Introduction

The Senior School Curriculum Handbook 2015 has been prepared to acquaint students and parents with the subjects available for study in the Senior School at Prince Alfred College and to enable them to plan a program of study tailored to each student’s particular needs.

The Senior School Curriculum Handbook outlines the curriculum at Years 10, 11 and 12. This handbook is divided up into four distinct sections:

- Senior School curriculum
- Year 10 Middle Years Programme subjects
- International Baccalaureate Diploma Programme subjects
- SACE Stage 1 and 2 subjects

Prince Alfred College aims to offer a broad and liberal curriculum for its Senior School students with a range of subjects offered to cater for a varied cohort of students.

While the College makes every effort to accommodate the subject choices of each student, it must be noted that:

- subject pre-requisites must be met in some courses;
- a subject class will only run if there are sufficient students to make it viable;
- some subjects will be taught at the same time in the timetable and, for a very small number of students, the choice of subjects will be restricted.

We hope that the information in this handbook will help students make informed choices concerning their study path in the Senior School.

Mr Kelvin Sparks
Director of Teaching & Learning
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The Year 10 Middle Years Programme  
Curriculum

How is Year 10 different to Years 7 - 9?
Students in Year 10 begin preparation for the South Australian Certificate of Education (SACE) and the International Baccalaureate Diploma Programme (IBDP). In Year 10 students have the opportunity to specialise to some extent and to focus on their areas of strength and interest.

In Year 10, students study subjects selected from a minimum of six and a maximum of eight of the areas of learning. Due to mandated requirements of the Australian Curriculum and the IB MYP programme, five of the areas of learning are compulsory and the remaining three are optional. There are some options for the study of Language Acquisition as part of the group of mandated subjects.

In addition the SACE Personal Learning Plan (PLP) has been introduced at Year 10 from 2015 onwards. This will be studied over two lessons per week from mid-Term 2 through Semester 2. In the majority of Semester 1 these two lessons a week will be allocated to ‘Project logistics’ which allow time for administration and logistics meetings for the MYP Personal Project, supervisor meetings and collaborative work. In Semester 2, students will have a wide range of electives to choose from, from both mandated and optional learning areas.

The Year 10 subject pattern
The Year 10 subject pattern is that shown on the table below. All students will complete two semesters in five learning areas; Language and Literature (formerly Language A), Mathematics, Sciences, Individuals and Societies (formerly Humanities) and Language Acquisition (formerly Language B), and select four further semesters of study across the remaining three learning areas; Arts, Physical & Health Education, and Design (formerly Technology). At least one of these learning areas must be maintained across the entire year.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Language &amp; Literature</th>
<th>Maths</th>
<th>Sciences</th>
<th>Individuals &amp; Societies (History)</th>
<th>Language Acquisition (major or minor)</th>
<th>Choice 1</th>
<th>Choice 2</th>
<th>IDP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>Language &amp; Literature</td>
<td>Maths</td>
<td>Sciences</td>
<td>Individuals &amp; Societies</td>
<td>Language Acquisition (major or minor)</td>
<td>Choice 1</td>
<td>Choice 2</td>
<td>PLP</td>
</tr>
</tbody>
</table>
The International Baccalaureate Diploma Programme

Prince Alfred College has been an IB World School since November 1995.

The International Baccalaureate Organisation (IBO) aims to develop inquiring, knowledgeable and caring young people who can help to create a better and more peaceful world through intercultural understanding and respect. To this end the IB works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

The International Baccalaureate (IB) Diploma Programme is a challenging two-year curriculum, widely recognized by national and international universities.

Prince Alfred College views the IB Diploma Programme as a means to achieving a number of important College goals, which include:

- Preparing students with the best possible skills and attitudes for success in tertiary studies both nationally and internationally.
- Encouraging the pursuit of academic excellence through a challenging, broad educational programme with rigorous academic standards.
- Encouraging depth and breadth of study and research.
- Promoting the international scope and vision of our School and community.
- Promoting the concept of internationalism and our place in the global community.
- Providing the best possible professional development opportunities for our teachers.
- Receiving frequent and detailed feedback on our educational standards and practices.
The IB Learner Profile

The attributes and descriptors of the learner profile define the type of learner the IBO hopes to develop through its programmes. IB learners strive to be:

**Inquirers**  They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable**  They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers**  They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators**  They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled**  They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded**  They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring**  They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers**  They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced**  They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective**  They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
Should you do the IB Diploma Programme (IBDP) at Prince Alfred College?

The IB Diploma is a two-year programme to be completed in the final years of senior schooling, and aims to prepare students for university study and global citizenship better than any other certificate. In particular, the Diploma aims to:

- Prepare students for tertiary studies
- Provide students with a balanced education
- Foster critical thinking skills
- Encourage cultural understanding and tolerance
- Develop international awareness and broadened perspectives

Since its founding, the Diploma Programme has become a world-wide symbol of academic integrity and intellectual promise. Over 1300 schools offer the Diploma Programme to 50,000 students. The student who is awarded the Diploma has demonstrated a strong commitment to learning, both in terms of the mastery of the subject content and in the development of the skills and discipline necessary for success in a competitive world.

A student who aspires to continue with his education post-school and who is motivated and diligent is an appropriate Diploma candidate.

The IBDP is an excellent course for you if you wish to study at a university and you are interested in:

- being prepared in the **best possible way for success** in your university course,
- a sound **comprehensive** curriculum,
- a curriculum recognised locally, nationally and throughout the world for both **breadth and depth** in academic studies
- activities that encourage a sense of **adventure, self-discipline** and **social responsibility**
The IB Diploma Programme Model

The IB Diploma curriculum model is based on a hexagon, with six academic subject groups surrounding a core. You have to study a subject from each of the groups, balanced with a concurrent involvement in three other fundamental programmes, Extended Essay (EE), Theory of Knowledge (ToK) and Creativity Action & Service (CAS).

To be eligible for the award of the IB Diploma, you have to:

1. Study six subjects, one from each group with the exception of Group 6 where an additional subject may be studied from Groups 3 or 4.

2. Complete at three of the six subjects at Higher Level (HL), and the remaining three at Standard Level (SL). A selection of SL subjects can be anticipated. Anticipated subjects are Standard Level subjects that are studied and examined in Year 11. Students will then complete their four or five remaining subjects in Year 12.

3. Satisfactorily complete the following requirements:
   - Theory of Knowledge (ToK)
   - Extended Essay (EE)
   - Creativity Action and Service (CAS)
Theory of Knowledge

The Theory of Knowledge (ToK) requirement is central to the educational philosophy of the IB Diploma Programme. As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, ToK is composed almost entirely of questions. The most central of these is “How do we know?”

It offers students and their teachers the opportunity to:

- reflect critically on diverse ways of knowing and on areas of knowledge
- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, it prompts students to:

- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- recognise the need to act responsibly in an increasingly interconnected but uncertain world.

Extended Essay

The extended essay is an independent, self-directed piece of research, culminating in a 4,000-word paper. As a required component, it provides:

- practical preparation for the kinds of undergraduate research required at tertiary level
- an opportunity for students to engage in an in-depth study of a topic of interest within a chosen subject.

Creativity, Action and Service (CAS)

The CAS requirement is a fundamental part of the programme and takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies. Students must document 150 hours of activities that are evenly split among creative, action and service-oriented endeavours. Participation in theatrical and musical activities, bands, sports and community activities enables students to share their special talents and interests with others, while developing awareness, concern and the ability to work cooperatively.
## IB Diploma Subjects offered 2015-16*

<table>
<thead>
<tr>
<th>Group 1 - Studies in Literature and Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>English A1 (SL or HL) Chinese A1 (SL or HL)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 2 - Language Acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese B (SL or HL)</td>
</tr>
<tr>
<td>English B (SL or HL) French B (SL or HL)</td>
</tr>
<tr>
<td>Italian <em>ab initio</em> (SL) (May examination session)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 3 - Individuals and Societies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics (SL or HL)</td>
</tr>
<tr>
<td>Environmental Systems and Societies (SL, ^, #)</td>
</tr>
<tr>
<td>History (SL or HL)</td>
</tr>
<tr>
<td>Information Technology in a Global Society (SL or HL)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 4 - Experimental Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (SL or HL)</td>
</tr>
<tr>
<td>Chemistry (SL or HL)</td>
</tr>
<tr>
<td>Environmental Systems and Societies (SL, ^, #)</td>
</tr>
<tr>
<td>Physics (SL or HL)</td>
</tr>
<tr>
<td>Sports Exercise and Health Science (SL)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 5 - Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics (Anticipated SL^, SL or HL)</td>
</tr>
<tr>
<td>Mathematical Studies (SL)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 6 – Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music (SL or HL)</td>
</tr>
<tr>
<td>Visual Arts (SL or HL)</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td>Another subject from Groups 3 or 4</td>
</tr>
</tbody>
</table>

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* Subject to demand and resources

# Environmental Systems and Societies is an interdisciplinary subject and, therefore, may be counted as either a Group 3 or a Group 4 subject

^ Anticipated subjects are Standard Level subjects that are studied and examined in Year 11. Students will then complete their four or five remaining subjects in Year 12.
The IB Diploma and University Entry

IB Diploma holders gain admission to universities throughout the world. Most Prince Alfred College IB graduates choose Australian universities. Some colleges and universities offer advanced standing or course credit to students with strong IB results.

In South Australia, Diploma students are assigned a notional Australian Tertiary Admissions Rank (ATAR) score awarded on the basis of their Diploma results. This is like the ATAR that SACE students achieve. If you have completed the IB Diploma Programme, your rank will be based on your IB points total (in the range 24-45), which the South Australian Tertiary Admissions Centre (SATAC) will convert to a South Australian ATAR according to the conversion table below. The table was developed by SATAC and has been approved by its member institutions. (This may be subject to change and is applicable to entrance to South Australian Tertiary Institutions only.)

IBDP to SA ATAR conversion table*

<table>
<thead>
<tr>
<th>Score</th>
<th>SATAC Conversion Table for 2014 Admissions (for next 5 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>99.95</td>
</tr>
<tr>
<td>44</td>
<td>99.95</td>
</tr>
<tr>
<td>43</td>
<td>99.95</td>
</tr>
<tr>
<td>42</td>
<td>99.80</td>
</tr>
<tr>
<td>41</td>
<td>99.10</td>
</tr>
<tr>
<td>40</td>
<td>98.75</td>
</tr>
<tr>
<td>39</td>
<td>98.25</td>
</tr>
<tr>
<td>38</td>
<td>97.90</td>
</tr>
<tr>
<td>37</td>
<td>97.35</td>
</tr>
<tr>
<td>36</td>
<td>95.85</td>
</tr>
<tr>
<td>35</td>
<td>95.15</td>
</tr>
<tr>
<td>34</td>
<td>94.80</td>
</tr>
<tr>
<td>33</td>
<td>94.05</td>
</tr>
<tr>
<td>32</td>
<td>92.65</td>
</tr>
<tr>
<td>31</td>
<td>90.90</td>
</tr>
<tr>
<td>30</td>
<td>86.50</td>
</tr>
<tr>
<td>29</td>
<td>83.45</td>
</tr>
<tr>
<td>28</td>
<td>82.30</td>
</tr>
<tr>
<td>27</td>
<td>80.80</td>
</tr>
<tr>
<td>26</td>
<td>78.60</td>
</tr>
<tr>
<td>25</td>
<td>74.75</td>
</tr>
<tr>
<td>24</td>
<td>69.90</td>
</tr>
</tbody>
</table>

Most universities have defined equivalent IBDP prerequisites for their courses. Please see the Careers Counsellor for further details.

* For tertiary selection purposes the Diploma to SA Conversion Table is calculated
each year by Satac and the above IB Diploma score to ATAR equivalencies can vary slightly each year.

** IB Diploma points are based on a maximum score out of seven being awarded for each subject and an additional three points awarded for Theory of Knowledge and the Extended Essay combined.

IBDP results for 2015 university admissions in New South Wales, Australian Capital Territory, Queensland, Victoria and Western Australia

<table>
<thead>
<tr>
<th>Passing Score</th>
<th>Combined Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>99.95</td>
</tr>
<tr>
<td>44</td>
<td>99.85</td>
</tr>
<tr>
<td>43</td>
<td>99.70</td>
</tr>
<tr>
<td>42</td>
<td>99.40</td>
</tr>
<tr>
<td>41</td>
<td>98.80</td>
</tr>
<tr>
<td>40</td>
<td>98.15</td>
</tr>
<tr>
<td>39</td>
<td>97.35</td>
</tr>
<tr>
<td>38</td>
<td>96.35</td>
</tr>
<tr>
<td>37</td>
<td>95.45</td>
</tr>
<tr>
<td>36</td>
<td>94.05</td>
</tr>
<tr>
<td>35</td>
<td>92.80</td>
</tr>
<tr>
<td>34</td>
<td>91.45</td>
</tr>
<tr>
<td>33</td>
<td>89.85</td>
</tr>
<tr>
<td>32</td>
<td>87.95</td>
</tr>
<tr>
<td>31</td>
<td>85.95</td>
</tr>
<tr>
<td>30</td>
<td>83.00</td>
</tr>
<tr>
<td>29</td>
<td>80.25</td>
</tr>
<tr>
<td>28</td>
<td>77.90</td>
</tr>
<tr>
<td>27</td>
<td>75.40</td>
</tr>
<tr>
<td>26</td>
<td>72.75</td>
</tr>
<tr>
<td>25</td>
<td>69.65</td>
</tr>
<tr>
<td>24</td>
<td>66.10</td>
</tr>
</tbody>
</table>

For tertiary entrance purposes in all Australian States and Territories (except South Australia, Northern Territory and the University of Tasmania), this Combined Rank measure of overall achievement is comparable with the Australian Tertiary Admissions Rank (ATAR).
IB Diploma score to SA ATAR calculation examples

Student A, an Arts/Humanities student, studies the following subjects and receives:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English A HL</td>
<td>6</td>
</tr>
<tr>
<td>French B SL</td>
<td>6</td>
</tr>
<tr>
<td>History HL</td>
<td>7</td>
</tr>
<tr>
<td>Physics SL</td>
<td>5</td>
</tr>
<tr>
<td>Maths Studies SL</td>
<td>6</td>
</tr>
<tr>
<td>Visual Arts HL</td>
<td>7</td>
</tr>
<tr>
<td>ToK/EE</td>
<td>2</td>
</tr>
</tbody>
</table>

IB Score: 39
SA ATAR: 98.25

Student B, a Mathematics and Science student who is studying the following, receives:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English A SL</td>
<td>5</td>
</tr>
<tr>
<td>Italian ab initio SL</td>
<td>5</td>
</tr>
<tr>
<td>Economics HL</td>
<td>6</td>
</tr>
<tr>
<td>Physics HL</td>
<td>7</td>
</tr>
<tr>
<td>Maths SL</td>
<td>7</td>
</tr>
<tr>
<td>Chemistry HL</td>
<td>7</td>
</tr>
<tr>
<td>ToK/EE</td>
<td>3</td>
</tr>
</tbody>
</table>

IB Score: 40
SA ATAR: 98.75

Student C, the Commerce student who is studying the following, receives:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English A HL</td>
<td>5</td>
</tr>
<tr>
<td>French B SL</td>
<td>5</td>
</tr>
<tr>
<td>Economics HL</td>
<td>7</td>
</tr>
<tr>
<td>Biology SL</td>
<td>6</td>
</tr>
<tr>
<td>Maths HL</td>
<td>5</td>
</tr>
<tr>
<td>ESS SL</td>
<td>7</td>
</tr>
<tr>
<td>ToK/EE</td>
<td>2</td>
</tr>
</tbody>
</table>

IB Score: 37
SA ATAR: 97.35

Are some subjects scaled up or down as in the SACE?

