

Senior School

Curriculum Handbook

2024



ST PETERS
GIRLS



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Introduction

Welcome to your senior studies

St Peter's Girls is a single campus school, comprising four sub-schools; ELC, Junior, Middle and Senior. We are an integrated school community with a shared heritage and vision. We share policies, facilities, resources, staff and beautiful spacious grounds. We have philosophies and pedagogies that recognise the developmental needs, focus and interests of the students within our sub-schools. However, we also value the connectedness and opportunities for leadership that each sub-school provides.

The curriculum

The St Peter's Girls' graduate follows a long tradition of outstanding achievement.

The curriculum supports and equips all students with the skills and dispositions to be successful St Peter's Girls' graduates and provides a firm foundation for future learning and career pathways. Excellent teaching and learning facilities are provided to help each student realise her individual potential.

The Senior School Curriculum Book is intended as a guide for parents and students undertaking Years 10, 11 and 12 at St Peter's Girls. It provides an explanation of the South Australian Certificate of Education (SACE), the International Baccalaureate (IB) and curriculum outlines for Year 10, SACE Stage 1 and 2, and IB subjects. This information is valuable preparation for the subject selection process held in Term 3. It is important that this book is used in conjunction with other publications such as the SATAC Tertiary Entrance Booklet and the SACE website.

Further information can also be obtained from subject teachers, Heads of Departments, the Head of the Senior School, the Director of Teaching and Learning and the IB and SACE Coordinators.

When selecting subjects, it is essential that students consider their strengths and interests and also possible career paths. If intending to study at a tertiary institution, it is important to research prerequisites and assumed knowledge in order to select an appropriate SACE Stage 1, SACE Stage 2 or IB course.

The Careers team at St Peter's Girls provide information to students about various tertiary courses and options beyond school. Information sessions are held relating to the world of work and further study and all students are strongly encouraged to attend any career evenings and events. At Year 10, all students undertake a Personal Learning Plan which gives students an opportunity to explore their learning styles and to make informed decisions about their subject selections in line with their future pathways.

Each girl in the Senior School is an important member of St Peter's Girls and it is a privilege to share in the challenge of developing her knowledge, skills and talents.

Kate Fryer
Director of Teaching and Learning

Statement of purpose

St Peter's Girls provides excellence in education. In a supportive environment that encourages responsibility for learning, every individual is nurtured and shaped through a balanced and holistic approach designed to help each student to realise their potential.

Our students develop a strong sense of self and demonstrate a passion for learning and life.

The St Peter's Girls graduate is ...

- confident
- empowered
- resilient
- socially competent
- academically capable

She has

- a strong sense of self
- a strong sense of justice
- respect and empathy for others
- enthusiasm for life
- cultural awareness
- well-developed values and beliefs

and

- is able to reason and make wise choices
- strives for her personal best
- has experienced leadership
- is optimistic and imaginative
- is a global citizen

Learner Profile

The School embraces the IB Learner Profile. We believe that through the development of these attributes, students are able to realise their intellectual, social and spiritual potential.

Our learners strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Year 9 to 10 overview

In readiness for the demands of SACE and IB, the Year 10 curriculum provides a strong foundation in all disciplines. It is responsive to the interests and needs of our students and supports the girls in making informed decisions concerning subject choices in Years 11 and 12. At Year 10, the compulsory subjects are English, Mathematics, Science, History, Physical Education and the SACE Stage 1 Exploring Identities and Futures.

Students have an opportunity to select elective subjects from a variety of areas to broaden and support their learning and developing interests.

	YEAR 9	YEAR 10
ARTS	Music Visual Arts: Art/Design Drama Dance	Music Visual Arts: Art/Design Drama Dance
ENG	English	English English as an Additional Language or Dialect (EAL/D)
HPE	Health Physical Education Becoming	Health and Physical Education High Performance (incl. Certificate III in Sports Coaching)
HUM	History Geography	Economics History (20th Century World) Justice and Society
LANG	Chinese Chinese Background Chinese Heritage French	Chinese Chinese Background French
MATH	Mathematics	Mathematics
SCI	Science	Forensic Science Psychology Science
TECH	Creative Technology Food Management	Film Production (incl. Certificate III in Screen and Media) World of Food
CROSS	Philosophy and Religion Literacy and Numeracy Support	Mission to Mars Exploring Identities and Futures (Stage 1) Study Support

The IB Diploma

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. (IBO, 2011)

The International Baccalaureate (IB) Diploma Programme (DP) is a rigorous and rewarding two-year curriculum, globally recognized by Australian and international universities. St Peter's Girls is an IB World school authorized to offer the IB Diploma.

Students take six subjects maintaining breadth and depth of study. The school curriculum at Year 10 and Middle School level provides differentiation and skill development in preparation for the IB pathway.

The IB Diploma is designed for students who want to proceed to university studies. The recommendation is that IB Diploma students are capable of successfully studying 3 Higher Level subjects as well as 3 Standard Level subjects and of achieving an ATAR of 75 or above.

The IB Diploma:

- encourages international-mindedness
- develops a positive attitude to learning that prepares students for university education
- has a reputation for rigorous external assessment with published global standards
- is a qualification welcomed by universities worldwide
- emphasises the development of the whole student - physically, intellectually, emotionally and ethically
- recognises that all subjects have the same value (no scaling)

Students who will really enjoy the IB Diploma and are well suited to its learning and assessment style are those who embrace the IB Learner Profile and who are:

- independent, active, curious learners
- like to be challenged, personally and academically
- have good management and organizational skills
- are interested in becoming well rounded individuals and good global citizens

Admission

The IB Diploma Programme is open to all students going into Year 11 with motivation, aptitude, positive attitudes to learning and qualities of self-discipline and perseverance.

All girls interested in doing the Diploma will meet with the IB Diploma Coordinator to determine their subjects.

Teacher recommendations will be taken into consideration.

Admission for International Students

At the point of admission for international students, consideration is given to their English competencies.

Entry into St Peter's Girls is based on being able to demonstrate successful academic achievement in their local school by providing school reports as well as evidence of their level of English language proficiency.

DP model

In addition to studying six subjects, students participate in the three core requirements that comprise the heart of the DP Model. They are:

- Extended Essay
- Theory of Knowledge (TOK)
- Creativity, Activity and Service (CAS)

The Extended Essay

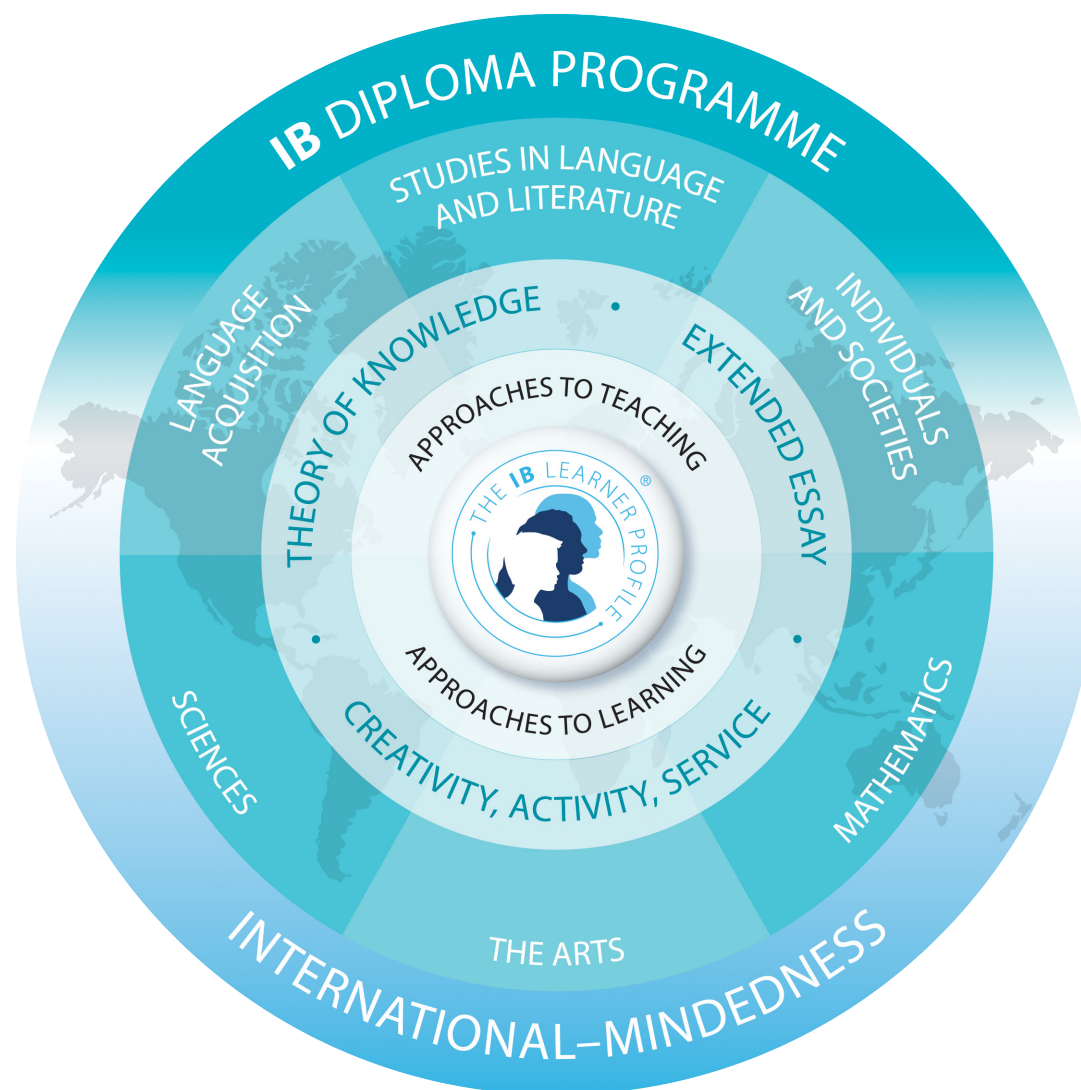
The 4000 word extended essay requires students to engage in independent research through an in-depth study of a question relating typically to one of the subjects they are studying.

Theory of Knowledge

Theory of Knowledge is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. Students reflect on and examine different ways of knowing (perception, imagination, faith, intuition, memory, emotion, language and reason) and different knowledge frameworks.

Creativity, Activity, Service

Community service in action, physical activity and creativity programme. This is an essential element of a student's program and their development.



How are students assessed?

The IB Diploma is a two-year programme. Students are assessed throughout the programme with final exams held in November of Year 12. In all subjects, some of the assessment is carried out by subject teachers, who mark individual pieces of coursework such as oral or practical assessment. The remaining assessments (including exams) are marked externally.

Classroom teachers and IB examiners work to ensure that students have ample opportunity to demonstrate what they have learned.

The IB assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses, which are to provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognised university entrance qualification

Each subject is graded on a scale of 1 (minimum) to 7 (maximum). The Diploma is awarded to students who gain at least 24 points and is subject to certain minimum levels of performance across the whole programme, including the satisfactory completion of the Theory of Knowledge course, the extended essay and CAS. The highest total that a Diploma Programme student can be awarded is 45 points.

The assessment procedure within each subject varies, but generally comprises external examinations and internal assessment. There is no scaling. The IB Diploma is criteria-referenced which means if an individual student reaches a certain standard, marks are awarded regardless of the standard reached by other students both here at our School and globally. Hence the IB Diploma is a cooperative learning framework, rather than competitive.

IB Diploma and university entry

Students who earn a Diploma are eligible to apply to universities in Australia and overseas as the Diploma is internationally recognized and highly regarded.

Many colleges and universities, including The University of Adelaide, offer advanced standing or course credit to students with strong IB results, including a number of scholarships.

IB students are assigned a selection rank awarded on the basis of their Diploma results. All IB students are eligible for the full adjustment factors through the Universities Language, Literacy and Mathematics Scheme, which highlights their readiness for undergraduate studies.

A SACE and IB comparative chart is included in this booklet, as well as some frequently asked questions and their answers, which can also be found in the IBDP booklet and on the School's website at www.stpetersgirls.sa.edu.au/academics/ib-diploma-programme/

The SACE

What is the SACE?

The South Australian Certificate of Education (SACE) is a modern, internationally-recognised secondary school qualification designed to equip your child with skills, knowledge, and personal capabilities to successfully participate in our fast-paced global society.

The SACE is designed to help students develop capabilities and provide skills and knowledge to live, work, and participate successfully in an ever changing society. It will offer students the flexibility to choose their subjects to become a successful learner, and a confident and creative individual who is an active and informed citizen ready to succeed in further education, training, or the workforce. The SACE allows students to choose subjects that reflect their interests, skills, and career goals, using a combination of SACE subjects, vocational education and training (VET), community learning, university, and TAFE studies.

2024 outline

- Year 10 students study the Exploring Identities and Futures (*)
- Year 11 students study the SACE Stage 1 subjects and Stage 2 Research Project (**)
- Year 12 students study the SACE Stage 2 subjects

Subject overview

A variety of elective subjects are offered at the SACE Stage 1 and 2 levels. Courses will only be run if there is sufficient interest and resources.

SACE courses cover all of the following capabilities to some degree: Literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding.

SACE Stage 1	SACE Stage 2
COMPULSORY	
English (20 credits) Mathematics (10 credits) Exploring Identities and Futures (10 credits) *	Research Project (10 credits) **
ELECTIVES	
English	
English Literary Studies General English	English Literary Studies English
Mathematics	
General Mathematics Mathematical Methods Specialist Mathematics	General Mathematics Mathematical Methods Specialist Mathematics
Arts	
Dance Drama Music Advanced Visual Arts: Art/Design	Dance Drama Music Explorations Music Performance: Ensemble Music Performance: Solo Music Studies Visual Arts: Art/Design
Health and Physical Education	
Physical Education	Physical Education
Humanities	
Business Innovation Legal Studies Modern History	Business Innovation Legal Studies Modern History
Languages	
IB Language subjects	
Science	
Biology Chemistry Nutrition Physics Psychology	Biology Chemistry Nutrition Physics Psychology
Technology	
Design, Technology and Engineering Food and Hospitality	Design, Technology and Engineering Food and Hospitality

○ All IB subjects are eligible for SACE credits

How do students achieve the SACE?

Students can gain their SACE in the equivalent of two years of full-time study; however, most students spread this over three years. There are two stages:

- Stage 1, usually undertaken in Year 11, apart from Exploring Identities and Futures (Year 10)
- Stage 2, which most students do in Year 12

Each subject or course successfully completed earns 'credits' towards the SACE. A minimum of 200 credits is required for students to gain the certificate.

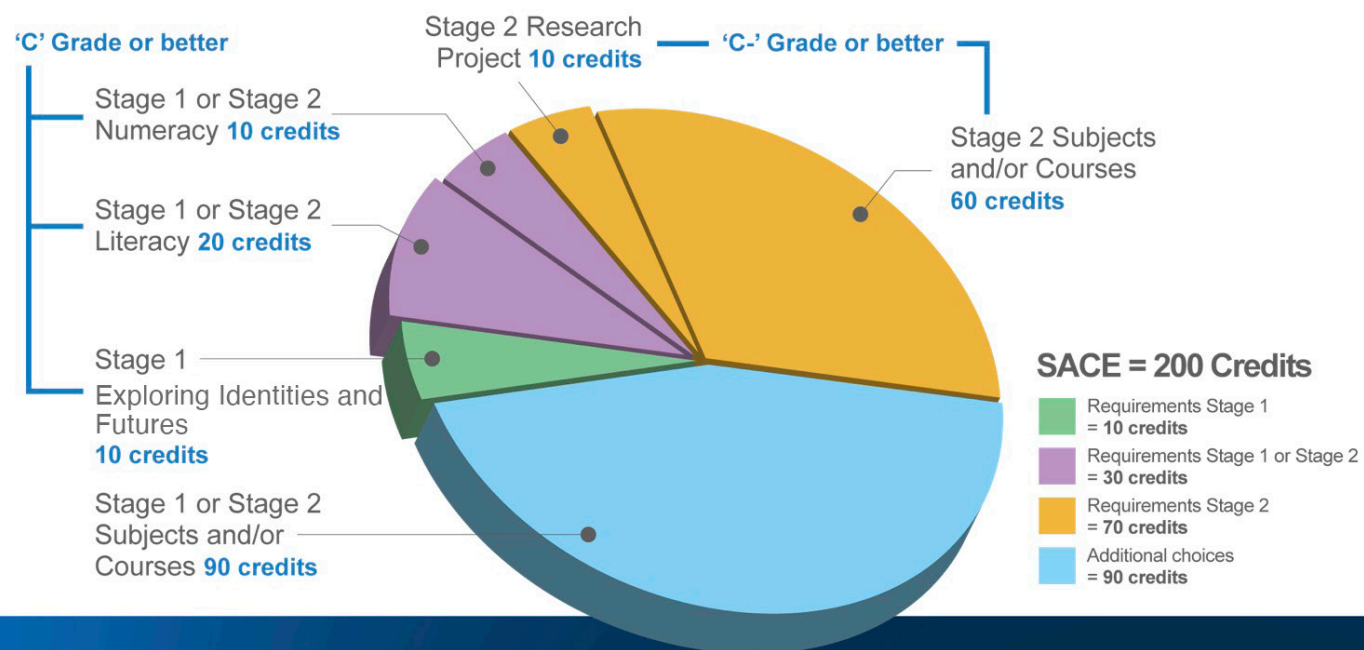
Students receive a grade from A to E for each subject (A+ to E - at Stage 2). For compulsory subjects, they need to achieve a C grade or better.

The compulsory subjects are:

- Exploring Identities and Futures (10 credits at Stage 1)
- Literacy - at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy - at least 10 credits from a range of Mathematics subjects or courses (Stage 1)
- Research Project - an in-depth major project (10 credits at Stage 2) (To be known as AIF: Activating Identities and Futures from 2025)
- Other Stage 2 subjects totalling at least 60 credits

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE-recognised courses of the student's choice.

SACE credits



Exploring Identities and Futures

Exploring Identities and Futures (EIF) is a compulsory 10-credit Stage 1 subject, normally undertaken in Year 10. Students must achieve a C grade or better to complete the subject successfully and gain their SACE. 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 of the SACE

- The School will assess subjects in Stage 1 (Year 11).
- The SACE will give A-E grades in every subject at Stage 1.
- Each subject has performance standards. This means that students will be able to see exactly what they need to achieve to get a particular grade.

SACE requirements

Year 11 SACE

- Most students will complete the Stage 1 requirements of the SACE at Year 11, studying six Stage 1 subjects plus Research Project.
- Subjects should be studied for the full year as a prerequisite for selecting them in Year 12.
- The Stage 2 Research Project is compulsory.
- Achievement is recorded by the SACE Board as part of the accreditation leading to the South Australian Certificate of Education (SACE).
- The context and assessment of subjects follows the prescribed SACE Board subject outlines and performance standards.
- Intra and inter school moderation will occur with compulsory components of the SACE - Exploring Identities and Futures, English (Literacy), and Mathematics (Numeracy).

SACE/IB Combination

In Year 11 students may choose a combination of SACE and IB subjects and receive the appropriate credits towards the SACE Certificate.

Care needs to be taken to fulfil the SACE compulsory components.

Year 12 SACE

- Most students will study five Stage 2 subjects.
- Stage 2 subjects are studied as full year subjects with the exception of Music subjects and the Research Project.

- The content and assessment of subjects follow prescribed SACE Board subject outlines and performance standards.
- Achievement is recorded by SACE Board as part of the accreditation leading to the SACE.
- one IB subject can be studied and contributes towards the ATAR.

SACE, university and TAFE entry

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 90 credits at Stage 2, including four 20-credit Stage 2 subjects. The final Stage 2 credits can be gained in a variety of ways as defined by the universities. Universities also specify required subjects for some of their courses. It is the expectation of St Peter's Girls that students take five Stage 2 subjects: students need to carefully investigate precluded combinations for SACE and the ATAR.

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.

Full details of university and TAFE entry requirements for 2024 will be included in the Tertiary Entrance Booklet, by the South Australian Tertiary Admissions Centre. Visit the SATAC website for more information:

www.satac.edu.au

Further Information

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

Comparative chart: SACE and IB

The IB and SACE Comparative Chart identifies a number of similarities and differences that exist between the two courses.

The objective of this chart is to clarify the features of each course.

This chart should be used to inform your subject selection. In combination with the Year 11 subject information and discussions with teachers, the IB Diploma Coordinator, the SACE Coordinator and the Director of Teaching and Learning, students can make well-informed choices.

	SACE	IB Diploma
Nature of the program	<ul style="list-style-type: none"> Allows for greater flexibility (with limited prescribed subjects) Semester/yearlong courses 	<ul style="list-style-type: none"> Holistic, global, breadth of subjects required Two-year program
Styles of learning	<ul style="list-style-type: none"> Opportunity in the Research Project for independent learning beyond the standard curriculum. Students develop their research, writing and referencing skills Regular summative assessments 	<ul style="list-style-type: none"> International in outlook and focus Co-operative learning Good opportunity for developing autonomy in learning Opportunity in the EE for in-depth research and academic writing skills Regular formative assessments
Differentiation between Years 11 and 12?	<ul style="list-style-type: none"> Yes - separate subjects at Year 11 and 12 Final exams/external assessment in Stage 2 worth approx. 30% of total mark (with Stage 1 knowledge assumed in some subjects) 	<ul style="list-style-type: none"> The IB DP is a two-year program for all subjects Final exams based on cumulative work, percentages weighting varies between subjects
Number of subjects studied	<ul style="list-style-type: none"> Year 11: 6 subjects + Research Project Year 12: 5 subjects Students study 10/20 credit subjects to a minimum of 200 credit points 	<ul style="list-style-type: none"> 6 academic subjects studied over two years Theory of Knowledge (TOK)
Compulsory subjects	<ul style="list-style-type: none"> English (Stage 1 - 20 credits) C grade or better Mathematics (Stage 1 - 10 credits) C grade or better EIF (Stage 1 - 10 credits) C grade or better Research Project (Stage 2 - 10 credits) C grade or better 	<ul style="list-style-type: none"> One subject from each of the following groups: Group 1: Language A (English, Chinese) Group 2: Language acquisition (French, Japanese, Spanish, Chinese, ESOL) Group 3: Individuals and Societies (Economics, Global Politics, Psychology) Group 4: Experimental Sciences (Biology, Chemistry, Physics) Group 5: Mathematics (analysis and approaches, applications and interpretation) Group 6: The Arts (Dance, Music, Visual Arts, Theatre) or another subject from groups 1 - 4.

Additional requirements		<ul style="list-style-type: none"> • Creativity, Activity and Service (CAS) • Extended Essay (EE)
Workload	<ul style="list-style-type: none"> • Significant jump in expectations from Year 10 • ~ 3 hours homework/night 	<ul style="list-style-type: none"> • Significant jump in expectations from Year 10 • ~ 3 hours homework/night
Ensuring equity between schools	<ul style="list-style-type: none"> • Moderation of internally assessed materials submitted by the school to the SACE Board 	<ul style="list-style-type: none"> • Moderation of internally assessed materials submitted by the school to the IB
Timing of internal assessments	<ul style="list-style-type: none"> • Year 11 Summative tasks throughout the year • Year 12 Summative tasks throughout the year - Trial exams (October) 	<ul style="list-style-type: none"> • Assessment spread over two years, more heavily concentrated in Year 12 • EE and TOK essay completed end Term 2/early Term 3 in Year 12 to allow for maturity and experience to be incorporated into finished works
What counts?	<ul style="list-style-type: none"> • All subjects contribute equally according to their unit value to the SACE. • Results may be subject to scaling 	<ul style="list-style-type: none"> • All subjects contribute equally to the final Diploma score. • Results are not scaled • Extended essay and TOK contribute up to 3 bonus points. • CAS is pass/fail
Grading System	<ul style="list-style-type: none"> • Final marks in each subject are referenced against defined levels of achievement consistent and applied equally to all schools • Students earn a final mark per subject out of 20 (Stage 2) • A grade of E or above is required in Stage 1 • A grade of C- or above is required in Stage 2 	<ul style="list-style-type: none"> • Criterion referenced assessment with performance measured against levels of achievements consistent from one examination session to the next and applied equally to all schools • Students earn a grade 1 to 7 in each academic subject • Minimum requirement is 24 points for award of Diploma.
Breadth of Curriculum	<ul style="list-style-type: none"> • Allows students to specialise. • Five subjects at Stage 2 plus Research Project. 	<ul style="list-style-type: none"> • Structure requires students to study across multiple disciplines
Opportunity for Extension Work	<ul style="list-style-type: none"> • Opportunity to explore strengths and interests in Research Project 	<ul style="list-style-type: none"> • Most subjects offered at both standard and higher levels • Opportunity to undertake in-depth exploration of an academic topic in any subject, through the extended essay
Special Needs	<ul style="list-style-type: none"> • Special provisions for students with assessment access requirements, illness and misadventure. 	<ul style="list-style-type: none"> • Special provisions for students with assessment access requirements, illness and misadventure.

Ratio of Internal to External Assessment	70% school based and 30% external assessment in all subjects School-based assessments are spread across Year 12 and encompass a wide range of types of assessment in every subject	Up to 50% internally and up to 80% externally assessed components (including exams) depending on subject Internal assessments are integrated into the teaching program and completed by the end of Term 3 in Year 12
Internal Assessments	Emphasis is on summative assessment Include a wide range of assessment types, including essays, written assignments, orals, fieldwork projects, lab work, artistic performance, science and mathematical investigations Internal examinations do not count towards final mark	Assessment is both formative and summative Include a wide range of assessment types, including essays, research essays, written assignments, orals, fieldwork projects, science and mathematical investigations, artistic performance Flexibility of assessment structure. Internal examinations do not count. Allows schools to plan study in local cultural or geographical context
SACE/IB Diploma Completion	A student passes the SACE provided she has satisfactory course completion (C- or above) and achievement in the compulsory components	To be awarded the Diploma, students must achieve a minimum score of 24, incorporating a minimum total of 12 points in HL subjects Meet minimum requirements for CAS, EE and TOK
Internal Examination Blocks	Mid year and end of year examinations in Year 11 (Formative for most subjects) Trial exams in Term 2, 3 and October holidays in Year 12	End of year examinations in Year 11 (formative) Trial exams in Year 12 during school term time Ongoing practice papers in class
External Examinations	SACE Exams – November of Year 12 Exams marked by local teachers through the SACE	IB Diploma exams – November of Year 12 Exams marked by IB examiners
Number of Examinations	One exam per subject (not all subjects have exams) Maximum exam length per subject = 2 hours	One to three exam papers per subject (not on the same day, not all subjects have exams) Most papers are 1.5 - 2 hours, some are less
Opportunity to Repeat Subjects	Yes	Yes Students may also request a re-mark of assessed work Students may re-take exams

Student Requirements	Willing to follow the prescribed course of study with diligence and sustained effort Willing to develop independent learning, good time management and organisational skills	Willing to be challenged and to question Willing to participate and become an active learner Willing to develop as a well-rounded individual and an engaged citizen of a multicultural world Willing to develop independent learning, good time management and organisational skills
Release of Results	Mid December	Mid December
University Entry (Local universities)	After scaling, best 3 scaled scores from 20 credit subjects and best 30 credits of scaled scores from other subjects. Adjustment factors are added to the university aggregate to calculate selection rank which is used for university entry (www.satac.edu.au/adjustment-factors)	All components count to overall IB Diploma score. Bonus points are applied for Selection Rank which is then used for university entry. An increasing number of Australian universities are offering IB students guaranteed entry and early university offers based on predicted IB grades, including scholarships
University Entry (Overseas Universities)	Student needs to negotiate with overseas institutions on an individual basis	Diploma provides direct and recognised entry to universities worldwide – includes every university in the US and UK. Information on IB access to international universities is available at: https://www.ibo.org/university-admission/

Other subject options

Open Access College

Studying with Open Access College provides opportunities for choosing subject/s not available at St Peter's Girls.

