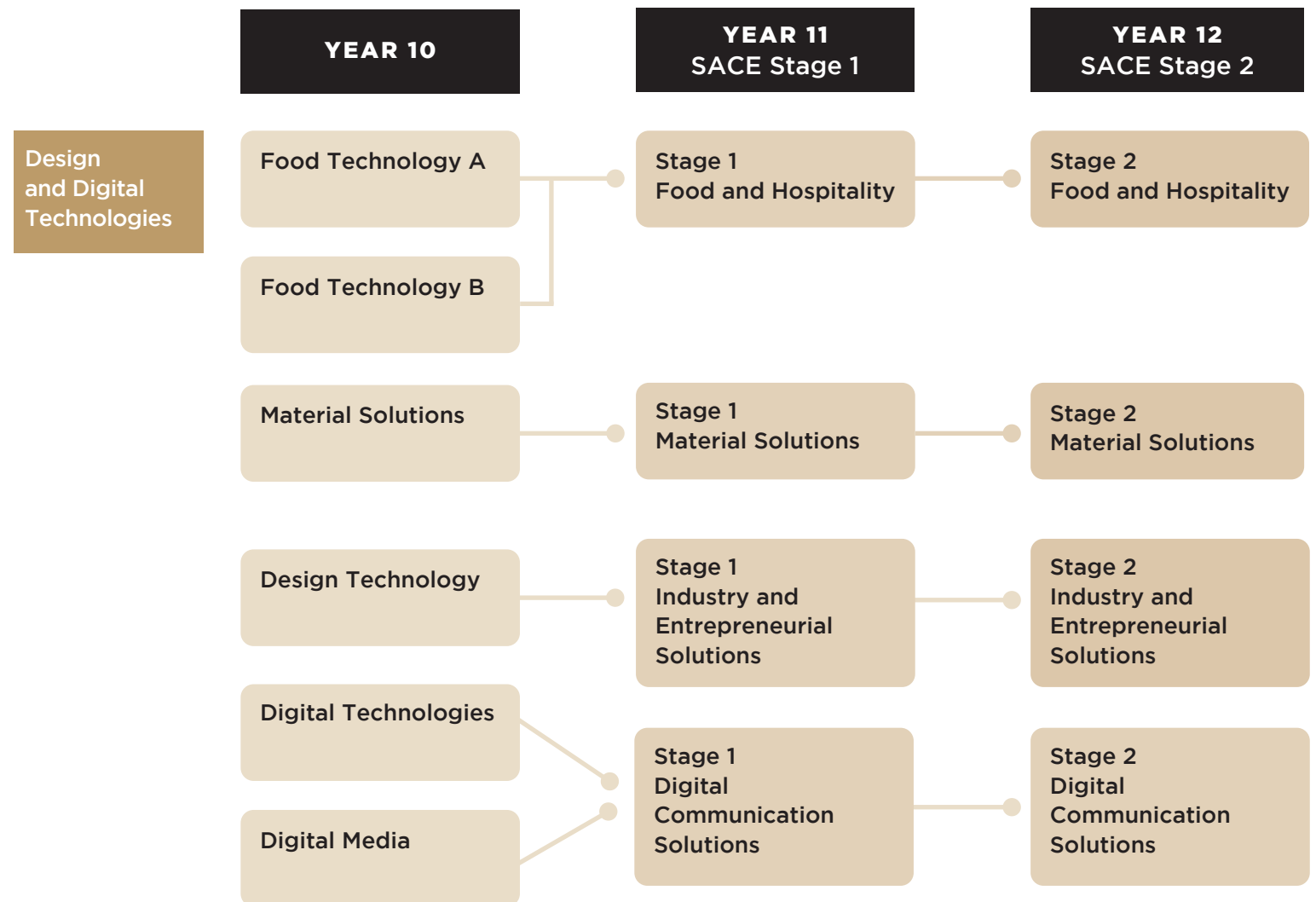


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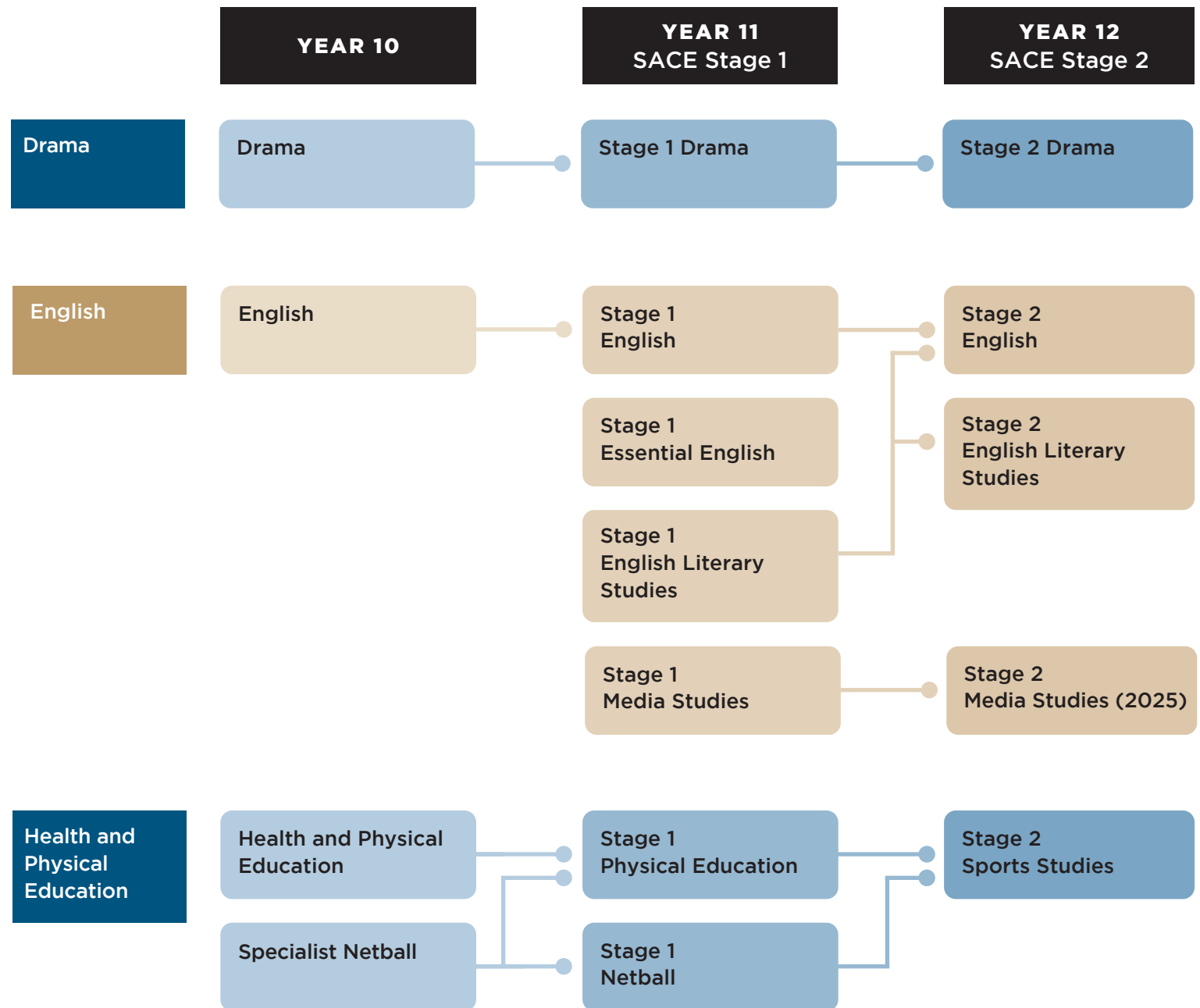