Note: Every subject in the IB Diploma is regarded as equal. It does not matter whether you get a 6 in Higher Level Physics or a 6 in Italian ab initio (Standard Level) – the grades are treated as equal. This means you do not have to choose subjects because you think it will be scaled up. You can choose subjects because you are interested in them.
The South Australian Certificate of Education (SACE)

The South Australian Certificate of Education (SACE) is awarded to students who successfully complete their senior secondary education. Students usually complete their SACE over 2 years, but may take longer. The SACE is a qualification that paves the way for young people to move from school to work or further training and study. The new SACE was progressively introduced from 2009 with the first cohort of students completing the SACE in 2011.

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

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

In addition to earning the 200 points, it is necessary to complete the following compulsory subjects – English and Mathematics at Stage 1, the Personal Learning Plan, the Research Project and a minimum of three Stage 2 subjects.

All Stage 1 students will receive a grade – from A to E – for each subject. For compulsory subjects, they will need to achieve a C grade or better.

The table below illustrates how the minimum 200 points are acquired to achieve the SACE.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10</td>
<td></td>
</tr>
<tr>
<td>Personal Learning Plan</td>
<td>10</td>
</tr>
<tr>
<td>Year 11 (Stage 1) or Year 12 (Stage 2)</td>
<td></td>
</tr>
<tr>
<td>Literacy (from a range of English subjects and courses)</td>
<td>20</td>
</tr>
<tr>
<td>Numeracy (from a range of mathematics subjects and courses)</td>
<td>10</td>
</tr>
<tr>
<td>Year 12 (Stage 2)</td>
<td></td>
</tr>
<tr>
<td>Research Project</td>
<td>10</td>
</tr>
<tr>
<td>Other Stage 2 subjects and courses*</td>
<td>up to 90</td>
</tr>
<tr>
<td>Other subjects and courses of the student's choice</td>
<td>up to 90</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
</tr>
</tbody>
</table>

*Many students will complete subjects or courses worth more than 70 credits at Stage 2 (usually 80 or 90)
The SACE at Prince Alfred College

At Prince Alfred College students will study for more than the minimum 200 points required to achieve the SACE. Students completing the SACE at the College will earn, on average, 220 credit points.

The table below illustrates the typical SACE pathway at Prince Alfred College.

<table>
<thead>
<tr>
<th>Year 11 2015</th>
<th>English</th>
<th>Maths</th>
<th>Personal Learning Plan</th>
<th>Research Project or Stage 1 Subject</th>
<th>Stage 1 Subject</th>
<th>Stage 1 Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 2015 only</td>
<td>Research Project</td>
<td>Stage 2 Subject</td>
<td>Stage 2 Subject</td>
<td>Stage 2 Subject</td>
<td>Stage 2 Subject</td>
<td>Extra Stage 2 Subject</td>
</tr>
<tr>
<td>Year 12 2016</td>
<td>Stage 2 Subject</td>
<td>Stage 2 Subject</td>
<td>Stage 2 Subject</td>
<td>Stage 2 Subject</td>
<td>Stage 2 Subject</td>
<td>Extra Stage 2 Subject</td>
</tr>
</tbody>
</table>

Compulsory subject | Option subject | Extra subject

University and TAFE entry

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

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 90 credits at Stage 2, including the three compulsory 20-credit Stage 2 subjects required for SACE completion.

The Australian Tertiary Admissions Rank (ATAR) is calculated in a variety of ways defined by the universities. This includes, but is not limited to the best 90 TAS points from a student’s results.

Universities also specify required subjects for some of their courses.

SACE score calculation examples

Each student receives a University aggregate out of 90, which is then converted to an ATAR score with a maximum score of 99.95.

Examples of university aggregate and TAFE SA Selection Score calculations for 2016 entry (from the SATAC Booklet for Tertiary Entrance in 2014)

<table>
<thead>
<tr>
<th>Craig – SACE or NTCET</th>
<th>2AH/M20 Agricultural and Management</th>
<th>2BG20 Biology</th>
<th>2FOH20 Food and Hospitality</th>
<th>2RPB10 Research Project B</th>
<th>2MHD20 Mathematical Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>TAS</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Scaled Score</td>
<td>18.0</td>
<td>15.0</td>
<td>12.0</td>
<td>6.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Used in university aggregate</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Used in TAFE SA Selection Score</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>

Craig’s total score from his best 60 credits of TAS is: 18.0 + 15.0 + 12.0 = 45.0
Craig’s best score for his flexible option comes from the score of his 10 credit Research Project and a 20 credit TAS: 6.0 + 6.0 = 14.0
His university aggregate is therefore: 45.0 + 14.0 = 59.0 (out of 90)
Craig’s TAFE SA Selection Score is the sum of his best 60 credits of study: 18.0 + 15.0 + 12.0 = 45.0 (out of 60)

<table>
<thead>
<tr>
<th>Cathy – SACE or NTCET</th>
<th>2PHY20 Physics</th>
<th>2BG20 Biology</th>
<th>3PHL20 Philosophy</th>
<th>2RPB10 Research Project B</th>
<th>2MNP10 Musicianship</th>
<th>3HED10 English Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>TAS</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Scaled Score</td>
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<td>15.0</td>
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<tr>
<td>Used in university aggregate</td>
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<tr>
<td>Used in TAFE SA Selection Score</td>
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<td>✓</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>

Cathy’s total score from her best 60 credits of TAS is: 18.0 + 15.0 + 12.0 = 45.0
Cathy’s best score for her flexible option comes from the score of two 10 credit TAS and half the score of a 20 credit TAS: 6.0 + 5.0 + 5.0 (6.0) = 18.0
Her university aggregate is therefore: 45.0 + 18.0 + 5.0 = 68.0 (out of 90)
Cathy’s TAFE SA Selection Score is the sum of her best 60 credits of study: 18.0 + 15.0 + 12.0 = 45.0 (out of 60)

Converting the university aggregate to an Australian Tertiary Admission Rank (ATAR)

The university aggregate is converted to an ATAR. The ATAR is an indicator of how well a particular student has performed relative to other students. It is calculated as follows:

- The group of students who may qualify for a university aggregate in 2016 is called the 2016 cohort.
- For each university aggregate score (in the range 0-90.0) obtained by the students in this cohort, the percentage of students who obtained that score or better is calculated. This is known as calculating the percentile distribution.
Each score in the range 0-90.0 now has a corresponding percentile rank in the range 0-100. For example, if a score of 80.4 or better out of 90.0 has been obtained by 10% of the cohort, the score of 80.4 will correspond to a percentile rank of 90.0 (100 – 10).

The 2016 cohort may differ from that of other years in that it may represent a smaller or larger percentage of the population of the same age group. The percentage from the given year is known as the participation rate. It is calculated using population statistics obtained from the Australian Bureau of Statistics and measuring these against the size of the cohort. If an allowance were not made for this, the final ATAR would not be comparable from one year to the next.

The percentile rank is then adjusted to take account of the participation rate and the result is the ATAR.
### SACE Stage 1 subjects offered

<table>
<thead>
<tr>
<th>Stage 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Mathematical Applications</td>
</tr>
<tr>
<td>Biology</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Mathematical Pre-Specialist</td>
</tr>
<tr>
<td>Chinese (Background Speakers)</td>
<td>Music</td>
</tr>
<tr>
<td>Design &amp; Technology: Communication Products – Computer Aided Design CAD</td>
<td>Outdoor Education</td>
</tr>
<tr>
<td>Design &amp; Technology: Communication Products – Computer Aided Manufacture CAM</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Design &amp; Technology: Communication Products – Digital Photography</td>
<td>Physics</td>
</tr>
<tr>
<td>Design &amp; Technology: Material Products – Metalwork</td>
<td>Research Practices</td>
</tr>
<tr>
<td>Design &amp; Technology: Material Products – Woodwork</td>
<td>Visual Arts: Art – 2D Focus</td>
</tr>
<tr>
<td>Economics</td>
<td>Visual Arts: Art – 3D Focus</td>
</tr>
<tr>
<td>English as a Second Language (Eligibility requirements apply)</td>
<td>Visual Arts: Design – Introduction to Graphic Design &amp; Architecture</td>
</tr>
<tr>
<td>English Pre-Communications</td>
<td>Visual Arts: Design – Advanced Graphic Design &amp; Architecture</td>
</tr>
<tr>
<td>English Pre-Studies</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>Geography</td>
<td>Workplace Practices</td>
</tr>
<tr>
<td>History</td>
<td>Recommended if undertaking VET</td>
</tr>
</tbody>
</table>

SACE students may also elect to study Chinese, French or Italian by participating in the relevant Diploma course.

It is recommended that students choose a full-year of a Stage 1 subject if considering studying that subject at Stage 2.
## SACE Stage 2 subjects offered

<table>
<thead>
<tr>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
</tr>
<tr>
<td>Modern History</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Music: Ensemble Performance</td>
</tr>
<tr>
<td>Chemistry</td>
</tr>
<tr>
<td>Music: Individual Study</td>
</tr>
<tr>
<td>Chinese (Background Speakers)</td>
</tr>
<tr>
<td>Music: Music Technology</td>
</tr>
<tr>
<td>Design &amp; Technology:</td>
</tr>
<tr>
<td>Communication Products – Computer Aided Design CAD</td>
</tr>
<tr>
<td>Music: Solo Performance</td>
</tr>
<tr>
<td>Design &amp; Technology:</td>
</tr>
<tr>
<td>Material Products – Metalwork</td>
</tr>
<tr>
<td>Outdoor Education</td>
</tr>
<tr>
<td>Design &amp; Technology:</td>
</tr>
<tr>
<td>Material Products – Woodwork</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Economics</td>
</tr>
<tr>
<td>Physics</td>
</tr>
<tr>
<td>English as a Second Language Studies</td>
</tr>
<tr>
<td>(Eligibility requirements apply)</td>
</tr>
<tr>
<td>Research Project</td>
</tr>
<tr>
<td>English Communications</td>
</tr>
<tr>
<td>Specialist Mathematics</td>
</tr>
<tr>
<td>English Studies</td>
</tr>
<tr>
<td>Visual Arts: Art</td>
</tr>
<tr>
<td>Geography</td>
</tr>
<tr>
<td>Visual Arts: Design</td>
</tr>
<tr>
<td>Mathematical Applications</td>
</tr>
<tr>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>Workplace Practices</td>
</tr>
<tr>
<td>Mathematical Studies</td>
</tr>
<tr>
<td>Recommended if undertaking VET</td>
</tr>
</tbody>
</table>

SACE students may also elect to study Chinese, French or Italian by participating in the relevant Diploma course
SACE with Vocational Education and Training (VET)

VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in the trades and industry. It is the kind of education offered by TAFE colleges and a range of other registered training organisations. In the SACE students are able to study VET and earn credit points towards their certificate. This means that some of the 200 SACE credits required to complete the SACE can be gained through a VET focus, provided the Personal Learning Plan, Research Project, and the Stage 1 English and Mathematics requirements are also satisfied.

VET courses are delivered subject to the Australian Quality Training Framework. This means that courses are recognised by Registered Training Organisations, including TAFE, across the country. VET courses can range from a Certificate I or II (most common) through to a Certificate III or Diploma course. Apprenticeships generally sit at a Certificate III level. Diploma and Advanced Diploma qualifications can be used to gain entry into University courses.

Courses are of varying duration, ranging between a term and a full year. Courses are most often delivered one day per week, but may also be for just a portion of the day or after school. A VET course can be undertaken by students in Years 10, 11 or 12. They may lead into school-based traineeships or school-based apprenticeships for some students.

In terms of assessment, VET courses are competency based; this means that most tasks and assessment are very hands on and practical in nature. Units of competency can be completed and awarded even if a student does not complete an entire program.

VET courses can be found to suit the interests of most students. A list of common offerings is below:

Advertising & Graphic Design          Health
Agriculture                           Horticulture
Animal studies                       Hospitality
Aquaculture                           Kitchen Operations
Automotive                           Meetings & Events
Business Services                    Multimedia
Child Care                           Music industry skills
Community                            Painting & Drawing
Conservation & Land Management       Pharmacy
Electrotechnology                    Photography
Engineering - Metal fabrication      Sport and Recreation
Entertainment & Theatre             Support Services
Fashion Design                      Technology
Front of House Massage               Tourism
General Construction                Transport & Distribution
Hair & Beauty                        Vocational Geosciences
Hairdressing

If you have any further questions regarding VET courses, please contact the VET Coordinator.
Year 10 Middle Years Programme (MYP) Course Descriptions

Prince Alfred College is a candidate school* for the International Baccalaureate (IB) Middle Years Programme pursuing authorization as an IB World School.

IB World Schools share a common philosophy - a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.

* Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) or the IB Career-related Certificate (IBCC). Candidate status gives no guarantee that authorization will be granted.
Arts: Architecture and Graphic Design

Optional

Length of course: One semester

Course Aim: Architecture and Conceptual Design is a creative Arts subject, which introduces students to the design disciplines of architecture and graphic design. This semester-based course explores the principles and practices involved in solving visual problems in both 3 dimensional and 2 dimensional forms.

Course Description: Students will have opportunities to build their skills and knowledge within architectural sketching, computer aided design and model making. Within graphic design, students will have opportunities to build their skills and knowledge in conceptual sketching, computer aided design, mock-up creation and basic photography. The course will have an appropriate balance between hand creation of work and digital design, with an overarching emphasis on creative problem solving and lateral thinking.

Assessment: Assessment tasks will be marked against the following MYP criteria:
  - Criterion A - Knowledge and Understanding
  - Criterion B - Application
  - Criterion C - Reflection and Evaluation
  - Criterion D - Personal Engagement

Arts: Creative Visual Art

Optional (can be studied as a minor at 2 lessons/week for students studying Phase 3-4 Lang Acquisition as a major)

Length of course: One semester

Course Aim: This course introduces students to a variety of visual art disciplines including digital art, drawing, painting and printmaking.

Course Description: The semester course involves responding to concepts through the creative process leading to resolved artworks. Students will have opportunities to build their knowledge through analysis of both historical and contemporary artists/designers, develop skills and techniques in their style, and develop their own visual communication and expression utilizing styles such as realism, surrealism and abstraction. Students will be encouraged to explore creative thinking individually and collaboratively, take risks and experiment with ideas, methods and materials, through a creative problem solving process. With the ever-changing visual world this course embraces imagination and fosters the skills of expression and communication of creative ideas.

Assessment: Assessment tasks will be marked against the following MYP criteria:
  - Criterion A - Knowing and Understanding
  - Criterion B - Developing Skills
  - Criterion C - Thinking Creatively
  - Criterion D - Responding

Arts: Film and Television Production

Optional

Length of course: One semester

Course Aim: The course aims to enable students to create Media products for both film and television and undertake all roles associated with the production.
**Course Description:** This course emphasizes a hands-on approach to skill development with individual and group projects. Students will be involved in both fieldwork and studio production which includes the use of cameras, digital sound and film editing software, sound recording equipment, lighting, acting and staging.

**Assessment:** Assessment tasks will be marked against the following MYP criteria:
- Criterion A – Knowledge and Understanding
- Criterion B – Application
- Criterion C – Reflection and evaluation
- Criterion D – Personal Engagement

---

**Arts: Media, Animation and Short Film**

**Optional**

**Length of course:** One semester

**Course Aim:** This course introduces students to advertising concepts and production techniques, animation and also the short film genre.

**Course Description:** The course includes the use of cameras, digital sound, animation and film editing software, sound recording equipment, lighting, acting and staging. Students will create advertisements and produce a short film on a negotiated theme.

**Assessment:** Assessment tasks will be marked against the following MYP criteria:
- Criterion A - Knowledge and Understanding
- Criterion B - Application
- Criterion C - Reflection and evaluation
- Criterion D - Personal Engagement

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**Arts: Music Creation**

**Optional**

**Length of course:** One semester

**Assumed Knowledge:** Although there are no pre-requisites for this subject, prior music study or training will be of benefit.

**Course Aim:** This course aims to introduce students to a wide range of musical styles.

**Course Description:** Genres explored range from electronic (such as Dubstep and Techno), rock, alternative, hip hop and pop. Although there is a focus on modern Western popular music, all styles of music are encouraged, including jazz, classical and world music, with opportunities to explore these in class work. Solo and/or rock band performance, although not compulsory, is also encouraged and can be integrated into class projects. Topics addressed include music technology, music software, music producing, studio recording, PA systems (live concert sound) remixing, film music, hearing and acoustics.