The Open Access College is a South Australian Government School, and is recognised as being at the forefront of Distance Education in the Asia Pacific Region. It uses video conferencing and the online classroom. It also produces very detailed online and hardcopy course materials.

In the past our students have studied Stage 1 and Stage 2 Child Studies and Stage 2 Workplace Practices.

Students considering Open Access classes need to be motivated independent learners.

For further information please contact the Director of Teaching and Learning.

School of Languages

Studying at the School of Languages provides opportunities for students wishing to study a language not available at St Peter's Girls.

The School of Languages is particularly useful for international students who wish to continue studying in their first language and for students who have been studying other languages outside of school. For further information please contact the Director of Teaching and Learning.

Vocational Education and Training

Vocational Education and Training (VET) is hands-on practical training that is nationally recognised. VET supports students to develop and apply skills and knowledge for work and their future pathway and it can count towards the SACE.

For more information about VET, visit:

<https://sace.sa.edu.au/web/vet/what-is-vet>

At St Peter's Girls, we are able to offer students the opportunity to complete a Cert 3 in Sports Coaching and a Cert 3 in Screen & Media here at School as part of their Year 10 studies.

We are also able to offer students the opportunity to enrol in a range of semester Vocational Education Courses through Registered Training Organisations (RTOs) that complement student interests.

Courses are offered offline, that is, out of school hours in a flexible learning environment. Some VET courses have a work placement component which needs to be completed in order to satisfy course requirements.

Past courses have included Fitness, Business, and Early Childhood Education and Care.

For further information please contact the SACE Coordinator.

About this resource

This curriculum book has been put together to assist with subject selection. It provides an overview of the subjects being offered, their content and assessment, as well as pathways to higher year levels.

Selecting subjects

A number of important matters need to be considered when subject and programme selections are being made. It is important to carefully read through this curriculum information book, and seek clarification of any aspect you do not understand.

- 1 Be aware of prerequisite demands or assumed knowledge in subjects you may wish to study in future years, whether at school or at tertiary level**
- 2 Research the requirements of your future career choices**
- 3 Be courageous but realistic and consider the following**
 - Your ability to cope with the academic content of the subject
 - Your interest in the subject
 - Your performance in the past
- 4 Seek advice from**
 - Subject teachers for more information. Your teachers are in the best position to advise you about your capabilities.
 - Students who have studied the subject.

5 Choose subjects about which you feel confident. Note that Year 10 and Year 11 have compulsory subjects

6 Keep your options as open as possible

7 Use all possible sources of help and information

- teachers
- job guides
- Exploring Identities and Futures
- SATAC Tertiary Entrance booklet
- SATAC Guide
- TAFE Institutes
- University Information Offices
- SACE website
- University / TAFE websites
- Careers guidance at school
- Career Tools page (via MyLink)
- Selection Process

8 Understand the selection process

- Students will be provided with information regarding subjects and pathways.
- Heads of Department particularly in English, Mathematics and Science will provide specific information to students in class time
- There will be a subject expo in Term 3 to enable parents and students to have specific subject and IB / SACE guidance

Abbreviations

- ATAR** > Australian Tertiary Admissions Rank
- IBDP** > International Baccalaureate Diploma Programme
- SACE** > South Australian Certificate of Education
- SATAC** > South Australian Tertiary Admissions Centre
- TAFE** > Training And Further Education
- VET** > Vocational Education and Training

Terms and definitions

Assumed Knowledge > Background knowledge in a SACE Stage 1 or Stage 2 subject or an identified skill which is expected to enhance a student's understanding of the content of a given tertiary course.

Precluded Combination > A named pair of SACE Stage 2 subjects which cannot both be counted when calculating the university aggregate.

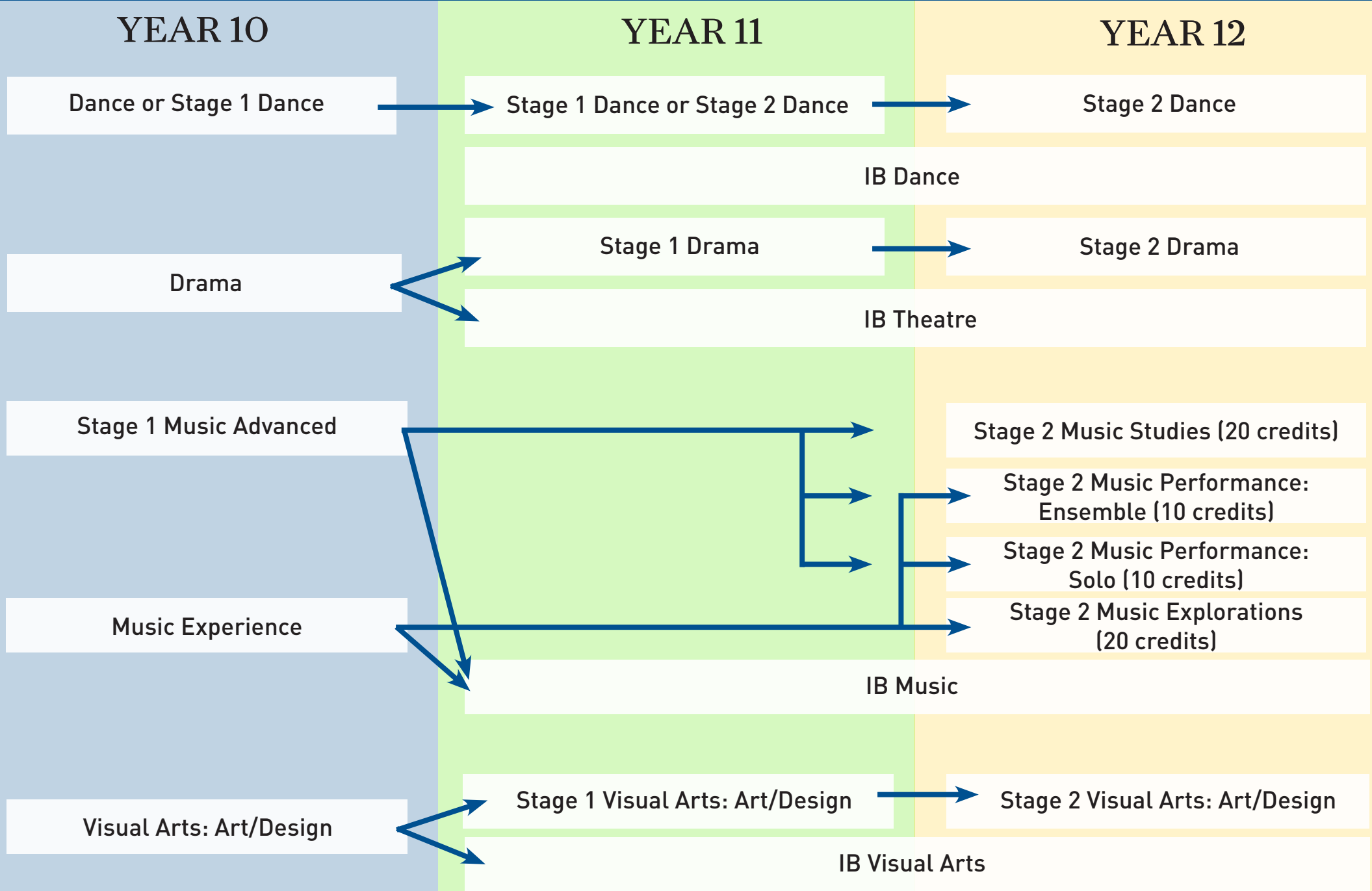
Prerequisite > A minimum grade of C- (or equivalent for IBDP or interstate subjects) must be gained to be eligible for selection.

Scaling > SATAC's mathematical process of adjusting (scaling) the subject scores of all students, as necessary, to enable fair and accurate comparisons of performance and scores in different subjects. Universities use this to compare overall performance accurately and to make fair comparison possible. More information about SATAC Scaling can be found here: <http://www.satac.edu.au/scaling>

Year 10

Arts	21
English	26
Health and Physical Education	29
Humanities	32
Languages	36
Mathematics	41
Science	43
Technology	47
Cross-disciplinary	50

ARTS PATHWAYS



Dance

Year 10

- Subject type** > Elective
Learning area > Arts
Course length > Full year

Prerequisites



Preferably completed at least one semester of Year 9 Dance or previous training in dance.

Pathways



Students may go on to study:

- SACE Stage 1 Dance
- SACE Stage 2 Dance
- IB Dance

NOTE: At the discretion of the teacher, students may be invited to complete the SACE Stage 1 Dance course in Year 10.

Aims

This subject aims to:

- develop knowledge, skills and understanding of dance technique in the context of safe dance practice
- provide opportunities for students to improvise and experiment with dance composition in order to communicate an intention or theme to an audience
- develop dance performance skills
- promote the understanding of how various aspects of design ie: lighting, sound, costume and front of house enhance performance
- encourage students to appreciate the contribution that dance makes to the life of a community or cultural group
- encourage students to respond to and critically analyse dance, using dance vocabulary and terminology

Content

Through the study of Dance and movement, students develop a variety of technical skills in performance and design. Students create dance sequences and choreography in response to a variety of stimuli, using various tools and devices and learn to respond and reflect on the dance of other performing artists and cultures. Students develop and perform complete choreographed dance works to a public audience.

The following four areas of study are covered:

- | | |
|-----------------------------|--|
| Technique | • The students study a range of dance technique and styles and reflect upon their progress in a variety of ways. |
| Composition | • The students explore the tools and methods of composition, and create choreographic works of their own. |
| Performance or Presentation | • Students are required to dance in formal and informal performance settings. |
| Analytical Response | • Students research analyse, discuss and reflect upon the work and choreography presented by historical, contemporary, local and international, dance artists and companies. They study the significance of dance in other cultures and present responses in multimodal forms. |

Assessment

- Technique – participation in practical technique classes based on various genres of dance.
- Composition – up to three choreographic works based on a variety of stimuli
- Performance – one major public performance each semester with the possibility of a number of less formal performance opportunities.
- Response – written reviews, research projects, short reflective written responses.

Drama

Year 10

- Subject type** > Elective
Learning area > Arts
Course length > Full year

Prerequisites



No prior knowledge is required

Pathways



Students may go on to study:

- SACE Stage 1 Drama
- SACE Stage 2 Drama
- IB Theatre

Aims

This subject aims to:

- develop vocal, physical and ensemble skills through scripted and non-scripted performance
- develop stagecraft and characterisation skills through the formal rehearsal process
- develop a role and create a dramatic outcome in a collaborative production
- explore the role of drama in different cultures, places and times
- analyse the elements of dramatic forms and styles
- evaluate the meaning and aesthetic effect in works that are both self-created and developed by others

Content

Through studying Drama, students develop their practical performance skills and gain knowledge and understanding of dramatic theory and process. Individual and ensemble work is undertaken in a range of Theatrical Styles and Conventions. There is a strong focus on creating and performing work, both student-devised and scripted.

Students undertake the following areas of study:

- Realism and Naturalism
- Physical Theatre
- Text analysis and Creative Synthesis
- Production and Performance

Within each area of study students respond to dramatic work and draw inspiration for their own practical pieces

Assessment

- Digital Portfolio – collection of self-devised group and individual work in video form
- Reflective Journaling – responding to experiences and activities
- Multimodal Responses – using various modes such as film, voice over, image and written analysis
- Performances - in-class and to external audiences

Music

Year 10

- Subject type** > Elective
Learning area > Arts
Course length > Full year

Prerequisites



- Successful completion of Year 9 Music or equivalent standard reached in theoretical and practical study.
- Continued involvement in learning an instrument or voice is essential.
- Current involvement in a minimum of one school ensemble

Pathways



Students may go on to study:

- Stage 1 Music Advanced
- Stage 1 Music Experience
- Stage 2 Music Explorations
- Stage 2 Music Studies
- Stage 2 Music Performance: Ensemble
- Stage 2 Music Performance: Solo
- IB Music

Aims

In this subject, students will:

- develop instrumental skills through class ensemble and solo performance
- increase theoretical knowledge to support the understanding of musical concepts, development of aural skills, singing, arranging and conducting

Content

Units of study:

- solo performance
- ensemble performance
- introduction to modern harmony
- analysis
- arranging
- social, historical and cultural studies
- theory
- aural
- conducting

Assessment

- Solo performance assessment will be twice a term, one formative and one summative.
- Ensemble performance will be continually monitored as offered.
- Continuous assessment tasks including worksheets, solo and ensemble performance, tests and assignments.
- Arranging for string quartet, concert band and ensemble of own choice
- Conducting for band and choir

Visual Arts: Art/Design

Year 10

Subject type > Elective
Learning area > Arts
Course length > Full year

Prerequisites



Year 9 Visual Arts is preferred.

Students choose a focus (Art or Design) that they wish to take over the year

Pathways

Students may go on to study:



- SACE Stage 1 Visual Arts: Art/Design
- SACE Stage 2 Visual Arts: Art/Design
- IB Visual Arts

Aims

By the end of Year 10, students evaluate how representations communicate artistic intentions in the practical works they make and view. They evaluate visual art pieces and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists or designers on their own artworks.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their visual art pieces.

Content

Making (60%)

Students develop creative design solutions for an interior space that culminates in a three-dimensional model of the final concept, utilising laser-cut technology. In previous years students have designed the interior for a pop-up retail store and the redesign of a vintage caravan into a mobile coffee shop.

Students plan and create a self-portrait with non-traditional art making materials. In previous years students created self-portraits from materials such as; buttons and paint swatches.

Students plan and create a clay sculpture inspired by the work of contemporary artist Stéphanie Kilgast. Kilgast creates colourful organic growths on discarded objects, honouring the beauty of nature and questioning the balance between human activities and the natural environment.

Responding (40%)

An appreciation of art within our society, both past and present and may take the form of written analysis, essay writing or researching.

Assessment

A variety of forms are used:

- Folio
- Practical work
- Research assignment
- Written analyses of visual art works

ENGLISH PATHWAYS

YEAR 10

YEAR 11

YEAR 12

English

Stage 1 English Literary Studies

Stage 1 General English

IB English A: Literature

Stage 2 English Literary Studies

Stage 2 English

IB English A: Literature (HL)

IB English A: Literature (SL)

English as an Additional Language
or Dialect (EAL/D)

IB English B

IB English B (HL)

IB English B (SL)

English

Year 10

Subject type > Compulsory

Learning area > English

Course length > Full year

Prerequisites



Satisfactory completion of Year 9 English

Pathways

Students may go on to study:



- Stage 1 General English
- Stage 1 English Literary Studies
- IB English A: Literature

Aims

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes. Students experience learning in familiar and unfamiliar contexts, including global contexts by studying a range of text types including short stories, novels, film, drama and poetry, and by undertaking a range of critical reading exercises. They also develop skills in communication by exploring essay writing, creative tasks, persuasive writing and oral presentations.

Content

Language

- Language variation and change
- Language for interaction
- Text structure and organisation
- Expressing and developing ideas

Literature

- Literature and context
- Responding to literature
- Examining literature
- Creating literature

Literacy

- Texts in context
- Interacting with others
- Interpreting, analysing, evaluating
- Creating texts

Assessment

By the end of Year 10 in:

Listening, reading and viewing students will:

- evaluate how text structures can be used in innovative ways by different authors
- explain how the choice of language features, images and vocabulary contributes to the development of individual style
- develop and justify personal interpretations of texts
- evaluate other interpretations, analysing the evidence used to support them
- listen for ways in which features within texts can be manipulated to achieve particular effects

Speaking, writing and creating students will:

- select language features to achieve precision and stylistic effect
- explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments
- develop an individual style by experimenting with language features, stylistic devices, text structures and images
- create a wide range of texts to articulate complex ideas
- make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments
- demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating texts

English as an Additional Language or Dialect

Year 10

- Subject type** > Elective
Learning area > English
Course length > Full year

Prerequisites



Students from non-English Speaking backgrounds

Satisfactory completion of Year 9 EAL/D

Pathways

Students may go on to study:



- IB English B*
- SACE English*

* The teacher will be able to advise

Aims

English as an Additional Language or Dialect (EAL/D) students require specific support to build English language skills, in addition to learning area-specific language structures and vocabulary. The curriculum is built around the three interrelated strands of Language, Literature and Literacy. The strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and creating.

Content

Language

- Language variation and change
- Language for interaction
- Text structure and organisation
- Expressing and developing ideas

Literature

- Literature and context
- Responding to literature
- Examining literature

Creating literature

- Literacy
- Texts in context
- Interacting with others
- Interpreting, analysing, evaluating
- Creating texts

Assessment

By the end of Year 10, students will:

Listening, reading and viewing

- Understand people's evaluations of texts are influenced by their value systems, the context and purpose and mode of communication
- Compare purposes, text structures and language features of traditional and contemporary texts in different media
- Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives and evaluating supporting evidence
- Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts
- Evaluate the social, moral and ethical positions represented in texts
- Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices, including analogy and satire, shape different interpretations and responses to text
- Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audience

Speaking, writing and creating

- Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences
- Create literary texts that reflect an emerging sense of personal style, and evaluate the effectiveness of these texts
- Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action
- Create sustained texts, including text that combine specific digital or media content, for imaginative, informative or persuasive purposes that reflect upon challenging and complex issues
- Review, edit and refine students' own and other's texts for control of content, organisation, sentence structure, vocabulary and visual features to achieve particular purposes and effects

HEALTH AND PE PATHWAYS

YEAR 10

Physical Education

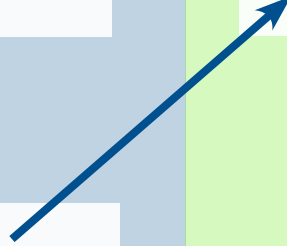
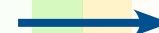
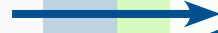
High Performance
(including Certificate III in Sports Coaching)

YEAR 11

Stage 1 Physical Education

YEAR 12

Stage 2 Physical Education



Health and Physical Education

Year 10

Subject type > Compulsory
Learning area > Health & PE
Course length > Full year

Prerequisites



No prior knowledge is required

Pathways

Students may go on to study:



- Stage 1 Physical Education

See also:

- Biology
- Nutrition
- Psychology

Aims

In this subject, students will:

- be introduced to a diverse range of physical activities
- improve their physical capabilities across a range of sports
- look at sporting activities that come from a range of cultures
- improve their physical and mental well-being
- look at safe behaviours that minimise risks for teenagers
- plan, rehearse and evaluate options when others' well-being and safety is at stake
- understand the benefits of physical activity and be motivated to achieve a lifelong, healthy lifestyle
- be encouraged to continue their involvement in school sport by participating in sports teams

Content

Physical Education

- The course includes an array of different sporting options. Some of the activities include volleyball, Bronze Medallion, archery, self-defence, and table tennis. There will also be a focus on international games such as Gaelic football. In the sport units they are offered both team and individual sports with an emphasis on game awareness and tactics.

Health

- Health will occur over one lesson per cycle as part of Health and Physical Education. It will cover the following topics:
 - the effects of alcohol and other drugs on safe driving practices
 - mental and emotional health
 - health and well-being influences in communities
 - sexual health and consent

Assessment

In Physical Education, assessment is made through subjective observation of the student in practices and games and objective testing. Skill, gameplay and self-management are the basis for reporting.

In Health, students demonstrate evidence of their learning through practical and group activities.

High Performance (including Certificate III in Sports Coaching)

Year 10

- Subject type** > Elective
Learning area > Health & PE
Course length > Full year

Prerequisites



- No prior knowledge is required. An enjoyment and interest in sport is recommended.

Pathways

Students may go on to study:



- Stage 1 Physical Education
- See also:
- Biology
 - Nutrition
 - Psychology

Aims

High Performance relates to students who are interested in how the human body moves and the ever-changing methods employed to reach the optimum limits of sporting performance. The course will include a Certificate III in Sports Coaching in partnership with the Australian College of Sport.

This qualification reflects the role of individuals who apply the skills and knowledge to coach participants up to an intermediate level in a specific sport.

This qualification provides a pathway to work in our School or community coaching roles, working or volunteering at community-based sport clubs and organisations in the Australian sport industry. Individuals with this qualification possess a range of well-developed skills where discretion and judgement are required. They are responsible for their own outputs.

Content

The course is constructed into general content areas of sports coaching, sport science and elite mind. These are learnt through a range of practicals, lectures and tutorial sessions across the year.

Assessment

Assessment will take the form of quizzes, theory assessment tasks and practical assessment tasks. Students must achieve a level of competence across each of these areas in order to achieve their Certificate III in Sports Coaching.

HUMANITIES PATHWAYS

YEAR 10

YEAR 11

YEAR 12

History (compulsory)

Stage 1 Modern History

IB Global Politics

IB Economics

IB Psychology

Economics (elective)

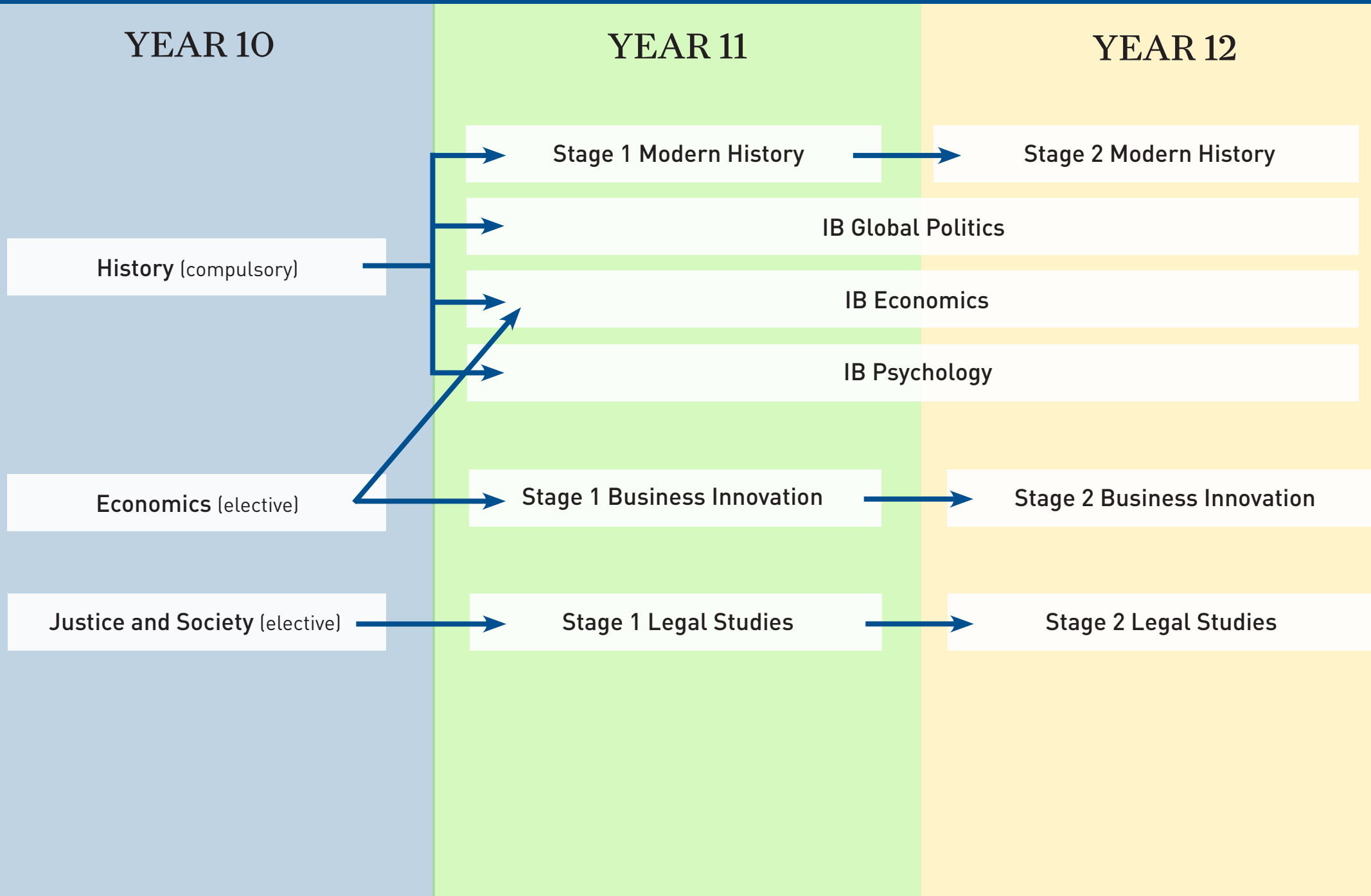
Stage 1 Business Innovation

Stage 2 Business Innovation

Justice and Society (elective)

Stage 1 Legal Studies

Stage 2 Legal Studies



Economics

Year 10

- Subject type** > Elective
Learning area > Humanities
Course length > Full year

Prerequisites



No prior knowledge is required

Pathways

Students may go on to study:



- IB Economics
- IB Global Politics
- IB Psychology
- Stage 1 Business Innovation
- Stage 1 History
- Stage 1 Legal Studies

Aims

Have you ever wondered why Gucci is so expensive? Or why formal dresses are cheaper after formal? Why do people get so passionate about taxes? And why are some people poor and some rich? These questions and many more will be explored throughout this course.

Economics is an exciting and dynamic subject. It is the study of people—who gets what and why. Economics seeks to explain what drives human behaviour and decisions. As a subject, it combines politics, sociology, psychology, history, and geography.

The aims of this course are to enable students to develop and apply a range of economic theories and ideas regarding:

- the cost of goods and services (microeconomics)
- taxes and governmental decision making (micro and macroeconomics)
- global trade (trade protection and free trade)

Content

- Introduction to Economics
- Microeconomics - markets and prices
- Macroeconomics - economic growth, employment, price stability, income distribution
- Global Economics - international trade and developing countries

Assessment

Simulations, games, videos, podcasts, structured discussions, presentations, written reports, posters, and infographics.

History (20th Century World)

Year 10

Subject type > Compulsory

Learning area > Humanities

Course length > Full year

Prerequisites



No prior knowledge is required

Pathways

Students may go on to study:



- Stage 1 History
- Stage 1 Legal Studies
- IB Global Politics
- IB Economics

Aims

The subject aims to:

- develop a greater understanding of Australia's heritage and tradition and its relationship to other nations
- select and organise information to produce structured work explaining events or issues
- use knowledge to support and communicate a particular view
- investigate the impact of changing attitudes over time to different groups or genders in society
- improve research skills, acquiring information in a wide variety of mediums
- demonstrate knowledge of how key events have been interpreted in different ways
- improve source analysis and understand bias, and how sources highlight different aspects of history
- empathise with the roles of people of significance
- encourage global awareness and international understanding

Content

The key inquiry questions are:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

The Modern World and Australia • The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Students study an overview and three depth studies.

The overview identifies important features of the period and helps students understand broad patterns of historical change.

World War II

- Students investigate wartime experiences through a depth study of World War II. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.

Rights and Freedoms
(1945 – the present)

- Students investigate struggles for human rights. This includes how rights and freedoms have been ignored or achieved in Australia and in the broader context.

Migration experiences
(1945 – the present)

- Students investigate the reasons for the diversity of the Australian population and Australia as an immigrant nation. The focus is on multiculturalism in Australia.

Assessment

Role play, essays, comprehension and statistical analysis, debates, posters, information communication technology, primary and secondary resources, exam / tests, research and resource based learning activities, group work, oral presentation.

Justice and Society

Year 10

- Subject type** > Elective
Learning area > Humanities
Course length > Full year

Prerequisites



No prior knowledge is required.

Pathways



Students may go on to study:

- Stage 1 Legal Studies

Aims

To develop students' understanding of the dynamic nature of Australian society through understanding platforms, policies and structures that respond to social change. Students also examine diverse nature of Australian society, civic responsibility and citizenship.