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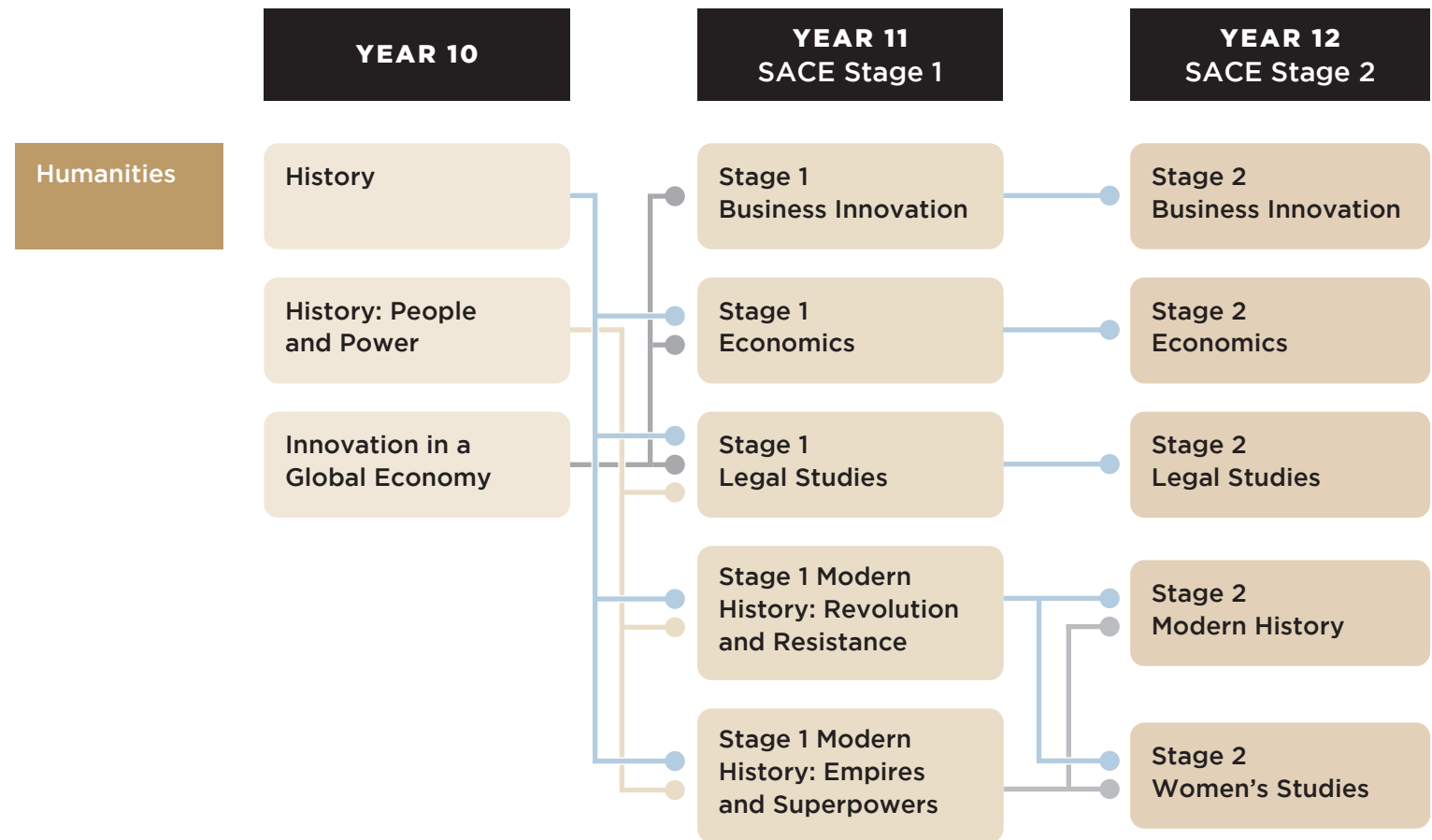