**Assessment:** Assessment tasks will be marked against the following MYP criteria:
- Criterion A - Knowing and Understanding
- Criterion B - Developing Skills
- Criterion C - Thinking Creatively
- Criterion D - Responding
Arts: Music Production & Creation

Optional

Length of course: One semester

Assumed Knowledge: Although there are no pre-requisites for this subject, prior music study or training will be of benefit.

Course Aim: This course aims to introduce students to various music skills, concepts and experiences related to creating music and the music industry.

Course Description: The course involves the creation of music and sound for media (eg. film, TV, radio, advertising, computer games), studio recording, live music production and music technology. Other music industry-related topics covered are: copyright, royalties, revenue streams, marketing, promoting, event management, career pathways and the effect of technology on the music industry.

Assessment: Assessment tasks will be marked against the following MYP criteria:
- Criterion A - Knowing and Understanding
- Criterion B - Developing Skills
- Criterion C - Thinking Creatively
- Criterion D - Responding

Arts: Year 10 Music Solo Performance (pre SACE & IBDP HL)

PLEASE NOTE: This subject is only offered as an off-line subject and is to be treated as an ‘additional’ Year 10 subject on top of a full Year 10 study load.

ALSO PLEASE NOTE: Successful completion of this subject will be a prerequisite for students intending to enrol in SACE Stage 2: Music Solo Performance or IBDP Music HL subjects in 2016.

Duration: Full year. Offered off-line only.

Assumed Knowledge: Students wishing to undertake this course should have a minimum of AMEB Grade 3 standard performance.

Course Description: A fundamental aim of this course is to prepare those students who are considering the future pathway of SACE Stage 2 Music Solo Performance or IBDP Music HL (where solo performance component is compulsory).

This subject is a practical based course. Solo Performance gives students the opportunity to extend their technical and performance skills on their chosen instrument or their voice, and to use this expertise as a means of developing musical expression. It provides a unique opportunity for students to gain credit for their facility on their instrument.

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

Assessment: Assessment tasks will be marked against a modified version of the SACE Stage 2 Music Solo Performance/IBDP Music HL (solo performance component) assessment criteria. Assessments will be based on solo performances at public concerts held each term.

Please note: the assessment results from this subject will not be officially accredited to either the SACE Stage 1 or 2, or the MYP curriculums. Assessment results for this subject serve more as developmental guide for preparation for future SACE Stage 2 or IBDP Music HL performance study.

Requirements for Success: This subject requires a committed, self-motivated, organized and
disciplined approach, as this course is offered off-line and is in addition to a full Year 10 study load. It is compulsory for students to continue individual instrumental tuition with a recognized instrumental instructor throughout the duration of this course.

Students are encouraged to speak directly to the Assistant Director of Teaching & Learning: SACE to discuss detailed subject requirements and subject suitability.

**Individuals & Societies: Global Interactions - People, Places & Spaces**

Optional

Length of Course: One semester

Course Aim: This course is to allow students to continue with their Geography studies and develop skills such as mapping, investigating, interpreting data and creating fieldwork reports.

Course Description: The course is designed to encourage students to consider and investigate issues such as water management, global health, production and availability of food, and the planning and living issues caused by the growth of urban societies all over the world. Students will be able to analyse data, identify trends and patterns, evaluate ideas and consider the opportunities offered by the challenges that we face. Through a combination of class studies and fieldwork, students will further their understandings of the concepts of place and space and how humans interact with their surroundings.

Assessment: Assessment tasks will be marked against the following MYP criteria:
- Criterion A - Knowing and understanding
- Criterion B - Investigating
- Criterion C - Thinking Critically
- Criterion D - Communicating

**Individuals & Societies: History Defining Today**

Optional

Length of Course: One semester

Course Aim: This course is designed to give students the opportunity to connect the past and the present by studying the background to both the current conflict in the Middle East and the emergence of China as a global power.

Course Description: Students will study the creation of the modern Middle East; in particular the mandates that were enforced following both World Wars and the conflicts caused by these changes. This will lead into the progression of the Palestinian/Israeli conflict throughout the 20th Century, focusing on the links to present issues. Students will then consider life in China following the death of Chairman Mao, including the ‘4 Modernisations’ and the subsequent explosion in Chinese economic development and the political changes that occurred, culminating in the crushing of democratic ideals in Tiananmen Square in 1989.

Assessment: Assessment tasks will be marked against the following MYP criteria:
- Criterion A - Knowing and understanding
- Criterion B - Investigating
- Criterion C - Thinking Critically
- Criterion D - Communicating
Individuals & Societies: History

Compulsory for one semester - an additional Humanities course must be chosen in Semester 2.

Length of Course: One semester

Course Aim: This course allows students to complete their 4-year chronological History studies and provides them with the opportunity to further develop their History skills, particularly in the analysis of sources and creating an argument in an essay.

Course Description: The course begins with a consideration of the aftermath of World War One and progresses towards the beginnings, course and outcomes of World War Two. There will be a focus on the acquisition of human rights following the atrocities of the war, and the gradual move towards civil rights throughout the world, including a study of the American Civil Rights movement and the 1967 Australian referendum. The course concludes with a brief look at the popular culture that developed during the 1960’s and 70’s following these movements and its impact on Australia.

Assessment: Assessment tasks will be marked against the following MYP criteria:
- Criterion A - Knowing and understanding
- Criterion B - Investigating
- Criterion C - Thinking Critically
- Criterion D - Communicating

Individuals & Societies: The Age of Revolutions

Optional

Length of Course: One semester

Course Aim: This course is intended as an opportunity for students to investigate the evolution of ideological concepts and the political, social and economic forces that cause large-scale change.

Course Description: Students will consider the shift in ideas from the traditional power-holders in society, such as the Church and absolutist monarchies, through the Enlightenment, to more widely accepted theories on equality, freedom and democratic political systems. They will then move on to two major case studies; the French American or Russian revolutions. Boys will investigate the causes and consequences of revolutionary movements, as well has having the opportunity to study and judge conflicting interpretations and representations.

Assessment: Assessment tasks will be marked against the following MYP criteria:
- Criterion A - Knowing and Understanding
- Criterion B - Investigating
- Criterion C - Thinking Critically
- Criterion D - Communicating

Language & Literature: Chinese

Compulsory for those not undertaking Language A: English

Length of Course: One year

Assumed Knowledge: Chinese language as first/heritage/strongest language

Course Aim:
- To further develop students’ competence and confidence in spoken and written Chinese.
- To introduce Chinese literature and contemporary issues.
Course Description: This course will give students opportunities to explore traditional and contemporary literature and current social, political and cultural issues. The focus will be on speaking, reading comprehension and writing skills. The topics and contents selected will ensure that students are able to apply their prior knowledge in new contexts and use their language skills for various purposes. The assessment tasks designed will allow students to further develop their entire language skills and cultural understanding.

Assessment: Assessment tasks will be marked against the following MYP criteria:

- Criterion A - Analysing
- Criterion B - Organising
- Criterion C - Producing Text
- Criterion D - Using Language

Language & Literature: English

Compulsory, must choose one additional Language A: English option for Semester 2

Length of course: One semester

Course Aim:
- To deliver the Australian Curriculum
- To enable students to recognise the purpose and major ideas of a given text, and to engender and appreciation of the means by which these are conveyed
- To provide opportunities to demonstrate knowledge through the creation of texts
- To provide students with sufficient experience in English to make informed decisions regarding options for Semester 2.

Course Description: Students study a range of text types that allow them to engage with the three cross-curriculum priorities outlined in the Australian Curriculum, viz. Aboriginal and Torres Strait Islanders histories and cultures, Asia and Australia’s engagement with Asia, and Sustainability. These text types include non-fiction, film, prose and poetry. Students compose their own single and multi-modal texts that aim to achieve a particular purpose. They also explore how languages have evolved and continue to evolve due to historical, social and cultural change, demographic movements and technological innovations. Understanding is demonstrated through written critical analysis, oral presentations and the production of creative single and multi-modal texts.

Assessment: Assessment tasks will be marked against the following MYP criteria:

- Criterion A - Analysing
- Criterion B - Organising
- Criterion C - Producing Text
- Criterion D - Using Language

Language & Literature: English - Contemporary English

Optional

Length of course: One semester (S2)

Course Aim:
- To equip students with the ability to become sophisticated readers and creators of a range of multi-modal texts
- To foster students’ creativity and skill in the production of texts.
- To develop an appreciation of context
Course Description: The course reflects the ever-changing and complex nature of texts in the 21st Century and caters for a broad range of learning styles through engagement with both single and multi-modal texts. Students explore the ways in which they convey meaning and develop and ability to recognize the conventions of these text types. Understanding is assessed both through in-depth analyses and the production of complex and creative single and multi-modal texts.

Assessment: Assessment tasks will be marked against the following MYP criteria:
- Criterion A - Analysing
- Criterion B - Organising
- Criterion C - Producing Text
- Criterion D - Using Language

Language & Literature: English - The World through Literature

Optional

Length of course: One semester (S2)

Course Aim:
- To equip students with the skills necessary to become sophisticated readers of complex texts across the three literary genres studied
- To develop their understanding of the construction of such texts.

Course Description: Students study texts across the genres of prose, poetry and drama from a variety of cultures and historical periods. They explore complex ideas and link these to the socio- economic and historical context of the texts and their relevance to contemporary audiences. They investigate the sophisticated manner in which literary texts are constructed and acquire knowledge of a range of literary devices. Understanding of complex ideas and the means by which these are conveyed is demonstrated through detailed written analyses and oral presentations.

Assessment: Assessment tasks will be marked against the following MYP criteria:
- Criterion A - Analysing
- Criterion B - Organising
- Criterion C - Producing Text
- Criterion D - Using Language

Language & Literature: English - ‘The Writer’s Craft’

Optional

Length of course: One semester (S2)

Course Aim:
- To equip students with the ability to recognise that all texts have a particular purpose
- To develop an understanding of how this purpose is achieved
- To provide opportunities to demonstrate knowledge by creating texts.

Course Description: Students have the opportunity to both explore how texts work to achieve their purposes and to produce their own. They look at the structural and linguistic features of various text types including those that aim to persuade, explain, inform, advise and entertain. They consider how format, audience and purpose affect the structure and language of texts. Students compose their own texts that aim to achieve a particular purpose in a range of formats such as articles, letters, speeches, poems and stories. Understanding is demonstrated through both written and spoken forms of English.
**Assessment:** Assessment tasks will be marked against the following MYP criteria:
- Criterion A - Analysing
- Criterion B - Organising
- Criterion C - Producing Text
- Criterion D - Using Language

**Language Acquisition: Chinese or French**

**Compulsory**

**Length of Course:** One year

**Assumed Knowledge:** These courses are for students that have studied the language already. Students will be placed according to their ability and experience in Chinese or French. Those who wish to continue with Chinese or French in Years 11 and 12 must be in Phases 3 and/or 4.

**Course Aim:**
- To gain competence in the language for study and leisure in a range of contexts.
- To become equipped with a skills base to facilitate further language learning with a focus on oral, visual and written literacies.
- To develop respect for, and understanding of, the linguistic and cultural heritages of China or francophone countries.

**Course Description:**
In Phases 1 and 2, the course will:
- further develop and improve communication skills in language for travel and leisure.
- provide insight into the culture of China or francophone countries.
- be taught over 2 Modules per week.

In Phases 3 and 4, the course will:
- provide students with a wide range of opportunities to build on prior knowledge and skills in order to help them progress to the next phase of their language development.
- develop students’ oral, visual and written literacy skills to enable them to understand and use print-based and digital spoken, written and visual texts in a variety of contexts.
- develop students’ knowledge and understanding through learning of language, learning through language, and learning about language.
- be taught over 4 Modules per week.

**Assessment:** Assessment tasks will be marked against the following MYP criteria:
- Criterion A – Comprehending spoken and visual text
- Criterion B – Comprehending written and visual text
- Criterion C – Communicating in response to spoken, written and visual text
- Criterion D – Using language in spoken and written form

**Language Acquisition: Spanish**

**Compulsory**

**Length of Course:** One year

**Assumed Knowledge:** This course is for students joining the College that have not studied either Chinese or French. It is a beginners’ course and will be taught at MYP Phase 1 level only.
**Course Aim:**
- To gain competence in the language for study and leisure in a range of contexts.
- To become equipped with a skills base to facilitate further language learning with a focus on oral, visual and written literacies.
- To develop respect for, and understanding of, the linguistic and cultural heritages of Spanish speaking countries.

**Course Description:**
The course will
- develop communication skills for everyday situations.
- provide insight into the culture of Spanish speaking countries.
- be taught over 2 Modules per week.

**Assessment:** Assessment tasks will be marked against the following MYP criteria:
- Criterion A – Comprehending spoken and visual text
- Criterion B – Comprehending written and visual text
- Criterion C – Communicating in response to spoken, written and visual text
- Criterion D – Using language in spoken and written form

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**Mathematics**

**Compulsory**

**Length of Course:** One year

**Course Aim:** The aim of this course is to develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes relating to number and algebra, measurement and geometry and statistics and probability.

**Course Description:** In this course, students will use number and algebra in various problem-solving situations, such as finance and trigonometry. Students will interpret and connect algebraic functions and graphical representations and use these to analyse and solve equations. Students choose appropriate numerical, technological and graphical techniques to interpret and compare data sets presented to them and determine theoretical probabilities and understand the concept of independence. Students will construct geometric proofs involving the application of congruence and similarity. Finally, students will communicate solutions in appropriate formats and judge the reasonableness of results and evaluate the strategies and techniques used.

**Assessment:** Assessment tasks will be marked against the following MYP criteria:
- Criterion A - Knowledge and Understanding
- Criterion B - Investigating Patterns
- Criterion C - Communicating
- Criterion D - Applying Mathematics in the real world

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**Mathematics: Consolidating and Building**

**Optional - subject to counselling**

Students are encouraged to speak directly to the Assistant Director of Teaching & Learning: MYP to discuss detailed subject requirements and subject suitability.

**Length of Course:** One year

**Course Aim:** This course is intended for those students who have experienced difficulties with the
abstract nature of Mathematics. It is to be taken up by students in preparation for Stage1 and Stage 2 Mathematical Applications. The aim of the course is to consolidate students understanding of number, algebra, measurement, probability and statistics from Year 9 whilst building on each of these areas.

**Course Description:** In this course, students will use number and various aspects of algebra in problem solving situations, such as finance, Pythagoras theorem and trigonometry. Students choose appropriate numerical, technological and graphical techniques to interpret and compare data sets presented to them. Students will apply their understanding of measurement to the real world. Finally, students will communicate solutions in appropriate formats and judge the reasonableness of results and evaluate the strategies and techniques used.

**Assessment:** Assessment tasks will be marked against the following MYP criteria:
- Criterion A - Knowledge and Understanding
- Criterion B - Investigating Patterns
- Criterion C - Communicating
- Criterion D - Applying Mathematics in the real world

**Mathematics: Extended**

**Optional** - subject to counselling

Students are encouraged to speak directly to the Assistant Director of Teaching & Learning: MYP to discuss detailed subject requirements and subject suitability.

**Length of Course:** One year

**Assumed Knowledge:** High level of achievement in Year 9 Mathematics is a requirement.

**Course Aim:** The aim of this course is develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes relating to number and algebra, measurement and geometry and statistics and probability.

**Course Description:** In this course, students will use number and algebra in various problem-solving situations, such as finance and trigonometry. Students will interpret and connect algebraic functions and graphical representations and use these to analyse and solve equations. Students choose appropriate numerical, technological and graphical techniques to interpret and compare data sets presented to them and determine theoretical probabilities and understand the concept of independence. Students will construct geometric proofs involving the application of congruence and similarity. Finally, students will communicate solutions in appropriate formats and judge the reasonableness of results and evaluate the strategies and techniques used. They will model linear relationships in bivariate data and be able to solve trigonometric equations and use trigonometric relationships to solve problems involving non-right angled triangles.