Content

Studies of the political system, media, contemporary events, law and the adversarial system in relation key social areas, such as sport, technology, women, refugees and the law.

Topics

- A current social, political or legal issue
- Forces for social change or continuity
- The media
- Popular culture
- Power and authority in society
- Prejudice and discrimination
- Justice systems (local and global)
- World-shaping phenomena
- Peace and conflict

Assessment

Assessment Type 1: Folio Tasks

Students identify, investigate, and analyse different sources to gain insight into social, political, legal issues or aspects of societies.

Assessment Type 2: Mock Trial (Australian Legal System)

Students work collaboratively in a group to define and investigate different perspectives within a trial situation. Students reflect on and share their learning with others.

Assessment Type 3: Investigation

Students choose a contemporary social, political or legal issue to investigate. They identify and refine guiding questions and investigate, analyse, and use relevant information from different sources, which may include primary sources. Students support their conclusions with evidence from their investigations.

LANGUAGES PATHWAYS

YEAR 10

YEAR 11

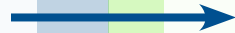
YEAR 12

Chinese Background



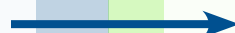
IB Chinese A: Language and Literature

Chinese



IB Chinese B

French



IB French B

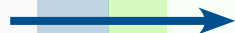
*Japanese



IB Japanese B

IB Spanish ab initio

English or English as an
Additional Language or
Dialect (EAL/D)



IB English B

SACE students may study IB languages in Years 11 and 12.

*Year 10 Japanese will not be offered in 2024 and beyond.

Chinese Background

Year 10

- Subject type** > Elective
Learning area > Languages
Course length > Full year

Prerequisites



Satisfactory completion of Year 9 Chinese Background desirable

Pathways



Students may go on to study:

- IB Chinese A: Language and Literature

Aims

The aims of this subject are to enable students to:

- Communicate and collaborate in a confident and creative way
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- Develop skills in interpretation, analysis and evaluation
- Engage with a range of texts from different periods, styles and cultures

Content

Students will engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up the possibilities of texts.

Assessment

By the end of year, students are able to:

- Present and develop their ideas and opinions on a variety of topics, orally and in writing
- Construct and support complex arguments with explanations and examples
- Consider arguments, distinguishing the main points from relevant supporting details and explanations
- Begin, maintain and close oral exchanges and a variety of strategies to maintain the flow of discussions

Chinese

Year 10

- Subject type** > Elective
Learning area > Languages
Course length > Full year

Prerequisites



Satisfactory completion of Years 8 and 9 Chinese

Pathways



Students may go on to study:

- IB Language B: Chinese

Aims

Students are expected to develop:

- a deeper understanding of language patterns and systems
- an understanding of the relationships between language, culture and world-view
- an ability to communicate effectively in a variety of contexts and formats, such as oral, written and digital texts
- effective independent learning skills

Content

Students develop their Chinese proficiency through an exploration of a number of topics including:

- Family
- Celebrity
- My Dreams
- Travelling
- Study Tours
- Learn Languages
- Diet and Health
- Food and Festivals
- Technology
- Entertainment
- Society

Assessment

Assessment for Chinese takes a wide variety of forms and encompasses the four macro skills of reading, writing, listening and viewing, and speaking. Tasks include:

- vocabulary and grammar tests
- listening and reading comprehension
- conversations, oral presentations and role plays
- writing texts such as stories, letters and emails
- research assignments involving cultural understanding
- examinations at the end of each semester

French

Year 10

- Subject type** > Elective
Learning area > Languages
Course length > Full year

Prerequisites



Satisfactory completion of Year 9 French

Pathways



Students may go on to study:

- IB Language B: French

Aims

In this subject, students are expected to develop:

- A deeper understanding of language patterns and systems
- An understanding of the relationships between language, culture and world-view
- An ability to communicate effectively in a variety of contexts and formats, such as oral, written and digital texts
- Effective independent learning skills

Content

Students develop their French proficiency through an exploration of a number of topics including:

- Health and sport
- Adolescent issues and relationships
- Aspirations for the future
- Recounting past events
- Environmental issues

Assessment

Assessment for French takes a wide variety of forms and encompasses the four macro skills of reading, writing, listening and viewing, and speaking. Tasks include:

- Vocabulary and grammar tests
- Listening and reading comprehension
- Conversations, oral presentations and role plays
- Writing texts for different contexts, purposes and audiences, e.g. stories, emails, blogs
- Examinations at the end of each semester

MATHEMATICS PATHWAYS

YEAR 10

YEAR 11

YEAR 12

Mathematics

IB Mathematics: approaches and analysis (HL or SL)

IB Mathematics: applications and interpretation (SL only)

SACE Stage 1 Mathematical Methods
(A, B, C) 3 Semesters

SACE Stage 1 Specialist Mathematics
(D) 1 Semester

SACE Stage 1 Mathematical Methods
(A, B, C) 3 Semesters

SACE Stage 1 General Mathematics
2 Semesters

SACE Stage 2 Mathematical Methods

SACE Stage 2 Specialist Mathematics

SACE Stage 2 Mathematical Methods

SACE Stage 2 General Mathematics



Mathematics

Year 10

- Subject type** > Compulsory
Learning area > Mathematics
Course length > Full year

Prerequisites



Satisfactory completion of Year 9 Mathematics (A-C grade recommended).

Pathways



Students may go on to study:

- Stage 1 Mathematics
- Stage 1 Specialist Mathematics
- Stage 1 General Mathematics
- IB Mathematics: analysis and approaches (HL or SL)
- IB Mathematics: applications and interpretation (SL)

Aims

In line with the Australian Curriculum – Mathematics guidelines for K-10 Mathematics, this subject will:

- address key concept skills and processes for progression in mathematics
- utilise the three content strands: Number and algebra, statistics and probability and measurement and geometry
- embed the proficiencies of understanding, fluency, reasoning and problem solving
- use available digital technology, including calculators in teaching and learning contexts

Content

Number & Algebra

- Simple and compound interest; factorisation and expansion; use of index laws; perfect squares and difference of two squares; representing linear equations in words and interpreting worded problems; simultaneous equations including checking by substitution; gradient of straight lines including parallel and perpendicular lines; sketching graphs of parabolas and circles; solving quadratic equations by factorisation, completing the square and use of the quadratic formula.

Statistics and Probability

- Calculate the probability in two and three step chance experiments and assign probabilities to possible outcomes; use tree diagrams, Venn diagrams and two way tables to determine probabilities; populations and samples; measures of centre; measures of spread; boxplots and five number summary; scatterplots and bivariate data.

Measurement and Geometry

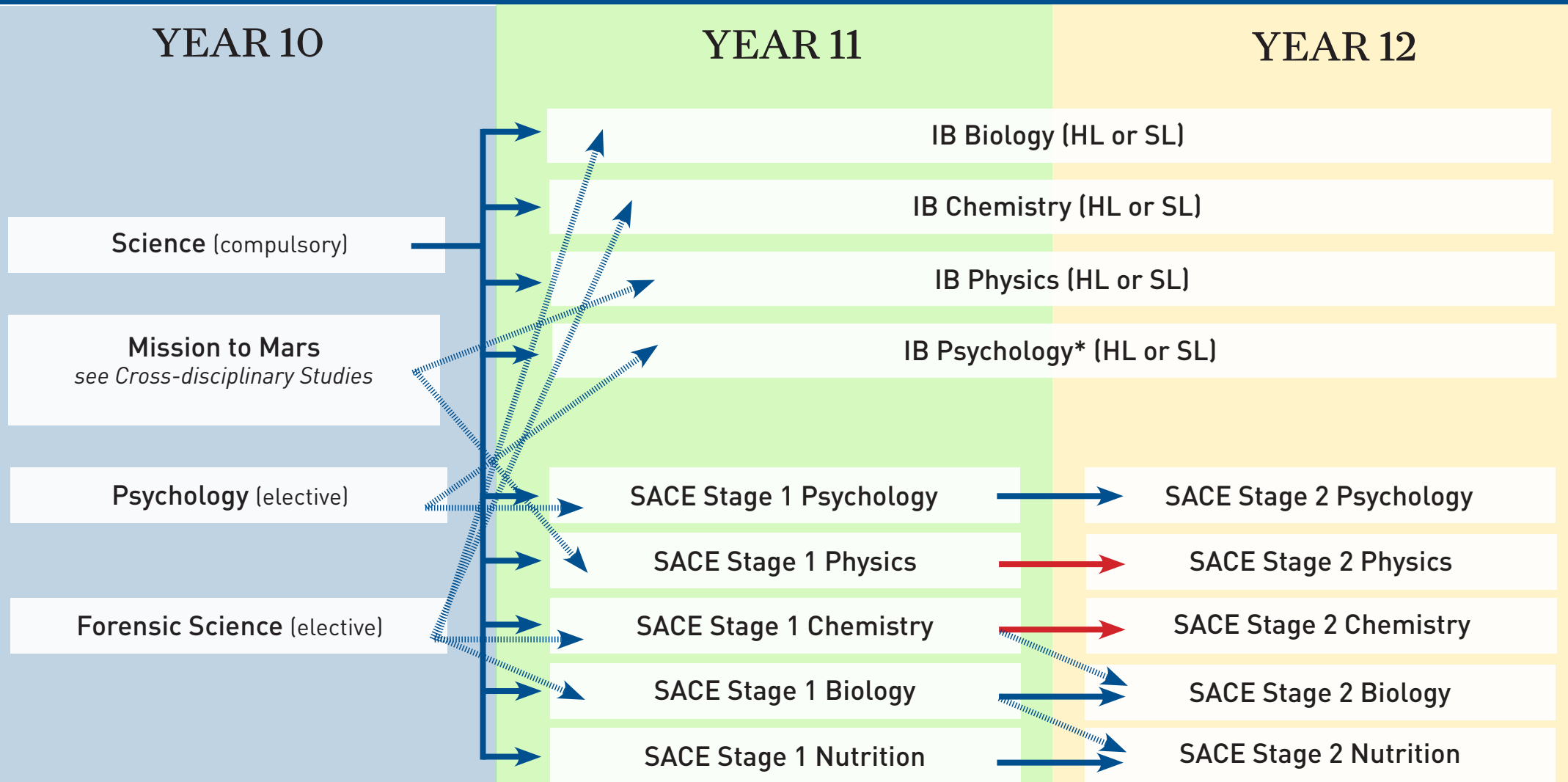
- Solve problems involving surface area and volume for a range of prisms, cylinders and composite solids; formulate proofs involving congruent triangles and angle properties; apply logical reasoning including the use of congruence and similarity; apply Pythagoras' theorem and trigonometry to find angles and lengths in practical applications.

Assessment

- Tests
- Investigations
- Mid-year and end of year exam

Note: There may be times where a particular class may benefit from studying a Stage 1 Essential Mathematics course in Semester 2 of Year 10. This will be determined by the Mathematics Department during Term 2 and families of those students will be notified.

SCIENCE PATHWAYS



- Red lines indicate a prerequisite * Humanities subject in the IB
- Solid lines show pathways that develop both the background knowledge and skills that are specific to the subject.
- - - - - Dashed lines show pathways that develop some relevant skills that can be applied to the subject and provide some relevant background knowledge.

Forensic Science

Year 10

- Subject type** > Elective
Learning area > Science
Course length > Full year

Prerequisites



No prerequisite, but A-C grade achievement in Year 9 Science is highly recommended.

Pathways



Students may go on to study:

- Stage 1 Biology, Chemistry, Nutrition, Physics, Legal Studies
- IB Biology
- IB Chemistry

Aims

To enable students to:

- Demonstrate and apply knowledge and understanding of forensic and analytical techniques
- Formulate questions, manipulate apparatus, record observations in practical activities, and design and undertake analytical investigations
- Develop possible solutions to a variety of problems in new or familiar contexts
- Critically analyse and evaluate information and procedures from different sources
- Communicate in a variety of forms using appropriate scientific terms and conventions

Content

Students will be introduced to the following and their use in analysis of substances

- South Australian legal system
- Locard's Exchange Principle- "every contact leaves a trace"
- Chain of evidence and preserving evidence
- Electrophoresis- DNA fingerprinting
- Stoichiometry- chemical analysis of reactants and products in chemical reactions
- Latent prints
- Blood stains and splatter
- Blood typing
- Crime scene analysis

Assessment

Assessment will include:

- Written and practical tests
- Research assignments
- Posters
- Written reports
- Oral presentations
- Crime scene investigation
- Practical reports including experimental design

Psychology

Year 10

- Subject type** > Elective
Learning area > Science
Course length > Full year

Prerequisites



Satisfactory completion of Year 9 Science

Pathways



Students may go on to study:

- Stage 1 Psychology
- IB Psychology

Aims

In this subject, students are expected to:

- Demonstrate knowledge and understanding of the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of themselves, others, and groups
- Analyse the behaviour of themselves, others, and groups of people in different contexts in a way that recognises the values of independence and interdependence
- Demonstrate an understanding of ethical research
- Make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics
- Demonstrate organisation and reflection in the application of psychological principles, taking into account ethical considerations
- Search for, record, evaluate, and organise psychological information and use appropriate terms effectively to communicate key ideas, understanding, processes, and values in different contexts
- Undertake a variety of roles while working as a member of a team to achieve individual and shared goals

Content

- Introduction to Psychology
- Sport Psychology
- Intelligence
- Social Influence
- Attention, Perception and Memory
- Sleep and Wellness

Assessment

- Topic tests
- Research assignments
- Extended responses
- Film analysis
- Issues investigations
- 90 minute exam at end of each semester

Science

Year 10

Subject type > Compulsory

Learning area > Science

Course length > Full year

Prerequisites



Satisfactory completion of Year 9 Science

Pathways



Students may go on to study:

- Stage 1 Biology, Chemistry, Nutrition, Physics, Psychology
- IB Biology, IB Chemistry, IB Physics

Aims

In this subject, students:

- broaden and develop their science understanding in a variety of topics covering Physics, Chemistry, Biology and Earth and Space Science.
- use Science Inquiry Skills to obtain scientific information from a variety of sources
- appreciate Science as a Human Endeavour, to consider issues associated with scientific research, and use knowledge of science to make informed personal, social, and environmental decisions

Content

Biological sciences

- DNA and Cell Division
- Genetics and evolution

Chemical sciences

- Atoms and the periodic table
- Chemical reactions

Physical sciences

- Motion and Newton's Laws

Earth and space sciences

- Cosmology and Stars
- Global systems

Assessment

- Topic tests
- Science and Human Endeavour tasks
- Practical reports including experimental design
- 90 minute examination at end of each semester

TECHNOLOGY PATHWAYS

YEAR 10

YEAR 11

YEAR 12

World of Food

Stage 1 Nutrition
see Science

Stage 2 Nutrition
see Science

Stage 1 Food and Hospitality

Stage 2 Food and Hospitality

Economics
see Humanities

IB Economics

Stage 1 Business Innovation
see Humanities

Stage 2 Business Innovation
see Humanities

Mission to Mars
see Cross-disciplinary Studies

Stage 1 Design, Technology and
Engineering

Stage 2 Design, Technology and
Engineering

Film Production
(including Certificate III in Screen and Media)

IB Film Studies

Film Production (including Certificate III in Screen and Media)

Year 10

- Subject type** > Elective
Learning area > Technology
Course length > Full year

Prerequisites



No prior knowledge is required.

All fees are subsidised by the School. No additional payment required.

Pathways



Students may go on to study:

- Stage 1 Design, Technology & Engineering
- Stage 1 Business Innovation
- IB Film (online)

Aims

With the rise of social networking media and the continual use of video in society, the global uptake of digital technology is creating unprecedented demand for professional content creators. Film Production is a course that is designed to explore both the practical and theoretical skills in filmmaking with access and training in our professional filming equipment and industry resources.

The course aims to foster curiosity, creativity, imagination, decision-making, organisational, and problem-solving skills. The girls will work both individually and in production teams to realise theoretical connections linked with the practical exercises and projects.

Content

The students will become engaged in the process of script writing and storyboarding using a variety of traditional and contemporary methods, as well as analysing previous practices. They will explore a range of possible film and shot techniques as a means of storytelling and be encouraged to experiment with the potential of each. The use of film as a media to portray positive ethical scenarios will be encouraged in all aspects of their projects.

Working in production roles, students will develop scripts, plan and shoot scenes, create sound (foley) effects and design sets as required. They will learn the production process of film production including storyboarding, camera angles and compositions, lighting, sound, and pacing.

The students will learn how to film their work using our professional resources, add soundtracks and edit their work using the current industry software and create a final presentation as a part of their assessment.

Certificate III in Screen and Media

Students are given the opportunity to receive a Certificate III in Screen and Media upon successful completion of this topic. Girls who successfully complete all modules offered by this course will receive the full certificate and additional SACE credits.

Assessment

Students will be assessed individually on their understanding of the core content, and according to their ability to work in a production team together. They will be assessed through observation, testing and practical examinations in:

- Understanding and input in the production process
- Technical requirements of the process and the core modules of the Certificate III
- Project management, team communication and post-production skills.
- Quality of the final folio and of the final video presentation.

There is no examination for this course.

World of Food

Year 10

- Subject type** > Elective
Learning area > Technology
Course length > Full year

Prerequisites



No practical experience in Year 9 is required

Pathways



Students may go on to study:

- Stage 1 Food and Hospitality
- Stage 1 Nutrition

Learning requirements

In this subject, students are expected to:

- Apply relevant business ideas to the development of a menu suitable for the Hospitality Industry such as a café
- Investigate the nature of food choices and analyse their nutritional aspects
- Consider the global food supply and its impact on consumer choices
- Develop and evaluate food production practices
- Consider dietary disorders and their impact on food intake
- Investigate ethical and sustainable food selection and supply

Content

- Develop Barista skills and advanced knowledge in Food Safety for the Hospitality Industry
- Plan, create and evaluate a range of menus for a variety of occasions such as a café
- Analyse and critique traditional historical, contemporary and emerging influences on food choices
- Investigate nutritious food choices and critically analyse dietary options that impact on healthy living choices
- Investigate the impact of the global food supply
- Develop refined food preparation techniques using a variety of methods and equipment
- Plan, create and evaluate a range of recipes for a variety of occasions
- Investigate diet related disorders and create and analyse menus for a range of dietary requirements
- Develop skills in nutritious recipe development and apply skills to modify and enhance recipes and daily food intake for a variety of situations
- Research Australian Native ingredients and their use in contemporary menus
- Critique mass production techniques considering ethical and sustainable considerations
- Develop and evaluate enhanced food preparation techniques using a variety of methods and equipment

Assessment

Assessment will be based on:

- Practical tasks
- Folio work including a variety of assignments, case studies and evaluations

CROSS-DISCIPLINARY STUDIES

YEAR 10

Mission to Mars
(elective)



**Stage 1 Exploring Identities
and Futures**
(compulsory)

Study Support
(elective)

YEAR 11

See Humanities, Science and
Technology Pathways

Stage 2 Research Project

IB Theory of Knowledge

YEAR 12

Mission to Mars

Year 10

Subject type > Elective
Learning area > Cross Disciplinary
Course length > Full Year

Prerequisites



No prior knowledge is required

Pathways



Stage 1 Design, Technology and Engineering

Aims

This subject aims to:

- Identify and explore the history of Martian exploration over the century.
- Plan, operate and develop possible solutions to space-related problems using applied engineering and robotics.
- Explore the effects of human physiology in space conditions and specific space operations with astronauts.
- Explore and model orbits astronauts use to move from planet to planet.
- Identify equipment used by aerospace engineers to safely explore space.
- Model future astronaut missions to mars (and back again).

In this standards-aligned elective, students learn about Mars, design a mission to explore the planet, build and test model spacecraft and components, and engage in scientific exploration. Students will also work with REA and SAAB Engineering in a Space in Schools program consisting of design challenges.

A key outcome for this elective is to link the skills required for space travel with careers available to students in Industry today, helping them understand how their skills and passions can influence their career journey.

Content

Focus area 1: Solar System Exploration / Martian Planet Deconstruction

Focus area 2: Space Design Challenges

Focus area 3: Aerospace Engineering / Robotics

Focus area 4: Interdisciplinary Studies

Assessment

Assessment is school based with competition opportunities.

The following assessment types enable students to demonstrate their learning in Mission to Mars:

- Assignments
- Design Challenges
- Project work
- Collaborative tasks
- Models and presentations

Students will have the opportunity to work collaboratively in at least two assessments.

Exploring Identities and Futures

Stage 1

Subject type	>	Compulsory
Learning area	>	Cross Disciplinary
Course length	>	Full year
Credits	>	10

Prerequisites



No prior knowledge is required.

Course description

Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

EIF prepares students for their SACE journey and the knowledge, skills, and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

Content

EIF represents a shift away from viewing students as participants in learning, to empowered co-designers of their own learning. Students will be responsible for exploring learning opportunities, exercising their agency, and building connections with others.

In this subject, students:

- develop agency by exploring their identity, interests, strengths, skills, capabilities and or values; and making choices about their learning
- demonstrate self-efficacy through planning and implementing actions to develop their capabilities and connecting with future aspirations
- apply self-regulation skills by contributing to activities to achieve goals, seeking feedback, and making decisions
- develop their communication skills through interaction, collaboration, sharing evidence of their learning progress and developing connections with others.

Assessment

- Assessment Type 1: Exploring me and who I want to be
- Assessment Type 2: Taking action and showcasing my capabilities

Study Support

Year 10

Subject type > Elective
Learning area > Learning Strategies
Course length > Full year

Prerequisites



Documented evidence of learning difficulties/disabilities and support to access the full curriculum

Pathways



Although this pathway will result in one less elective subject in Year 10, it will support students in developing their study skills and support the demands of the curriculum.

Aims

This course aims to support students in achieving success across the curriculum, whilst maintaining a positive wellbeing.

Content

Students will receive targeted assistance in managing the curriculum and developing literacy skills, successful study skills and time management skills.

Assessment

No formal assessment

Years 11 and 12



IB Diploma

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The following material includes extracts from IB subject publications.

English A: Literature

Subject type > Elective
Learning area > English
Course length > 2 years

Course description and aims

In the IB Diploma Programme English A: Literature course students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

The aims of the English A: Literature course are to enable students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature.

Curriculum model overview

There are three areas of exploration:

1. Nature of the interactions between readers, writers and texts
2. How texts interact with time and space
3. Intertextuality: how texts connect with each other

SL students must study at least nine works of which:

- a minimum of four must be written originally in the language studied, by authors on the prescribed reading list
- a minimum of three must be works in translation written by authors on the prescribed reading list
- another can be two can be chosen freely by the teacher

HL students must study at least thirteen works of which:

- a minimum of five must be written originally in the language studied, by authors on the prescribed reading list
- a minimum of four must be works in translation written by authors on the prescribed reading list
- four can be chosen freely by the teacher

Assessment model

Students must be able to demonstrate their ability to:

Know, understand and interpret:

- a range of texts, works and/or performances, and their meanings and implications
- the contexts in which texts are written and/or received
- the elements of literary, stylistic, rhetorical, visual and/or performance craft
- the features of particular text types and literary forms.

Assessment model (continued)

Analyse and evaluate:

- the ways in which the use of language creates meaning
- the uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
- the relationships among different texts
- the ways in which texts may offer perspectives on human concerns.

Communicate:

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations.

Assessment

Assessment – SL

External assessment (70%)

- Paper 1: guided literary analysis (1 hour 15 minutes) 35%
- Paper 2: comparative essay (1 hour 45 minutes) 35%

Internal assessment (30%)

- Individual oral (10 min) and interview (5 min). 30%

Assessment – HL

External assessment (80%)

- Paper 1: guided literary analysis (2 hour 15 minutes) 35%
- Paper 2: comparative essay (1 hour 45 minutes) 25%
- Essay (1200 - 1500 words) 20%

Internal assessment (20%)

- Individual oral (10 min) and interview (5 min). 20%

Chinese A: Language and Literature

Subject type > Elective
Learning area > Languages
Course length > 2 years

Course description and aims

In the IB Diploma Programme Chinese A: Language and Literature course students will study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

The aims of the Chinese: Language and literature course is to enable students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature.

Curriculum model overview

In this course students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills.

There are three areas of exploration:

1. Nature of the interactions between readers, writers and texts
2. How texts interact with time and space
3. Intertextuality: how texts connect with each other

Students study both literary and non-literary texts.

SL students must study at least four literary works of which:

- a minimum of one must be written originally in the language studied, by an author on the Prescribed reading list
- a minimum of one must be a work in translation written by an author on the Prescribed reading list
- two can be chosen freely

HL students must study at least six literary works of which:

- a minimum of two must be written originally in the language studied, by authors on the Prescribed reading list
- a minimum of two must be works in translation written by authors on the Prescribed reading list
- two can be chosen freely

Assessment model

Students must be able to demonstrate their ability to:

Know, understand and interpret:

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received
- elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms.

Analyse and evaluate:

- ways in which the use of language creates meaning
- uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
- relationships among different texts
- ways in which texts may offer perspectives on human concerns.

Communicate:

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations

Assessment

Assessment – SL

External assessment (70%)

- Paper 1: guided textual analysis (1 hour 15 minutes) 35%
- Paper 2: comparative essay (1 hour 45 minutes) 35%

Internal assessment (30%)

- Individual oral (10 min) and interview (5 min)

Assessment – HL

External assessment (80%)

- Paper 1: guided textual analysis (2 hour 15 minutes) 35%
- Paper 2: comparative essay (1 hour 45 minutes) 25%
- Essay (1440-1800 characters) 20%

Internal assessment (20%)

- Individual oral (10 min) and interview (5 min)

Language B: Chinese/English/French/Japanese

Subject type > Elective
Learning area > Languages
Course length > 2 years

Course description and aims

The IB Diploma Programme Language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. The course allows students to study the target language as someone with prior experience of the language.

The aims of the Language B course at both higher and standard levels are to:

- develop international-mindedness, an awareness and appreciation of a variety of perspectives of people from diverse cultures
- provide a basis to communicate in a range of contexts and for a variety of purposes, through the study of texts and through social interaction
- develop understanding of the relationship between languages and cultures
- develop awareness of the importance of language in relation to other areas of knowledge
- provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- foster curiosity, creativity and a lifelong enjoyment of language learning

Curriculum model overview

Students develop the ability to communicate in the target language through the study of language, themes and texts. HL students will also study two literary works. Five prescribed themes are common to all levels of language acquisition. Examples of what could be studied within these are listed below.

- identities (e.g. lifestyles, health and wellbeing, beliefs and values, subcultures, language and identity)
- experiences (e.g. leisure activities, holidays and travel, life stories, rites of passage, customs and traditions, migration)
- human ingenuity (e.g. entertainment, artistic expressions, communication and media, technology, scientific innovation)
- social organisation (e.g. social relationships, community, social engagement, education, the working world, law and order)
- sharing the planet (e.g. environment, human rights, peace and conflict, equality, globalization, ethics, urban and rural environment)

Assessment model

The assessments aim to test all students' ability to understand and use the language of study.

A student's success in the Language B course is measured by combining her external and internal assessment grades at the end of the second year of the programme.

Assessment

External Assessment (75%)

- Paper 1: 25%

SL: One writing task of 250–400 words from a choice of three (1 hour 15 mins)

HL: One writing task of 450–600 words from a choice of three (1 hour 30 mins)

- Paper 2: 50%

SL: Comprehension exercises on three audio passages and three written texts (1 hour 45 mins)

HL: Comprehension exercises on three audio passages and three written texts (2 hours)

Internal Assessment (25%)

SL: A conversation with the teacher, based on a visual stimulus, followed by discussion.

HL: A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion.

Spanish ab initio

Subject type > Elective
Learning area > Languages
Course length > 2 years

Course description and aims

The IB Diploma Programme Language ab initio course provides students with the opportunity to acquire an additional language and to promote an understanding of other cultures through the study of language. The course allows students to study the target language as a beginner. Ab initio courses are available at SL only.