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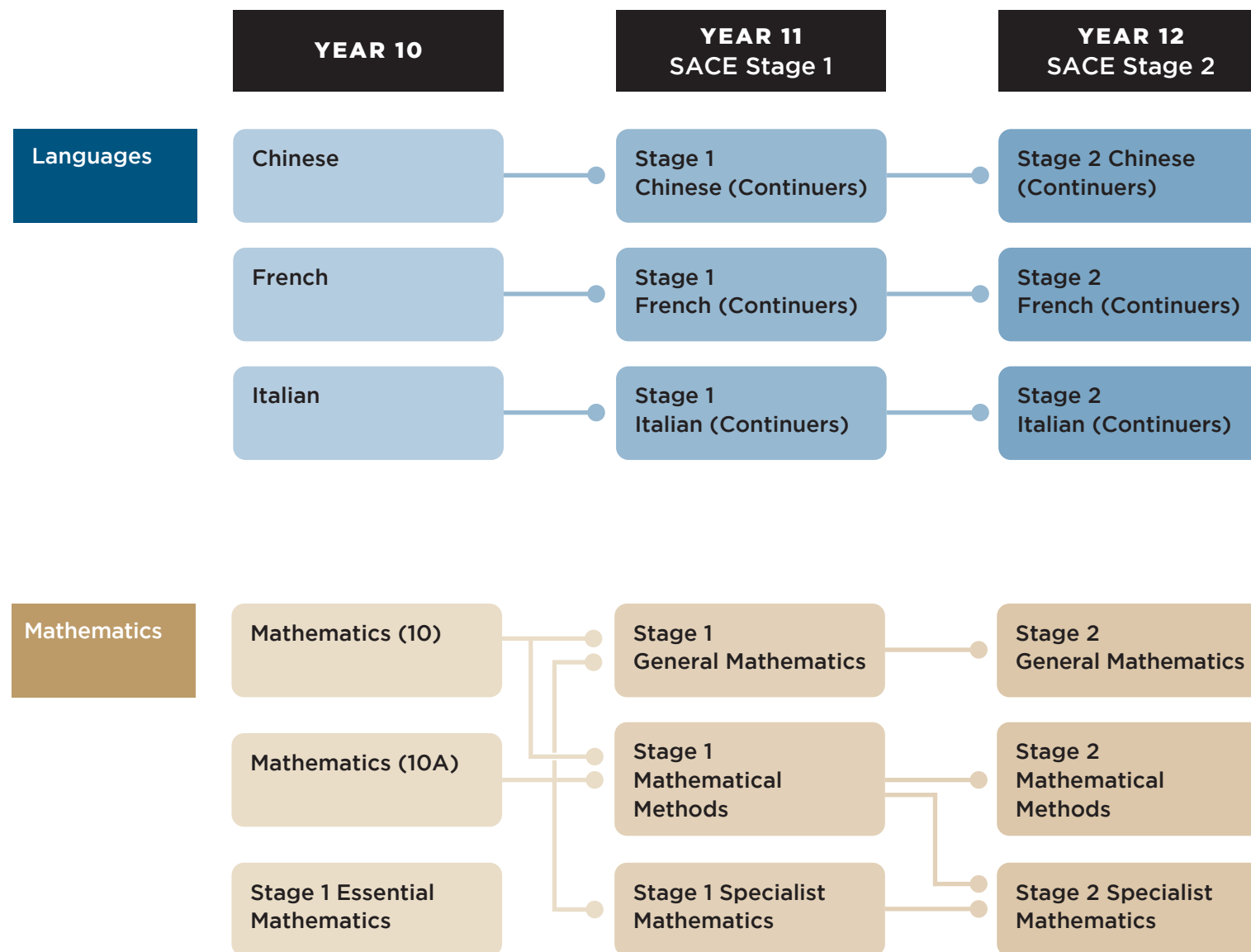