**Assessment:** Assessment tasks will be marked against the following MYP criteria:
- Criterion A – Knowledge and Understanding
- Criterion B – Investigating Patterns
- Criterion C – Communicating
- Criterion D – Applying Mathematics in the real world

**Physical & Health Education: Sport & Recreation**

**Optional** (can be studied as a minor at 2 lessons/week for students studying Phase 3-4 Lang Acquisition as a major)

**Length of Course:** One semester
Course Aim: This course aims to enable students to develop an appreciation and understanding of the value of being physically active and the motivation to make healthy life choices. This subject embodies and promotes the holistic nature of well-being, through active learning opportunities.

Course Description: In order to give the students the best opportunity to meet the MYP physical and health education objectives at a high level, the curriculum is balanced with regard to content.

The course will cover four sports and have a balance of all of the following throughout:

- Physical and health-related knowledge
  - Topic A: Body Systems
- Aesthetic movement activities (gymnastics, aerobics, martial arts, capoeira)
- Team sports (football codes, basketball, handball, volleyball, and hockey)
- Individual sports (golf, tennis, swimming)
- International sports/activities (touch, flag football).

Assessment: Assessment tasks will be marked against the following MYP criteria:
- Criterion A - Knowing and Understanding
- Criterion B - Planning for Performance
- Criterion C - Applying and Performing
- Criterion D - Reflecting and Improving Performance

Physical & Health Education: Sport Science

Optional

Length of Course: One semester

Course Aim: This course aims to enable students to develop an appreciation and understanding of the value of being physically active and the motivation to make healthy life choices. Students will explore a variety of concepts to develop an awareness of health perspectives, which will promote positive social interactions and enable students to make informed decisions.

Course Description: The course offers a balance of practical and theoretical components in order to give the students the best opportunity to meet the MYP physical and health education objectives at a high level. Three practical topics are covered and all of the following are integrated throughout the programme:

- Physical and health-related knowledge
  - Topic C: The Production of Energy for Physical Activity
  - Topic D: Training and Conditioning
- Team sports (Baseball, Football codes, Basketball)
- Individual sports (Badminton, Tennis, Squash, and Swimming)
- International sports/activities (Gaelic football, Flag Football, table tennis)

Assessment: Assessment tasks will be marked against the following MYP criteria:
- Criterion A - Knowing and Understanding
- Criterion B - Planning for Performance
- Criterion C - Applying and Performing
- Criterion D - Reflecting and Improving Performance
Physical & Health Education: Outdoor Pursuits

Optional

Length of Course: 1 semester

Assumed Knowledge: Nil

Course Aim: This course aims to enable students to develop an appreciation and understanding of the value of being physically active and the motivation to make healthy life choices. This subject encourages students to develop the knowledge, skills and attitudes that will contribute to a long-term balanced and healthy lifestyle.

Course Description: In order to give the students the best opportunity to meet the MYP physical and health education objectives at a high level, the curriculum is balanced with regard to content.

The curriculum will cover 3 practical topics and have a balance of the following throughout the programme:
- Physical and health-related knowledge
  - Topic 1: Nutrition & Energy Requirements
  - Topic 2: First aid and Emergency response
- Aesthetic movement activities (Game Creation, Small sided challenge)
- Team sports (Ultimate Frisbee, Group Dynamics, Orienteering)
- International sports/activities (White Water Rafting and Cross Country Skiing)
- Alternative recreational sport (Scuba Diving, Surfing and Caving)
- Adventure activities (Kayaking, Bushwalking and Rock Climbing)

Assessment: Assessment tasks will be marked against the following MYP criteria:
  - Criterion A - Knowing and Understanding
  - Criterion B - Planning for Performance
  - Criterion C - Applying and Performing
  - Criterion D - Reflecting and Improving Performance

The course will be 75% practical based and 25% theory. Theory units will be delivered in two 1 week blocks.

Science: The Fundamentals

Compulsory

Length of Course: One semester (S1)

Course Aim: This course aims to develop an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results and drawing critical, evidence based conclusions.

Course Description: The course explores the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

Assessment: Assessment tasks will be marked against the following MYP criteria:
  - Criterion A – Knowing and Understanding
  - Criterion B – Inquiring and Designing
Criterion C – Processing and Evaluating
Criterion D – Reflecting on the impacts of Science

Science: Science and the Inquiring Mind

Compulsory

Length of Course: One semester (S2)

Science is compulsory in Semester 2, continuing with the study of ‘The Fundamentals’ from Semester 1. The Semester will conclude with the boys having an opportunity to specialize in an area of their choice, in an extended personal scientific inquiry that builds on the understandings they have developed over the course of the year.

Students need to have direct experience with the phenomena they are studying. There are two fundamental reasons for this: the first is that direct experience is key to conceptual understanding, and the second is that students are continuously building their understanding of the world around them from their experiences.

On completion of the ‘Fundamentals’ units, students will work on a Unit of Inquiry which they themselves devise in conjunction with their teacher. This will provide students with an opportunity to showcase and further develop their capacity to design, conduct and reflect on the process of scientific inquiry. The Unit of Inquiry will be assessed by MYP criteria like all other units in the Science course.

Assessment: Assessment tasks will be marked against the following MYP criteria:
- Criterion A – Knowing and Understanding
- Criterion B – Inquiring and Designing
- Criterion C – Processing and Evaluating
- Criterion D – Reflecting on the impacts of Science

Design: Communication Technology A - Digital Photography

Optional

Length of Course: One semester

Course Aim: To gain an understanding of fundamental and advanced processes and techniques in digital photography using the various features of Digital SLR Cameras.

Course Description: This is a practical based subject in which students will work towards creating a major photographic project, using a range of learned photographic techniques. Students will engage in skill development related to camera techniques, processing, composition, and manipulation of effects. The MYP Design Cycle is central to this subject, encompassing design folio tasks related to research, innovation, planning, production, and evaluation of photographic images. There is a focus on nurturing design innovation and creativity whilst maintaining a strong skills base and awareness of technical detail. This course is related to the fields of photography, graphic design, media, journalism, web design, advertising and creative arts.

Assessment: Assessment tasks will be marked against the following MYP criteria:
- Criterion A - Inquiring and Analysis
- Criterion B - Developing Ideas
- Criterion C - Creating the Solution
- Criterion D - Evaluating
Design: Information Technology B - Computer Game Design

Optional (can be studied as a minor at 2 lessons/week for students studying Phase 3-4 Lang Acquisition as a major)

Length of Course: One semester

Course Aim: To gain an understanding of the design and development of computer programs and logical systems, interactive media and digital graphics through the medium of computer game technology.

Course Description: Students will be introduced to theoretical, practical and systematic aspects of the computer game design process, covering a range of interactive design conventions and game genres. Students will produce a series of games to develop required skills and knowledge. For the major project, students will use 2D and 3D game design engines to develop a refined computer game product using the MYP Design Cycle. Students will complete a design folio which documents their investigation, planning, concept development and evaluation of the major project and its construction. This course is related to the fields of 3D media production, animation, programming, IT, and web design.

Assessment: Assessment tasks will be marked against the following MYP criteria:
- Criterion A - Inquiring and Analysis
- Criterion B - Developing Ideas
- Criterion C - Creating the Solution
- Criterion D - Evaluating

Design: Materials Technology A - Wood

Optional

Length of Course: One semester

Course Aim: To gain an understanding of design and production techniques relevant to the production of framed and solid carcass timber furniture products.

Course Description: This is a practical based subject that initially engages students in specific skills tasks for a range of framing joints, related hand and power tools, woodworking machines and workshop safety. Students use the MYP Design Cycle to investigate a range of materials, production techniques and design requirements for framed and solid carcass timber products. Students produce a design folio documenting their work in the major project, comprising investigation tasks, preliminary drawings, concepts and technical drawings, production planning, as well as an evaluation of the major project and its construction. This course is related to the fields of carpentry, cabinetmaking, construction, manufacturing, industrial design, interior architecture and engineering.

Assessment: Assessment tasks will be marked against the following MYP criteria:
- Criterion A – Inquiring and Analysis
- Criterion B – Developing Ideas
- Criterion C – Creating the Solution
- Criterion D – Evaluating

Design: Materials Technology B - Metal

Optional

Length of Course: One semester

Course Aim: To gain an understanding of design and production techniques relevant to the production of
fabricated and welded mild steel products.

**Course Description:** This is a practical based subject that initially engages students in specific skills tasks in MIG, Arc and Gas welding techniques, steel cutting and fabrication tools and processes, finishing techniques, and workshop safety. Students use the MYP Design Cycle to investigate material options, production techniques and design requirements suitable for welded mild steel products, with the aim of designing and producing their major project. Students produce a folio of their work in the major project which comprises investigation, preliminary drawings, concepts and technical drawings, production planning, and evaluation of the major project. This course is related to the fields of welding and metal fabrication, construction, manufacturing, industrial design, architecture and engineering.

**Assessment:** Assessment tasks will be marked against the following MYP criteria:
- Criterion A – Inquiring and Analysis
- Criterion B – Developing Ideas
- Criterion C – Creating the Solution
- Criterion D – Evaluating

### Design: Product engineering - CAD/CAM

**Optional** (can be studied as a minor at 2 lessons/week for students studying Phase 3-4 Lang Acquisition as a major)

**Length of Course:** One semester

**Course Aim:** Through practical, project based work utilizing the complete Product Design Cycle, students aim to develop an understanding of the processes involved in the design, engineering and production of consumer products. This includes exposure to advanced 3D CAD and CAM processes and techniques in engineering and product design, using advanced features of industry-standard 3D Parametric Modelling software (Autodesk Inventor), and a range of Computer-Aided Manufacturing equipment.

**Course Description:** This practical-based course will give students the opportunity to engage with the Product Design Cycle to generate complex and well-resolved representations and prototypes of designed and engineered products. Students will gain experience and understanding of advanced CAD modelling tools and processes, technical drawing conventions, Computer Aided Manufacturing processes, and digital presentation techniques. The realisation of these projects is undertaken using a variety of machines, ranging from 3D printers, Laser Cutting and Engraving and CNC mills. The MYP Design Cycle is central to this subject, encompassing tasks related to design research, innovation, planning, production, and evaluation of product design solutions. There is a focus on nurturing design innovation and creativity whilst maintaining a strong skills base and awareness of technical detail. This course is related to the fields of engineering, manufacturing, architecture, industrial design, and 3D media production.

**Assessment:** Assessment tasks will be marked against the following MYP criteria:
- Criterion A – Inquiring and Analysis
- Criterion B – Developing Ideas
- Criterion C – Creating the Solution
- Criterion D – Evaluating
International Baccalaureate Diploma Programme Subjects

Chinese A: Literature (Standard Level) Group 1

Duration: Two years

Course Description: This course is based upon a study of literature, primarily in Chinese and also includes a ‘Works in Translation’ component, where works have been translated from another language. This is designed to expose students to cultural bases other than their own. There is also a study of extracts and poems, where detailed analysis is used to determine the author’s ideas through their construct.

Assessment:

External Assessment (70%)
- Paper 1: Guided literary analysis 20% - The paper consists of two passages: one prose and one poetry. Students choose one and write a guided literary analysis in response to two questions.
- Paper 2: Essay 25% - The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3.
- Written assignment 25% - Students submit a reflective statement (350–450 characters in length) and literary essay (1,500–1,800 characters in length) on one work studied in part 1.

Internal Assessment
- Alternative oral examination 30% - This component consists of two compulsory oral activities that are externally assessed by the IB.
  - Section 1: Individual oral commentary 20% - Students present a formal oral commentary on an extract from a work studied in part 2.
  - Section 2: Individual oral presentation 10% - Students make a presentation based on one of the works studied in part 4.

Requirements for Success: In order to be successful in this subject, it is expected that intending students would have achieved at least an MYP final grade 4 in Year 10 Chinese A.

English A: Literature (Standard Level) Group 1

Duration: Two years

Course Description: This course comprises is based upon a study of literature, primarily in English and also includes a ‘Works in translation’ component, where works have been translated from another language. This is designed to expose students to cultural bases other than their own. There is also a study of extracts and poems, where detailed analysis is used to determine the author’s ideas through their construct.

Assessment:

External Assessment (70%)
- Paper 1: Guided literary analysis 20% - The paper consists of two passages: one prose and one poetry. Students choose one and write a guided literary analysis in response to two questions.
- Paper 2: Essay 25% - The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3.
- Written assignment 25% - Students submit a reflective statement (300–400 words in length) and literary essay (1,200–1,500 words in length) on one work studied in part 1.
Internal Assessment (30%)
- Alternative oral examination - This component consists of two compulsory oral activities that are externally assessed by the IB.
- Section 1: Individual oral commentary 15% - Students present a formal oral commentary on an extract from a work studied in part 2.
- Section 2: Individual oral presentation 15% - Students make a presentation based on two works studied in part 4.

Requirements for Success: In order to be successful in this subject, it is expected that intending students would have achieved at least an MYP final grade 5 in Year 10 English.

English A: Literature (Higher Level)  

Duration: Two years

Course Description: The model for language A: literature is the same at SL and HL but there are significant quantitative and qualitative differences. SL students are required to study 10 works, whereas HL students are required to study 13. Two of the assessment tasks for SL are less demanding than the comparable HL tasks. This course is based upon a study of literature, primarily in English and also includes a ‘Works in translation’ component, where works have been translated from another language. This is designed to expose students to cultural bases other than their own. There is also a study of extracts and poems, where detailed analysis is used to determine the author’s ideas through their construct.

Assessment:

External Assessment (70%)
- Paper 1: Literary commentary 20% - The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary.
- Paper 2: Essay 25% - The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3.
- Written assignment 25% - Students submit a reflective statement (300–400 words in length) and literary essay (1,200–1,500 words in length) on one work studied in part 1.

Internal Assessment (30%)
- Individual oral commentary and discussion 15% - Formal oral commentary on poetry studied in part 2 with subsequent questions followed by a discussion based on one of the other part 2 works.
- Individual oral presentation 15% - The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task.

Requirements for Success: In order to be successful in this subject, it is expected that intending students would have achieved at least an MYP final grade 5 in Year 10 English.

Chinese B (Standard and Higher Levels)  

Duration: Two years

Course Description: The Chinese B programme is communicative in that it focuses principally on interaction between speakers and writers of the target language. Its main aim is to prepare the learner to use the language appropriately in a range of situations and contexts and for a variety of purposes.

Receptive, productive, and interactive skills – listening, speaking, reading and writing – are developed through the study of a wide range of oral and written texts as well as visual and audio stimuli of different
styles and registers. Authentic materials are used wherever possible and students are given maximum exposure to the target language. Higher Level also has a literature component.

The teaching of an appropriate range of grammatical structures is integrated as far as possible with the study of themes and texts and the acquisition of the three skills.

The simplified Chinese character writing system developed and used in the People’s Republic of China is used in written resources and tests.

**Assessment:**

**External Assessment (70%)**
- Examination Paper 1: Receptive skills 25%
- Examination Paper 2: Written productive skills 25%
- Written assignment: Receptive and written productive skills 20%

**Internal Assessment (30%)**
- Individual Oral 20%
- Interactive Oral Activity 10%

**Requirements for Success:** SL: Must have studied Chinese continuously from Year 8 to Year 10; must have studied the second semester of Year 10 at MYP Phase 4. HL: Invitation only in Year 12.

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**English B (Standard and Higher Levels)**

**Group 2**

**Duration:** Two years

**Course Description:** The main focus of the course is on language acquisition and development. The English B program is communicative in that it focuses principally on interaction between speakers and writers of the target language. Its main aim is to prepare the learner to use the language appropriately in a range of situations and contexts and for a variety of purposes.

Receptive, productive, and interactive skills – listening, speaking, reading and writing – are developed through the study of a wide range of oral and written texts as well as visual and audio stimuli of different styles and registers. Authentic materials are used wherever possible and students are given maximum exposure to the target language. Higher Level also has a literature component.

The teaching of an appropriate range of grammatical structures is integrated as far as possible with the study of themes and texts and the acquisition of the three skills.