The aims of the Language ab initio course are to:

- develop international-mindedness, an awareness and appreciation of a variety of perspectives of people from diverse cultures
- provide a basis to communicate in a range of contexts and for a variety of purposes, through the study of texts and through social interaction
- develop understanding of the relationship between languages and cultures
- develop awareness of the importance of language in relation to other areas of knowledge
- provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative thinking skills.
- foster curiosity, creativity and a lifelong enjoyment of language learning

Curriculum model overview

Students develop the ability to communicate in the target language through the study of language, themes and texts. Five prescribed themes are common to all levels of language acquisition. Examples of what could be studied within these are listed below.

- identities (e.g. personal attributes, personal relationships, eating and drinking, physical wellbeing)
- experiences (e.g. daily routine, leisure, holidays, festivals and celebrations)
- human ingenuity (e.g. transport, entertainment, media, technology)
- social organisation (e.g. neighbourhood, education, the workplace, social issues)
- sharing the planet (e.g. climate, physical geography, environment, global issues)

Assessment model

The assessments aim to test all students' ability to understand and use the language of study.

A student's success in the Language ab initio course is measured by combining her external and internal assessment grades at the end of the second year of the programme.

Assessment

External Assessment (75%)

- Paper 1: 25%

Two written tasks of 70–150 words each from a choice of three tasks (1 hour)

- Paper 2: 50%

Comprehension exercises on three audio passages and three written texts (1 hour 45 mins)

Internal Assessment (25%)

A conversation with the teacher, based on a visual stimulus, followed by discussion.

Economics

Subject type > Elective
Learning area > Humanities
Course length > 2 years

Course description and aims

While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices must be made. As a social science, economics examines choices using models and theories. The Diploma Programme Economics course allows students to explore these models and theories, and apply them, using empirical data, through the examination of the following six real-world issues which are posed as economic questions:

- How do consumers and producers make choices in trying to meet their economic objectives?
- When are markets unable to satisfy important economic objectives—and does government intervention help?
- Why does economic activity vary over time and why does this matter?
- How do governments manage their economy and how effective are their policies?
- Who are the winners and losers of the integration of the world's economies?
- Why is economic development uneven?

Economic theory suggests that the material well-being of societies is related to the quantity of goods and services that are available to that society. When exploring this the significant global issues of sustainability and equity become key concepts for DP economics students to understand.

Students are expected to critically evaluate the balance between the market forces of the private sector and intervention by governments. Given the rapidly changing world students are encouraged, throughout the course, to research current real-world issues.

By focusing on the concepts of scarcity, choice, efficiency, equity, economic well-being, sustainability, change,

interdependence and intervention, students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

The aims of the economics course at SL and HL are to enable students to:

- develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy
- apply economic theories, models, ideas and tools and analyse economic data to understand and engage with real world economic issues and problems facing individuals and societies
- develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.

Curriculum model overview

Unit 1: Introduction to economics

Unit 2: Microeconomics (at the level of producers and consumers in individual markets)

Unit 3: Macroeconomics (at the level of the government and the national economy)

Unit 4: The global economy (at an international level where countries are becoming increasingly interdependent through international trade and the movement of labour and capital)

Assessment - SL

External assessment (70%)

- Paper 1: (1 hour 15 minutes) 30%
An extended response paper - answer one question from a choice of three
- Paper 2: (1 hour 45 minutes) 40%
A data response paper - answer one question from a choice of two

Internal assessment (30%)

Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Maximum 800 words for each commentary.

Assessment - HL

External assessment (80%)

- Paper 1: (1 hour 15 minutes) 20%
An extended response paper - answer one question from a choice of three
- Paper 2: (1 hour 45 minutes) 30%
A data response paper - answer one question from a choice of two
- Paper 3: (1 hour 45 minutes) 30%
A policy paper - answer two compulsory questions

Internal assessment (20%)

Students produce a portfolio of three commentaries, based on different units of the syllabus (excluding the introductory unit) and on published extracts from the news media. Maximum 800 words for each commentary.

Global Politics

Subject type > Elective
Learning area > Humanities
Course length > 2 years

Course description and aims

The IB Diploma Programme Global Politics course draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

The core units of the course together make up a central unifying theme of “people, power and politics”. The emphasis on “people” reflects the fact that the course explores politics not only at a state level but also explores the function and impact of non-state actors, communities, groups and individuals. The concept of “power” is also emphasised as being particularly crucial to understanding the dynamics, tensions and outcomes of global politics. Throughout the course, issues such as conflict, migration or climate change are explored through an explicitly political lens: “politics” provide a uniquely rich context in which to explore the relationship between people and power.

The aims of Global Politics at both higher and standard level are to:

- understand key political concepts and contemporary political issues in a range of contexts
- develop an understanding of the local, national, international and global dimensions of political activity
- understand, appreciate and critically engage with a variety of perspectives and approaches in global politics
- appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues.

Curriculum model overview

Core units: people, power and politics

- Power, sovereignty and international relations
- Human rights
- Development
- Peace and conflict

Engagement activity

An engagement on a political issue of personal interest, complemented with research

HL extension: global political challenges

Political issues in two of the following six global political challenges researched and presented through a case-study approach:

- Environment
- Poverty
- Health
- Identity
- Borders
- Security

Assessment model

Having followed the Global Politics course at SL or at HL, students will be expected to:

- Demonstrate knowledge and understanding of key political concepts and contemporary issues in global politics
- Demonstrate understanding of: relevant source material, a political issue in a particular experiential situation (engagement activity), and at HL only, in-depth knowledge and understanding of political issues in two detailed case studies
- Apply knowledge of: key political concepts to analyse contemporary political issues in a variety of contexts, global politics to inform and analyze experiential learning about a political issue (engagement activity), and at HL only, global politics to analyse political issues in two case studies
- Identify and analyse relevant material and supporting examples
- Use political concepts and examples to formulate, present and sustain an argument

- Compare, contrast, synthesize and evaluate: evidence from sources and background knowledge, a variety of perspectives and approaches to global politics, and evaluate political beliefs, biases and prejudices, and their origin
- Synthesize and evaluate results of experiential learning and more theoretical perspectives on a political issue (engagement activity) and at HL only, demonstrate synthesis and evaluation of different approaches to and interpretations of political issues in two case studies
- Produce well-structured written material that uses appropriate terminology
- Organize material into a clear, logical, coherent and relevant response
- Demonstrate evidence of research skills, organization and referencing (engagement activity and HL extension in particular)
- At HL only, present ideas orally with clarity

Assessment – SL

External assessment (75%)

- Paper 1 (1 hour 15 minutes) 30%
Four compulsory short-answer/structured questions
- Paper 2 (1 hour 45 minutes) 45%
Two essays from a choice of eight

Internal assessment (25%)

- Written report (2000-word maximum) on a political issue explored through engagement and research.

Assessment – HL

External assessment (60%)

- Paper 1 (1 hour 15 minutes) 20%
Four compulsory short-answer/structured questions
- Paper 2 (2 hours 45 minutes) 40%
Three essays from a choice of eight

Internal assessment (40%)

- Written report (2000-word maximum) on a political issue explored through engagement and research. 20%
- Two video recorded oral presentations (10-minute maximum each) of two case studies 20%

Psychology

Subject type > Elective
Learning area > Humanities
Course length > 2 years

Course description and aims

Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. Psychologists employ a range of research methods, both qualitative and quantitative, in order to test their observations and hypotheses. The IB Diploma Programme Psychology course promotes an understanding of the various approaches to research and how they have been used in order to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations.

The aims of Psychology at both higher and standard level are to:

- develop and apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour
- understand diverse methods of inquiry
- understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- develop an awareness of how psychological research can be applied to address real-world problems and promote positive change.

Curriculum model overview

Core

Biological approach to understanding behaviour
 Cognitive approach to understanding behaviour
 Sociocultural approach to understanding behaviour
 Approaches to researching behaviour

Options (SL - one option, HL - two options)

Abnormal psychology
 Developmental psychology
 Health psychology
 Psychology of human relationships

Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject.

Assessment model

Having followed the Psychology course at SL or at HL, students will be expected to:

- Demonstrate knowledge and comprehension of: key terms and concepts, a range of psychological theories and research studies, the biological, cognitive and sociocultural approaches to mental processes and behaviour, research methods.
- Demonstrate an application and analysis of: a range of psychological theories and research studies, the knowledge relevant to areas of applied psychology
- Demonstrate an ability to use examples of psychological research and psychological concepts to formulate an argument in response to a specific question.
- Evaluate the contribution of: psychological theories to understanding human psychology, research to understanding human psychology, the theories and research in areas of applied psychology.
- Demonstrate the acquisition of skills required for experimental design, data collection and presentation, data analysis and the evaluation of a simple experiment while demonstrating ethical practice.
- Work in a group to design a method for a simple experimental investigation, organize the investigation and record the required data for a simple experiment.
- Write a report of a simple experiment.
- At HL only, analyse qualitative and quantitative research in psychology and evaluate research scenarios from a methodological and ethical perspective.

Assessment – SL

External assessment (75%)

- Paper 1 (2 hours) 50%
- Three short answers plus one essay
- Paper 2 (1 hour) 25%
- One question from a choice of three, on one option

Internal assessment (25%)

- A report on an experimental study undertaken by the student.

Assessment – HL

External assessment (80%)

- Paper 1 (2 hours) 40%
- Three short answers plus one essay
- Paper 2 (2 hours) 20%
- Two questions; one from a choice of three on each of two options
- Paper 3 (1 hour) 20%
- Three short-answer questions

Internal assessment (20%)

- A report on an experimental study undertaken by the student.

Biology

Subject type > Elective
Learning area > Science
Course length > 2 years

Course description and aims

The study of life makes progress through not only advances in techniques, but also pattern recognition, controlled experiments and collaboration between scientists. Unifying themes provide frameworks for interpretation and help us make sense of the living world: Form and function, Unity and diversity, Continuity and change, and Interaction and interdependence are four of the themes around which the biology syllabus is constructed, although other frameworks are possible. The scale of life in biology ranges from the molecules and cells of organisms to ecosystems and the biosphere. This way of considering complex systems as simpler components—an approach known as reductionism—makes systems more manageable to study. It is the foundation of controlled experiments and has thus enabled major discoveries, but it provides an incomplete view of life. At each level of biological organization, different properties exist. Living systems are based on interactions, interdependence, and integration of components between all levels of biological organisation.

A student of biology should gain not only a conceptual understanding of the subject, but also an awareness of how biologists construct knowledge claims and the limitations of these methods.

The course enables students, through the overarching theme of the nature of science, to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science

3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science.

Curriculum model overview

The SL course provides students with a fundamental understanding of biology and experience of the associated skills. The HL course requires students to increase their knowledge and understanding of the subject, including additional mathematical skills, and so provides a solid foundation for further study at university level. The SL course has a recommended 150 teaching hours, compared to 240 hours for the HL course. This difference is reflected in the additional content studied by HL students.

Syllabus content - SL and HL

- A: Unity and diversity
 B: Form and function
 C: Interaction and interdependence
 D: Continuity and change

Experimental programme

- Practical work – a series of experiments and investigations designed to clarify, enrich and deepen students understanding of key course content.
- Scientific investigation - an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report.
- Collaborative sciences project - an interdisciplinary sciences

project addressing real-world problems that can be explored through the sciences. It supports the development of students' approaches to learning skills, including teambuilding, negotiation and leadership. It facilitates an appreciation of the environment, and the social and ethical implications of science and technology.

Assessment – SL

External assessment (80%)

Paper 1 (1 hour and 30 minutes) (36%)

Paper 1A—Multiple-choice questions

Paper 1B—Data-based questions (four questions that are syllabus related, addressing all themes)

Paper 2 (1 hour and 30 minutes) (44%)

Section A—Data-based and short answer questions

Section B—Extended-response questions

Internal assessment (20%)

The IA consists of one task—the scientific investigation. This can take up to 10 hours and will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.

Assessment – HL

External assessment (80%)

Paper 1 (2 hours) (36%)

Paper 1A—Multiple-choice questions

Paper 1B—Data-based questions (four questions that are syllabus related, addressing all themes)

Paper 2 (2 hours and 30 minutes) (44%)

Section A—Data-based and short answer questions

Section B—Extended-response questions

Internal assessment (20%)

The IA consists of one task—the scientific investigation. This can take up to 10 hours and will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.

Chemistry

Subject type > Elective
Learning area > Science
Course length > 2 years

Course description and aims

As one of the three natural sciences in the IB Diploma Programme, chemistry is primarily concerned with identifying patterns that allow us to explain matter at the microscopic level. This then allows us to predict and control matter's behaviour at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. Given the pattern-seeking nature of chemistry, the development of generalized rules and principles also plays an important part in knowledge production, as do the concrete statements provided by mathematical laws.

The Diploma Programme chemistry course supports learning in several ways.

1. It offers a balanced experimental programme—Students are encouraged to become familiar with traditional experimentation techniques, as well as the application of technology where possible. These opportunities help them to develop their investigative skills and evaluate the impact of error in scientific inquiry.
2. The scientific investigation—This places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge.
3. The collaborative sciences project—This extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of one specific syllabus.

The course enables students, through the overarching theme of the nature of science, to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science.

Curriculum model overview

The SL course provides students with a fundamental understanding of chemistry and experience of the associated skills. The HL course requires students to increase their knowledge and understanding of the subject, including additional mathematical skills, and so provides a solid foundation for further study at university level. The SL course has a recommended 150 teaching hours, compared to 240 hours for the HL course. This difference is reflected in the additional content studied by HL students.

Syllabus content - SL and HL

- Structure 1. Models of the particulate nature of matter
- Structure 2. Models of bonding and structure
- Structure 3. Classification of matter
- Reactivity 1. What drives chemical reactions?
- Reactivity 2. How much, how fast and how far?
- Reactivity 3. What are the mechanisms of chemical change?

Experimental programme

- Practical work – a series of experiments and investigations designed to clarify, enrich and deepen students understanding of key course content.
- Scientific investigation - an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report.
- Collaborative sciences project - an interdisciplinary sciences project addressing real-world problems that can be explored through the sciences. It supports the development of students' approaches to learning skills, including teambuilding, negotiation and leadership. It facilitates an appreciation of the environment, and the social and ethical implications of science and technology.

Assessment – SL

External assessment (80%)

Paper 1 (1 hour and 30 minutes) (36%)

Paper 1A—Multiple-choice questions

Paper 1B—Data-based questions

Paper 2 (1 hour and 30 minutes) (44%)

Short-answer and extended-response questions.

Internal assessment (20%)

The IA consists of one task—the scientific investigation. This can take up to 10 hours and will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.

Chemistry (continued)

Assessment – HL

External assessment (80%)

Paper 1 (2 hours) (36%)

Paper 1A—Multiple-choice questions

Paper 1B—Data-based questions

Paper 2 (2 hours and 30 minutes) (44%)

Short-answer and extended-response questions.

Internal assessment (20%)

The IA consists of one task—the scientific investigation. This can take up to 10 hours and will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.

Physics

Subject type > Elective
Learning area > Science
Course length > 2 years

Course description and aims

To study physics is to attempt to understand the nature of the universe itself. It is the search for answers from how the universe exploded into life in the Big Bang to what the nature of time is itself. Some of the greatest discoveries in history have been made by physicists and these discoveries have revolutionized our world—and physicists are continuing to change the way we think today.

However, physics is not just about staring into the vastness of space or scrutinizing the tiniest particles that make up the fabric of the universe. The fact is that discoveries in physics are the root of ideas that revolutionize the technology used in our daily lives. It is an everyday, grounded science encompassing advances in communication, medical technology, and renewable energy.

It is above all a creative discipline. Physics requires solid knowledge of basic principles and a willingness to put them to the test in new ways. It requires curiosity and an appetite to explore what might be.

The course enables students, through the overarching theme of the nature of science, to:

10. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
11. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
12. develop the ability to analyse, evaluate and synthesize scientific information and claims
13. develop the ability to approach unfamiliar situations with creativity and resilience
14. design and model solutions to local and global problems in a scientific context

15. develop an appreciation of the possibilities and limitations of science
16. develop technology skills in a scientific context
17. develop the ability to communicate and collaborate effectively
18. develop awareness of the ethical, environmental, economic, cultural, and social impact of science.

Curriculum model overview

The SL course provides students with a fundamental understanding of biology and experience of the associated skills. The HL course requires students to increase their knowledge and understanding of the subject, including additional mathematical skills, and so provides a solid foundation for further study at university level. The SL course has a recommended 150 teaching hours, compared to 240 hours for the HL course. This difference is reflected in the additional content studied by HL students.

Syllabus content - SL and HL

- A. Space, time, and motion
- B. The particulate nature of matter
- C. Wave behaviour
- D. Fields
- E. Nuclear and quantum physics

Experimental programme

- Practical work – a series of experiments and investigations designed to clarify, enrich and deepen students understanding of key course content.
- Scientific investigation - an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report.
- Collaborative sciences project - an interdisciplinary sciences project addressing real-world problems that can be explored through the sciences. It supports the development of students' approaches to learning skills, including teambuilding, negotiation and leadership. It facilitates an appreciation of the environment, and the social and ethical implications of science and technology.

Assessment – SL

External assessment (80%)

Paper 1 (1 hour and 30 minutes) (36%)

Paper 1A—Multiple-choice questions

Paper 1B—Data-based questions

Paper 2 (1 hour and 30 minutes) (44%)

Short-answer and extended-response questions on standard level material only.

Internal assessment (20%)

The IA consists of one task—the scientific investigation. This can take up to 10 hours and will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.

Assessment – HL

External assessment (80%)

Paper 1 (2 hours) (36%)

Paper 1A—Multiple-choice questions

Paper 1B—Data-based questions

Paper 2 (2 hours and 30 minutes) (44%)

Short-answer and extended-response questions on standard level and additional higher level material.

Internal assessment (20%)

The IA consists of one task—the scientific investigation. This can take up to 10 hours and will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.

Mathematics

Subject type > Elective
Learning area > Mathematics
Course length > 2 years

Course description and aims

The IB Diploma Programme offers two mathematics courses, Mathematics: analysis and approaches and Mathematics: applications and interpretation. These courses are designed for different types of students: those who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics, and those who wish to gain understanding and competence in how mathematics relates to the real world and to other subjects. Both courses will prepare students with the mathematics needed for a range of further educational courses. There are many elements common to both courses although the approaches may be different.

The aims of the mathematics courses are to enable students to:

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics

- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics.

Curriculum model overview

There are five topics and within these topics there are sub-topics. The sub-topics differ between the two courses. The five topics are:

- number and algebra
- functions
- geometry and trigonometry
- probability and statistics
- calculus

Assessment model

Having followed a DP mathematics course, students will be expected to demonstrate the following:

- Knowledge and understanding: Recall, select and use their knowledge of mathematical facts, concepts and techniques in a variety of familiar and unfamiliar contexts.
- Problem solving: Recall, select and use their knowledge of mathematical skills, results and models in both abstract and real-world contexts to solve problems.
- Communication and interpretation: Transform common realistic contexts into mathematics; comment on the context; sketch or draw mathematical diagrams, graphs or constructions both on paper and using technology; record methods, solutions and conclusions using standardized notation; use appropriate notation and terminology.
- Technology: Use technology accurately, appropriately and efficiently both to explore new ideas and to solve problems.
- Reasoning: Construct mathematical arguments through use of precise statements, logical deduction and inference and by the manipulation of mathematical expressions.

- Inquiry approaches: Investigate unfamiliar situations, both abstract and from the real world, involving organizing and analyzing information, making conjectures, drawing conclusions, and testing their validity.

MATHEMATICS: ANALYSIS AND APPROACHES

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. It is for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Students who take this course will be those who enjoy the thrill of mathematical problem solving and generalization.

Each topic has SL content followed by HL content.

Assessment – SL

External assessment (80%)

- Paper 1: No technology allowed (1 hour 30 minutes) 40%
- Paper 2: Technology allowed (1 hour 30 minutes) 40%

Internal assessment (20%)

- Mathematical exploration: A piece of written work that involves investigating an area of mathematics.

Assessment – HL

External assessment (80%)

- Paper 1: No technology allowed (2 hours) 30%
- Paper 2: Technology allowed (2 hours) 30%
- Paper 3: Technology allowed (1 hour) 20%

Internal assessment (20%)

- Mathematical exploration: A piece of written work that involves investigating an area of mathematics.

Mathematics (continued)

MATHEMATICS: APPLICATIONS AND INTERPRETATION

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications, making extensive use of technology to allow students to explore and construct mathematical models. This course will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures. It is for students who enjoy mathematics best when seen in a practical context. This course will be offered at SL only.

Assessment – SL

External assessment (80%)

- Paper 1: Technology allowed (1 hour 30 minutes) 40%
- Paper 2: Technology allowed (1 hour 30 minutes) 40%

Internal assessment (20%)

- Mathematical exploration: A piece of written work that involves investigating an area of mathematics.

Dance

Subject type > Elective
Learning area > Arts
Course length > 2 years

Course description and aims

Dance is a unique medium for learning about self and the world. It is one essential component of artistic, aesthetic and cultural education, and develops creative potential through physical expression. In dance, the integration of body, mind and spirit helps participants learn skills that are transferable to other disciplines and to their daily lives. IB dance curriculum aims for a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. This arts orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

The aims of Dance at both higher and standard level are to:

- explore the diversity of the arts across time, cultures and contexts
- develop as imaginative and skilled creators and collaborators
- express ideas creatively and with competence in forms appropriate to the artistic discipline
- critically reflect on the process of creating and experiencing the arts
- develop as informed, perceptive and analytical practitioners
- enjoy lifelong engagement with the arts.
- understand dance as a set of practices with their own histories and theories, and to understand that these practices integrate physical, intellectual and emotional knowledge

- experience dance as an individual and collective exploration of the expressive possibilities of bodily movement
- understand and appreciate mastery in various dance styles, traditions and cultures familiar and unfamiliar
- recognize and use dance to create dialogue among the various traditions and cultures in their school environment, their society and the world at large.

Curriculum model overview

Composition and analysis: Composition and analysis is designed to encourage students to think creatively, and to explore movement possibilities and ways of manipulating dance vocabularies to articulate an intention. In building dances, students explore different ways of structuring dances. Through class discussions and teacher commentaries during the two-year course of study, students develop an understanding of movement principles and how to apply them in an effective manner in each dance.

World dance studies: The study of this part of the course requires that students, through dancing, classroom activity and individual investigation, develop an appreciation of the diversity of dance practices throughout the world and the ability to investigate dance cultures and/or traditions, both familiar and unfamiliar.

Performance: The primary intention is to engage students in elements of dance artistry from classroom practice through to the performance of dance for viewing by others. Students may specialize in any style of performance, but must experience more than one style drawn from more than one dance culture and/or tradition. Their study must prepare them to present one or more styles for assessment at the end of the course.

Assessment

External assessment:

Task 1: Composition and analysis (SL-40% and HL-35%)

SL: Two dance works composed by the student; total presentation of 6–10 minutes, submitted on DVD. An analytical statement of no more than 800 words, documenting and

reflecting upon the processes of composition and analysis of one of the dances.

HL: Three dance works composed by the student; total presentation of 8–15 minutes, submitted on DVD. An analytical statement of no more than 1,000 words, documenting and reflecting upon the processes of composition and analysis of one of the dances including an analysis and evaluation of connections made.

Task 2: Dance investigation (SL-20% and HL-25%)

SL: A formal written report, no more than 1,500 words, analysing the similarities and differences between two dance styles drawn from different dance cultures and/or traditions, one of which is familiar to the student and one unfamiliar.

HL: A formal written report, no more than 2,500 words, analysing the similarities and differences between two dance styles drawn from different dance cultures and/or traditions, one of which is familiar to the student and one unfamiliar. The report must include an in-depth comparative discussion of one short excerpt from each dance culture and/or tradition.

Internal assessment:

Task 3: Performance (SL-40% and HL-40%)

SL: One or two dances (solo/duet/group but at least one must be a solo or a duet) in any style or styles, performed by the student to show proficiency and expressive ability appropriate to the dance, presented at an open showing; total presentation of 3–6 minutes, submitted on DVD. Short programme notes.

HL: Two or three dances (solo/duet/group but at least one must be a solo or a duet) in any style or styles, performed by the student to show proficiency and expressive ability appropriate to the dance, presented at an open showing; total presentation of 6–9 minutes (at least half of which must be devoted to solo and/or duet work), submitted on DVD. Short programme notes.

Music

Subject type > Elective
Learning area > Arts
Course length > 2 years

Course description and aims

The study of music encourages inquiry into creative practices and performance processes. Music study develops listening, creative and analytical skills, as well as encouraging cultural understanding and international-mindedness. In this course, students and teachers engage in a journey of imagination and discovery through partnership and collaboration. Students develop and affirm their unique musical identities while expanding and refining their musicianship. Throughout the course, students are encouraged to explore music in varied and sometimes unfamiliar contexts. Additionally, by experimenting with music, students gain hands-on experience while honing musical skills. Through realizing and presenting samples of their musical work with others, students also learn to communicate critical and artistic intentions and purpose. This course challenges students to engage practically with music as researchers, performers and creators, and to be driven by their unique passions and interests while also broadening their musical and artistic perspectives. Devices, software and applications change with increasing frequency. Learning to make music by engaging with a range of technologies is a central aspect of this curriculum.

The aims of Music at both higher and standard level are to:

- explore the diversity of the arts across time, cultures and contexts
- develop as imaginative and skilled creators and collaborators
- express ideas creatively and with competence in forms appropriate to the artistic discipline
- critically reflect on the process of creating and experiencing the arts
- develop as informed, perceptive and analytical practitioners
- enjoy lifelong engagement with the arts.

- explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression
- acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others
- evaluate and develop critical perspectives on their own music and the work of others.

Curriculum model overview

Exploring music in context: When exploring music in context, students will learn how to engage with a diverse range of music that will broaden their musical horizons and provide stimuli to expand their own music-making. Students will demonstrate diversity and breadth in their exploration by engaging with music from the areas of inquiry in personal, local and global contexts.

Experimenting with music: When experimenting with music, students connect theoretical studies to practical work and gain a deeper understanding of the music they engage with. Through this theoretical and practical work as researchers, creators and performers, students will learn to experiment with a range of musical material and stimuli from the areas of inquiry across local and global contexts.

Presenting music: When presenting music, students learn to practise and prepare finished pieces that will be performed or presented to an audience. In working towards completed musical works, students expand their musical identity, demonstrate their level of musicianship, and learn to share and communicate their music as researchers, creators and performers.

The contemporary music maker (HL only): Music at higher level (HL) builds on the learning of musical competencies and challenges students to engage with the musical processes in settings of contemporary music-making. For the HL component, students plan and collaboratively create a project that draws on the competencies, skills and processes in all of the musical roles of the music course and is inspired by real life practices of music-making.

Assessment

External assessment:

Task 1: Exploring music in context
 (SL - 30% and HL - 20%)

Students select samples of their work for a portfolio submission (maximum 2,400 words). Students submit:

- written work demonstrating engagement with, and understanding of, diverse musical material
- practical exercises:
 - creating: one creating exercise (score maximum 32 bars and or audio 1 minute as appropriate to style)
 - performing: one performed adaptation of music from a local or global context for the student's own instrument (maximum 2 minutes)

Task 2: Presenting music (SL - 40% and HL - 30%)

Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains:

- Presenting as a researcher
 - programme notes (maximum 600 words)
- Presenting as a creator
 - composition and/or improvisation (maximum 6 minutes)
- Presenting as a performer
 - solo and/or ensemble (maximum 12 minutes)
 - excerpts, where applicable (maximum 2 minutes)

Internal assessment:

Task 3: Experimenting with music (SL-30% and HL-20%)

Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process. Students submit:

- a written experimentation report that supports the experimentation (maximum 1,500 words)

Music (continued)

b) practical musical evidence of the experimentation process

- three related excerpts of creating (total maximum 5 minutes)
- three related excerpts of performing (total maximum 5 minutes)

Task 4: The contemporary music-maker (HL only, 30%)

Students submit a continuous multimedia presentation documenting their real-life project. Students submit multimedia presentation (maximum 15 minutes), evidencing:

- a) the project proposal
- b) the process and evaluation
- c) the realized project, or curated selections of it.