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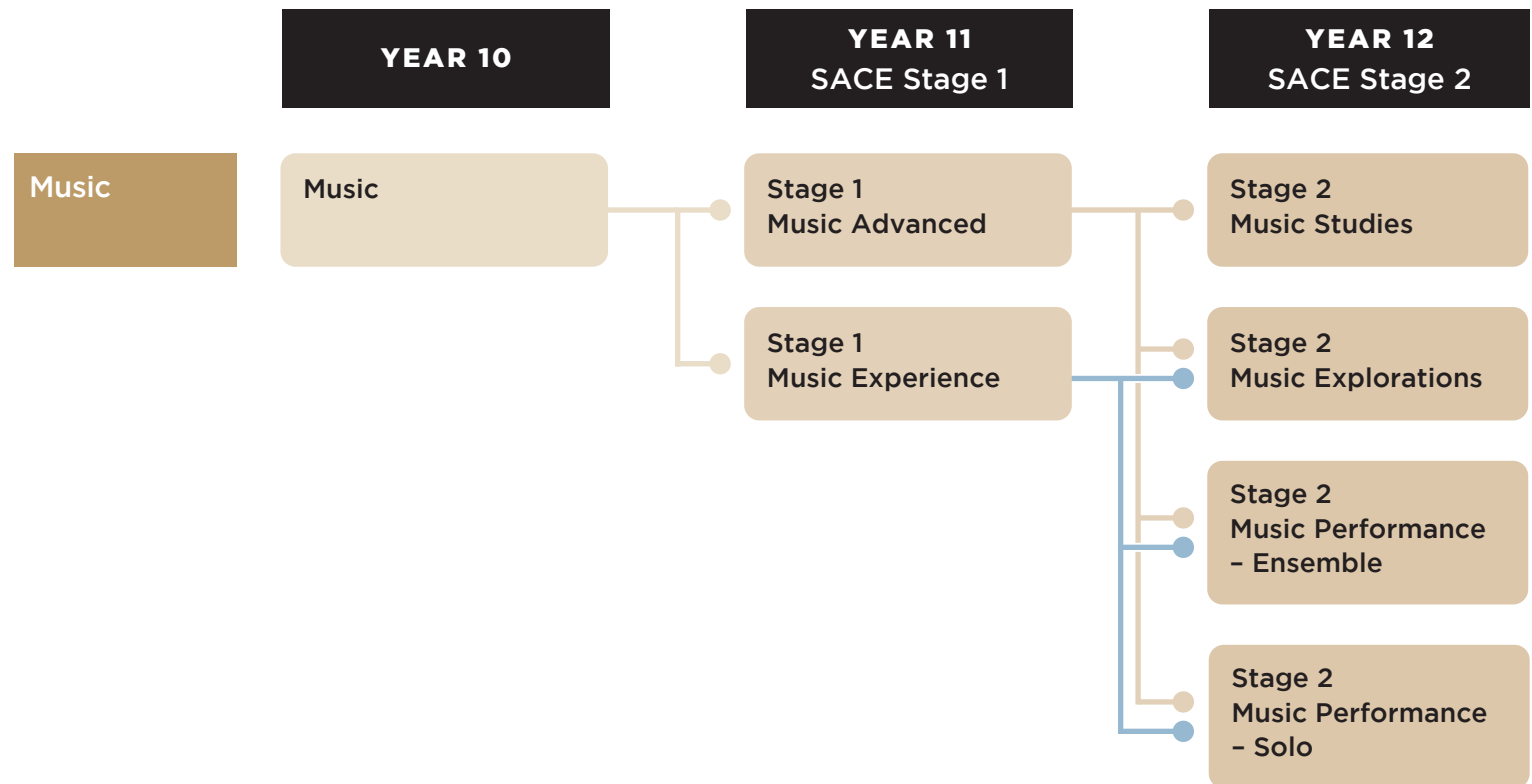


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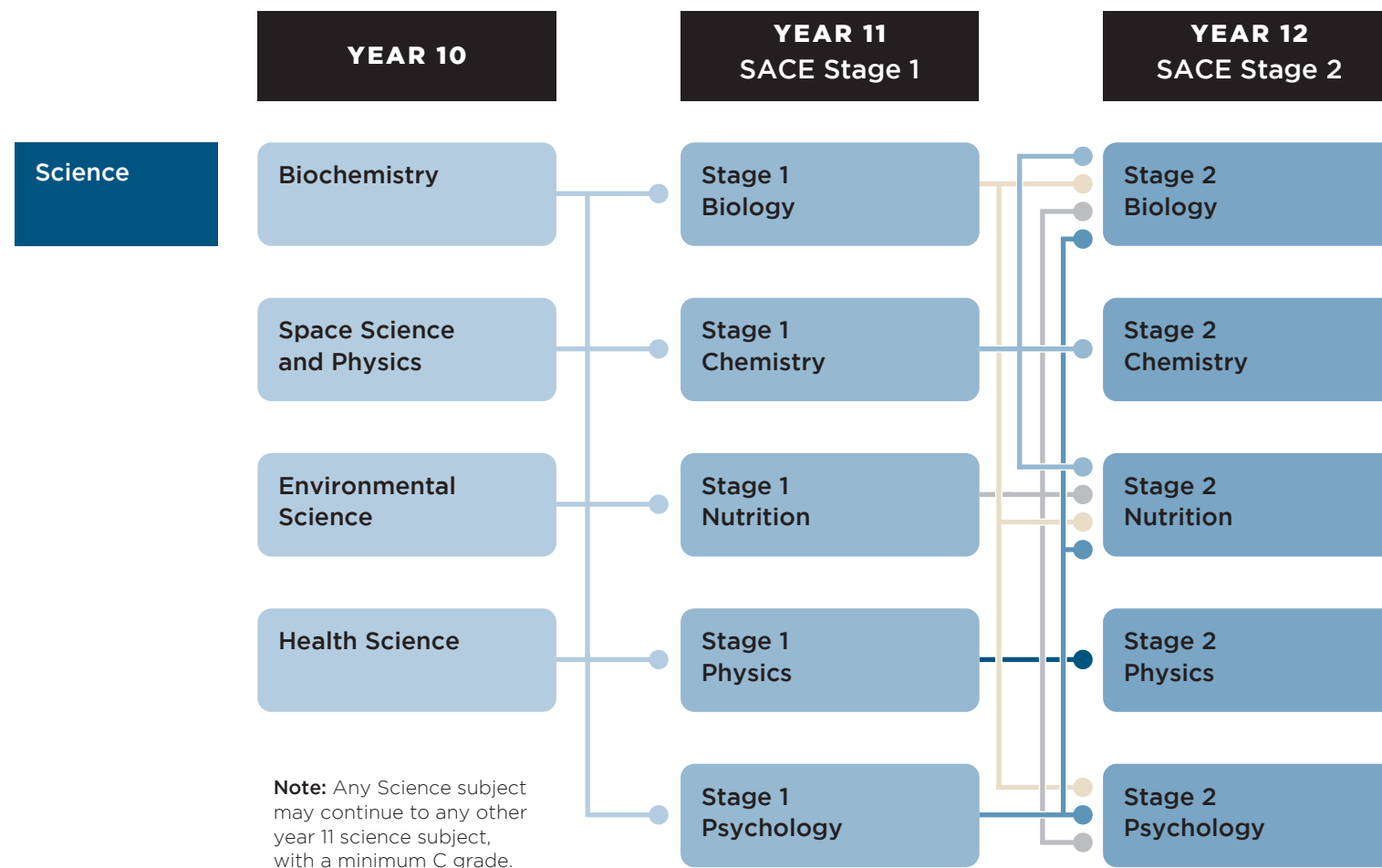