**Assessment:**

**External Assessment (70%)**
- Examination Paper 1: Receptive skills 25%
- Examination Paper 2: Written productive skills 25%
- Written assignment: Receptive and written productive skills 20%

**Internal Assessment (10%)**
- Individual Oral 20%
- Interactive Oral Activity 10%

**Requirements for Success:** SL: Student must have graduated from a Year 10 MYP English B course. HL: Invitation only in Year 12.
Italian ab initio (Standard Level)  

**Duration:** External assessment in May 2015 - continuers from Year 10 Italian ab initio only

**Course description:** The main focus of the course is on language acquisition and development. The ab initio Italian programme is communicative in that it focuses principally on interaction between speakers and writers of the target language. Its aim is to prepare the learner to use the language appropriately in a range of situations and contexts and for a variety of purposes.

Receptive, productive, and interactive skills – listening, speaking, reading and writing – are developed through the study of a wide range of oral and written texts as well as visual and audio stimuli of different styles and registers. Authentic materials are used wherever possible and students are given maximum exposure to the target language.

The teaching of an appropriate range of grammatical structures is integrated as far as possible with the study of topics and texts and the acquisition of the three skills.

**Assessment:**

**External Assessment (75%)**
- Examination Paper 1: Understanding of four written texts 30%
- Examination Paper 2: Two compulsory writing exercises 25%
- Written assignment: 200-350 words in Italian 20%

**Internal Assessment (25%)**
- Individual oral

**Requirements for Success:** No new student intake – continuers from Year 10 Italian ab initio only.

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Spanish ab initio (Standard Level)  

**Duration:** Two years

**Course description:** The main focus of the course is on language acquisition and development. The ab initio Spanish programme is communicative in that it focuses principally on interaction between speakers and writers of the target language. Its aim is to prepare the learner to use the language appropriately in a range of situations and contexts and for a variety of purposes.

Receptive, productive, and interactive skills – listening, speaking, reading and writing – are developed through the study of a wide range of oral and written texts as well as visual and audio stimuli of different styles and registers. Authentic materials are used wherever possible and students are given maximum exposure to the target language.

The teaching of an appropriate range of grammatical structures is integrated as far as possible with the study of topics and texts and the acquisition of the three skills.

**Assessment:**

**External Assessment (75%)**
- Examination Paper 1: Understanding of four written texts 30%
- Examination Paper 2: Two compulsory writing exercises 25%
- Written assignment: 200-350 words in Spanish demonstrating intercultural understanding 20%

**Internal Assessment (25%)**
- Individual oral
Economics (Standard Level)  Group 3

Duration: Two years

Course Description: The Economics course is broken into the following sections:
- Section 1: Microeconomics
- Section 2: Macroeconomics
- Section 3: International economics
- Section 4: Development economics

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a dynamic social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum - rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. Students will acquire a broad and deep knowledge of these elements of the discipline.

Assessment:

External Assessment (80%)
- Examination Paper 1: Two extended response questions 40%
  - Syllabus content: Microeconomics and Macroeconomics
- Examination Paper 2: Two data-response questions 40%
  - Syllabus content: International and Development economics

Internal Assessment (20%)
- Portfolio of three commentaries based on different sections of the syllabus and based on published extracts from the news media

Requirements for Success: It should be noted that this is a “foundation course”; that is, all students are dealing with economic knowledge, skills and understanding for the first time. Notwithstanding, in order to be successful in this, it is expected that intending students would have achieved at least an MYP final grade 4 in Year 10 Humanities selection(s).

Limited numeracy or mathematical requirements beyond arithmetic do exist; but only extend to simple algebra/functions.

Students that have an interest in current affairs and read, listen or watch media reports about government, trade and the economy often gain a significant advantage over those students that do not.

Economics (Higher Level)  Group 3

Duration: Two years

Course Description: The Economics course is broken into the following sections:
- Section 1: Microeconomics
- Section 2: Macroeconomics
- Section 3: International economics
- Section 4: Development economics

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a dynamic social science,
economics uses scientific methodologies that include quantitative and qualitative elements.

The course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum - rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. Students will acquire a broad and deep knowledge of these elements of the discipline.

Assessment:

External Assessment (80%)
- Examination Paper 1: Two extended responses 30%
  Syllabus content: Microeconomics and Macroeconomics
- Examination Paper 2: Two data-response questions 30%
  Syllabus content: International Economics and Development economics
- HL Extension Paper: Two questions 20%
  Syllabus content: All sections

Internal Assessment (20%)
- Portfolio of three commentaries 20%
  Portfolios based on different sections of the syllabus and on published extracts from the news media

Requirements for Success: It should be noted that this is a “foundation course”; that is, all students are dealing with economic knowledge, skills and understanding for the first time. Notwithstanding, in order to be successful in this, it is expected that intending students would have achieved at least an MYP final grade 4 in Year 10 Humanities selection(s).

Limited numeracy or mathematical requirements beyond arithmetic do exist; but only extend to simple algebra/functions.

Students that have an interest in current affairs and read, listen or watch media reports about government, trade and the economy often gain a significant advantage over those students that do not.

History (Standard Level)  Group 3

Duration: Two years

Course Description: Students will critically engage with a range of historical sources related to the prescribed subject either: Peacemaking and Peacekeeping 1919 – 1936 or Communism in Crisis 1976-1989. Two major thematic studies encompass preparation for Examination Paper 2 in order to develop an understanding of historical processes. These are: the Origins and Development of Authoritarian States (Adolf Hitler, Mao Zedong and Stalin); and origins, development and eventual conclusion of The Cold War (1945-1991).

Assessment:

External Assessment (75%)
- Examination Paper 1: Four short-answer/structured questions 30%
- Examination Paper 2: Two extended-response questions 45%

Internal Assessment (25%)
- Historical Investigation

Requirements for Success: It is expected that intending students would have achieve a least a MYP final grade 4 in Year 10 History.
History (Higher Level)  

**Duration:** Two years

**Course Description:** Students will critically engage with a range of historical sources related to the prescribed subject either: Peacemaking and Peacekeeping 1919 – 1936 or Communism in Crisis 1976-1989. Two major thematic studies encompass preparation for Examination Paper 2 in order to develop an understanding of historical processes. These are: the Origins and Development of Authoritarian States (Adolf Hitler, Mao Zedong and Stalin); and origins, development and eventual conclusion of The Cold War (1945-1991). The European and Middle East option topics to be studied as part of the HL course are European Diplomacy and the First World War 1871 - 1919, Europe between the Wars 1919-1939 and Arab States 1945-2000.

**Assessment:**

**External Assessment (80%)**
- Examination Paper 1: Four short-answer/structured questions 20%
- Examination Paper 2: Two extended-response questions 25%
- Examination Paper 3: Three extended-response questions 35%

**Internal Assessment (20%)**
- Historical Investigation

**Requirements for Success:** It is expected that intending students would have achieve a least a MYP final grade 4 in Year 10 History.

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Information Technology in a Global Society (Standard Level)  

**Duration:** Two years

**Course Description:** The information technology in a global society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.

Students come into contact with IT on a daily basis because it is so pervasive in the world in which we live. This increasingly widespread use of IT inevitably raises important questions with regard to the social and ethical considerations that shape our society today. ITGS offers an opportunity for a systematic study of these considerations, whose range is such that they fall outside the scope of any other single discipline.

**Assessment:**

**External Assessment 70%**
- Paper 1: 40% Five structured questions that assess in an integrated way the three strands of the Syllabus: Social and ethical significance; Application to specific scenarios; IT systems. Students answer three of five structured questions on any of the SL/HL core topics.
- Paper 2: 30% This paper consists of one unseen article. Students are required to write a response to this article.

**Internal Assessment 30%**
- Project: This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. The development of an original IT product for a specified client. Students must produce: a cover page using prescribed format; an original IT product; documentation supporting the
Information Technology in a Global Society (Higher Level)  

**Group 3**

**Duration:** Two years

**Course Description:** The information technology in a global society (ITGS) course is the study and evaluation of the impacts of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.

Students come into contact with IT on a daily basis because it is so pervasive in the world in which we live. This increasingly widespread use of IT inevitably raises important questions with regard to the social and ethical considerations that shape our society today. ITGS offers an opportunity for a systematic study of these considerations, whose range is such that they fall outside the scope of any other single discipline.

**Assessment:**

**External Assessment 80%**

- Paper 1: 35% Seven structured questions in three sections that assess in an integrated way the three strands of the syllabus: Social and ethical significance; Application to specific scenarios; IT systems.
- Paper 2: 20% This paper consists of one unseen article. Students are required to write a response to this article.
- Paper 3: 25% Four questions based on a pre-seen case study.

**Internal Assessment 20%**

- Project (30 hours) - This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. The development of an original IT product for a specified client. Students must produce: a cover page using prescribed format; an original IT product; documentation supporting the product (word limit 2,000 words).

**Requirements for Success:** The Project component of ITGS will require that students be comfortable with the process of designing and creating a solution which can be solved through technology. A MYP final grade of 4 in Technology is recommended.

Students will also need to discuss the social and ethical issues surrounding the use of various technologies. A final MYP grade of 4 in Humanities is recommended.

Environmental Systems and Societies (Standard Level - Anticipated)  

**Group 3 or Group 4**

**Duration:** One year

**Course Description:** The prime intent of this course is to provide students with a coherent perspective and understanding of the interrelationships between environmental systems and societies; one that enables
them to adopt an informed response to the wide range of pressing environmental issues that they will inevitably face in both their professional and personal lives. Students’ attention will be drawn to the interdependence of people and their surroundings and the many and varied consequences of each decision made and action taken by individuals and local, national and global organisations. The knowledge gained through the course will empower students to approach relevant decision making in their own lives with intelligence and awareness.

**Assessment:**
- **Internal Assessment (20%)**
  - Practical investigations and reporting

**Requirements for Success:** Students should have achieved at least a MYP final grade 4 in Humanities and Science.

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### Biology (Standard Level) Group 4

**Duration:** Two years

**Course Description:** During the first year of the course students will study core topics from the following list: Cell Biology, Molecular Biology, Genetics, Ecology, Evolution and Biodiversity and Human Physiology. Opportunities will be provided to incorporate aspects of the higher level topics in the teaching and learning programme to facilitate development of knowledge, understanding and skills required at the additional higher level.

The option topics are chosen from: Neurology and Behaviour, Biotechnology and Bioinformatics, Ecology and Conservation and Human Physiology.

**Assessment:**
- **External Assessment (80%)**
  - Examination Paper 1 20% - Multiple Choice
  - Examination Paper 2 40% - Data Based Questions
  - Examination Paper 3 20% - Options
- **Internal Assessment (20%)**
  - One practical report which will be assessed on Personal Engagement, Exploration, Analysis, Evaluation and Communication.
  - Students must also take part in a Group 4 Project of 10 hours.

**Requirements for Success:** Students who have undertaken the IB Middle Years Programme (MYP) would be well prepared. The IB Biology Diploma Programme covers the relationship of structure and function at all levels of complexity. As such students should have acquired a basic understanding of cell theory, the chemistry of living things, plant science and genetics. A biology students’ approach to study should be characterized by the specific IB learner profile attributes – inquirers, thinkers and communicators. Students should have achieved at least a MYP final grade 4 in Science.

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### Biology (Higher Level) Group 4

**Duration:** Two years

**Course Description:** The course consists of eleven core topics and two option topics. During the first
year of the course students will study core topics from the following list: Cell Biology, Molecular Biology, Genetics, Ecology, Evolution and Biodiversity and Human Physiology.

Additional Higher Level topics to be studied are: Nucleic acids, Metabolism, Cell Respiration and Photosynthesis, Plant Biology, Genetics and Evolution, and Animal Physiology.

Opportunities will be provided to incorporate aspects of the higher level topics in the teaching and learning programme to facilitate development of knowledge, understanding and skills required at the additional higher level.

The option topics are chosen from: Neurology and Behaviour, Biotechnology and Bioinformatics, Ecology and Conservation and Human Physiology.

**Assessment:**

_External Assessment (80%)_
- Examination Paper 1 20% - Multiple Choice
- Examination Paper 2 36% - Data Based Questions
- Examination Paper 3 24% - Options

_Internal Assessment (20%)_
- One practical report which will be assessed on Personal Engagement, Exploration, Analysis, Evaluation and Communication.
- Students must also take part in a Group 4 Project of 10 hours.

**Requirements for Success:** Students who have undertaken the IB Middle Years Programme (MYP) would be well prepared. This subject covers the relationship of structure and function at all levels of complexity. As such students should have acquired a basic understanding of cell theory, the chemistry of living things, plant science and genetics. A biology students’ approach to study should be characterized by the specific IB learner profile attributes – inquirers, thinkers and communicators. Students should have achieved at least a MYP final grade 4 in Science.

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**Chemistry (Standard Level) Group 4**

**Duration:** Two years

**Course Description:** The course consists of eleven core topics and one option topic. The core topics are: Quantitative chemistry, periodicity, atomic structure, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry and measurement.

The option topics are chosen from: Materials, Biochemistry, Energy and Medicinal chemistry.

**Assessment:**

_External Assessment (80%)_
- Examination Paper 1 20%
- Examination Paper 2 40%
- Examination Paper 3 20%

_Internal Assessment (20%)_
- One summative investigation of 10 hours duration is required. A further 30 hours of practical work is required.

**Requirements for Success:** Students analyse how the periodic table organizes elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. Students have demonstrated a satisfactory standard of being able to work scientifically. Minimum MYP final grade 4.
Chemistry (Higher Level)  Group 4

Duration: Two years

Course Description: The course consists of twenty core topics and one option topic. The single core topics are: quantitative chemistry and measurement. The Double core units are: Periodicity, atomic structure, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry.

The option topics are chosen from: Materials, Biochemistry, Energy and Medicinal Chemistry

Assessment:
External Assessment (80%)
- Examination Paper 1 20%
- Examination Paper 2 36%
- Examination Paper 3 24%

Internal assessment (20%)
- One summative practical investigation of 10 hours duration is required. A further 50 hours of practical work is required.

Requirements for Success: Students analyse how the periodic table organizes elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. Students have demonstrated a satisfactory standard of being able to work scientifically. Minimum MYP final grade 4.

Physics (Standard Level)  Group 4

Duration: Two years

Course Description: The course consists of eight core topics and one option topic. The core topics are: measurement, mechanics, waves, thermal physics, electricity and magnetism, circular motion and gravitation, atomic nuclear and particle physics, energy production.

The option topic is chosen from: Relativity, engineering physics, imaging, astrophysics. One option must be completed.

Assessment:
External Assessment (80%)
- Examination Paper 1 20%
- Examination Paper 2 40%
- Examination Paper 3 20%

Internal Assessment (20%)
- One individual scientific investigation requiring about 10 hours of work will be assessed. 30 additional hours of practical work must be completed but is not assessed.

Requirements for Success: The study of Standard Level DP Physics enables students to understand and appreciate the world around them. This subject requires the interpretation of physical phenomena through a study of matter and energy and its interaction.

As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication of skills through practical and other learning activities. They gather evidence from experiments and research and acquire new knowledge through their own investigations.

A prerequisite for this course is that at the end of Year 10 students must have an understanding of the
concept of energy conservation and be able to represent energy transfer and transformation within systems. Students can use the relationships between force, mass and acceleration to predict changes in the motion of objects.

Students have demonstrated a satisfactory standard of being able to work scientifically. Minimum MYP final grade 4.

**Physics (Higher Level)**

**Duration:** Two years

**Course Description:** The course consists of 8 core, 4 additional higher level topics and one option topic. The core topics are: measurement, mechanics, waves, thermal physics, electricity and magnetism, circular motion and gravitation, atomic nuclear and particle physics, energy production. The additional higher level topics are wave production, fields, electromagnetic induction, quantum and nuclear physics.

The option topic is chosen from: Relativity, engineering physics, imaging, astrophysics. One option must be completed.

**Assessment:**

- **External Assessment (80%)**
  - Examination Paper 1 20%
  - Examination Paper 2 36%
  - Examination Paper 3 24%

- **Internal Assessment (20%)**
  - One individual scientific investigation requiring about 10 hours of work will be assessed. 50 additional hours of practical work must be completed but is not assessed.