Theatre

Subject type > Elective
Learning area > Arts
Course length > 2 years

Course description and aims

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through practical inquiry, experimentation, risk taking and the presentation of ideas to others. The IB Diploma Programme theatre course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience.

In addition to general arts subject objectives the theatre course at SL and HL specifically aims to enable students to:

- inquire into theatre and its contexts
- develop and practically apply theatre performance and production skills and elements, led by intentions
- create, present and evaluate theatre work both independently and collaboratively
- acquire the perspectives and intentions of an internationally-minded theatre-maker

For HL only:

- understand, appreciate and explore the relationship between theory and performance.

Through the study of theatre, students strengthen their awareness of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. This enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-

mindedness. Participation in the DP theatre course results in the development of both theatre and life skills; the building of confidence, imagination, creativity and a collaborative mindset.

Curriculum model overview

Staging play texts:

This area of the syllabus addresses the transformation of play texts into action. Students examine the ways in which ideas are articulated in texts by playwrights and the ways in which performance and production elements can be used to effectively fulfill theatre-maker intentions.

Exploring world theatre traditions

This area of the syllabus addresses the authentic exploration of world theatre traditions through academic and practical research and exploration. Students inquire into and physically explore world theatre traditions, performance conventions and performance material from those traditions in order to acquire a deeper understanding and appreciation of the traditions through the body and/or voice.

Collaboratively creating original theatre

This area of the syllabus addresses the collaborative development and performance of original theatre as part of an ensemble of theatre-makers. Students formulate intentions for theatre-making and examine the ways in which these intentions can be effectively realized through the collaborative creation of original performance work inspired by a starting point.

Performing theatre theory (HL only)

This area of the syllabus addresses the exploration of aspects of theatre theory and the ways in which theory can inform performance. Students research at least one theatre theorist, identify an aspect of their theory and apply this to create and present theatre work that demonstrates this aspect of theory in performance.

Assessment task	External/Internal	SL	HL
Production proposal Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits the following: 1. A production proposal (a maximum of 12 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.	Internal	30%	20%
Research presentation Students at SL and HL plan, deliver and video record an individual research presentation (15 minutes maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied. Each student submits the following: 1. A video recording of the student's research presentation (15 minutes maximum). 2. A list of all sources cited and any additional resources used by the student during the presentation	External	30%	20%
Collaborative project Students at SL and HL collaboratively create and perform an original piece of theatre (lasting 7-10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fully-realised production. Each student submits the following: 1. A project report (a maximum of 10 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used. 2. A video recording of the final piece (7-10 minutes maximum).	External	40%	25%
Solo theatre piece (HL only) Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4-7 minutes maximum) that demonstrates the practical application of this theory to a theatre piece for an audience. Each student submits the following: 1. A report (2,500 words maximum) plus a list of all primary and secondary sources cited. 2. A continuous unedited video recording of the whole solo theatre piece (4-7 minutes maximum)	External	-	35%
		100%	100%

Visual Arts

Subject type > Elective
Learning area > Arts
Course length > 2 years

Course description and aims

The IB Diploma Programme Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The aims of Visual Arts at both higher and standard level are to:

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills
- make artwork that is influenced by personal and cultural contexts
- become informed and critical observers and makers of visual culture and media
- develop skills, techniques and processes in order to communicate concepts and ideas.

Curriculum model overview

The Visual Arts course supports an integrated relationship between the core areas of visual arts in context, visual arts methods and communicating visual arts whilst exploring these through the lens of theoretical practice, art-making practice and curatorial practice.

Students are encouraged to consider works of artists from a variety of cultural contexts and consider how these contexts have influenced their creation and informed how meaning and significance is transferred to an audience. Students identify the techniques and conventions used by artists when making art and consider how the range of forms, media, processes and techniques are used to realize artistic intentions. Students are required to view artworks within exhibitions and consider how curatorial interventions can also contribute to the ways works are perceived.

Students are provided with the opportunity to develop the necessary skills and techniques required to make art as well as to observe and reflect upon their own developing art practice. Students will be encouraged to identify their preferred modes of working, their preferred use of media, techniques and processes and begin to realize their strengths and intentions.

As students begin to resolve a range of developing pieces of art, they will engage with the breadth of curatorial strategies that underpin exhibitions and the presentation of work for an audience.

Assessment model

Having followed the Visual Arts course at SL or HL, students will be expected to:

- demonstrate knowledge and understanding of specified content
- demonstrate application and analysis of knowledge and understanding
- demonstrate synthesis and evaluation
- select, use and apply a variety of appropriate skills and techniques

Assessment

External Assessment:

Part 1: Comparative Study 20%

Analysis and comparison of different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.

Part 2: Process portfolio 40%

Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

Internal Assessment:

Part 3: Exhibition 40%

A selection of resolved artworks from the student's exhibition, showing evidence of technical accomplishment during the course and understanding of the use of materials, ideas and practices appropriate to visual communication.

Select, use and apply a variety of appropriate skills and techniques

- Experiment with different media, materials and techniques in art-making
- Make appropriate choices in the selection of images, media, materials and techniques in art-making
- Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes
- Produce a body of resolved and unresolved artworks as appropriate to intentions

A student's success in the Visual Arts course is measured by combining her external and internal assessment grades at the end of the second year of the course.

Creativity, Activity, Service

Subject type > Compulsory
Learning area > IB Core
Course length > 1 year

IB Learner Profile

As IB learners students strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Capabilities



Communication, personal development, critical and creative thinking, learning, ethical understanding

Creativity, Activity, Service is at the heart of the Diploma Programme, involving students in a range of activities that take place alongside their academic studies throughout the IB Diploma Programme. The component's three strands, often interwoven with particular activities, are characterised as follows.

- Creativity - arts and other experiences that involve creative thinking
- Activity - physical exertion contributing to a healthy lifestyle
- Service - an unpaid and voluntary exchange that has a learning benefit for the student

Creativity, Activity, Service enables students to enhance their personal and interpersonal development as well as their social and civic development, through experiential learning, lending an important counterbalance to the academic pressures of the rest of the IB Diploma Programme. It should be both challenging and enjoyable – a personal journey of self-discovery that recognises each student's individual starting point.

Activities should provide:

- real, purposeful activities, with significant outcomes
- personal challenge – tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress and reporting
- reflection on outcomes and personal learning

Creativity, Activity, Service evaluation

Creativity, Activity, Service is not formally assessed, but students need to reflect on their activities and be able to demonstrate that they have:

- increased their awareness of their own strengths and areas for growth
- undertaken new challenges and developed new skills
- planned and initiated activities and worked collaboratively with others
- shown perseverance and commitment in their activities
- engaged with questions of global importance
- considered the ethical implications of their actions

Extended Essay

Subject type > Compulsory
Learning area > IB Core
Course length > 1 year

IB Learner Profile

As IB learners students strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Capabilities



Communication, personal development, critical and creative thinking, learning, ethical understanding

Course description and aims

The Extended Essay offers the opportunity for IB students to investigate a topic of special interest, usually one of the student's six Diploma Programme subjects, and acquaints them with the independent research and writing skills expected at university. It is intended to promote high-level research and writing skills, intellectual discovery and creativity - resulting in approximately 40 hours of work. This course provides students with an opportunity to engage in personal research on a topic of choice under the guidance of a supervisor.

This leads to a major piece of formally presented, structured writing of no more than 4,000 words or equivalent, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject.

The aims of the Extended Essay are to provide students with the opportunity to:

- pursue independent research on a focused topic
- develop research and communication skills
- develop the skills of creative and critical thinking
- engage in a systematic process of research appropriate to the subject
- experience the excitement of intellectual discovery

Extended Essay assessment

Students are expected to demonstrate the ability to do the following:

- plan and pursue a research project with intellectual initiative and insight
- gather and interpret material from sources appropriate to the research question
- structure a reasoned argument in response to the research question on the basis of the material gathered
- present their extended essay in a format appropriate to the subject, acknowledging sources using one of the established academic norms
- use the terminology and language appropriate to the subject with skill and understanding
- apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research

The Extended Essay contributes to the overall diploma score through the award of points in conjunction with Theory of Knowledge. A maximum of three points are awarded according to a student's combined performance in both the Extended Essay and Theory of Knowledge.

Theory of Knowledge

Subject type > Compulsory
Learning area > IB Core
Course length > 1 year

IB Learner Profile

As IB learners students strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Capabilities



Communication, personal development, critical and creative thinking, learning, ethical understanding

The interdisciplinary Theory of Knowledge (TOK) course is designed to develop a coherent approach to learning and transcends and unifies the academic areas and encourages appreciation of other cultural perspectives.

The course centres on the exploration of knowledge questions, which are a key tool for both teachers and students. These are contestable questions about knowledge itself, such as: “What counts as good evidence for a claim?”, “Are some types of knowledge less open to interpretation than others?”, or “What constraints should there be on the pursuit of knowledge?”.

The TOK curriculum is made up of three deeply interconnected parts.

- **The core theme—Knowledge and the knower:** This theme encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which they belong.
- **Optional themes:** This element provides an opportunity to take a more in-depth look at two themes of particular interest to teachers and students. The given themes all have a significant impact on the world today and play a key role in shaping people’s perspectives and identities. Teachers select two optional themes from a choice of five: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies.
- **Areas of knowledge:** The areas of knowledge (AOK) are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining knowledge. In TOK, students explore five compulsory areas of knowledge: history; the human sciences; the natural sciences; mathematics; and the arts.

Theory of Knowledge assessment

The TOK assessment model contains two components, both of which should be completed within the 100 hours designated for the course.

External Assessment (67%)

TOK essay on a prescribed title (10 marks)

Students are required to write a 1600-word essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.

Internal Assessment (33%)

Theory of knowledge exhibition (10 marks)

For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. The exhibition is of three objects that connect to one of the IA prompts accompanied by a 950-word commentary. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Diploma points matrix for Extended Essay and Theory of Knowledge

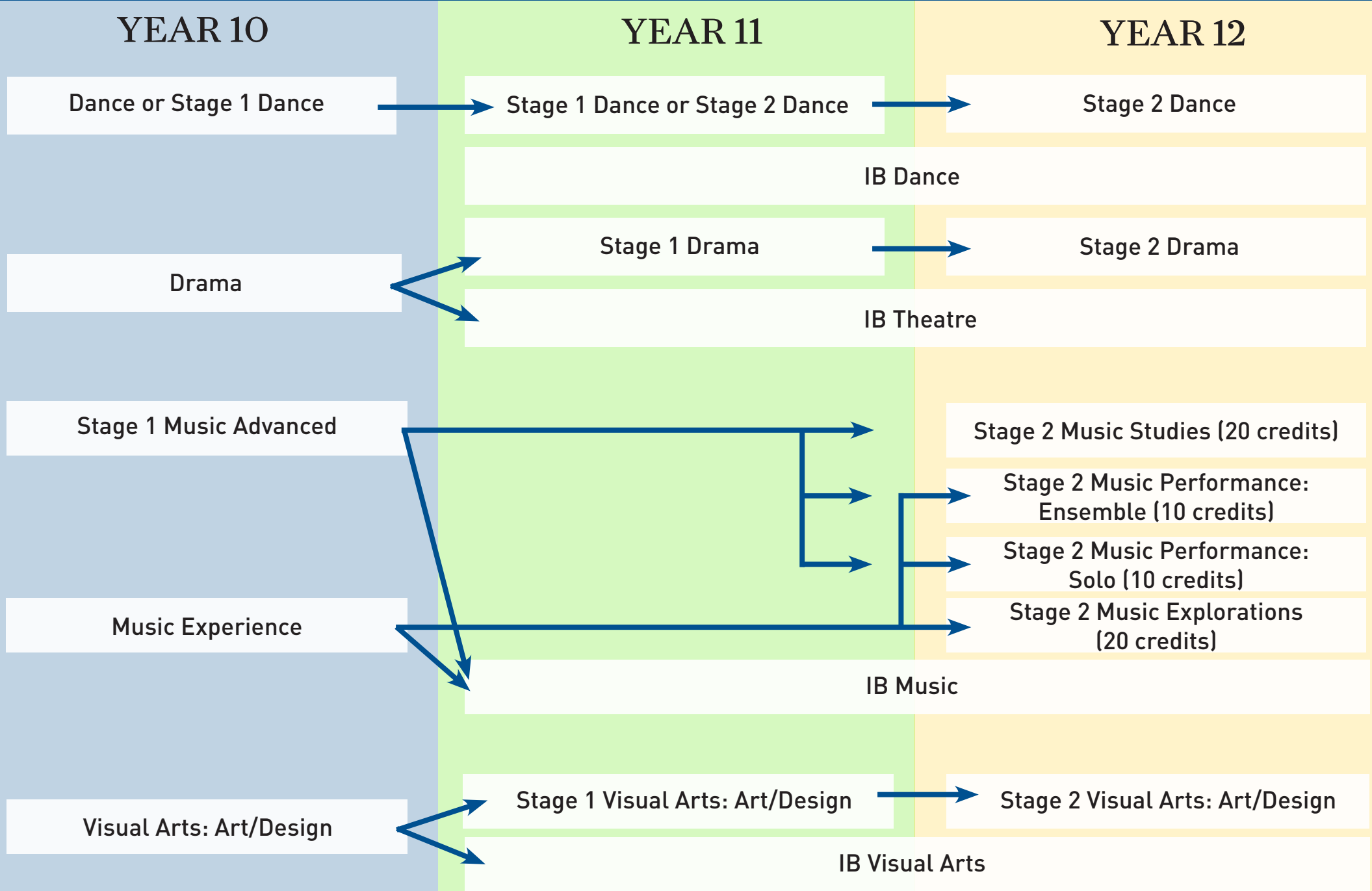
TOK contributes to the overall diploma score through the award of points in conjunction with the Extended Essay. A maximum of three points are awarded according to the combined performance in both the Extended Essay and TOK.

Year 11 SACE

Arts	79
English	85
Health and Physical Education	88
Humanities	90
Languages (choose from IB Languages)	94
Mathematics	95
Science	99
Technology	105
Cross-disciplinary	108

For Languages subject options, please see the IB Diploma section from page 57

ARTS PATHWAYS



Dance

Stage 1

Subject type	> Elective
Learning area	> Arts
Course length	> Full year
Credits	> 20

Prerequisites



Year 9 Dance and/or Year 10 Dance
Previous training in dance is an advantage

Pathways



Students may go on to study:

- Stage 2 Dance

NOTE: Students who completed SACE Stage 1 Dance in Year 10 will normally proceed into Stage 2 Dance in Year 11.

Learning requirements

In this subject, students are expected to:

- demonstrate knowledge and understanding in the application of dance techniques in the context of safe dance practice
- improvise and experiment with dance composition
- respond to and critically analyse, dance using dance vocabulary and terminology
- demonstrate dance performance skills for a live audience
- understand the use of various forms of technology in dance creation, production and film
- Research, analyse, compare and appreciate dance from different cultures and times
- Record and reflect upon dance skills in the area of contemporary technique and performance

Content

Through the study of Dance students develop technical and physical skills, understanding and appreciation of dance as an art form with a particular focus on contemporary dance and dance artists. They develop self-discipline, through technique classes and the rehearsal process. They create dance sequences, compositions and choreography in response to a variety of stimuli, using various composition tools and devices. Students perform teacher and self-choreographed dance works to a public audience.

The following 3 areas of study are covered:

Understanding dance: The students continuously reflect upon, evaluate, refine and monitor their individual progress in contemporary technique throughout the year. They learn set exercises and identify their areas for improvement and focus, providing a plan for achieving progress and an evaluation of the extent of their development in technical skill. In addition, they extend their choreographic skills by viewing the work of local, national and global dance artists and companies, analysing the performances and applying new ideas and knowledge to their own dance making.

Creating Dance: The student work independently and collaboratively to create their own choreography through a process of experimentation selection and refinement. They have opportunities to create dance for both live audience and film. In addition, students are required to dance in formal and informal group performances during both semesters.

Responding to Dance: This area of study enables students to investigate dance practice and performance from specific cultures, historical periods or traditions, including for Indigenous contexts, and to analyse the function of dance in that context.

Assessment

The assessment design criteria are understanding dance, creating dance and responding to dance. All assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

Type 1: Skill Development 30%

- Analysis and reflection on the choreography of a dance performance
- Technical progress throughout the year, presented as a digital folio

Type 2: Creative Explorations 50%

- Participation in a live group performance, submitted as a video of their work in a variety of styles
- Creating of two choreography works, one for film and one for stage

Type 3: Dance Contexts 20%

- Research into the significant role dance plays in Indigenous cultures
- Study of dance artists from around the world and their connection to culture, modern dance choreography, and performance

Drama

Stage 1

Subject type	> Elective
Learning area	> Arts
Course length	> Full Year or Second Semester only
Credits	> 20

Prerequisites



Satisfactory completion of Year 10 Drama would be an advantage

Pathways



Students may go on to study:

- Stage 2 Drama

Learning Requirements

In this subject, students are expected to:

- understand and explore dramatic roles, conventions, texts, styles, processes and technologies
- apply dramatic ideas and processes collaboratively to realise outcomes
- apply dramatic skills to create and present drama outcomes
- explore and experiment with technologies to provide creative solutions
- analyse and evaluate dramatic ideas, products, and/or technologies
- demonstrate critical and creative thinking in the development of drama

Content

Stage 1 Drama consists of three areas of dramatic study:

- Company and Performance
- Understanding and Responding to Drama
- Drama and Technology

The three areas of study are integrated to provide students opportunities to learn dramatic conventions and elements, and the dramatic process of conceiving, experimenting, developing, making, presenting, analysing and evaluating drama.

Students learn as artists and as creative entrepreneurs through their exploration of shared human experience, which is at the heart of the study of Drama.

Assessment

The Assessment design criteria are: Understanding and exploration, critical and creative thinking, and creative application. Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment Types:

- Assessment Type 1: Performance (2 tasks per year) 40%

Each semester the Company present a dramatic work to an audience. Students present their engagement with this process for assessment.

- Assessment Type 2: Responding to Drama (2 tasks per year) 30%

Students view and respond to live and recorded theatre in order to perform their own work as dramatic artists.

- Assessment Type 3: Creative Synthesis (1 task per year) 30%

Students analyse a text or theory and create a hypothetical or actual theatrical product.

Music Advanced

Stage 1

Subject type	> Elective
Learning area	> Arts
Course length	> Full year
Credits	> 20

Prerequisites



- Proficiency in an instrument or voice
- Successful completion of at least one semester of Year 10 Music
- Grade 3 AMEB or equivalent
- Continued involvement in one-on-one learning of an instrument or voice is essential
- Involvement in a minimum of two school music ensembles

Pathways



Students may go on to study:

- Stage 2 Music Explorations
- Stage 2 Music Studies
- Stage 2 Music Performance - Ensemble
- Stage 2 Music Performance - Solo

Learning requirements

- Stage 1 Music is designed to extend students' existing musical understanding and skills in creating and responding to music.
- They will perform both solo and ensemble works
- Develop aural and theoretical, composing and arranging skills
- Develop their historical understanding of music and the ability to analyse and reflect on their own and others' music making

Content

In Stage 1 Music, students will be involved in a selection of learning activities that will provide a pathway to Stage 2 Music Studies and Performance, as well as enhancing their skills in, and appreciation of, Music as an art form.

The following will be covered: performance, arranging, transcribing, theory exercises, sight reading and sight singing, transposing, engaging in musical technologies, aural perception and practice, analysis works, reflect on development of music skills, attend live performances and workshops.

Assessment

The assessment design criteria are: Understanding Music, Creating Music and Responding to music. Students will provide evidence of learning through seven school based assessments.

- Assessment Type 1 - Creative works
- Assessment Type 2 - Musical Literacy

Music Experience

Stage 1

Subject type	>	Elective
Learning area	>	Arts
Course length	>	Full year
Credits	>	20

Prerequisites

- Proficiency in an instrument or voice
- Successful completion of at least one semester of Year 10 Music
- Garde 3 AMEB or equivalent
- Continued involvement in one-on-one learning of an instrument or voice is essential
- Involvement in a minimum of two school music ensembles

Pathways

Students may go on to study:

- Stage 2 Music Explorations
- Stage 2 Ensemble Performance
- Stage 2 Solo Performance
- Stage 2 Music Studies

Aims

- Stage 1 Music Experience is designed to encourage students' creativity and confidence in writing, analysing, and performing music.
- They will perform both solo and ensemble works.
- Develop analytical skills by critiquing their own and others works.
- Develop song writing and arranging skills.

Content

In Stage 1 Music Experience, students will be involved in a selection of learning activities that will provide a pathway to Stage 2 Music Explorations, as well as enhancing their skills in and appreciation of Music as an art form.

The following will be covered: song composition and arranging using Sibelius and Garage Band, solo and ensemble performance. A professional critique, an analysis and discussion of your own performance and a comparative analysis of a set work.

Assessment

The assessment design criteria are: Understanding Music, Creating Music and Responding to music. Students will provide evidence of learning through seven school based assessments.

- Assessment Type 1 - Creative Works – performance, composition, arranging
- Assessment Type 2 - Musical Literacy – performance critique, music analysis, performance discussion

Visual Arts: Art/Design

Stage 1

Subject type	> Elective
Learning area	> Arts
Course length	> Full year
Credits	> 20

Prerequisites



Satisfactory completion of Year 10 Art or Design is preferred

Pathways



Students may go on to study:

- Stage 2 Visual Arts: Art/Design

Learning requirements

Art encompasses both artistic and crafting outcomes. Students are expected to:

- conceive, develop, and make works of art or design that reflect the development of a personal visual aesthetic
- demonstrate visual thinking through the development and evaluation of ideas and explorations in media, materials, and technologies
- apply technical skills
- communicate knowledge and understanding of their own and other practitioners' works
- analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts

Content

Students choose an art or design focus.

Visual Arts emphasises visual thinking and investigation, and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. Students learn to communicate personal ideas, feelings and concepts of their lived or imagined experiences, and represent these in visual form. It emphasises a problem-solving approach and the development of visual representation skills to communicate resolutions. By analysing other practitioners' works of art or design, students gain knowledge and understanding of their styles, concepts, content, forms, and conventions, and learn to respond to these works in informed ways.

Assessment

The assessment design criteria are: practical application, knowledge and understanding, analysis and response. Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

1. Folio
 - Students produce one folio per semester that documents their visual learning, in support of their one final piece of art or design. Visual thinking usually involves applying a creative or problem-solving process in a logical sequence.
2. Practical
 - Students produce one practical per semester. The practical will also include a 'practitioner's statement'.
3. Visual Study
 - A visual study is an exploration of, and/or experimentation with, a style, an idea, media, materials, techniques, and/or technologies. Students base their exploration on analysis of the work of other practitioners, research, and the development of visual thinking and/or technical skills.

ENGLISH PATHWAYS

YEAR 10

YEAR 11

YEAR 12

English

Stage 1 English Literary Studies

Stage 1 General English

IB English A: Literature

Stage 2 English Literary Studies

Stage 2 English

IB English A: Literature (HL)

IB English A: Literature (SL)

English as an Additional Language
or Dialect (EAL/D)

IB English B

IB English B (HL)

IB English B (SL)

English Literary Studies

Stage 1

Subject type	>	Elective
Learning area	>	English
Course length	>	Full year
Credits	>	20

Prerequisites



Satisfactory completion of Year 10 English

Pathways



Students may go on to study:

- Stage 2 English
- Stage 2 English Literary Studies

Learning requirements

In this subject, students are expected to:

- analyse relationships between purpose, context, and audience and how these influence texts and their meaning
- identify ways in which ideas and perspectives are represented in texts
- analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
- create oral, written, and/or multimodal texts for particular purposes, contexts, and audiences
- identify and analyse intertextual connections
- apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions.

Content

In Stage 1 English Literary Studies, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes. Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20 credits of this subject meet the literacy requirement. The Literary Studies course is designed to extend students' skills in analysis and formal communication. Texts studied in the course are selected to extend awareness of thematic concerns and authors' uses of stylistic features.

Content includes:

- the study of a range of texts, including novels, drama, poetry and film
- critical and creative written responses to these texts
- the critical comparison of two texts
- intertextual studies
- a critical reading study of several short passages, fiction and non-fiction
- narrative, imaginative, recount and/or expository text productions
- a range of formal individual oral presentations and a variety of informal oral communication

Assessment

The assessment design criteria are: knowledge and understanding, analysis and application. Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

1. Responding to Texts
 - Reading, viewing and responding to texts with a focus on how authors communicate. Use examples of these texts to compose own texts
2. Creating Texts
 - Producing texts in written, oral or multimodal form
3. Intertextual Study
 - Connecting two or more texts in relation to other texts; students may produce responses to texts, or create texts themselves

General English

Stage 1

Subject type	>	Elective
Learning area	>	English
Course length	>	Full year
Credits	>	20

Prerequisites



Satisfactory completion of Year 10 English

Pathways



Students may go on to study:

- Stage 2 English (if B grade or higher)

Learning requirements

In this subject, students are expected to:

- analyse relationships between purpose, context, and audience and how these influence texts and their meaning
- identify ways in which ideas and perspectives are represented in texts
- analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
- create oral, written, and/or multimodal texts for particular purposes, contexts, and audiences
- identify and analyse intertextual connections
- apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions.

Content

In Stage 1 English, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes. Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20-credits of this subject meet the literacy requirement. The General English course is designed to assist students with the development of communication skills. Texts studied in the course are selected to be more familiar and accessible.

Content includes:

- a study of texts including: film, novel, poetry, drama, and media texts
- creative and critical written and oral responses to these texts
- the critical comparison of texts
- intertextual studies
- critical reading
- recount, descriptive and expository text productions
- a range of individual and/or group oral presentations and a variety of informal oral communication

Assessment

The assessment design criteria are: knowledge and understanding, analysis and application. Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- | | |
|------------------------|--|
| 1. Responding to texts | • Reading, viewing and responding to texts with a focus on how authors communicate. Using examples of these texts to compose own texts |
| 2. Creating Texts | • Producing texts in written, oral or multimodal form |
| 3. Intertextual Study | • Connecting two or more texts in relation to other texts; students may produce responses to texts, or create texts themselves |

HEALTH AND PE PATHWAYS

YEAR 10

Physical Education

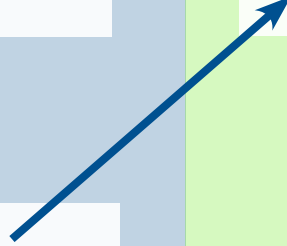
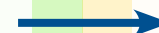
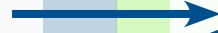
High Performance
(including Certificate III in Sports Coaching)

YEAR 11

Stage 1 Physical Education

YEAR 12

Stage 2 Physical Education



Physical Education

Stage 1

Subject type	> Elective
Learning area	> Health & PE
Course length	> Full year
Credits	> 20

Prerequisites



No prerequisites although satisfactory completion of High Performance at Year 10 is an advantage.

Pathways



Students may go on to study:

- Stage 2 Physical Education
- Nutrition, Biology and Psychology all contain cross-over concepts.

Aims

In this subject, students are expected to:

- apply knowledge and understanding of movement concepts and strategies in physical activity
- reflect on movement concepts and strategies in physical activity
- apply collaborative skills in physical activity contexts
- explore and analyse evidence related to physical activity
- reflect on and apply feedback to improve participation and/or performance in physical activity
- communicate using subject specific terminology in a variety of modes.