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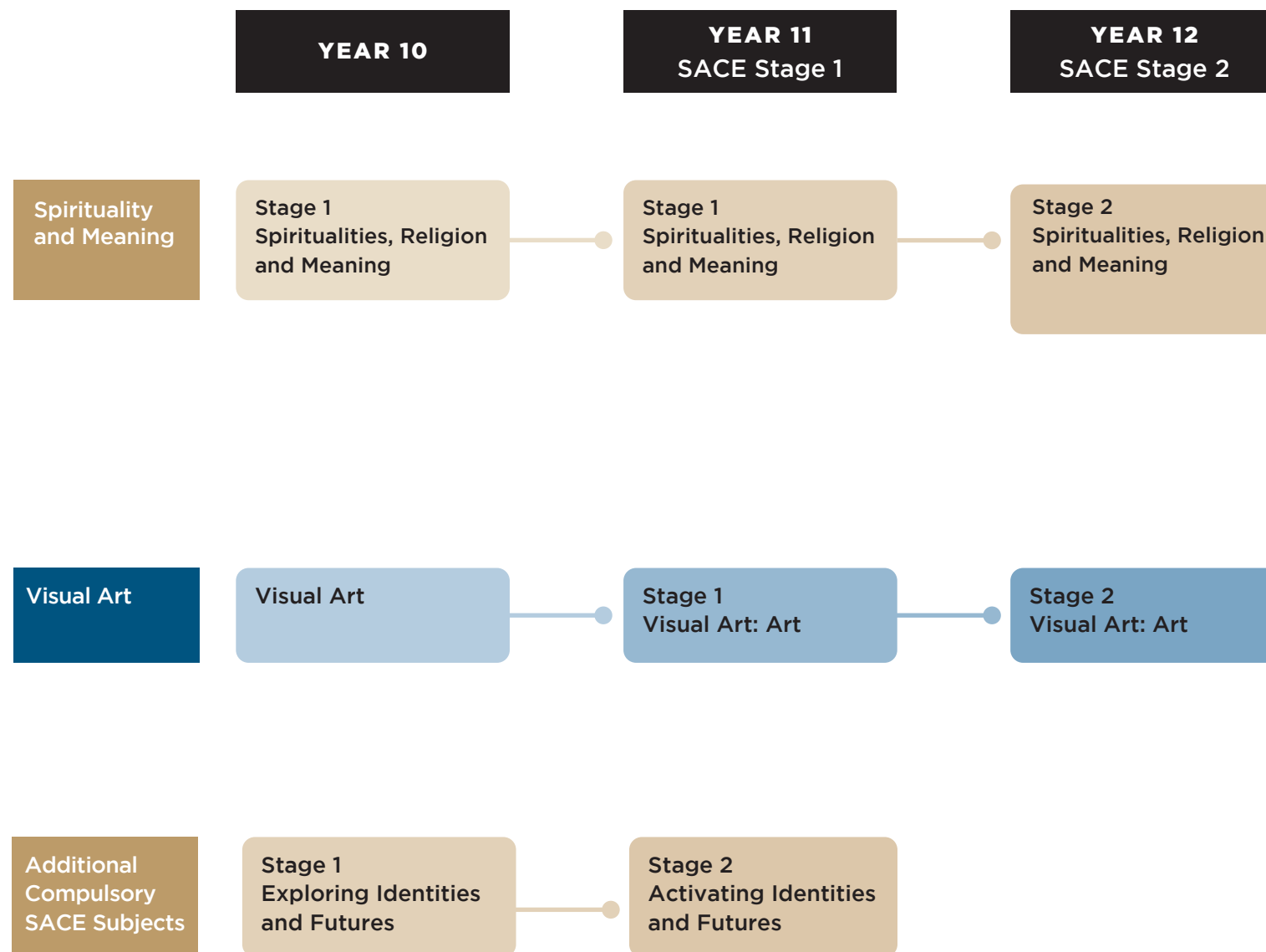


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Year 11 and 12 South Australian Certificate of Education (SACE)

Key contact for SACE at Loreto:

Robyn Scott > **Director of Academic Programs (R 12)**

Robyn.Scott@loreto.sa.edu.au

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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 – Exploring Identities and Futures (EIF) (10 credits) and Spirituality, Religion and Meaning (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:**

- > Exploring Identities and Futures (EIF): 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)
- > Activating Identities and Futures (AIF): 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 **Stage 1 Spiritualities, Religion and Meaning.**

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

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

* 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 subject **Stage 2 Spiritualities, Religion and Meaning**.