**Requirements for Success:** The study of Higher Level IB Physics enables students to understand and appreciate the world around them. This subject requires the interpretation of physical phenomena through a study of matter and energy and its interaction.

As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication of skills through practical and other learning activities. They gather evidence from experiments and research and acquire new knowledge through their own investigations.

A prerequisite for this course is that at the end of Year 10 students must have an understanding of the concept of energy conservation and be able to represent energy transfer and transformation within systems. Students can use the relationships between force, mass and acceleration to predict changes in the motion of objects.

Students have demonstrated a satisfactory standard of being able to work scientifically. Minimum MYP final grade 4 or above.

**Sports Exercise and Health Science (Standard Level)**

**Duration:** Two years

**Course Description:** Sports Exercise and Health Science explores the principles of anatomy and human physiology required for excellence in sport. Students will study six core topics: Anatomy, Exercise Physiology, Energy Systems, Movement Analysis, Skill in Sport and Measurement & Evaluation of Human Performance.
In addition, students will study two of four elective options. These include; Optimizing Physiological Performance, Psychology of Sport, Physical Activity and Nutrition for Sport, Exercise & Health.

Students will conduct practical investigations during each topic to enhance their learning.

Assessment:
External Assessment (76%)
Students will complete three externally assessed examination papers:
- Paper 1 (multiple choice) Core topics
- Paper 2 (short answer) Core Topics
- Paper 3 (short answer) Option Topics

Internal Assessment (24%)
- Investigations (30 hours) - A mixture of short and long-term practical investigations
- Group 4 Project - Interdisciplinary project. Assessed for Personal Skills only.

Requirements for Success: A strong interest in exercise physiology, the human body and completion of Year 10 Physical Education B: Sports Science would be of benefit to prospective students.

Mathematics (Standard Level)  Group 5

Duration: Two years (Anticipated – one year)

Course Description: This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

Topics include:
- Algebra;
- Functions and Equations;
- Circular Functions and Trigonometry;
- Vectors;
- Statistics and Probability;
- Calculus.

Assessment:
External Assessment (80%)
- Examination Paper 1 40%
- Examination Paper 2 40%

Internal Assessment (20%)
- Mathematical Exploration

Requirements for Success: Recommended MYP final grade 5 and above Core; 4 and above Extension

Mathematics (Higher Level)  Group 5

Duration: Two years

Course Description: This course caters for students with a strong background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to
include mathematics as a major component of their university studies. Others may take this subject because they have a strong interest in mathematics and enjoy meeting the challenges and engaging with its problems.

Topics include:
- Algebra;
- Functions and Equations;
- Circular Functions and Trigonometry;
- Vectors;
- Statistics and Probability;
- Calculus
- An Option topic to be chosen at the beginning of Year 2 of the diploma program.

Assessment:
**External Assessment (80%)**
- Examination Paper 1 30%
- Examination Paper 2 30%
- Examination Paper 3 20%

**Internal Assessment (20%)**
- Mathematical Exploration

**Requirements for Success:** Recommended MYP final grade 7 Core; 6 – 7 Extension

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**Mathematical Studies (Standard Level)  Group 5**

**Duration:** Two years

**Course Description:** This course caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies.

Topics include:
- Number and Algebra;
- Sets,
- Logic and Probability;
- Functions;
- Geometry and Trigonometry;
- Statistics;
- Introductory Differential Calculus;
- Financial Mathematics.

**Assessment:**
**External Assessment (80%)**
- Examination Paper 1 40%
- Examination Paper 2 40%

**Internal Assessment (20%)**
- Project

**Requirements for Success:** Recommended MYP final grade 4 - 7 Core; 3 Extension.
Music (Standard Level)  Group 6

Duration: Two years

Course Description: The Music course fosters curiosity and openness to both familiar and unfamiliar musical worlds. Through such a study of music students learn to hear relationships of pitch in sound, pattern in rhythm and unfolding sonic structures. Through participating in the study of music students are able to explore the similarities, differences and links in music from within our own culture and that of others across time. Informed and active musical engagement allows students to explore and discover relationships between lived human experience and specific sound combinations and technologies, thus informing students more fully of the world around them, and the nature of humanity.

The course is broken into one compulsory topic and a choice of one of three option topics:
  - Compulsory topic: Musical perception and analysis
  - Option topics: student must choose one of the following - Creating music; Solo performance; Group performance.

Assessment:
External Assessment (50%)
  - Examination Listening paper 30% (note: SL exam includes fewer questions than HL exam)
  - Musical links investigation 20%

Internal Assessment (50%)
Students complete one of the following dependent on the option topic studied:
  - Music Creation: Three recordings of creations plus 200-word written statements
  - Solo Performance: One or more solo recording(s) of publicly performed works
  - Ensemble Performance: Two or more group recordings of publicly performed works

Requirements for Success: It is desirable and recommended that students entering this subject in Year 11 have experienced success in one or more of the following Year 10 MYP subjects from the Arts learning area:
  - Music Creation
  - Music Production (formerly known as Music Industry Skills)

Students who have not experienced a music subject in Year 10 are still eligible to study Music (SL) in Year 11. In these circumstances, please speak to the Assistant Director of Teaching & Learning: IBDP Coordinator.

Music (Higher Level)  Group 6

Duration: Two years

Course Description: The Music course fosters curiosity and openness to both familiar and unfamiliar musical worlds. Through such a study of music students learn to hear relationships of pitch in sound, pattern in rhythm and unfolding sonic structures. Through participating in the study of music students are able to explore the similarities, differences and links in music from within our own culture and that of others across time. Informed and active musical engagement allows students to explore and discover relationships between lived human experience and specific sound combinations and technologies, thus informing students more fully of the world around them, and the nature of humanity.

The course is broken into three compulsory sections: Musical perception and analysis; Creating music; Solo performance. Please note that there is no Ensemble Performance option in Music HL; Ensemble Performance option only available in Music SL.
Assessment:

External Assessment (50%)
- Examination Listening paper 30% (note: HL exam includes more questions than SL exam)
- Musical links investigation 20%

Internal Assessment (50%)
Students complete both of the following:
- Music Creation: Three recordings of creations plus 200 word written statements 25%
- Solo Performance: One or more solo recording(s) of publicly performed works 25%

Requirements for Success: Substantial prior solo performance experience on a musical instrument is highly recommended, as solo performance is a compulsory component of this subject (worth 25%).

Also confidence and prior experience in composing/music creation is also recommended, as music creation is a compulsory component of this subject (worth 25%).

It is also desirable and recommended that students entering this subject in Year 11 have experienced success in one or more of the following Year 10 MYP subjects from the Arts learning area:
- Music Creation
- Music Production (formerly known as Music Industry Skills)

Students who have not experienced a music subject in Year 10 are still eligible to study Music (HL) in Year 11. In these circumstances, please speak to the Assistant Director of Teaching & Learning: IBDP Coordinator.

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Visual Arts (Standard Level) Group 6

Duration: Two years

Course Description: The Visual Arts course consists of the two parts, both of which are compulsory:
A. Studio (Practical) Work
B. Investigation Workbook

With Studio Work, students are introduced to art concepts and techniques through practical work in the studio with opportunities for; the exploration of media, including the use of material and equipment; the exploration and development of artistic qualities in visual arts; the study of relationships between form, meaning and content in visual arts; the study of a variety of social and cultural functions of visual arts; and the appreciation and evaluation of their own work and that of others.

The development of studio techniques is essential to help students explore the potential for expression and to understand the relationship between theory and practice; experiences include drawing, painting, printmaking, and sculpture.

The purpose of the investigation workbooks is to encourage personal investigation into visual arts, which is closely related to the studio work undertaken. Investigation workbooks provide an opportunity for reflection and discovery and they play a key role in allowing ideas to take shape and grow.

Assessment:

External Assessment (SLA: 60%) Internal Assessment (SLB: 40%)
- Studio (Practical) Work - The student prepares a selection of his studio work approximately 8-12 (SLA) 6-8 (SLB) artworks or series equivalent, to present in the form of an exhibition, which is externally assessed by an examiner following a 30-40 minute interview with the student about the work.

Internal Assessment (SLA: 40%) External Assessment (SLB: 60%)
- Investigation Workbook - The student presents 15-20 (SLA) 25-30 (SLB) x selected pages of their
investigation workbook/s (250-400 pages approx.) that have been produced during the course which best meet criteria and reflect various theory and practice stages of the final studio works. A final 300 word Candidate Statement reflecting the student’s artistic journey also accompanies their final Candidate Record Booklet.

· Option A (HL and SL) - Option A is designed for students who wish to concentrate on studio practice in visual arts. Students will produce investigation workbooks to support, inform, develop and refine studio work through sustained contextual, visual and critical investigation. At both HL and SL, the investigation workbooks are integral to studio practice and should reflect the student’s critical visual and written investigation.

· Option B (HL and SL) - Option B is designed for students who wish to concentrate on contextual, visual and critical investigation in visual arts. In their investigation workbooks students will explore fully an integrated range of ideas within a contextual, visual and critical framework and produce studio work based on their visual and written investigation. At both HL and SL, students should demonstrate connections between academic investigation and studio work.

**Requirements for Success:** It is desirable and recommended that students entering this subject in Year 11 have experienced success in one or more of the following Year 10 MYP subjects from the Arts learning area:

- Film and Animation
- Visual Arts
- Architecture and graphic Design

Students who have not experienced an Arts learning area subject in Year 10 are still eligible to study DP Visual Art in Year 11. In these circumstances, please speak to the Assistant Director of Teaching & Learning: IBDP Coordinator.

### Visual Arts (Higher Level)  
**Group 6**

**Duration:** Two years

**Course Description:** The Visual Arts course consists of the two parts, both of which are compulsory:

A. Studio (Practical) Work  
B. Investigation Workbook

With Studio Work, students are introduced to art concepts and techniques through practical work in the studio with opportunities for; the exploration of media, including the use of material and equipment; the exploration and development of artistic qualities in visual arts; the study of relationships between form, meaning and content in visual arts; the study of a variety of social and cultural functions of visual arts; and the appreciation and evaluation of their own work and that of others.

The development of studio techniques is essential to help students explore the potential for expression and to understand the relationship between theory and practice; experiences include drawing, painting, printmaking, and sculpture.

The purpose of the investigation workbooks is to encourage personal investigation into visual arts, which is closely related to the studio work undertaken. Investigation workbooks provide an opportunity for reflection and discovery and they play a key role in allowing ideas to take shape and grow.

**Assessment:**

**External Assessment (HLA 60%) Internal Assessment (HLB 40%: 8-10 artworks)**

- The student prepares a selection of his studio work approximately 15-18 artworks or series equivalent, to present in the form of an exhibition, which is supported by a 1000 word statement or 15 minute recording
submitted online.

**Internal Assessment (HLA 40%) External Assessment (HLB 60%: 40 pages)**

- The student presents 30 x selected pages of their investigation workbook/s (100-200 pages approx.) that have been produced during the course which best meet criteria and reflect various theory and practice stages of the final studio works. A final 300 word Candidate Statement reflecting the student’s artistic journey also accompanies their final pages submitted online.

**Requirements for Success:** It is desirable and recommended that students entering this subject in Year 11 have experienced success in one or more of the following Year 10 MYP subjects from the Arts learning area:

- Film and Animation
- Visual Arts
- Architecture and graphic Design

Students who have not experienced an Arts learning area subject in Year 10 are still eligible to study DP Visual Art in Year 11. In these circumstances, please speak to the Assistant Director of Teaching & Learning: IBDP Coordinator.

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**Theory of Knowledge**

**Duration:** Three semesters

**Course Description:** Theory of Knowledge (ToK) encourages students to reflect upon knowledge generally: how it is produced, how different kinds of knowledge operate and how each of us is personally implicated in the knowledge we encounter and move through. Through these reflections, students have the opportunity to try to grasp the significance of all their studies and involvements - to try to stand apart from, and reflect upon, how knowledge affects the particular circumstances and purposes of their lives.

At school, students study a range of subjects, all teaching them different kinds of thought, method and knowledge. ToK looks at how these subjects relate to each other, where particular approaches are most useful, how different approaches have very different criteria of truthfulness, how different approaches entail specific problems of knowledge. Students are encouraged to examine and explore their involvement with knowledge, as both a practical and a scholastic undertaking, by asking questions and making connections across their whole educational experience. ToK helps students recognise that there are different kinds of knowledge, each with its own focus on a particular dimension of the world, different ways of deciding what counts as ‘true’ and different ways of presenting this truth.

By comparatively evaluating diverse perspectives through an awareness of contrasting methodological, theoretical, ethical, cultural and personal concerns, students develop a much more detailed understanding of the diversity of knowledge and how it shapes us. In turn, students become more alert to how personal characteristics affect our relationship to knowledge. Examining their involvement with knowledge in this way not only helps students to cultivate critical awareness, but teaches them how to articulate their views in terms of coherent and effectively justified analytical arguments.

ToK strives to cultivate in students a discerning judgement as to how to assess the quality of knowledge and how different kinds of knowledge may best be used. In consequence, ToK cannot help but be an inquiry into the ramifications of knowledge with regard to all the various international, intercultural and global issues in which each of us is implicated. By becoming aware of the inherently conditional, and often culturally specific, character of all knowledge a student develops a greater intellectual humility that is likely to enhance the accuracy of their judgement, the openness of their perspective and the breadth of their understanding.

**Assessment:** The combination of a student’s performance in ToK and the Extended Essay comprises up
to three points in the overall Diploma score. ToK itself is scored out of 60 marks.

**External Assessment (40 marks)**
- Essay: 1600 words. An analytical examination of a prescribed topic selected from a list of six.

**Internal Assessment (20 marks)**
- Oral Presentation: 10 minutes per person. Students formulate their own topic and present an oral analysis examining how particular knowledge issues relate to a current situation.
SACE Stage 1 Subjects

Stage 1 Accounting A

<table>
<thead>
<tr>
<th>Duration: One semester</th>
<th>(10 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge: Nil</td>
<td></td>
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</tbody>
</table>
| Course Description: The Accounting course consists of a core topic ‘The Environment of Accounting’ and at least two option topics. ‘The Environment of Accounting’ introduces students to the basic concepts and principles of Accounting. This topic gives students opportunities to develop knowledge of:  
  · Accounting and its function in a society  
  · The regulatory and conceptual frameworks of accounting  
  · The needs of internal and external stakeholders  
  · Social, ethical, and technological issues  
  · The impacts of past, present, and possible future accounting decisions. |
| Assessment: Skills and Applications Tasks between 20% and 80%; Assessment Type 2: Investigation between 20% and 80% |
| Requirements for Success: There are no pre-requisites to Accounting. Some degree of numeracy is required but often far less than perceived. Students should be confident in the arithmetic operations. Further an ability to do percentages of whole numbers is of benefit. Calculators are allowed in all assessment tasks. For students that wish to do Accounting in the Semester 2 only; there is a requirement to do a self-paced bridging course as a substitute for the first Assessment Task. Recorded lecture/tutorials are provided and extremely beneficial for this process. |

Stage 1 Accounting B

<table>
<thead>
<tr>
<th>Duration: One semester</th>
<th>(10 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Knowledge: Nil, although there is no prerequisite it is expected that the student will undertake a bridging course of some of the fundamentals under the guidance of the teacher in the first few weeks of the semester.</td>
<td></td>
</tr>
</tbody>
</table>
| Course Description: The Accounting course consists of a core topic ‘The Environment of Accounting’ and at least two option topics. ‘The Environment of Accounting’ introduces students to the basic concepts and principles of Accounting. This topic gives students opportunities to develop knowledge of:  
  · Accounting and its function in a society  
  · The regulatory and conceptual frameworks of accounting  
  · The needs of internal and external stakeholders  
  · Social, ethical, and technological issues |

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The impacts of past, present, and possible future accounting decisions.

The option topics are selected from the following: Balance Day Adjustments, Cash Flow Statements, Cash Budgets, Double-entry Recording; Financial Reports; Analysis and Interpretation of Financial Reports or; a Teacher-developed Topic(s).