Content

The learning is broken into two areas of study whereby practical and theoretical segments intertwine;

Performance Improvement

Students participate in a variety of physical activities focusing on one or more movement concepts or strategies to improve performance. The physical activities may include sports, theme-based games, and/or a range of fitness/recreational activities. Students develop knowledge and understanding of focus area content through participating in physical activities and other integrated activities (e.g. lab activities such as fitness testing). They apply this knowledge to critically reflect on their own and/or others' performances.

Students individually and/or collaboratively explore and analyse evidence of physical activity to provide feedback on ways in which performance improvement can be achieved. The use of technology is encouraged in the collection of evidence. Evidence can take the form of: a collection of game data, video analysis, fitness data, and/or literature research.

Physical Activity Investigation

Students participate in one or more physical activities to 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.

Students individually or collaboratively collect data from the activities undertaken (for example, manually recording data, using apps, video analysis, and/or self and peer assessment feedback). Students integrate concepts from one or more focus areas to analyse the data and reflect on factors that may hinder or encourage participation in each activity.

Assessment

Across the year, students should provide evidence of their learning through four assessments. Each assessment has a weighting of 20%. Students undertake:

- at least one performance improvement.
- at least one physical activity investigation.

HUMANITIES PATHWAYS

YEAR 10

YEAR 11

YEAR 12

History (compulsory)

Stage 1 Modern History

Stage 2 Modern History

IB Global Politics

IB Economics

IB Psychology

Economics (elective)

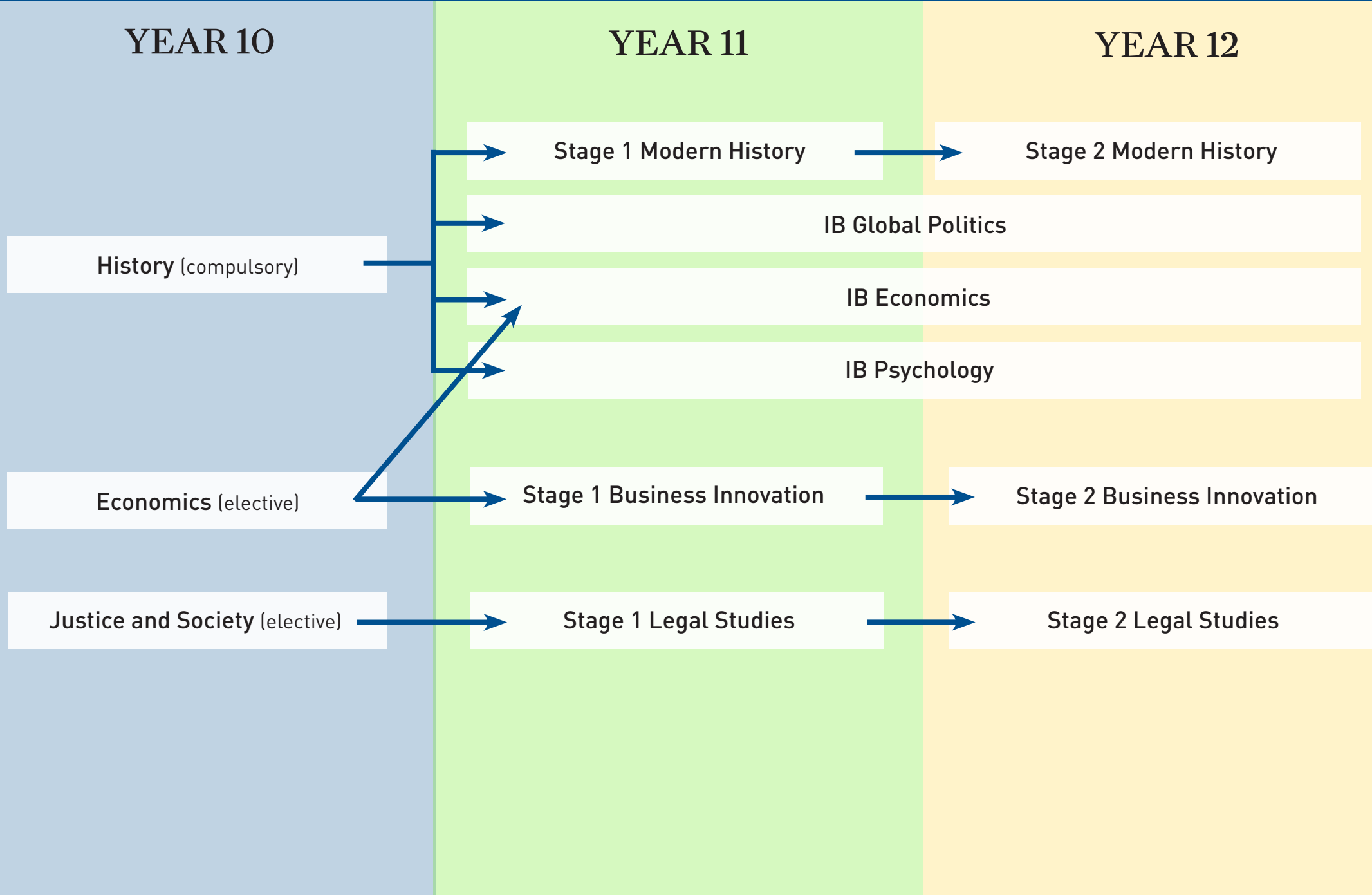
Stage 1 Business Innovation

Stage 2 Business Innovation

Justice and Society (elective)

Stage 1 Legal Studies

Stage 2 Legal Studies



Business Innovation

Stage 1

Subject type	>	Elective
Learning area	>	Humanities
Course length	>	Full year
Credits	>	20

Prerequisites



No prior knowledge is required

Pathways

Students may go on to study:



- Stage 2 Business Innovation

See also:

- IB Economics

Aims

In Stage 1 Business Innovation, students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. In a time when design-led companies outperform other companies, 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 centre of the innovation process and the generation of viable business products, services, and processes.

Initially, students may be guided through structured processes to develop their hypotheses relating to the customer, problem, and solution. As students develop these skills, they will anticipate, find, and solve their own problems. These structured processes create a learning environment where risk is encouraged and provide an opportunity to pivot during the iterative process of proposing, developing, testing, and refining solutions.

Students consider the opportunities and challenges associated with start-up and existing businesses in the modern, connected world. They consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impacts of proposed business models on global and local communities.

Content

Stage 1 Business Innovation is a 20-credit subject and is studied through the following two contexts:

- start-up business
- existing business.

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

- finding and solving problems
- financial awareness and decision-making
- business information and communication
- global, local, and digital connections.

Students gain an understanding of fundamental business concepts and ideas, including:

- the nature and structure of business
- key business functions
- forms of ownership and legal responsibilities

Assessment

- Assessment Type 1: Business Skills

Students undertake:

four business skills tasks and two business model summaries.

- Assessment Type 2: Business Pitch

Students undertake two business pitches.

Students develop their business pitch within one context:

- start-up business
- existing business.

*Semester 1 curriculum and assessment is offered as part of the Shark Tank competition.

Legal Studies

Stage 1

Subject type	>	Elective
Learning area	>	Humanities
Course length	>	Full year
Credits	>	20

Prerequisites



No prior knowledge is required

Pathways



Students may go on to study:

- Stage 2 Legal Studies

Learning requirements

In this subject, students are expected to:

- develop inquiry skills through questioning, exploration, discussion, and research of concepts, the law, and legal issues
- demonstrate and communicate their understanding of concepts, legal principles, processes, and issues
- analyse and apply legal principles and processes
- evaluate legal arguments to reach a conclusion and, where appropriate, make recommendations
- research, select, and acknowledge relevant sources
- collaborate effectively with others to problem solve and build on the work of others.

Focus Areas & Concepts

Students develop an understanding of the following concepts:

- rights
- fairness and justice
- power
- change

These concepts underpin each of the focus areas of study and provide a rich platform for discussion and analysis. Big questions allow for exploration of these concepts in each focus area. Students examine scenarios and the law to substantiate an argument and/or support a recommendation. The class competes in the Law Society of SA Mock Trial Competition.

Focus Area 1: Law and communities (compulsory)

Other suggested Focus Areas include:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • government • law-making • justice and society • young people and the law • contemporary issues and the law • victims and the law • motorists and the law • young workers and the law • relationships and the law • media and the law | <ul style="list-style-type: none"> • sport and the law • entertainment and the law • technology and the law • animals and the law • women and the law • Aboriginal and Torres Strait Islander law • Aboriginal and Torres Strait Islanders and the law • environment and the law | <ul style="list-style-type: none"> • refugees and asylum seekers and the law • transnational legal rights • crime, law, and punishment • minority groups and the law • emerging legal issues • royal commissions • family law. |
|---|--|---|

Assessment design criteria are:

- understanding and application
- analysis and evaluation
- communication and collaboration

The school assessment component for Stage 1 Legal Studies consists of three assessment types:

- Assessment Type 1: Analytical Response
- Assessment Type 2: Inquiry
- Assessment Type 3: Presentation

Modern History

Stage 1

Subject type	> Elective
Learning area	> Humanities
Course length	> Full year
Credits	> 20

Prerequisites



No prior knowledge is required

Pathways



Students may go on to study:

- Stage 2 Modern History

Learning requirements

In this subject, students are expected to:

- understand and explore historical concepts
- understand and explore the role of ideas, people, and events in history
- analyse developments and/or movements in the modern world, and their short and long-term impacts
- analyse ways in which societies in the modern world have been shaped by both internal and external forces and challenges
- apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments
- draw conclusions and communicate reasoned historical arguments

Content

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals. Students explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies. The developments and movements studied have been subject to political debate. Students consider the dynamic processes of imperialism, revolution, and decolonisation, how these have reconfigured political, economic, social, and cultural systems, and how recognition of the rights of individuals and societies has created challenges and responses.

Units of study

Revolution: Russia
 Elective: Terrorism
 Decolonisation
 Elective: Social Movements

Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 Modern History.

- Assessment Type 1: Historical Skills
- Assessment Type 2: Historical Study

Students provide evidence of their learning through eight assessments. Students undertake six historical skills assessments and two historical studies

LANGUAGES PATHWAYS

YEAR 10

YEAR 11

YEAR 12

Chinese Background



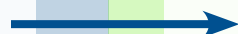
IB Chinese A: Language and Literature

Chinese



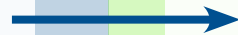
IB Chinese B

French



IB French B

*Japanese



IB Japanese B

IB Spanish ab initio

English or English as an
Additional Language or
Dialect (EAL/D)



IB English B

SACE students may study IB languages in Years 11 and 12.

*Year 10 Japanese will not be offered in 2024 and beyond.

MATHEMATICS PATHWAYS

YEAR 10

YEAR 11

YEAR 12

Mathematics

IB Mathematics: approaches and analysis (HL or SL)

IB Mathematics: applications and interpretation (SL only)

SACE Stage 1 Mathematical Methods
(A, B, C) 3 Semesters

SACE Stage 1 Specialist Mathematics
(D) 1 Semester

SACE Stage 1 Mathematical Methods
(A, B, C) 3 Semesters

SACE Stage 1 General Mathematics
2 Semesters

SACE Stage 2 Mathematical Methods

SACE Stage 2 Specialist Mathematics

SACE Stage 2 Mathematical Methods

SACE Stage 2 General Mathematics



General Mathematics

Stage 1

Subject type	>	Elective
Learning area	>	Mathematics
Course length	>	Full year
Credits	>	20

Prerequisites



Satisfactory completion of Year 10 Mathematics

Pathways



Students may go on to study:

- Stage 2 General Mathematics

Learning requirements

In this subject, students are expected to:

- understand mathematical concepts and relationships
- select and apply mathematical techniques and algorithms to analyse and solve problems, including forming and testing predictions
- investigate and analyse mathematical information in a variety of contexts
- interpret results, draw conclusions, and consider the reasonableness of solutions in context
- make discerning use of electronic technology
- communicate mathematically and present mathematical information in a variety of ways

Content

Students extend their mathematical skills in ways that apply to practical problem-solving and mathematical modelling in everyday contexts. A problem-based approach is integral to the development of mathematical skills and the associated key ideas in this subject.

Stage 1 General Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

Stage 1 General Mathematics consists of the following topics:

- Investing and Borrowing
- Measurement
- Statistical Investigation
- Applications of Trigonometry
- Linear and Exponential Functions and their graphs
- Matrices and Networks

Assessment

The assessment design criteria are: concepts and techniques, and reasoning and communication. Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Skills and Applications Tasks (60%)
- Assessment Type 2: Mathematical Investigations (40%)

Mathematical Methods (A, B & C)

Stage 1

Subject type	>	Elective
Learning area	>	Mathematics
Course length	>	3 Semesters
Credits	>	30

Prerequisites



Satisfactory completion of Year 10 Mathematics (C grade or better)

Pathways



Students may go on to study:

- Stage 2 Mathematical Methods
- Stage 2 General Mathematics

Learning requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Mathematics.

In this subject, students are expected to:

- understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
- investigate and analyse mathematical information in a variety of contexts
- think mathematically by posing questions, solving problems, applying models, and making and testing conjectures
- interpret results, draw conclusions, and determine the reasonableness of solutions in context
- make discerning use of electronic technology
- communicate mathematically and present mathematical information in a variety of ways

Content

Stage 1 Mathematics is organised into topics that broaden students' mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem-solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

Stage 1 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

Stage 1 Mathematical Methods (A, B & C) consists of the following topics:

- Functions and Graphs
- Polynomials
- Trigonometry
- Counting and Statistics
- Growth and Decay
- Introduction to Differential Calculus
- Geometry
- Arithmetic and Geometric Sequences and Series
- Vectors in the Plane

Assessment

The assessment design criteria are: concepts and techniques, and reasoning and communication. Assessment at Stage 1 is 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%)

Specialist Mathematics (D)

Stage 1	
Subject type	> Elective
Learning area	> Mathematics
Course length	> Semester
Credits	> 10

Prerequisites



Satisfactory completion of Year 10 Mathematics (B grade or higher) and selection of Stage 1 Mathematical Methods (A, B & C)

Pathways



Students may go on to study:

- Stage 2 Specialist Mathematics
- Stage 2 Mathematical Methods

Learning requirements

In this subject, students are expected to:

- understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
- investigate and analyse mathematical information in a variety of contexts
- think mathematically by posing questions, solving problems, applying models, and making and testing conjectures
- interpret results, draw conclusions, and determine the reasonableness of solutions in context
- make discerning use of electronic technology
- communicate mathematically and present mathematical information in a variety of ways

Content

Stage 1 Mathematics is organised into topics that broaden students' mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem-solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

Stage 1 Specialist Mathematics (D) allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

Stage 1 Specialist Mathematics (D) consists of the following topics:

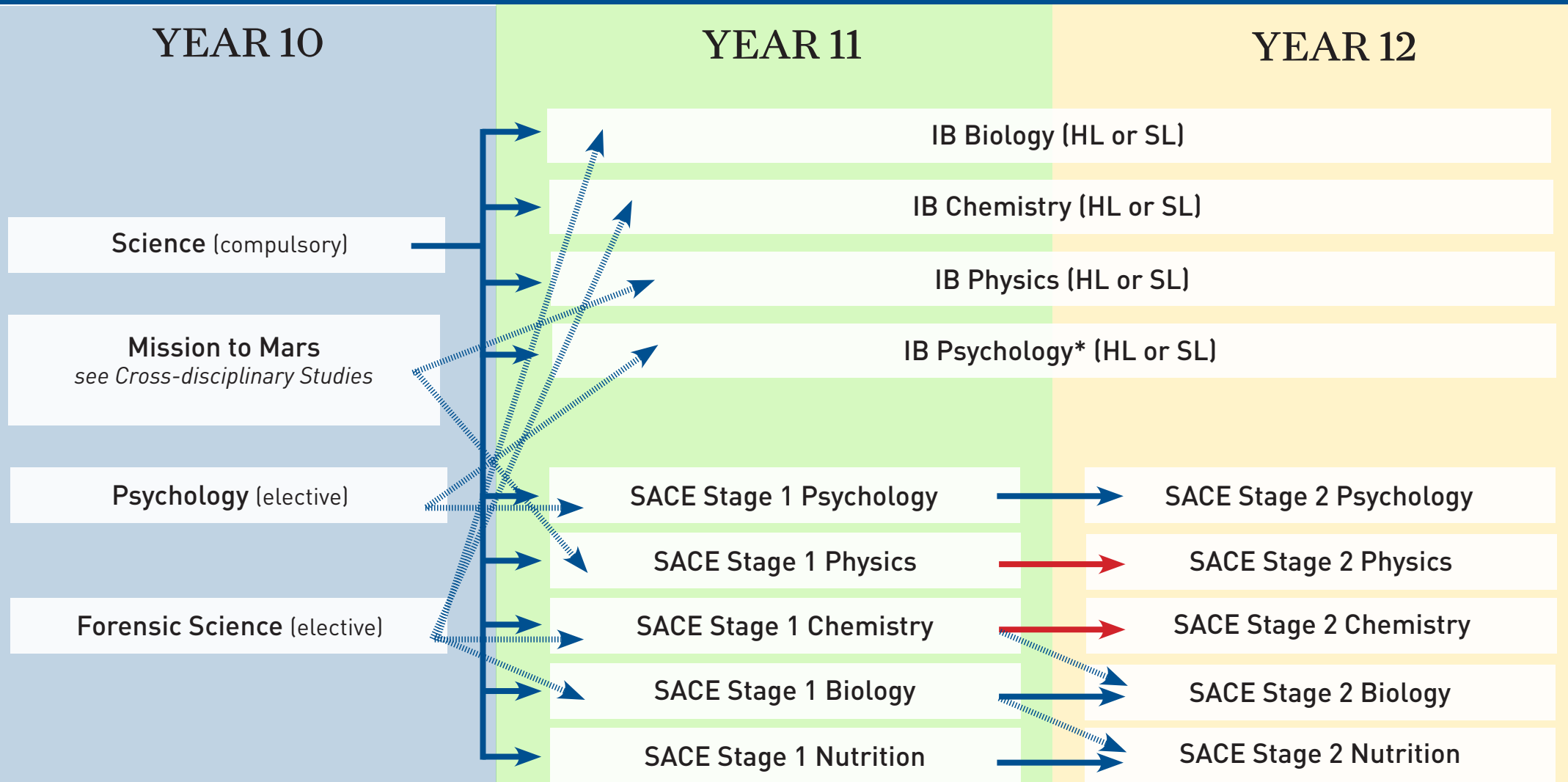
- Matrices
- Further Trigonometry
- Real and Complex Numbers

Assessment

The assessment design criteria are: concepts and techniques, and reasoning and communication. Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment:

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

SCIENCE PATHWAYS



- Red lines indicate a prerequisite * Humanities subject in the IB
- Solid lines show pathways that develop both the background knowledge and skills that are specific to the subject.
- - - - -** Dashed lines show pathways that develop some relevant skills that can be applied to the subject and provide some relevant background knowledge.

Biology

Stage 1

Subject type	>	Elective
Learning area	>	Science
Course length	>	Full year
Credits	>	20

Prerequisites



No prerequisite, but A-C grade achievement in Year 10 Biology is highly recommended.

Pathways



Students may go on to study:

- Stage 2 Biology
- Stage 2 Nutrition

Learning requirements

In this subject, students are expected to:

- apply science inquiry skills to design and conduct biological investigations, using appropriate procedures and safe, ethical working practices
- obtain, record, represent, analyse, and interpret the results of biological investigations
- evaluate procedures and results, and analyse evidence to formulate and justify conclusions
- develop and apply knowledge and understanding of biological concepts in new and familiar contexts
- explore and understand science as a human endeavour
- communicate knowledge and understanding of biological concepts, using appropriate terms, conventions, and representations.

Content

Students will study a selection of content from all of the following topics:

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

Assessment

The Assessment Design Criteria are: investigation and analysis, and evaluation, knowledge and application. Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations Folio (including Practical investigations and Science as a Human Endeavour investigations)
- Assessment Type 2: Skills and Applications Tasks

Chemistry

Stage 1

Subject type	>	Elective
Learning area	>	Science
Course length	>	Full year
Credits	>	20

Prerequisites



No prerequisite, but A-C grade achievement in Year 10 Chemistry is highly recommended.

Pathways



Students may go on to study:

- Stage 2 Chemistry
- Stage 2 Biology
- Stage 2 Nutrition

Learning requirements

In this subject, students are expected to:

- apply science inquiry skills to design and conduct chemistry investigations, using appropriate procedures and safe, ethical working practices
- obtain, record, represent, analyse, and interpret the results of chemistry investigations
- evaluate procedures and results, and analyse evidence to formulate and justify conclusions
- develop and apply knowledge and understanding of chemical concepts in new and familiar contexts
- explore and understand science as a human endeavour
- communicate knowledge and understanding of chemical concepts, using appropriate terms, conventions and representations.

Content

Students will study a selection of content from all of the following topics:

Materials and their Atoms	• Properties and Uses of Materials, Atomic Structure, Quantities of Atoms, The Periodic Table
Combining Atoms	• Types of Materials, Bonding Between Atoms, Quantities of Molecules and Ions
Molecules	• Molecule Polarity, Interactions Between Molecules, Hydrocarbons, Polymers
Mixtures and Solutions	• Miscibility and Solutions, Solutions of Ionic Substances, Quantities in Reactions, Energy in Reactions
Acids and Bases	• Acid-Base Concepts, Reactions of Acids and Bases, The pH Scale
Redox Reactions	• Concepts of Oxidation and Reduction, Metal Reactivity, Electrochemistry

Assessment

The assessment design criteria are: investigation and analysis, and evaluation, knowledge and application. Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations Folio (including Practical investigations and Science as a Human Endeavour investigations)
- Assessment Type 2: Skills and Applications Tasks

Nutrition

Stage 1

Subject type	>	Elective
Learning area	>	Science
Course length	>	Full year
Credits	>	20

Prerequisites



Satisfactory completion of Year 10 Science

Pathways



Students may go on to study:

- Stage 2 Nutrition

Learning Requirements

In this subject, students are expected to:

1. apply knowledge and understanding of nutrition concepts and food ethics
2. using appropriate methodologies conduct nutrition investigations
3. evaluate data and /or information from nutrition investigations and form conclusions
4. apply critical and creative thinking skills in response to nutrition issues
5. explore and understand science as a human endeavour
6. communicate knowledge and understanding of nutrition concepts and nutrition literacy

Content, concepts and contexts

Students will study a course that consists of the following interrelated concepts:

- Principles of nutrition, physiology, and health
Understandings: Fundamentals of nutrition
- Health promotion and emerging trends
Understandings: Food marketing and nutrition guidelines concepts and Food trends
- Sustainable food systems
Understandings: Water and sustainable food supply and Food processing

Nutrition literacy and numeracy and Nutrition and technology underpin the content. They are not discrete topics taught in isolation but are contextualised through case studies and real-life examples.

Assessment

The assessment design criteria are: investigation and analysis, and evaluation, knowledge and application. Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations Folio (including Practical investigations and Science as a Human Endeavour investigations)
- Assessment Type 2: Skills and Applications Tasks

Physics

Stage 1

Subject type	>	Elective
Learning area	>	Science
Course length	>	Full year
Credits	>	20

Prerequisites



No prerequisite, but A-C grade achievement in Year 10 Physics is highly recommended.

Pathways



Students may go on to study:

- Stage 2 Physics

Learning requirements

In this subject, students are expected to:

- apply science inquiry skills to design and conduct physics investigations, using appropriate procedures and safe, ethical working practices
- obtain, record, represent, analyse, and interpret the results of physics investigations
- evaluate procedures and results, and analyse evidence to formulate and justify conclusions
- develop and apply knowledge and understanding of physics concepts in new and familiar contexts
- explore and understand science as a human endeavour
- communicate knowledge and understanding of physics concepts, using appropriate terms, conventions, and representations.

Content

Students will study a selection of content from all of the following topics:

Linear Motion and Forces	• Motion under constant acceleration, forces
Electric Circuits	• Potential difference and electric current, resistance, circuit analysis, electrical power
Heat	• Heat and temperature, specific heat capacity, change of state
Energy and Momentum	• Energy, momentum
Waves	• Wave model, mechanical waves, light
Nuclear Models and Radioactivity	• The nucleus, radioactive decay, radioactive half-life, induced nuclear reactions

Assessment

The assessment design criteria are: investigation, analysis and evaluation, knowledge and application. Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations Folio (including Practical investigations and Science as a Human Endeavour investigations)
- Assessment Type 2: Skills and Applications Tasks

Psychology

Stage 1

Subject type	>	Elective
Learning area	>	Science
Course length	>	Full year
Credits	>	20

Prerequisites



Satisfactory completion of Year 10 Science. Year 10 Psychology and Mathematics would be beneficial.

Pathways



Students may go on to study:

- Stage 2 Psychology

Learning requirements

In this subject, students are expected to:

1. develop and apply knowledge and understanding of psychological concepts in diverse contexts
2. apply science inquiry skills to deconstruct a problem and design and conduct psychological investigations, using appropriate procedures and safe, ethical working practices
3. obtain, record, represent, analyse, and interpret the results of psychological investigations
4. evaluate ethical practices, procedures and results, and analyse evidence to formulate and justify conclusions
5. explore and understand psychological science as a human endeavour
6. communicate knowledge and understanding of psychological concepts, using appropriate terms, conventions, and representations.

Content

Students will study a course that consists of up to four or five of the following interrelated concepts:

Topic 1: Cognitive Psychology

Topic 2: Neuropsychology

Topic 3: Lifespan Psychology

Topic 4: Emotion

Topic 5: Psychological Wellbeing

Topic 6: Psychology in Context – forensic psychology

Assessment

The Assessment Design Criteria are: investigation and analysis, and evaluation, knowledge and application. Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations Folio (including Practical investigations and Science as a Human Endeavour investigations)
- Assessment Type 2: Skills and Applications Tasks

TECHNOLOGY PATHWAYS

YEAR 10

YEAR 11

YEAR 12

World of Food

Stage 1 Nutrition
see Science

Stage 2 Nutrition
see Science

Stage 1 Food and Hospitality

Stage 2 Food and Hospitality

Economics
see Humanities

IB Economics

Stage 1 Business Innovation
see Humanities

Stage 2 Business Innovation
see Humanities

Mission to Mars
see Cross-disciplinary Studies

Stage 1 Design, Technology and
Engineering

Stage 2 Design, Technology and
Engineering

Film Production
(including Certificate III in Screen and Media)

IB Film Studies

Design, Technology and Engineering

Stage 1

Subject type	> Elective
Learning area	> Technology
Course length	> Full year
Credits	> 20

Prerequisites



No prior knowledge is required

Pathways



Stage 2 Design, Technology and Engineering

Learning requirements

In Design, Technology, and Engineering, students use the design and realisation process to engineer solutions for the development of products or systems. Design, Technology, and Engineering has four contexts: digital communication solutions, industry and entrepreneurial solutions, material solutions, and robotic and electronic systems.

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. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. Design, Technology, and Engineering provides opportunities for students to apply engineering processes and use new and evolving technologies.

Content

In Stage 1 students use the design and realisation process. They learn to create a design brief that provides the basis for the development of potential solutions to design problems and challenges, and review design features, processes, materials, and production techniques to assist with the realisation of the solution.

Some Context Examples

- Digital Communication Solutions
 - Game Production
 - Web Design
 - Virtual Reality
 - Photography
 - Film-making
 - Animation
 - and more

This course provides a strong base for Stage 2 Design, Technology, and Engineering.

Assessment

School Assessment (70%)

- Assessment Type 1: Specialised Skills Tasks (30%)
- Assessment Type 2: Design and Process Solution 1 (30%)
- Assessment Type 2: Design and Process Solution 2 (40%)

Students will provide evidence of their learning through four separate summative assessment items, including the externally moderated task. Students undertake: three guided skills tasks, and up to two design process solutions. Assessment Type 2 and 3 tasks are split into smaller, more manageable tasks.