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

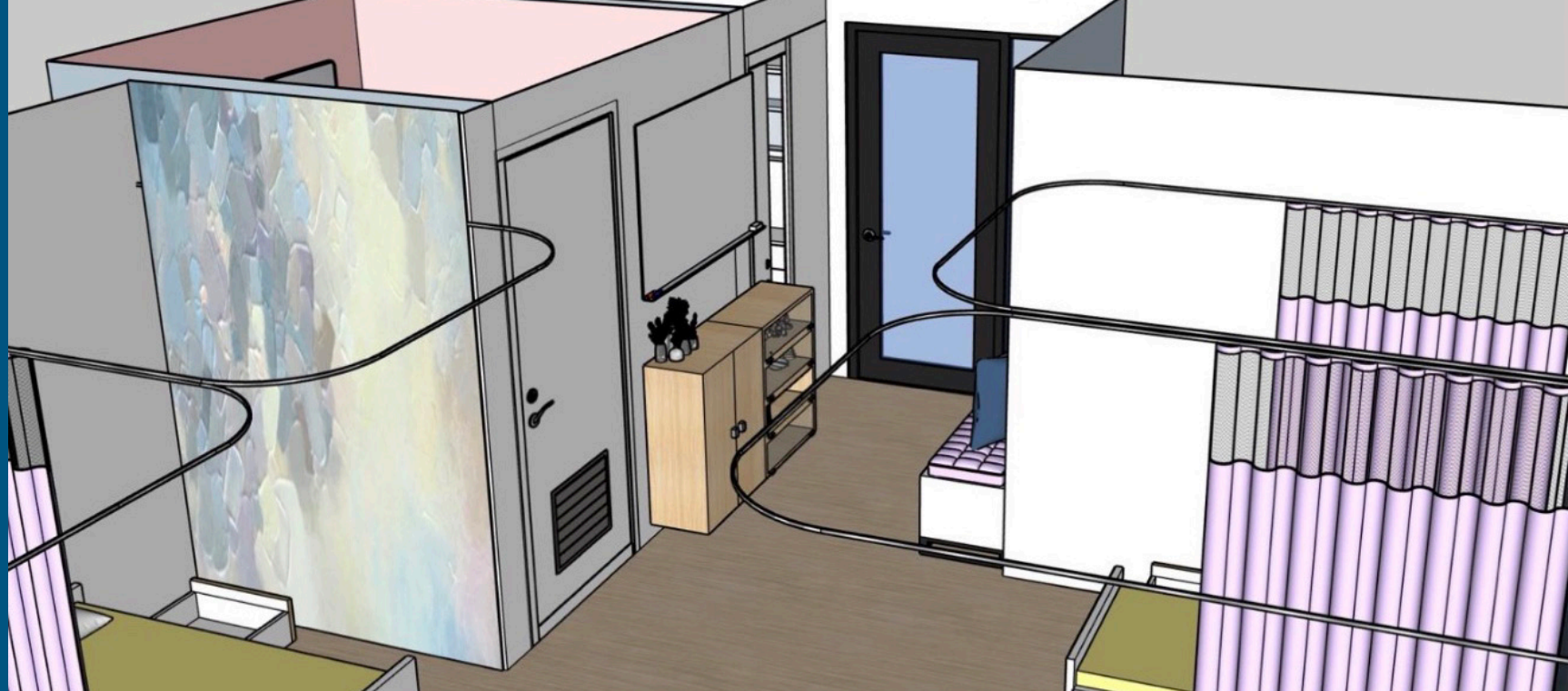
- | | |
|---|--------------------------|
| > Biology | > Mathematical Methods |
| > Business Innovation | > Specialist Mathematics |
| > Chemistry | > Media Studies |
| > Design Technology and Engineering | > Modern History |
| > Drama | > Music |
| > Economics | > Explorations |
| > English | > Performance – Ensemble |
| > English Literary Studies | > Performance – Solo |
| > Food and Hospitality | > Studies |
| > Design, Technology and Engineering (Digital Communication Solutions) | > Nutrition |
| > Design, Technology and Engineering (Material Solutions) | > Physics |
| > Design, Technology and Engineering (Industry and Entrepreneurial Solutions) | > Psychology |
| > Chinese (Continuers) | > Sports Studies |
| > French (Continuers) | > Visual Arts - Art |
| > Italian (Continuers) | > Women's Studies |
| > Legal Studies | |
| > General Mathematics | |

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Design and Digital Technologies

Year 11

Stage 1 Food and Hospitality

Stage 1 Material Solutions

Stage 1 Industry and Entrepreneurial Solutions

Stage 1 Digital Communication Solutions

Year 12

Stage 2 Food and Hospitality

Stage 2 Design, Technology and Engineering (Material Solutions)

Stage 2 Design, Technology and Engineering (Industry and Entrepreneurial Solutions)

Stage 2 Design, Technology and Engineering (Digital Communication Solutions)

Key contact for Technologies at Loreto:

Kelly Bregantic > Design Technologies Learning Area Leader 7-12

Kelly.Bregantic@loreto.sa.edu.au

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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 Design, Technology and Engineering (Material Solutions)

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 (Digital Communication Solutions)

Number of Credits:

10 credits (one semester) or
20 credits (2 semesters)

Pre-requisites: Nil

Subject Description:

This subject involves using symbols, signs, images, or other data to design and make products that communicate information. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of digital communication media. The subject provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. They apply critical thinking and problem-solving skills, and incorporate technologies to address design problems and challenges.