Assessment:
- Skills and Applications Tasks between 20% and 80%
- Assessment Type 2: Investigation between 20% and 80%

Requirements for Success: There are no pre-requisites to Accounting. Some degree of numeracy is required but often far less than perceived. Students should be confident in the arithmetic operations. Further an ability to do percentages of whole numbers is of benefit. Calculators are allowed in all assessment tasks.

For students that wish to do Accounting in the Semester 2 only; there is a requirement to do a self-paced bridging course as a substitute for the first Assessment Task. Recorded lecture/tutorials are provided and extremely beneficial for this process.

Stage 1 Biology A (10 Credits)

Duration: One semester

Assumed Knowledge: Satisfactory completion of Year 10 Science

Course Description: Biology encompasses the study of living things and the interactions integral to the survival of species and conservation of ecosystems. Students learn about the structure and function of organisms, the interdependence of species and the importance of maintaining natural habitats to preserve species. Students study the cellular and overall structure and function of a range of organisms, how they live in a variety of ecological habitats. Research into the impact of humans on the environment and exploration of the Port Noarlunga Reef ecosystem provide opportunities for students to increase their own knowledge and understanding of biological principles and concepts and to join in and initiate debates about how biology impacts on our lives, society, and the environment.

Students develop their ability to use their own knowledge of key biological principles and concepts to ask pertinent questions, investigate issues associated with the impact of biology on the lives of individuals, society and the environment. Practical investigations provide opportunities for students to acquire new knowledge, identify challenges whilst developing manipulative and analytical skills to enable them to apply underlying biological principles to a variety of situations. Development of biological literacy skills in the communication of their understanding includes opportunities for students to draw on evidence based conclusions from biological issues investigations.

Topics covered:
- Ecology: Terrestrial and Aquatic Ecosystems (Field trip to Port Noarlunga reef)
- Human impact on the environment
- Cells: Structure and function
- Chemical compounds found in cells
- The role of DNA at all levels of organization

Assessment:
- Skills and Application Tasks 40%
- Folio: Field Trip, Issues investigation, Practical Investigations 60%

Requirements for Success: Students should have a sound understanding of biological systems and their interactions, from cellular processes to ecosystem dynamics as well as a growing capacity to find
solutions to biological issues, and further understand the processes of biological continuity and change over
time.

Stage 1 Biology B  
(10 Credits)

Duration: One semester

Assumed Knowledge: Satisfactory completion of Year 10 Science

Course Description: Biology encompasses the study of living things. In this semester, students learn
about the structure and function relationships found in the human body. The organization of the body from
organ systems through to different cell types are covered. Some further biochemistry is also covered.
Students develop their ability to use their own knowledge of key biological principles and concepts to ask
pertinent questions, investigate issues associated with the impact of biology on the lives of individuals,
society and the environment. Practical investigations provide opportunities for students to acquire new
knowledge, identify challenges whilst developing manipulative and analytical skills to enable them to apply
underlying biological principles to a variety of situations. Development of biological literacy skills in the
communication of their understanding includes opportunities for students to draw on evidence based
conclusions from biological issues investigations.

Topics covered: Human physiology, biological macromolecules.

Assessment:

- Skills and Application Tasks 40%
- Folio: Issues investigation, Practical Investigations 60%

Requirements for Success: Students should have a sound understanding of biological systems and
their interactions, from cellular processes to organ systems as well as a growing capacity to find solutions to
biological issues, and further understand the processes of biological continuity and change over time.

Stage 1 Chemistry A  
(10 Credits)

Duration: Semester 1

Course Description: Semester 1 comprises elemental chemistry, bonding acids / bases and
stoichiometry. The elemental topic considers the Periodic table and the behaviour patterns of groups and
periods. The acids / bases unit involves calculations and develops understanding from bonding. In bonding all
aspects are covered from ionic through to weak intermolecular forces. Stoichiometry involves balancing of
chemical equations and calculating quantities such as mass and volume of reactants and products.

Assessment: There are five assessment tasks for the semester. Each task is worth 20% of the final
grade. These tasks are marked according to the SACE criteria. Different tasks have different criteria applied.
There is a mixture of tests, practical assignments, investigative issues and examinations that make up the
two assessment tasks for Semester 1.

Requirements for Success: Students analyse how the periodic table organizes elements and use it
to make predictions about the properties of elements. They explain how chemical reactions are used to
produce particular products and how different factors influence the rate of reactions. Students have
demonstrated a satisfactory standard of being able to work scientifically. Minimum MYP final grade 3 in Year
10 Science.
Stage 1 Chemistry B  (10 Credits)

Duration: Semester 2 (Assumed knowledge is Chemistry A)

Course Description: Semester 2 comprises redox reactions, carbon chemistry and further stoichiometry. The redox reactions topic covers reduction and oxidation, through oxidation numbers and electrons, and cell chemistry. Carbon chemistry covers hydrocarbons, aromatics, alcohols, and other functional groups as well as addition reactions. Further stoichiometry covers more complex calculation problems.

Assessment: There are five assessment tasks for the semester. Each task is worth 20% of the final grade. These tasks are marked according to the SACE criteria. Different tasks have different criteria applied. There is a mixture of tests, practical assignments, investigative issues and examinations that make up the five assessment tasks for the semester.

Requirements for Success: Students analyse how the periodic table organizes elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. Students have demonstrated a satisfactory standard of being able to work scientifically. Minimum MYP final grade 3 in Year 10 Science.

Stage 1 Chinese: Background Speakers  (20 Credits)

Duration: One year

Assumed Knowledge: Year 10 Language A - Chinese

Course Description: The course consists of four prescribed themes and a number of prescribed contemporary issues. The themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity. The four themes are:
  - China and the World
  - Modernisation and Social Change
  - The Overseas Chinese-speaking Communities
  - Language in use in Contemporary China.

Students use reading, writing, viewing, listening, speaking, and information and communication technologies to create and engage effectively with a range of texts in Chinese. They locate record, analyse, synthesise, and use knowledge relevant to a range of contexts.

Students engage with, and reflect on, the ways in which texts are created for specific purposes and audiences. Individually and in groups they reflect critically on, and use, appropriate language to convey meaning and solve problems in both familiar and unfamiliar contexts. They use a range of language techniques to convey complex thoughts and ideas to express personal and group perspectives on issues.

Assessment:
  - Assessment Type 1: Interaction 20%
  - Assessment Type 2: Text Production 30%
  - Assessment Type 3: Text Analysis 20%
  - Assessment Type 4: Investigation 30%

Requirements for Success: Students should provide evidence of their learning through successful completion of Year 10 assessment tasks.
Stage 1 Design & Technology: Communication Products - CAD A (Computer Aided Design) (10 Credits)

**Duration:** One semester

**Assumed Knowledge:** Year 10 CAD (but not essential)

**Course Description:** This is a practical based subject focusing on product design using CAD modelling software. Students will use a range of Computer Aided Design processes such as part modelling, assembling, technical drawing and rendering to design and make products with Autodesk Inventor 3D CAD software, in the context of communication products.

All students will complete two compulsory skills and application tasks that will comprise:

- One processes and techniques assessment; students will learn and demonstrate different 3D CAD modelling skills and techniques; e.g., fully constrained 2D sketches, sweeps, lofts, mirrors and patterns, split and multiple solid parts, exploded technical drawings, etc.
- One materials application assessment; students will investigate and analyse the functional characteristics and properties of two or more CAD functions or tools they are considering for use in the creation of their Major product. They report on how their research into and testing of the characteristics and properties of these functions or tools will affect their selection for use in the realisation of their product.

Students will use a design brief to research and develop their individual major practical task before producing the product and record the design process in their folio.

**Assessment:** The following assessment types enable students to demonstrate their learning in Stage 1 Design and Technology.

- Assessment type 1 Skills and Application Tasks (2 tasks are required). Processes and Techniques will require one task. Materials Application will require one task.
- Assessment type 2 Folio
- Assessment type 3 Product

Assessment tasks within each assessment type will be marked against the following technology criteria: investigating, planning, producing, evaluating.

**Requirements for Success:**

- Would ideally be familiar with the concept and use of ‘design process’ as applied to practical-based projects
- Foundational understanding of technical drawing conventions (AS1100)
- Demonstrated competence using systems and/or equipment relevant to the practical work to be undertaken
- Experience in conducting and presenting research and investigation, planning and evaluation tasks

Stage 1 Design & Technology: Communication Products - CAM B (Computer Aided Manufacture) (10 Credits)

**Duration:** One semester

**Assumed Knowledge:** Year 10 CAD (but not essential)

**Course Description:** This is a practical based subject focusing on CAD-based simulation Computer Aided Manufacture and engineering solutions using CAD software and CNC prototyping machines. Students will use a range of CAD and CAM processes such as finite element analysis, CAD modelling and CAM programming/manufacturing to design and make products with Autodesk Inventor 3D. The realisation of
these projects is undertaken using a variety of machines, ranging from 3D printers, Laser Cutting and Engraving and CNC mills, CAD software and associated CAM machinery, in the context of communication products.

All students will complete two compulsory skills and application tasks that will comprise;

- One processes and techniques assessment; Students will learn and demonstrate different 3D CAD/CAM modelling skills and techniques; eg. stress analysis and design using FEA, 3D CAD modelling and assemblies, CAM programming and testing, etc.

- One materials application assessment; Students will investigate and analyse the functional characteristics and properties of two or more CAD/CAM functions or tools they are considering for use in the creation of their Major product. They report on how their research into and testing of the characteristics and properties of these functions or tools will affect their selection for use in the realisation of their product.

Students will use a design brief to research and develop their individual major practical task before producing the product and record the design process in their folio.

**Assessment:** The following assessment types enable students to demonstrate their learning in Stage 1 Design and Technology.

- Assessment type 1 Skills and Application Tasks (2 tasks are required) Processes and Techniques will require one task. Materials Application will require one task.

- Assessment type 2 Folio

- Assessment type 3 Product

Assessment tasks within each assessment type will be marked against the following technology criteria: investigating, planning, producing, evaluating.

**Requirements for Success:**

- Would ideally be familiar with the concept and use of ‘design process’ as applied to practical-based projects
- Foundational understanding of technical drawing conventions (AS1100)
- Demonstrated competence using systems and/or equipment relevant to the practical work to be undertaken
- Experience in conducting and presenting research and investigation, planning and evaluation tasks.

### Stage 1 Design & Technology: Communication Products - Digital Photography A (10 Credits)

**Duration:** One semester

**Assumed Knowledge:** Year 10 Photography (but not essential)

**Course Description:** This is a practical based subject in which students will use and manipulate a Digital SLR camera to collect and produce images that communicate information in a photographic context.

All students will complete two compulsory skills and application tasks that will comprise;

- One processes and techniques assessment; Students will learn and demonstrate different camera skills and techniques; eg action, blurred motion, shallow focus, portraiture, close-up, etc. and

- One materials application assessment; Students will investigate and analyse the functional characteristics and properties of two or more materials or components they are considering for use in the creation of their Major product. They report on how their research into and testing of the characteristics and properties of these materials or components will affect their selection for use in the realisation of their product.
Students will use a design brief to research and develop their individual major practical task before producing the product and record the design process in their folio.

**Assessment:** The following assessment types enable students to demonstrate their learning in Stage 1 Design and Technology.

- Assessment type 1 Skills and Application Tasks (2 tasks are required) Processes and Techniques will require one task. Materials Application will require one task.
- Assessment type 2 Folio
- Assessment type 3 Product

Assessment tasks within each assessment type will be marked against the following technology criteria: investigating, planning, producing, evaluating.

**Requirements for Success:**
- Would ideally be familiar with the concept and use of ‘design process’ as applied to practical-based projects
- Foundational understanding of technical drawing conventions (AS1100)
- Demonstrated competence using systems and/or equipment relevant to the practical work to be undertaken
- Experience in conducting and presenting research and investigation, planning and evaluation tasks.

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**Stage 1 Design & Technology: Communication Products - Digital Photography B**  
(10 Credits)

**Duration:** One semester

**Assumed Knowledge:** Year 10 Photography (but not essential)

**Course Description:** This is a practical based subject in which students will use and manipulate a Digital SLR camera to collect and produce images that communicate information in a photographic context.

All students will complete three compulsory skills and application tasks. Those assignments will comprise two Processes and Techniques tasks and a single Materials Application task.

- Processes and Techniques: Students will learn and demonstrate two different photographic skills and techniques; eg Camera skills & techniques like action, blurred motion, shallow focus, portraiture, close-up, etc; or image manipulation skills & techniques like colour changing, superimposing, text on image, morphing, etc.
- Materials Application: Students will investigate and analyse the functional characteristics and properties of two or more materials or components they are considering for use in the creation of their Major and Minor products. They report on how their research into and testing of the characteristics and properties of these materials or components will affect their selection for use in the realisation of their products.

Students will use a design brief to research and develop their individual major practical task before producing the product and record the design process in their Folio.

**Assessment:** The following assessment types enable students to demonstrate their learning in Stage 1 Design and Technology.

- Assessment type 1 Skills and Application Tasks (2 tasks are required) Processes and Techniques will require one task. Materials Application will require one task
- Assessment type 2 Folio
- Assessment type 3 Product

Assessment tasks within each assessment type will be marked against the following technology criteria: investigating, planning, producing, evaluating.
Requirements for Success:
- Would ideally be familiar with the concept and use of ‘design process’ as applied to practical-based projects
- Foundational understanding of technical drawing conventions (AS1100)
- Demonstrated competence using systems and/or equipment relevant to the practical work to be undertaken
- Experience in conducting and presenting research and investigation, planning and evaluation tasks.

Stage 1 Design & Technology: Material Products – Metalwork
(10 Credits)

Duration: One semester

Assumed Knowledge: Year 10 Metalwork (but not essential)

Course Description: This is a practical based subject in which students will use a range of manufacturing technologies such as tools, machines and equipment to design and make products with the resistant material metals, in the context of material products.

All students will complete two compulsory skills and application tasks that will comprise;
- One processes and techniques assessment; Students will learn and demonstrate different woodworking skills and techniques; eg Machining metal, machine and work shop safety, welding, hand power tool safety and use, bending metal, finishing, etc. and
- One materials application assessment; Students will investigate and analyse the functional characteristics and properties of two or more materials or components they are considering for use in the creation of their Major product. They report on how their research into and testing of the characteristics and properties of these materials or components will affect their selection for use in the realisation of their product.

Students will use a design brief to research and develop their individual major practical task before producing the product and record the design process in their folio.

Assessment: The following assessment types enable students to demonstrate their learning in Stage 1 Design and Technology.
- Assessment type 1 Skills and Application Tasks (2 tasks are required) Processes and Techniques will require one task. Materials Application will require one task
- Assessment type 2 Folio
- Assessment type 3 Product

Assessment tasks within each assessment type will be marked against the following technology criteria: investigating, planning, producing, evaluating.

Requirements for Success:
- Would ideally be familiar with the concept and use of ‘design process’ as applied to practical-based projects
- Foundational understanding of technical drawing conventions (AS1100)
- Demonstrated competence using systems and/or equipment relevant to the practical work to be undertaken
- Experience in conducting and presenting research and investigation, planning and evaluation tasks.
Stage 1 Design & Technology: Material Products – Woodwork
(10 Credits)

**Duration:** One semester

**Assumed Knowledge:** Year 10 Woodwork (but not essential)

**Course Description:** This is a practical based subject in which students will use a range of manufacturing technologies such as tools, machines and equipment to design and make products with the resistant material wood, in the context of material products.

All students will complete two compulsory *skills and application tasks* that will comprise;

- One processes and techniques assessment; Students will learn and demonstrate different wood working skills and techniques; eg Dressing timber, machine safety and jointing, hand power tool safety and use, finishing, etc. and
- One materials application assessment; Students will investigate and analyse the functional characteristics and properties of two or more materials or components they are considering for use in the creation of their Major product. They report on how their research into and testing of the characteristics and properties of these materials or components will affect their selection for use in the realisation of their product.