This subject is externally moderated

There is no external examination for this course

Food and Hospitality

Stage 1

Subject type	>	Elective
Learning area	>	Technology
Course length	>	Full year
Credits	>	20

Prerequisites



No prior knowledge is required

Pathways



Students may go on to study:

- Stage 2 Food and Hospitality

Learning requirements

In this subject, students are expected to:

- examine the factors that influence people's food choices
- examine the health implications of the above choices
- develop skills and safe work practices in the preparation, storage and handling of food
- debate contemporary food and hospitality issues and current management practices
- understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors

Content

Semester 1 will focus on the Food and Hospitality Industry. Topics include:

- food and safety
- food and hospitality careers
- contemporary food presentation in the hospitality industry
- trends in food and culture
- recipe development for the food and hospitality industry

Semester 2 will focus on aspects of nutrition relevant to the family and the Food and Hospitality Industry

- food, the Individual and the family
- local and global Issues in food and hospitality
- impacts of dietary disorders on food consumption
- contemporary issues for the food and hospitality industry such as trends towards healthy recipe development
- contemporary menu development for a range of target groups

Assessment

The assessment design criteria are: investigation, problem solving, practical application, collaboration, reflection. Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Practical Activity
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

CROSS-DISCIPLINARY STUDIES

YEAR 10

Mission to Mars
(elective)

**Stage 1 Exploring Identities
and Futures**
(compulsory)

Study Support
(elective)

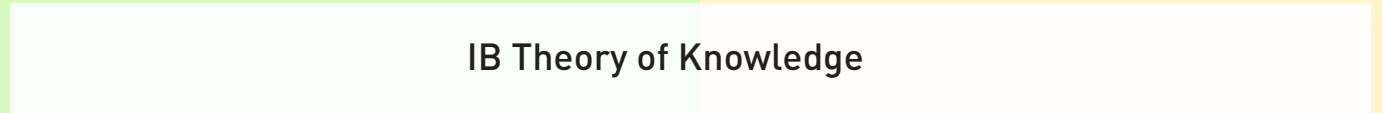
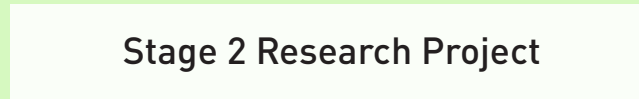
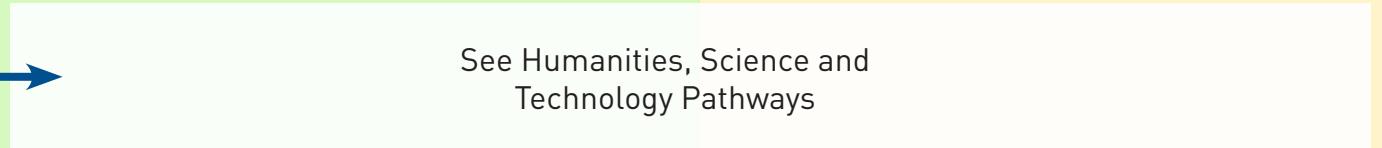
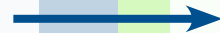
YEAR 11

See Humanities, Science and
Technology Pathways

Stage 2 Research Project

IB Theory of Knowledge

YEAR 12



Research Project

Stage 2

Subject type	>	Compulsory
Learning area	>	Cross-disciplinary
Course length	>	Full year
Credits	>	10

Prerequisites



No prior knowledge is required

The Research Project is a compulsory 10-credit Stage 2 subject. Students must achieve a 'C' grade or better. This subject gives students the opportunity to study an area of interest, in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. Students synthesise their key findings to produce a research outcome, which is substantiated by evidence and examples from the research. They evaluate the research process used and the quality of their outcome. Research Project B is the preferred option. This option has an external assessment component that must be undertaken in written form. This subject is included in the calculation of the Australian Tertiary Admission Rank (ATAR).

Learning requirements

In this subject, students are expected to:

- generate ideas to plan and develop a research project
- understand and develop one or more capabilities in the context of their research
- analyse information and explore ideas to develop their research
- develop specific knowledge and skills
- produce and substantiate a research outcome
- evaluate their research

Content

Students are required to:

- choose a research question that is based on an area of interest
- develop capabilities relevant to their research
- use the research framework as a guide, to construct a research plan, timeline, keep an electronic journal and a hard copy folder of evidence that reflects the research, conduct research using a range of relevant and credible primary and secondary resource material, interpret and evaluate information
- produce a research outcome to synthesise their key findings
- evaluate research processes used, and the quality of their research outcome

The purpose of the capabilities is to develop in students the knowledge, skills and understanding to be successful learners, confident and creative individuals, and active and informed citizens. The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts.

Assessment

The assessment design criteria are: Planning, Development, Synthesis, Evaluation. Students demonstrate evidence of their learning in the following task types:

School Assessment (70%)

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

External Assessment (30%)

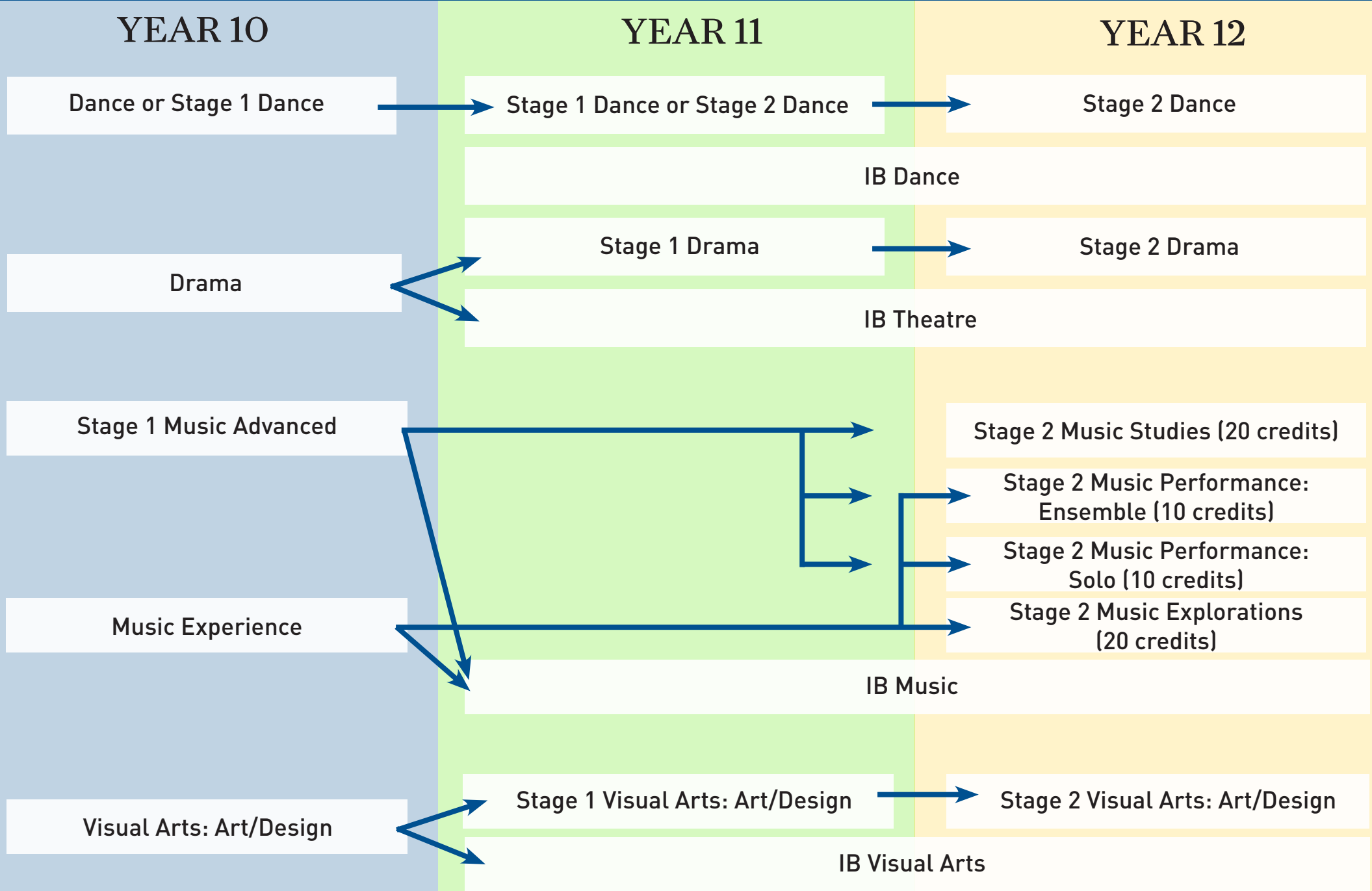
- Assessment Type 3: Evaluation (30%)

Please note: SACE are currently reviewing the Research Project, to be known as AIF: Activating Identities and Futures

Year 12 SACE

Arts	111
English	119
Health and Physical Education	122
Humanities	124
Languages (choose from IB Languages)	128
Mathematics	129
Science	133
Technology	139

ARTS PATHWAYS



Dance

Stage 2
Subject type > Elective
Learning area > Arts
Course length > Full year
Credits > 20

Prerequisites



Satisfactory completion of at least one semester of Stage 1 Dance or by audition

Pathways



Students may go on to study:

- a range of tertiary courses including Bachelor of Creative Arts: Dance, Humanities, Law, Media Studies

Learning requirements

In this subject students are expected to:

- develop knowledge and understanding of the body, dance skills, dance elements, structural devices, production elements and safe dance practices in choreography and performance
- apply technical and expressive dance skills in performance
- communicate choreographic intent to an audience through composition and performance
- evaluate their own creative works as an artist and that of others as an audience member
- research and analyse dance in diverse contexts

Content:

Students study contemporary dance throughout the year and devise a personal development plan to improve their technical ability. They continue to develop choreographic and performance skills, and engage with a wide variety of dance artists and choreographers to help progress their own dance making. Through the experience of live performance, they develop expressive skills and refine technical capabilities.

Stage 2 Dance consists of three areas of study:

Understanding Dance

This includes developing an understanding of dance skills, dance and production elements, choreographic structure and safe dance practice.

Creating Dance

Students use choreographic tools and building original movement phrases to meet choreographic outcomes. They deliver a choreographic intent, supported by research and the influence of other dance artists. Students participate in performances, dancing in both large and small groups. They dance in a variety of styles and communicated expressively to audiences.

Responding to Dance

In responding to dance, students analyse how meaning is communicated in their own and others' work, including work from a range of cultural perspectives and artistic and industry innovators. They select and reflect on strategies to develop and refine their own performances and dance works, and those of others. Students build confidence in using appropriate terminology, strengthening their dance literacy to discuss key elements of performance and choreography.

Assessment:

Assessment Type 1: school assessed 40%:

- Performance Portfolio
10 minutes of footage from the live group performance presented in digital format

Assessment Type 2: school assessed 30%: Dance Contexts

- Choreography
3 minutes of work, presented live or as dance film
- Choreographic Analysis-
a folio of work which supports the process involved in creating and developing original choreography

Assessment Type 3: externally assessed 30%

- Skill Development Portfolio
Develop a multimodal folio of work to show progress in technique and/or performance, including analysis and evaluation of their improvements as a dancer.

Drama

Stage 2

Subject type	> Elective
Learning area	> Arts
Course length	> Full year
Credits	> 20

Prerequisites



Satisfactory completion of at least one semester of Stage 1 Drama is preferred

Pathways



Students may go on to study:

- A range of tertiary courses including Theatre Arts, Humanities, Law, Media Studies

Learning Requirements:

In this subject, students are expected to:

1. explore and understand dramatic theories, texts, styles, conventions, roles, and processes
2. experiment with dramatic theories, ideas, aesthetics, processes, and technologies
3. apply dramatic ideas, theories, and practice to develop dramatic outcomes collaboratively and individually
4. apply and integrate the skills of drama to create and present original and culturally meaningful dramatic products
5. analyse and evaluate dramatic theories, practice, works, styles, events, and/or practitioners from a range of personal, local, global, contemporary, and/or historical contexts.

Content:

The learning program is based on the following 2 areas of study:

- Company and production
- Exploration and vision

The two areas of study integrate exploring, analysing, conceiving, creating, making, and evaluating drama. They provide students with valuable collaborative learning opportunities to explore creative possibilities as artists. Students apply the dramatic process to make meaningful drama for audiences. Students assume dramatic roles and explore and analyse ideas, forms, conventions, styles, and innovations. They reflect on their own and others' dramatic ideas and products, and analyse and evaluate dramatic choices. Students learn to develop and apply the contemporary skill of consciously switching between a creative, imaginative, and playful mindset, in order to generate original ideas and possibilities, and a logical, analytical, and evaluative mindset, in order to examine the quality and viability of these ideas and possibilities. Through the development of this essential skill, students investigate creative opportunities, explore the meaning and value of dramatic ideas, and imagine potential futures.

Assessment:

The assessment design criteria are: knowledge and understanding, application, analysis Students demonstrate evidence of their learning in the following task types:

Assessment Type 1: Group Production: School Assessed 40%

- Students present evidence of their learning throughout the process and performance in the form of a 15 minute recorded presentation.

Assessment Type 2: Evaluation & Creativity: School Assessed 30%

- Students complete two tasks per year for this assessment

Assessment Type 3: Creative Presentation: Externally Assessment 30%

- Students complete 2 parts - a Presentation and Learning Portfolio for this assessment

Music Explorations

Stage 2
Subject type > Elective
Learning area > Arts
Course length > Full year
Credits > 20

Prerequisites



Satisfactory completion of Stage 1 Music

- Member of a senior ensemble for more than 2 years or instrumental or vocal tuition for a minimum of 2 years

Pathways



Students may go on to study:

- a range of tertiary courses including Bachelor of Music, Humanities, Law, Media Studies

Learning requirements

Stage 2 Music Explorations is a 20-credit subject that consists of the following strands:

- understanding music
- creating music
- responding to music.

Content

Understanding music

- exploring harmonic analysis of selected works and own created works, with score annotations as applicable
- experimenting with and recreating specific performance, compositional, or production features that suggest particular musical styles.
- exploring contemporary music notation (scales, note groupings, chord construction, popular chord progressions, tabs, lead sheets)

Creating music

- guided notation composition tasks
- creating a composition in response to a text, image, or event
- performing/presenting students' musical works at local, national, and/or international events.

Responding to music

- using a learning process journal that encourages reflection on students' intended aims and purpose in what they are experimenting with

Assessment

Assessment Type 1: Musical Literacy (30%)

- Students undertake three musical literacy tasks.

Assessment Type 2: Explorations (40%)

- Students develop and extend their understanding of music

Assessment Type 3: Creative Connections (30%)

- Students undertake one creative connections task and present a final creative work and a discussion of that work.

Music Performance: Ensemble

Stage 2
Subject type > Elective
Learning area > Arts
Course length > Full year
Credits > 10

Prerequisites



Recommended completion of Stage 1 Music

Member of a senior ensemble for more than two years

Note: It is recommended to take this subject with another 10-credit Music subject

Pathways



Students may go on to study:

- a range of tertiary courses including Bachelor of Music, Humanities, Law, Media Studies

Learning requirements

In this subject, students are expected to:

- demonstrate accuracy, musical skills, and technique as an ensemble member
- present a repertoire of contrasting works for instrument or voice in an ensemble
- demonstrate understanding in interpretation by presenting a written discussion
- engage a public audience

Content

Ensemble Performance gives students the opportunity to extend their technical and performance skills on their chosen instrument or their voice, in a chosen ensemble.

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

Students who undertake this subject are assumed to have attained a performance standard that reflects at least three years of development on their instrument. Students without this background would have difficulty in achieving a satisfactory level of performance at Stage 2 standard. However, this may not necessarily apply to voice students.

The learning program is based on the following areas of study:

- the performance of works of contrasting character
- the development of performance techniques on an instrument or voice in an ensemble
- between 12 and 18 minutes of repertoire
- a 500 word discussion of key musical elements of the chosen repertoire and 500 word evaluation of your musical journey.
- 2-minute parts test per performance

Assessment

The assessment design criteria are:

Understanding Music, Performing Music and Responding to Music

Students demonstrate evidence of their learning in the following task types:

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Performance and Portfolio (30%)

Music Performance: Solo

Stage 2
Subject type > Elective
Learning area > Arts
Course length > Full year
Credits > 10

Prerequisites



Recommended completion of Stage 1 Music

Note: It is recommended to take this subject with another 10 credit Music subject

Pathways



Students may go on to study:

- a range of tertiary courses including Bachelor of Music, Humanities, Law, Media Studies

Learning requirements

In this subject, students are expected to:

- demonstrate accuracy, musical skills, and technique as a solo performer
- present a repertoire of contrasting works for instrument or voice
- demonstrate understanding in interpretation by presenting a written discussion
- engage a public audience

Content

Solo Performance gives students the opportunity to extend their technical and performance skills on their chosen instrument or their voice.

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

Students who undertake this subject are assumed to have attained a performance standard that reflects at least three years of development on their instrument. Students without this background would have difficulty in achieving a satisfactory level of performance at Stage 2 standard. However, this may not necessarily apply to voice students.

The learning program is based on the following areas of study:

- the performance of works of contrasting character
- the development of performance techniques on an instrument or voice
- between 12 and 18 minutes of repertoire
- A 500 word discussion of key musical elements of the chosen repertoire and 500 word evaluation of your musical journey.

Assessment

The assessment design criteria are:

Understanding Music, Performing Music and Responding to Music

Students demonstrate evidence of their learning in the following task types:

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Performance and Portfolio (30%)

Music Studies

Stage 2

Subject type	> Elective
Learning area	> Arts
Course length	> Full year
Credits	> 20

Prerequisites



Satisfactory completion of Stage 1 Music

Pathways



Students may go on to study:

- a range of tertiary courses including Bachelor of Music, Humanities, Law, Media Studies

Learning requirements

In this subject, students are expected to:

- understand and use musical notation and terminology
- demonstrate an understanding of the relationship between theoretical notation and sound
- recognise and identify rhythm, pitch, tonality, and harmony
- harmonise short melodies appropriate to the style
- create and develop an arrangement, writing appropriately for instruments and/or voices
- present a score and a recording of an arrangement
- complete three musical literacy tasks
- perform 10-12 minutes to a live audience - solo or ensemble

Content

In Music Studies, students develop their aural acuity and ability to acquire fundamental functional musical knowledge, and associated aural, theoretical, and notational skills. Students learn theory, aural recognition, and musical techniques in a variety of contexts through a variety of learning activities.

Students develop their understanding of the relationship between theoretical notation and sound, using aural and visual recognition, and notation.

The learning program is based on the following areas of study:

- Theory, Aural Recognition, and Musical Techniques
- Harmony
- Arrangement
- Musical Literacy tasks - analysis
- Performance

Assessment

The assessment design criteria are: knowledge and understanding, practical application.

Students demonstrate evidence of their learning in the following task types:

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Examination (30%)

Visual Arts: Art/Design

Stage 2
Subject type > Elective
Learning area > Arts
Course length > Full year
Credits > 20

Prerequisites



Satisfactory completion of Stage 1 Visual Arts: Art/Design is recommended

Pathways



Students may go on to study:

- a broad range of tertiary courses including Bachelor of Visual Arts, Visual Communication, Architecture, Media Studies

Learning requirements

In this subject, students are expected to:

- conceive, develop, and make works of art or design that reflect individuality and the development and communication of a personal visual aesthetic
- demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies
- apply skills in using media, materials, and technologies to solve problems and resolve works of art or design
- communicate knowledge and understanding of their own works and the connections between others
- analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts
- develop inquiry skills to explore visual arts issues, ideas, concepts, processes, techniques, and questions

Content

Students choose an art or design focus.

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students research and reflect upon visual art works in their cultural and historical contexts. Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production. Design encompasses communication and graphic, environmental and product design. It emphasises a problem-solving approach and the development of visual representation skills to communicate resolutions.

Folio

- Visual thinking for artists involves applying a creative or problem-solving process in a logical sequence. Visual thinking for designers is based around the development and formulation of a design brief. For a 20-credit subject, as a guide, there should be a total of twenty A3 sheets of visual, written and/or oral evidence to support each resolved practical work.

Practical

- Students produce two practicals (resolved works) and two written practitioner's statements.

Visual Study

- A visual study is an exploration of, and/or experimentation with, one or more styles, ideas, concepts, media, materials, methods, techniques, or technologies. Students base their work on analysis of the work of other practitioners, research, and the development of visual thinking and/or technical skills. They present their findings and conclusions, insights and opinions about aesthetics. Students should submit a maximum of 20 A3 pages of visual study, integrated with a maximum of 2000 words of written text or a maximum of 12 minutes of oral explanation.

Assessment

The assessment design criteria are: practical application, knowledge and understanding, analysis and response. Students demonstrate evidence of their learning in the following task types:

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Visual Study (30%)

ENGLISH PATHWAYS

YEAR 10

YEAR 11

YEAR 12

English

Stage 1 English Literary Studies

Stage 1 General English

IB English A: Literature

Stage 2 English Literary Studies

Stage 2 English

IB English A: Literature (HL)

IB English A: Literature (SL)

English as an Additional Language
or Dialect (EAL/D)

IB English B

IB English B (HL)

IB English B (SL)

English

Stage 2

Subject type	> Elective
Learning area	> English
Course length	> Full year
Credits	> 20

Prerequisites



Satisfactory completion of Stage 1 English or English Literary Studies

Note: Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

Pathways



Students may go on to study:

- a broad range of tertiary courses that require skills in communication

Learning requirements

In this subject, 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 in texts
- apply clear and accurate communication skills.

Content

English at Stage 2 is a course designed to enhance students' skills of communication. Texts studied in the course are selected to be more familiar and accessible.

Students undertake tasks within the following:

- Responding to texts
- Creating texts
- Comparative analysis (external)
 - Comparison of two texts and how they influence the audience

Assessment

The assessment design criteria are: knowledge and understanding, analysis, application. Students demonstrate evidence of their learning in the following task types:

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Comparative Analysis (30%).

For a 20-credit subject, students should provide evidence of their learning through eight assessments, including the external assessment component.

Students complete:

- three responses to texts
- four created texts (one of which is a writer's statement)
- one comparative analysis.

English Literary Studies

Stage 2
Subject type > Elective
Learning area > English
Course length > Full year
Credits > 20

Prerequisites



Satisfactory completion of Stage 1 English Literary Studies and achievement of 75% or more for final Year 11 exam

Note: Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE

Pathways



Students may go on to study:

- a broad range of tertiary courses that require analytical understanding and sophisticated communication skills

Learning requirements

In this subject, students are expected to:

- understand the interplay 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 critical reasoning and to support sustained arguments
- develop analytical responses to texts by considering and challenging 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.

Content

Stage 2 English Literary Studies is a 20-credit subject. The course is designed to extend students' skills in analysis and formal communication. Texts studied in the course are selected to extend awareness of thematic concerns and authors' uses of stylistic features.

The content includes:

Responding to Texts (up to five tasks):

- Students study one novel, one film, one play, one set of poetry, and a range of shorter texts (critical readings)
- Students consider a range of critical perspectives through which texts may be considered

Creating Texts (two tasks).

- Students undertake one text transformation task and one additional text production task.

Text Study (external)

- Students complete a comparative text study
- Students complete an externally set and assessed critical reading task

Assessment

The assessment design criteria are: knowledge and understanding, analysis, application. Students demonstrate evidence of their learning in the following task types:

School Assessment (70%)

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

External Assessment (30%)

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

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

- up to five responses to texts
- two created texts
- two tasks for the text study (one comparative text study and one critical reading).

HEALTH AND PE PATHWAYS

YEAR 10

Physical Education

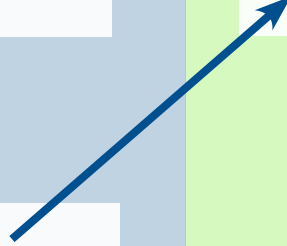
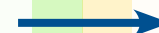
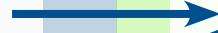
High Performance
(including Certificate III in Sports Coaching)

YEAR 11

Stage 1 Physical Education

YEAR 12

Stage 2 Physical Education



Physical Education

Stage 2

Subject type	> Elective
Learning area	> Health & PE
Course length	> Full year
Credits	> 20

Prerequisites



No prerequisites although satisfactory completion of Year 11 Physical Education is an advantage.

Pathways



Students may go on to study:

- A range of Sports Science, Applied Science, Health Science, Physical Education teaching, as well as Nutrition, Biology and Psychology university courses.

Aims

In this subject, students are expected to:

1. apply knowledge and understanding of movement concepts and strategies in physical activity using subject-specific terminology
2. apply feedback and implement strategies to improve participation and/or performance in physical activity
3. reflect on and evaluate participation and/or performance improvement
4. apply collaborative skills in physical activity contexts
5. analyse and evaluate evidence related to physical activity
6. evaluate implemented strategies

Content

The learning is broken into three areas of study whereby practical and theoretical segments intertwine;

Focus Area 1: In movement

- Application of energy sources affecting physical performance
- Application of the effects of training on physical performance
- How does biomechanics affect physical activity and movement
- Practical application of learning theories
- Analysis of movement concepts and strategies

Focus Area 2: Through movement

- Social psychology
- Psychology of sporting performance
- Barriers and enablers to physical activity

Focus Area 3: About movement

- Energy sources affecting physical performance
- Physiological factors affecting physical performance
- The effects of training on physical performance
- Technological developments in biomechanics
- Psychological motor-learning theories
- The learning process and journey

Assessment

Across the year, students should provide evidence of their learning through five assessments across three Assessment types;

Assessment Type 1: Diagnostics (30%)

Students undertake two diagnostics tasks.

They participate in one or more physical activities (sports, theme-based games, fitness and recreational activities) to collect, analyse, and evaluate evidence to demonstrate contextual application of knowledge and understanding of the focus areas and movement concepts and strategies.

Assessment Type 2: Self-improvement Portfolio (40%)

Students undertake one self improvement portfolio task.

Students undertake a personal journey of improvement with a focus on a school or community-based physical activity. They reflect on their performance to identify an aspect of physical activity for improvement. This may include a focus on physiological, biomechanical, and/or skill-development areas related to one or more movement concepts and/or movement strategies.

Assessment Type 3: Group Dynamics (30%)

Students undertake one group dynamics task.

The purpose of this assessment type is to extend the focus of physical activity beyond the individual to investigate the impact that team members, individually and collectively, have on the participation and performance of others.