Examples of contexts for digital solutions include:

- > Application (app) development
- > Digital animation
- > Game production
- > Graphics
- > Multimedia
- > Photography
- > Virtual reality
- > Web design

Content:

Students will undertake Stage 1 Design, Technology and Engineering (Digital Communication 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
- > Assessment Type 2:
Design Process and Solution

Curriculum Pathways:

This subject leads to

Stage 2 Design Technology and Engineering (Digital Communication Solutions).

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Design and Digital Technologies

Stage 1 Design Technology and Engineering (Industry and Entrepreneurial Solutions)

Number of Credits:

10 credits (one semester) or
20 credits (2 semesters)

Pre-requisites: Nil

Subject Description:

This subject involves using symbols, signs, images, or other data to design and make products that communicate information. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of digital communication media. The subject provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. They apply critical thinking and problem-solving skills, and incorporate technologies to address design problems and challenges.

Examples of contexts for for industry solutions include:

- > Architecture
- > CAD/CAM
- > Industrial design
- > Product design

Content:

Students will undertake Stage 1 Design, Technology and Engineering (Industry and Entrepreneurial 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
- > Assessment Type 2:
Design Process and Solution

Curriculum Pathways:

This subject leads to

Stage 2 Design Technology and Engineering (Industry and Entrepreneurial Solutions).

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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 Design, Technology and Engineering (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 Design, Technology and Engineering (Digital Communication Solutions)

Number of Credits:

20 credits (full year)

Pre-requisites: Nil

Subject Description:

This subject involves using symbols, signs, images, or other data to design and make products that communicate information. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of digital communication media. The subject provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. They apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges. Examples of contexts for digital solutions include:

- > application (app) development
- > computer aided design (CAD)
- > game production
- > graphics

> multimedia

> virtual reality

> web design

Content:

Students will undertake Stage 2 Design, Technology and Engineering using the design cycle process covering the following:

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

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:

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

The following assessment types enable students to demonstrate their learning in Stage 2 Design, Technology and Engineering.

School assessment (70%)

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

External Assessment (30%)

- > Assessment Type 3: Resource Study (30%)

Students provide evidence of their learning through four to six assessments, including the external assessment component. Students complete:

- > Two specialised skills tasks
- > One design process and solution task
- > One resource study

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Design and Digital Technologies

Stage 2 Design, Technology and Engineering (Industry and Entrepreneurial Solutions)

Number of Credits:

20 credits (full year)

Pre-requisites:

Nil

Subject Description:

This subject 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. The subject provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. They apply critical thinking and problem-solving skills, and incorporate technologies to address design problems and challenges.

Examples of contexts for industry or entrepreneurial design solutions include:

- > Architecture
- > CAD/CAM
- > Industrial design
- > Product design

Content:

Students will undertake Stage 2 Design Technology and Engineering using the design cycle process covering the following:

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

Assessment:

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

The following assessment types enable students to demonstrate their learning in Stage 2 Design Technology and Engineering.

School assessment (70%)

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

External Assessment (30%)

- > Assessment Type 3: Resource Study (30%)

Students provide evidence of their learning through four to six assessments, including the external assessment component. Students complete:

- > Two specialised skills tasks
- > One design process and solution task
- > One resource study

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Drama

Year 11

Stage 1 Drama

Year 12

Stage 2 Drama

Key contact for Drama at Loreto:

Tim de Jong > Director of Performing Arts

Tim.deJong@loreto.sa.edu.au

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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 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

Key contact for English at Loreto:

Fiona Griffiths > Learning Area Leader English and Languages 7-12

Fiona.Griffiths@loreto.sa.edu.au

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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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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%)

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- > Humanities
- > Languages
- > Mathematics
- > Music
- > Sciences
- > Spirituality and Meaning
- > Visual Art
- > Vocational Education
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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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Stage 1 Media Studies

Number of Credits:

10 credits

This is a single semester course, selected in either semester 1 or 2

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 will 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

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Stage 2 Media Studies

Number of Credits:

20 credits (full year)

Pre-requisites: Nil. Completion of Stage 1 Media Studies preferable.

Subject Description:

Stage 2 Media Studies is a 20 credit subject that consists of a study of three topics within the framework of the four key media concepts.

The four key media concepts — media representations, media conventions, media organisations, and media audiences — underpin the study of aspects of media and are essential to students' critical reading of media texts and products.

The key media concepts provide an investigative framework to support students' research, analysis, and production assessments. These key media concepts introduce students to, and support their understanding of, contemporary media

construction and dissemination, and the social impact of media

texts and products.

Content:

In Stage 2 Media Studies, students consolidate their understanding of media as symbolic systems through the creation of analytical pieces and original productions. They are asked to analyse their own and other's interaction with media, analyse the ways in which representations are used and manipulated to engage audiences and responses, and apply knowledge of media conventions to design and produce creative, practical media texts.

In Stage 2, students engage in 3 topics of study:

- > Topic 1: Cult Television/Film
- > Topic 2: Music and Media
- > Topic 3: Short Films

All topics are underpinned by the study of cultural and political contexts and support the completion of separate investigation and interaction studies.

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 will undertake:

- > Two or three media exploration assessments, and one media interaction study for the folio
- > Two media products, each of which is supported by a producer's statement
- > One investigation

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

School Assessment (70%)

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

External Assessment (30%)

- > Assessment Type 3: Investigation (30%).

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Health and Physical Education

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. Please note Stage 1 Physical Education and Stage 1 Netball cannot be studied in the same semester.

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. Please note Stage 1 Physical Education and Stage 1 Netball cannot be studied in the same semester.

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 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:

Paul Foley > Humanities Learning Area Leader 7-12

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Humanities

Stage 1 Business Innovation

Number of Credits:

10 credits (one semester only)

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 only)

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 focuses 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 only)

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 only)

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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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: Business Model Evaluation (30%)

30% External Assessment:

- > Assessment Type 3: Examination (30%)

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- > Flexible Learning Options
- > Subject Flow Chart

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

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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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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LEARNING AREAS:

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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 11

Stage 1 Chinese (Continuers)

Stage 1 French (Continuers)

Stage 1 Italian (Continuers)

Year 12

Stage 2 Chinese (Continuers)

Stage 2 French (Continuers)

Stage 2 Italian (Continuers)

Key contact for English at Loreto:

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- > Exploring and Activating Identities and Futures

Languages

Stage 1 Chinese (Continuers)

Number of Credits:

20 credits (full year)

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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- > Flexible Learning Options
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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
- > Vocational Education
- > Exploring and Activating Identities and Futures

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
- > Visual Art
- > Vocational Education
- > Exploring and Activating Identities and Futures

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:

- > 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

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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- > English
- > Health and Physical Education
- > Humanities
- > Languages
- > Mathematics
- > Music
- > Sciences
- > Spirituality and Meaning
- > Visual Art
- > Vocational Education
- > 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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- > Music
- > Sciences
- > Spirituality and Meaning
- > Visual Art
- > Vocational Education
- > Exploring and Activating Identities and Futures

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 11

Stage 1 General Mathematics
Stage 1 Mathematical Methods
Stage 1 Specialist Mathematics

Year 12

Stage 2 General Mathematics
Stage 2 Mathematical Methods
Stage 2 Specialist Mathematics

Key contact for Mathematics at Loreto:
Melanie Bale > Mathematics Learning Area Leader 7-12
Melanie.Bale@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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LEARNING AREAS:

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- > Health and Physical Education
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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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LEARNING AREAS:

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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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- > Design and Digital Technologies
- > Drama
- > English
- > Health and Physical Education
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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
- > 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 Investigation (30%)

30% External Assessment:

- > Assessment Type 3: Examination (30%)

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- > Exploring and Activating Identities and Futures

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 Investigation (20%)

30% External Assessment:

- > Assessment Type 3: Examination (30%)

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LEARNING AREAS:

- > Year 11 and 12 (SACE)
- > Design and Digital Technologies
- > Drama
- > English
- > Health and Physical Education
- > Humanities
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- > Mathematics
- > Music
- > Sciences
- > Spirituality and Meaning
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- > Exploring and Activating Identities and Futures

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 Investigation (20%)

30% External Assessment:

- > Assessment Type 3: Examination (30%)

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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 de Jong > Director of Performing Arts

Tim.deJong@loreto.sa.edu.au

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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, Music Performance – Solo, and/or Music Explorations.

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- > Drama
- > English
- > Health and Physical Education
- > Humanities
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- > Music
- > Sciences
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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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LEARNING AREAS:

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- > Design and Digital Technologies
- > Drama
- > English
- > Health and Physical Education
- > Humanities
- > Languages
- > Mathematics
- > Music
- > Sciences
- > Spirituality and Meaning
- > Visual Art
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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 Explorations 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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- > Languages
- > Mathematics
- > Music
- > Sciences
- > Spirituality and Meaning
- > Visual Art
- > Vocational Education
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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 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:

Alison Thompson > Science Learning Area Leader 7-12

Allison.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)

Students should study either
Semester 1 or both Semesters to
proceed to Stage 2 Biology.

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 only)

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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- > English
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- > Sciences
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- > Visual Art
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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)

Students should study either
Semester 1 or both Semesters to
proceed to Stage 2 Biology.

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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- > Drama
- > English
- > Health and Physical Education
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- > Mathematics
- > Music
- > Sciences
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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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LEARNING AREAS:

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- > Drama
- > English
- > Health and Physical Education
- > Humanities
- > Languages
- > Mathematics
- > Music
- > Sciences
- > Spirituality and Meaning
- > Visual Art
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Science

Stage 2 Chemistry

Number of Credits:

20 credits (full year)

Pre-requisites:

A minimum C grade or higher in both Semesters of 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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- > Drama
- > English
- > Health and Physical Education
- > Humanities
- > Languages
- > Mathematics
- > Music
- > Sciences
- > Spirituality and Meaning
- > Visual Art
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- > Exploring and Activating Identities and Futures

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 both Semesters of 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 11

**Stage 1 Spiritualities,
Religion and Meaning**

Year 12

**Stage 2 Spiritualities,
Religion and Meaning**

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 Spiritualities, Religion and Meaning

Number of Credits:

10 credits (one semester)

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 Spiritualities, Religion 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 Spiritualities, Religion and Meaning.

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Spirituality and Meaning

Stage 2 Spiritualities, Religion and Meaning

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 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 one or 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 at Loreto:

Robyn Scott > Director of Academic Programs (R-12)

Robyn.Scott@loreto.sa.edu.au

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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.

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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Exploring and Activating Identities and Futures

Year 10

Exploring Identities
and Futures (EIF)

Year 11

Activating Identities
and Futures (AIF)

Key contact at Loreto:

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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%)

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Activating Identities and Futures (AIF)

Year 11

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-requisites and Assumed Knowledge:

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

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

Pre-requisites are those subjects which students must take 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 published by the South Australian Tertiary Admissions Centre. For more information, visit the SATAC website - www.satac.edu.au. Students and parents are strongly encouraged to consult this website 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

Adelaide University
www.adelaideuni.edu.au

Flinders University
www.flinders.edu.au

TAFE SA
www.tafesa.edu.au

Students Online
www.apps.sace.sa.edu.au/students-online/login.do