HUMANITIES PATHWAYS

YEAR 10

YEAR 11

YEAR 12

History (compulsory)

Stage 1 Modern History

IB Global Politics

IB Economics

IB Psychology

Economics (elective)

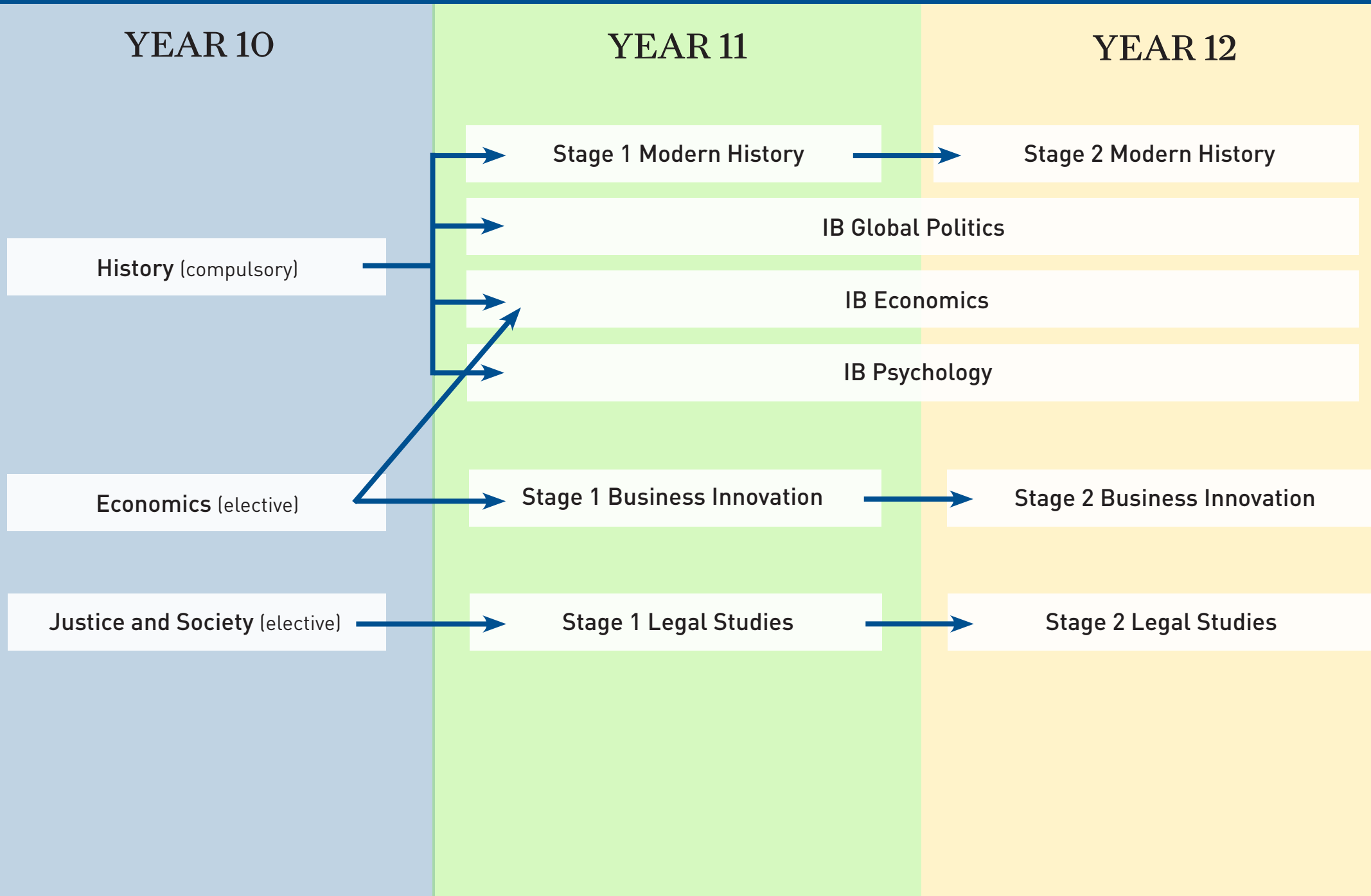
Stage 1 Business Innovation

Stage 2 Business Innovation

Justice and Society (elective)

Stage 1 Legal Studies

Stage 2 Legal Studies



Business Innovation

Stage 2

Subject type	> Elective
Learning area	> Humanities
Course length	> Full year
Credits	> 20

Prerequisites



No prior knowledge is required.

Pathways



Students may go on to study:

- a range of tertiary courses, including Bachelor of Business, Commerce or Innovation and Entrepreneurship

Aims

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 to promote an iterative, human-centred approach to innovation and the transformation of business products, services and processes.

In Business Innovation students engage with complex, dynamic, real-world problems, to identify and design, test, iterate, and communicate viable business solutions. Through design thinking and direct involvement in innovation, students not only develop but also understand and apply their critical and creative thinking skills.

Content

Stage 2 Business Innovation is a 20-credit subject 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.

Students gain an understanding of fundamental business concepts and ideas, including:

- the nature and structure of business, sources of finance, forms of ownership, legal responsibilities and requirements.

Assessment

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

School Assessment (70%)

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

External Assessment (30%)

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

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

- four business skills tasks
- one business model
- one business plan and pitch.

Legal Studies

Stage 2
Subject type > Elective
Learning area > Humanities
Course length > Full year
Credits > 20

Prerequisites



Satisfactory completion of Stage 1 Legal Studies is preferred but not essential

Pathways



Students may go on to study:

- a range of tertiary courses, including Bachelor of Laws, Justice and Society (Criminology) or Laws and Legal Practice

Learning Requirements

In this subject, students are expected to:

1. demonstrate an understanding of legal principles and processes
2. demonstrate an understanding of ways that legal systems balance competing interests or tensions
3. demonstrate civic literacy through inquiry
4. critically analyse and apply legal principles, processes, and concepts to case studies, the law, and/or issues
5. develop conceptual understanding and application to various contexts
6. communicate and evaluate legal arguments and make informed recommendations.

Students develop an understanding of the tension between the following:

- rights and responsibilities
- fairness and efficiency
- the empowered and the disempowered
- certainty and flexibility.

The tensions invite students to consider what laws aim to achieve and why it may be difficult to find the perfect balance. The competing tensions are also designed to allow for conceptual links across the focus areas and options, and to guide students to consider fundamental questions about laws. Some competing tensions have been aligned with specific focus areas, but teachers may choose to examine different competing tensions and how they relate to big questions. Together with big questions, these tensions provide a rich platform for discussion and analysis.

Focus Areas

Students are required to study both Focus Areas 1 and 2, and must choose one optional topic for exploring big questions and competing tensions:

- Focus Area 1: Sources of Law
- Focus Area 2: Dispute Resolution
- Option Area 1: The Constitution
- Option Area 2: When Rights Collide

Assessment

For this subject, the assessment design criteria are:

- understanding and application
- analysis and evaluation
- communication

The following assessment types enable students to demonstrate their learning.

School Assessment (70%)

- Assessment Type 1: Folio (40%)
- Assessment Type 2: Inquiry (30%)
- Assessment Type 3: Examination (30%)

Modern History

Stage 2

Subject type	> Elective
Learning area	> Humanities
Course length	> Full year
Credits	> 20

Prerequisites



Satisfactory completion of Stage 1 History is preferred but not essential

Pathways



Students may go on to study:

- a range of tertiary courses including Bachelor of Arts, International Relations or Development Studies

Learning requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Modern History.

In this subject, students are expected to:

- understand and explore historical concepts
- understand and explore the role of ideas, people, and events in history
- analyse ways in which the development of modern nations has been shaped by both internal and external forces and challenges
- analyse interactions and relationships among nations, states, and/or groups, and their short- and long-term impacts on national, regional, and/or international development
- apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments
- draw conclusions and communicate reasoned historical arguments.

Content

Students study the following:

- Modern Nations: Germany (1918 - 1948)
- The world since 1945: The changing world order (1945 -)

Assessment

The assessment design criteria are: knowledge and understanding, inquiry, analysis and evaluation, communication. Students demonstrate evidence of their learning in the following task types:

School Assessment (70%)

- Assessment Type 1: Historical Skills (50%)
- Assessment Type 2: Historical Study (20%)

External Assessment (30%)

- Assessment Type 3: Examination (2 hours) (30%)

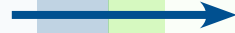
LANGUAGES PATHWAYS

YEAR 10

YEAR 11

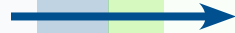
YEAR 12

Chinese Background



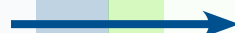
IB Chinese A: Language and Literature

Chinese



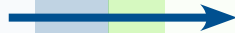
IB Chinese B

French



IB French B

*Japanese



IB Japanese B

IB Spanish ab initio

English or English as an
Additional Language or
Dialect (EAL/D)



IB English B

SACE students may study IB languages in Years 11 and 12.

*Year 10 Japanese will not be offered in 2024 and beyond.

MATHEMATICS PATHWAYS

YEAR 10

YEAR 11

YEAR 12

Mathematics

IB Mathematics: approaches and analysis (HL or SL)

IB Mathematics: applications and interpretation (SL only)

SACE Stage 1 Mathematical Methods
(A, B, C) 3 Semesters

SACE Stage 1 Specialist Mathematics
(D) 1 Semester

SACE Stage 1 Mathematical Methods
(A, B, C) 3 Semesters

SACE Stage 1 General Mathematics
2 Semesters

SACE Stage 2 Mathematical Methods

SACE Stage 2 Specialist Mathematics

SACE Stage 2 Mathematical Methods

SACE Stage 2 General Mathematics



General Mathematics

Stage 2	
Subject type	> Elective
Learning area	> Mathematics
Course length	> Full year
Credits	> 20

Prerequisites



Satisfactory completion of either Stage 1 Mathematical Methods or Stage 1 General Mathematics (C grade or higher)

Pathways



Students may go on to study:

- a range of tertiary courses, including Bachelor of Business or Property

Learning requirements

In this subject, students are expected to:

- understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
- investigate and analyse mathematical information in a variety of contexts
- recognise and apply the mathematical techniques needed when analysing and finding a solution to the problem, including the forming and testing of predictions
- interpret results, draw conclusions, and reflect on the reasonableness of solutions in context
- make discerning use of electronic technology to solve problems
- communicate mathematically and present mathematical information in a variety of ways

Content

- Topic 1: Modelling with Linear relationships
- Topic 2: Modelling with Matrices
- Topic 3: Statistical Models
- Topic 4: Financial Models
- Topic 5: Discrete Models

Assessment

The assessment design criteria are based on: concepts and techniques, and reasoning and communication. Students demonstrate evidence of their learning in the following task types:

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Examination (2 hours) (30%)

Mathematical Methods

Stage 2

Subject type	> Elective
Learning area	> Mathematics
Course length	> Full year
Credits	> 20

Prerequisites



Satisfactory completion of Stage 1 Mathematical Methods (C grade or higher)

Pathways



Students may go on to study:

- a range of tertiary courses, including a Bachelor of Engineering (Civil), Science (Advanced Materials) or Mineral Geoscience

Learning requirements

In this subject, students are expected to:

- understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
- investigate and analyse mathematical information in a variety of contexts
- think mathematically by posing questions, solving problems, applying models, and making, testing, and proving conjectures
- interpret results, draw conclusions, and determine the reasonableness of solutions in context
- make discerning use of electronic technology to solve problems and to refine and extend mathematical knowledge
- communicate mathematically and present mathematical information in a variety of ways

Content

- Topic 1: Further Differentiation and Applications
- Topic 2: Discrete Random Variables
- Topic 3: Integral Calculus
- Topic 4: Logarithmic Functions
- Topic 5: Continuous Random Variables and the Normal Distribution
- Topic 6: Sampling and Confidence Intervals.

Assessment

The assessment design criteria are based on: concepts and techniques, and reasoning and communication.

Students demonstrate evidence of their learning in the following task types:

School Assessment (70%)

- | | |
|--|-------|
| • Assessment Type 1: Skills and Applications Tasks | (50%) |
| • Assessment Type 2: Mathematical Investigation | (20%) |

External Assessment (30%)

- | | |
|--|-------|
| • Assessment Type 3: Examination (2 hours) | (30%) |
|--|-------|

Specialist Mathematics

Stage 2

Subject type	> Elective
Learning area	> Mathematics
Course length	> Full year
Credits	> 20

Prerequisites



Satisfactory completion of Stage 1 Mathematical Methods and Stage 1 Specialist Mathematics (B grade or higher)

Must be studied in conjunction with Stage 2 Mathematical Methods

Pathways



Students may go on to study:

- a range of tertiary courses, including Bachelor of Mathematical Sciences or Mathematical and Computer Sciences, Engineering and Physical Sciences, as well as a Bachelor of Teaching/Bachelor of Mathematical Sciences dual degree

Learning requirements

In this subject, students are expected to:

- understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
- investigate and analyse mathematical information in a variety of contexts
- think mathematically by posing questions, solving problems, applying models, and making, testing, and proving conjectures
- interpret results, draw conclusions, and determine the reasonableness of solutions in context
- make discerning use of electronic technology to solve problems and to refine and extend mathematical knowledge
- communicate mathematically and present mathematical information in a variety of ways

Content

- Topic 1: Mathematical Induction
- Topic 2: Complex Numbers
- Topic 3: Functions and Sketching Graphs
- Topic 4: Vectors in Three Dimensions
- Topic 5: Integration Techniques and Applications
- Topic 6: Rates of Change and Differential Equations

Assessment

The assessment design criteria are based on: concepts and techniques, and reasoning and communication
Students demonstrate evidence of their learning in the following task types:

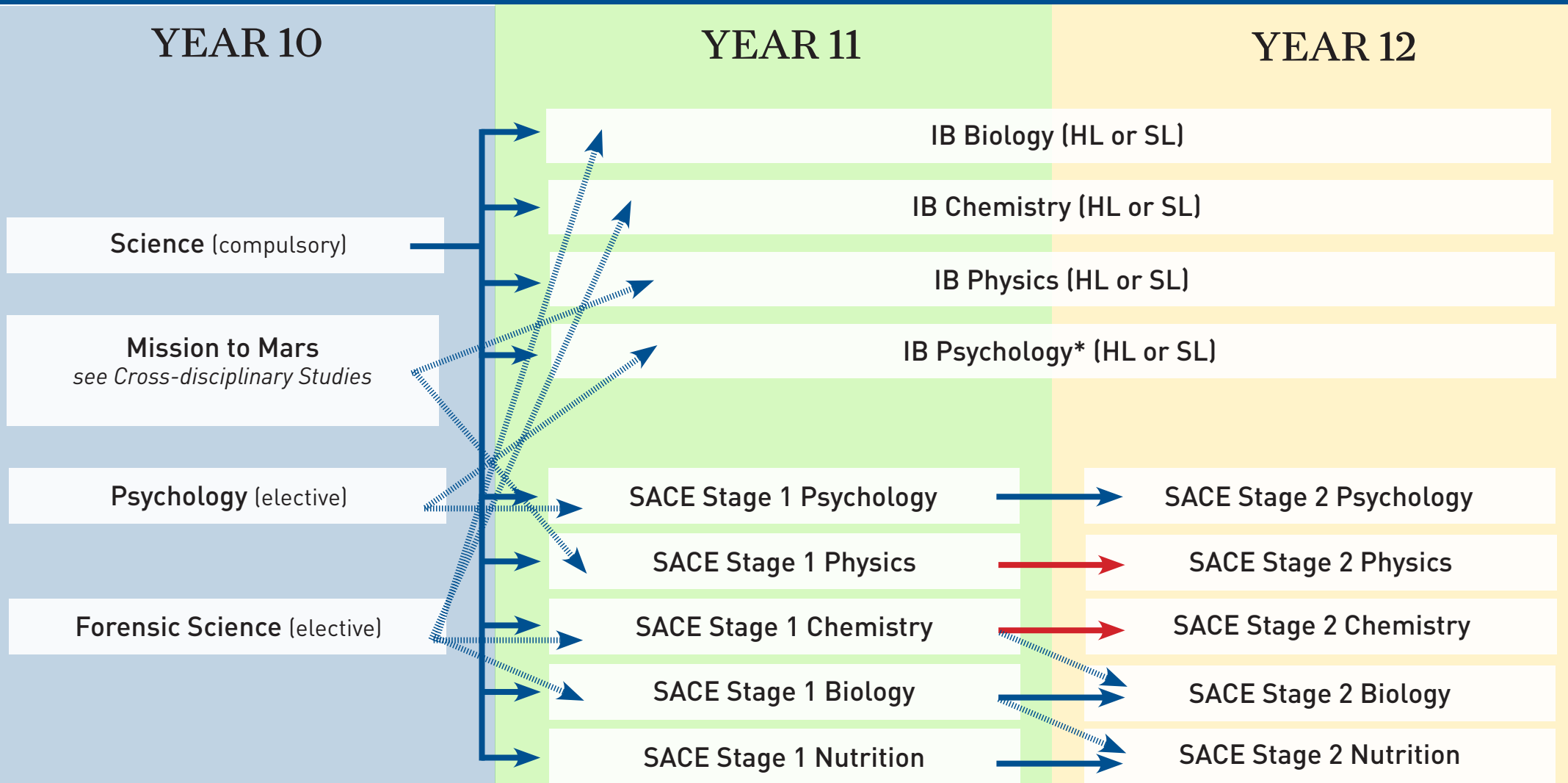
School Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Mathematical Investigation (20%)

External Assessment (30%)

- Assessment Type 3: Examination (2 hours) (30%)

SCIENCE PATHWAYS



- Red lines indicate a prerequisite * Humanities subject in the IB
- Solid lines show pathways that develop both the background knowledge and skills that are specific to the subject.
- - - - -** Dashed lines show pathways that develop some relevant skills that can be applied to the subject and provide some relevant background knowledge.

Biology

Stage 2	
Subject type	> Elective
Learning area	> Science
Course length	> Full year
Credits	> 20

Prerequisites



A-C grade achievement in Stage 1 Biology, Chemistry or Physics is highly recommended

Pathways



Students may go on to study:

- a range of tertiary courses, including: natural sciences, health sciences medicine

Learning requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Biology.

In this subject, students are expected to:

- apply science inquiry skills to design and conduct biology investigations, using appropriate procedures and safe, ethical working practices
- obtain, record, represent, analyse, and interpret the results of biology investigations
- evaluate procedures and results, and analyse evidence to formulate and justify conclusions
- develop and apply knowledge and understanding of biology concepts in new and familiar contexts
- explore and understand science as a human endeavour
- communicate knowledge and understanding of biology concepts, using appropriate terms, conventions, and representations.

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:

- Topic 1: DNA and Proteins
- Topic 2: Cells as the Basis of Life
- Topic 3: Homeostasis
- Topic 4: Evolution

Students study all four topics.

Assessment

Students provide evidence of their learning through eight assessments

School Assessment (70%)

- Assessment Type 1: Investigations Folio (30%) including:
 - at least two practical investigations
 - one investigation with a focus on science as a human endeavour
- Assessment Type 2: Skills and Applications Tasks (40%) including:
 - at least three skills and applications tasks

External Assessment (30%)

- Assessment Type 3: Examination
 - one externally set and marked examination (2 hours)

Chemistry

Stage 2	
Subject type	> Elective
Learning area	> Science
Course length	> Full year
Credits	> 20

Prerequisites



Completion of Stage 1 Chemistry required, with A-C grade achievement highly recommended

Pathways



Students may go on to study:

- a range of tertiary courses, including: medical/health sciences, natural sciences, physical sciences, engineering

Learning requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Chemistry.

In this subject, students are expected to:

- apply science inquiry skills to design and conduct chemistry investigations, using appropriate procedures and safe, ethical working practices
- obtain, record, represent, analyse, and interpret the results of chemistry investigations
- evaluate procedures and results, and analyse evidence to formulate and justify conclusions
- develop and apply knowledge and understanding of chemistry concepts in new and familiar contexts
- explore and understand science as a human endeavour
- communicate knowledge and understanding of chemistry concepts, using appropriate terms, conventions, and representations.

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:

- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical Processes
- Topic 3: Organic and Biological Chemistry
- Topic 4: Managing Resources.

Students study all four topics.

Assessment

Students provide evidence of their learning through eight assessments

School Assessment (70%)

- Assessment Type 1: Investigations Folio (30%) including:
 - at least two practical investigations
 - one investigation with a focus on science as a human endeavour
- Assessment Type 2: Skills and Applications Tasks (40%) including:
 - at least three skills and applications tasks

External Assessment (30%)

- Assessment Type 3: Examination
 - one externally set and marked examination (2 hours)

Nutrition

Stage 2
Subject type > Elective
Learning area > Science
Course length > Full year
Credits > 20

Prerequisites



None, but A-C grade achievement in either Stage 1 Nutrition, Stage 1 Chemistry or Stage 1 Biology is recommended

Pathways



Students may go on to study:

- Bachelor of Nutrition and Dietetics, Bachelor of Human Movement, Bachelor of Sport, Health and Physical Activity, or Bachelor of Exercise and Sport Science, Bachelor of Health Sciences.

Learning requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Nutrition.

In this subject, students are expected to:

1. apply knowledge and understanding of nutrition concepts and food ethics in diverse contexts
2. using appropriate methodologies plan and conduct nutrition investigations
3. analyse and interpret data and/or information from nutrition investigations and justify conclusions
4. apply critical and creative thinking skills in response to nutrition issues
5. explore and understand nutrition science as a human endeavour
6. communicate knowledge and understanding of nutrition concepts and nutrition literacy

Content, concepts and contexts

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 endeavor
- science understanding.

Students will study a course that consists of the following interrelated concepts:

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

Nutrition literacy and numeracy and Nutrition and technology underpin the content. They are not discrete topics taught in isolation but should be contextualised through case studies and real-life examples.

Assessment

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

School assessment (70%)

All three topics must be assessed within the school assessment.

- Assessment Type 1: Investigation Folio- (30%) including:
 - one practical investigation
 - one Science as a Human Endeavour (SHE) investigation
- Assessment Type 2: Skills and Applications Task (40%) including:
 - three skills and application tasks, one of which must be a case study

External assessment (30%)

- Assessment Type 3: Examination - using case studies

Physics

Stage 2	
Subject type	> Elective
Learning area	> Science
Course length	> Full year
Credits	> 20

Prerequisites



Completion of Stage 1 Physics required, with A–C grade achievement highly recommended

Pathways



Students may go on to study:

- a range of tertiary courses, including: engineering, physical sciences, health sciences

Learning requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Physics.

In this subject, students are expected to:

- apply science inquiry skills to design and conduct physics investigations, using appropriate procedures and safe, ethical working practices
- obtain, record, represent, analyse, and interpret the results of physics investigations
- evaluate procedures and results, and analyse evidence to formulate and justify conclusions
- develop and apply knowledge and understanding of physics concepts in new and familiar contexts
- explore and understand science as a human endeavour
- communicate knowledge and understanding of physics concepts, using appropriate terms, conventions, and representations.

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:

- Topic 1: Motion and Relativity
- Topic 2: Electricity and Magnetism
- Topic 3: Light and Atoms.

Students study all three topics.

Assessment

Students provide evidence of their learning through eight assessments

School Assessment (70%)

- Assessment Type 1: Investigations Folio (30%) including:
 - at least two practical investigations
 - one investigation with a focus on science as a human endeavour
- Assessment Type 2: Skills and Applications Tasks (40%) including:
 - at least three skills and applications tasks

External Assessment (30%)

- Assessment Type 3: Examination
 - one externally set and marked examination (2 hours)

Psychology

Stage 2

Subject type	> Elective
Learning area	> Science
Course length	> Full year
Credits	> 20

Prerequisites



Completion of at least one semester of Stage 1 Psychology with A-C achievement is highly recommended

Pathways



Students may go on to study:

- a range of tertiary courses, including a Bachelor of Psychology, Bachelor of Social Work or Bachelor of Psychology (Cognitive Neuroscience)

Learning Requirements

In this subject, students are expected to:

1. develop and apply knowledge and understanding of psychological concepts in diverse contexts
2. apply science inquiry skills to deconstruct a problem and design and conduct psychological investigations, using appropriate procedures and safe, ethical working practices
3. obtain, record, represent, analyse, and interpret the results of psychological investigations
4. evaluate ethical practices, procedures and results, and analyse evidence to formulate and justify conclusions
5. explore and understand psychological science as a human endeavour
6. communicate knowledge and understanding of psychological concepts, using appropriate terms, conventions, and representations.

Content

The topics in Stage 2 Psychology 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 that are integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

The topics for Stage 2 Psychology are:

Topic 1: Psychology of the Individual
 Topic 2: Psychological Health and Wellbeing
 Topic 3: Organisational Psychology
 Topic 4: Social Influence
 Topic 5: The Psychology of Learning
 Students study all five topics.

In the external examination, only the following topics are assessed:

Topic 4: Social Influence
 Topic 5: The Psychology of Learning
 In addition to Plus Science Inquiry Skills

Assessment

Students provide evidence of their learning through six to seven assessments in the following assessment types:

School assessment (70%)

- Assessment Type 1: Investigations Folio (30%)
 - at least one psychological investigation
 - one investigation with a focus on science as a human endeavour
- Assessment Type 2: Skills and Applications Tasks (40%)
 - at least three skills and applications tasks

External assessment (30%)

- Assessment Type 3: Examination (30%)
 - one examination

TECHNOLOGY PATHWAYS

YEAR 10

YEAR 11

YEAR 12

World of Food

Stage 1 Nutrition
see Science

Stage 2 Nutrition
see Science

Stage 1 Food and Hospitality

Stage 2 Food and Hospitality

Economics
see Humanities

IB Economics

Stage 1 Business Innovation
see Humanities

Stage 2 Business Innovation
see Humanities

Mission to Mars
see Cross-disciplinary Studies

Stage 1 Design, Technology and
Engineering

Stage 2 Design, Technology and
Engineering

Film Production
(including Certificate III in Screen and Media)

IB Film Studies

Design, Technology and Engineering

Stage 2

Subject type	> Elective
Learning area	> Technology
Course length	> Full year
Credits	> 20

Prerequisites



No prior knowledge is required.

Pathways



Students may go on to study:

- A broad range of tertiary studies with a focus on graphic design, cyber studies, engineering, marketing, advertising and information technology.

Learning requirements

In Design, Technology, and Engineering, students use the design and realisation process to engineer solutions for the development of products or systems. Design, Technology, and Engineering has a selection of four contexts: digital communication solutions, industry and entrepreneurial solutions, material solutions, and robotic and electronic systems.

This subject provides a flexible framework that encourages students to be creative, innovative, and enterprising in their personally chosen context. They apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. Design, Technology, and Engineering provides opportunities for students to apply engineering processes and use new and evolving technologies.

Content

In Stage 2 students use an iterative design process to explore possible solutions to a problem or opportunity. They investigate and analyse the purpose, design features, materials, and production techniques used in diverse situations including industry, community, and tertiary organisations. This information is used to create a design brief that provides the basis for the development of potential solutions. The importance of the design process as a preliminary to the realisation process is emphasised, as is ongoing evaluation of the solution and vice versa. Design, Technology, and Engineering provides students the opportunity to explore and develop solutions to digital problems and demonstrate insight into the future uses of technology.

Some Context Examples

- Digital Communication Solutions
- Game Production
- Web Design
- Virtual Reality
- Photography
- Film-making
- Animation
- and more

This course combines elements covered in Stage 1 Design, Technology, and Engineering.

Assessment

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Resource Study (30%)

Students will provide evidence of their learning through four separate summative assessment items, including the externally moderated task. Students undertake: three guided skills tasks, one design process solution, and one resource study. Assessment Type 2 and 3 tasks are split into smaller, more manageable tasks.

This subject is externally moderated

There is no external examination for this course

Food and Hospitality

Stage 2	
Subject type	> Elective
Learning area	> Technology
Course length	> Full year
Credits	> 20

Prerequisites



Satisfactory completion of Stage 1 Food and Hospitality is preferred but not essential

Pathways



Students may go on to study:

- a range of tertiary courses, including a Bachelor of Teaching, Bachelor of Education (Secondary) Food and Textiles Technologies, or Bachelor of Business (Tourism & Event Management)

Learning requirements

In this subject, students are expected to:

- apply knowledge and problem-solving skills to practical activities in food and hospitality and to evaluate the processes and outcomes
- apply management, organisational, and problem-solving skills that demonstrate an understanding of contemporary issues in the food and hospitality industry
- make informed decisions about and evaluate contemporary issues affecting the food and hospitality industry in different contexts
- select and use appropriate technology to prepare and serve food, applying safe food-handling practices
- investigate and critically analyse contemporary trends and/or issues related to food and hospitality
- work individually and collaboratively to prepare and present activities that support healthy eating practices
- evaluate the impact of new and emerging technologies, and/or sustainable practices or globalisation, on the food and hospitality industry

Content

Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine attitudes and values about the food and hospitality industry and the influences of economic, environmental, legal, political, socio-cultural, and technological factors at local, national, and global levels. Students develop relevant knowledge and skills as consumers and/or industry workers.

Assessment

The assessment design criteria are: investigation and critical analysis, problem solving, practical application, collaboration, reflection

Students demonstrate evidence of their learning in the following task types:

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Investigation (30%)

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

- at least four practical activities
- at least one group activity
- one investigation



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