Students will use a design brief to research and develop their individual major practical task before producing the *product* and record the design process in their *folio*.

**Assessment:** The following assessment types enable students to demonstrate their learning in Stage 1 Design and Technology.

- Assessment type 1 Skills and Application Tasks (2 tasks are required) Processes and Techniques will require one task. Materials Application will require one task
- Assessment type 2 Folio
- Assessment type 3 Product

Assessment tasks within each assessment type will be marked against the following technology criteria: investigating, planning, producing, evaluating.

**Requirements for Success:**

- Would ideally be familiar with the concept and use of ‘design process’ as applied to practical-based projects
- Foundational understanding of technical drawing conventions (AS1100)
- Demonstrated competence using systems and/or equipment relevant to the practical work to be undertaken
- Experience in conducting and presenting research and investigation, planning and evaluation tasks.

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Stage 1 Economics A
(10 Credits)

**Duration:** One semester

**Assumed Knowledge:** There are no pre-requisites to Economics nor are there any numeracy or mathematical requirements beyond a Year 8 level.

**Course Description:** The introductory Economics course undertakes a minimum of three topics, the content of which is derived from, but not limited to, the following topics: The Economic Problem, Economic Systems, the Market Economy and further, commences to build awareness of the widening income gaps within a global economy.
Students are, in the course of the Semester, exposed to all key skills of the Economic Discipline including use of economic models, data analysis and research. Accordingly, it is an excellent introduction to Stage 1 Economics B and Stage 2 SACE Economics.

**Assessment:**
- Folio between 20-50%
- Skills and Applications tasks between 20-50%
- Issues Study between 20-50%

**Requirements for Success:** In order to be successful in this subject, it is expected that intending students would have achieved at least a MYP final grade 3 in Year 10 Humanities selection(s).

Students that have an interest in current affairs and read, listen or watch media reports about Government, trade and the economy often gain an advantage over those students that do not.

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**Stage 1 Economics B**

**(10 Credits)**

**Duration:** One semester

**Assumed Knowledge:** Nil

**Course Description:** The introductory Economics course undertakes a minimum of three topics, the content of which is derived from, but not limited to, the following topics: The Circular Flow of income model, Macroeconomics, and Economic Development; poverty and Inequality.

Students are, in the course of the Semester, exposed to all key skills of the Economic Discipline including use of economic models, data analysis and research. Accordingly, it is an excellent introduction to Stage 2 SACE Economics.

**Assessment:**
- Folio between 20-50%
- Skills and Applications tasks between 20-50%
- Issues Study – between 20-50%

**Requirements for Success:** In order to be successful in this subject, it is expected that intending students would have achieved at least a MYP final grade 3 in Year 10 Humanities selection(s).

Students that have an interest in current affairs and read, listen or watch media reports about Government, trade and the economy often gain an advantage over those students that do not.

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**Stage 1 English as a Second Language A**

**(10 Credits)**

**NOTE:** Students require ESL eligibility to study this course. See the International Student Coordinator for details.

**Duration:** One semester

**Assumed Knowledge:** It is expected that students will have experience in reading extended English texts, writing using formal English, that they can understand spoken English, and they can converse in English.

**Course Description:** In this course students will respond to, and compose a variety of oral and written texts. They will develop an understanding of how texts are constructed for specific purposes and audiences and consider how language choices operate. Students will incorporate information and communication
technologies to prepare and present their work. Students will study a range of texts: every day and familiar as well as more academic. These will be in print, visual and aural formats. Students are to demonstrate evidence of learning in relation to knowledge and understanding, analysis, application and communication.

- Text study: students will use various strategies to make meaning and to understand the construction of various texts and language patterns. Strategies are developed to help students understand oral texts, with a focus on pronunciation, intonation, tone and manner to develop fluency. Students practise written and oral ways of expressing their points of view and of substantiating their arguments.
- Investigative Study: students will investigate a topic of personal interest and conduct an interview and an oral evaluation of the process. From the interview, a topic will be developed through research and written as a report, acknowledging the resources.

Assessment:
- Text Production: One oral and one written 40%
- Investigative Study: Oral and written 40%
- Exam: Listening, reading, writing 20%

Requirements for Success: Successful completion of either Intensive English or MYP Language B: English. Students need to be able to write in correct English using appropriate vocabulary and grammatical structure for the tasks. They should be able to converse in English to explain and inform.

Stage 1 English as a Second Language B (10 Credits)

NOTE: Students require ESL eligibility to study this course.

Duration: One semester

Assumed Knowledge: It is expected that students will have experience in reading extended English texts, writing using formal English, that they can understand spoken English, and they can converse in English.

Course Description: In this course students will respond to, and compose a variety of oral and written texts. They will develop an understanding of how texts are constructed for specific purposes and audiences and consider how language choices operate. Students will incorporate information and communication technologies to prepare and present their work. Students will study a range of texts: every day and familiar as well as more academic. These will be in print, visual and aural formats. Students are to demonstrate evidence of learning in relation to knowledge and understanding, analysis, application and communication.

- Text study: students will use various strategies to make meaning and to understand the construction of various texts and language patterns. Strategies are developed to help students understand oral texts, with a focus on pronunciation, intonation, tone and manner to develop fluency. Students practise written and oral ways of expressing their points of view and of substantiating their arguments.
- Communication Study: the focus is on written and oral texts as they are used in context to persuade, influence, and instruct. Students apply their understanding by producing their own written and oral texts, demonstrating their ability to use language for particular purposes.

Assessment:
- Text Production: One oral and one written 40%
- Communication Study: Oral and written 40%
- Exam: Listening, reading, writing 20%

Requirements for Success: A C grade pass at Stage 1 English as a Second Language A.
Stage 1 English Pre-Communications A  (10 Credits)

NOTE: Students must study a full-year Stage 1 English course to meet the SACE literacy requirements.

Duration: One semester (Students need to achieve a C Grade or higher in both semesters of this subject to achieve the SACE literacy requirements)

Course Description: This course focuses on extending confidence in reading and viewing, by building knowledge, understanding and skills through the deconstruction and analysis of a wide range of printed, film, electronic and media texts. Students learn that texts and language are composed and read in a range of social and cultural situations, as well as recognise the conventions of different text types. The course is divided into the following three areas:

- Reading and responding to texts - students explore a range of texts composed for different purposes and in a range of forms.
- Producing texts - students explore a range of text types composed for different purposes and audiences.
- Extended study - provides an opportunity for students to develop an awareness of the place and power of language and texts in social and cultural contexts.

Assessment (Internal):

- Text Analysis 40%: Graphic Novel and Film Study
- Text Production 40%: Biography and Poetry Anthology
- Extended Study 20%: Language Study

There will be an internally-assessed examination at the end of each semester.

Requirements for Success: Achieved a MYP final grade of 3 or above to meet the SACE required C Grade in Stage 1 English Pre-Communications.

Stage 1 English Pre-Communications B  (10 Credits)

NOTE: Students must study a full-year Stage 1 English course to meet the SACE literacy requirements.

Duration: One semester (Students need to achieve a C Grade or higher in both semesters of this subject to achieve the SACE literacy requirements)

Course Description: This course focuses on extending confidence in reading and viewing, by building knowledge, understanding and skills through the deconstruction and analysis of a wide range of printed, film, electronic and media texts. Students learn that texts and language are composed and read in a range of social and cultural situations, as well as recognise the conventions of different text types. The course is divided into the following three areas:

- Reading and responding to texts - students explore a range of texts composed for different purposes and in a range of forms.
- Producing texts - students explore a range of text types composed for different purposes and audiences.
- Extended study - provides an opportunity for students to develop an awareness of the place and power of language and texts in social and cultural contexts.

Assessment (Internal):

- Text Analysis 40%: Text Analysis x 2
- Text Production 40%: Narrative and Travel Writing
- Extended Study 20%: Comparative Text Assignment

There will be an internally-assessed examination at the end of each semester.

Requirements for Success: Achieved a MYP final grade of 3 or above to meet the SACE required C Grade in Stage 1 English Pre-Communications.
Stage 1 English Pre-Studies A  

(10 Credits)

**NOTE:** Students must study a full-year Stage 1 English course to meet the SACE literacy requirements.

**Duration:** One semester (Students need to achieve a C Grade or higher in this subject to achieve the SACE literacy requirements)

**Course Description:** This course focuses on building knowledge, understanding and skills through the reading of a wide range of literary texts. Students learn that texts and language are composed and read in a range of social and cultural situations, as well as recognise the conventions of different text types. The course is divided into the following three areas:

- Reading and responding to texts – students explore a range of texts composed for different purposes and in a range of forms.
- Producing texts - students explore a range of text types composed for different purposes and audiences.
- Extended study - provides an opportunity for students to develop an awareness of the place and power of language and texts in social and cultural contexts.

**Option 1:** Language Study – students focus on an aspect of language used in a context beyond the classroom.

**Option 2:** Connected Texts Study – students consider texts in relation to each other, to the context in which they are produced and to the context in which they are read and / or viewed.

**Assessment (Internal):**

- Text Production 40%: Exposition Oral and Narrative
- Extended Study 20%: Option 1 Language Study

There will be an internal examination at the end of each semester worth 20% of the total internal grade.

**Requirements for Success:** Student should have achieved a MYP final grade 4 or above to meet the SACE required C Grade in Stage 1 English Pre-Studies.

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Stage 1 English Pre-Studies B  

(10 Credits)

**NOTE:** Students must study a full-year Stage 1 English course to meet the SACE literacy requirements.

**Duration:** One semester (Students need to achieve a C Grade or higher in this subject to achieve the SACE literacy requirements)

**Course Description:** This course focuses on building knowledge, understanding and skills through the reading of a wide range of literary texts. Students learn that texts and language are composed and read in a range of social and cultural situations, as well as recognise the conventions of different text types. The course is divided into the following three areas:

- Reading and responding to texts – students explore a range of texts composed for different purposes and in a range of forms.
- Producing texts – students explore a range of text types composed for different purposes and audiences.
- Extended study - provides an opportunity for students to develop an awareness of the place and power of language and texts in social and cultural contexts.

**Option 1:** Language Study – students focus on an aspect of language used in a context beyond the classroom.

**Option 2:** Connected Texts Study – students consider texts in relation to each other, to the context in which they are produced and to the context in which they are read and viewed.
Assessment (Internal):

- Text Analysis 60%: Text Response Passage Analysis, Text Response Oral and Poetry Analysis and Text Response Critical Reading
- Text Production 20%: Exposition Written
- Extended Study 20%: Option 2 Connected Text Study

There will be an internal examination at the end of each semester worth 20% of the total internal grade.

Requirements for Success: Student should have achieved a MYP final grade 4 or above to meet the SACE required C Grade in Stage 1 English Pre-Studies.

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**Stage 1 Geography A**

*(10 Credits)*

**Duration:** One semester

**Assumed Knowledge:** Nil

**Course Description:** By studying topics on the atmosphere, the hydrosphere and population & development, students are expected to:

1. demonstrate knowledge and understanding of geographical concepts
2. demonstrate knowledge and understanding of the economic, social, natural, and built characteristics of the place(s) in which they live and other places with which they are linked
3. apply a range of geographical and inquiry skills, including the use of spatial technologies to identify and examine geographical features and issues
4. investigate spatial patterns and processes that operate in physical and human environments
5. analyse the interactions and interdependence of people and environments at local, national, and global levels
6. analyse information to determine a range of outcomes and make justifiable recommendations for improvements to human and physical environments
7. reflect on social justice, sustainability, and economic perspectives of geographical issues
8. communicate geographical information appropriately.

**Assessment:**

- Skills and Applications tasks 25%
- Inquiry 25%
- Fieldwork 25%
- Investigation 25%

**Requirements for Success:** Students should have achieved at least a MYP final grade 3 in Humanities in Year 10.

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**Stage 1 Geography B**

*(10 Credits)*

**Duration:** One semester

**Assumed Knowledge:** Nil

**Course Description:** By studying topics on the biosphere, the lithosphere and geopolitics, students are expected to:
1. demonstrate knowledge and understanding of geographical concepts
2. demonstrate knowledge and understanding of the economic, social, natural, and built characteristics of the place(s) in which they live and other places with which they are linked
3. apply a range of geographical and inquiry skills, including the use of spatial technologies to identify and examine geographical features and issues
4. investigate spatial patterns and processes that operate in physical and human environments
5. analyse the interactions and interdependence of people and environments at local, national, and global levels
6. analyse information to determine a range of outcomes and make justifiable recommendations for improvements to human and physical environments
7. reflect on social justice, sustainability, and economic perspectives of geographical issues
8. communicate geographical information appropriately.

Assessment:
- Skills and Applications tasks 25%
- Inquiry 25%
- Fieldwork 25%
- Investigation 25%

Requirements for Success: Students should have achieved at least a MYP final grade 3 in Humanities in Year 10.

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Stage 1 History A (10 Credits)

Duration: One semester

Assumed Knowledge: Nil

Course Description: This course consists of a prescribed depth study of The Russian Revolution which focuses on the collapse of Tsardom, the role of World War One, the rise of Lenin’s Bolsheviks, the Russian Civil War, famine and the establishment of the first Communist state. Students will then examine thematically, the role of individuals in History with a focus on Joseph Stalin, his struggle for power, the rapid industrialization of the USSR and the eventual Russian victory in the Second World War. Assessment will consist of sources analysis tasks, essay work, oral presentations and a research essay. Students will critically engage with a range of historical sources related to these key events.

An Independent essay is to be completed in order that students engage in the process of inquiry into a historical question of personal interest and to apply the concepts and skills of historical study. Each student formulates a hypothesis in order to analyse an aspect of history and then must construct a reasoned historical argument supported by evidence.

Assessment:

School-based Assessment (100%)
- Folio 60%
- Essay 20%
- Examination 20%

Requirements for Success: In order to be successful in SACE History, it is expected that intending students would have achieved at least a MYP final grade 3 in Year 10 History.
Stage 1 History B  (10 Credits)

**Duration:** One semester

**Assumed Knowledge:** Nil

**Course Description:** This course consists of prescribed thematic study of the origins, development and eventual conclusion of The Cold War (1945 – 1991) with a particular focus on Berlin as a hotspot, the Cuban missile crisis, détente and the collapse of Communism. Students will then look in depth at Australia’s Involvement in the Vietnam War where they will look closely at the political, social, economic and military components of this turbulent event. Assessment will consist of sources analysis tasks, essay work, oral presentations and a research essay. Students will critically engage with a range of historical sources related to these key events.

An Independent essay is to be completed in order that students engage in the process of inquiry into a historical question of personal interest and to apply the concepts and skills of historical study. Each student formulates a hypothesis in order to analyse an aspect of history and then must construct a reasoned historical argument supported by evidence.

**Assessment:**

**School-based Assessment (100%)**
- Folio 60%
- Essay 20%
- Examination 20%

**Requirements for Success:** In order to be successful in SACE History, it is expected that intending students would have achieved at least a MYP final grade 3 in Year 10 History.

Stage 1 Mathematics A  (10 Credits)

**NOTE:** Students must achieve a C Grade or better in any 10 Credit Stage 1 Mathematics subject to meet the SACE numeracy requirements. This is a pre-requisite subject for Stage 2 Mathematical Methods, Mathematical Studies and Specialist Mathematics.

**Duration:** One semester, offered in Semester 1 only.

**Assumed Knowledge:** Students should have achieved at least a C Grade at Australian Curriculum Mathematics Year 10 Achievement Standard.

**Course Description:** This course is one of three designed to prepare students for Mathematical Methods and Mathematical Studies at Stage 2. Additionally, a component is prerequisite for students intending to proceed to Specialist Mathematics at Stage 2. The course builds knowledge, understanding and skills in the following disciplines related to the topic of ‘Geometry and Mensuration’: Right Angle Trigonometry, Non-Right Angle Trigonometry, Sectors, Segments and Arcs, Optimisation, Quadratics, Complex Numbers (studied by those also selecting Stage 1 Mathematics unit 4 only).

**Assessment:**

- Skills and Application tasks 70% (three tasks per semester)
- Folio (Investigations) 30% (two tasks per semester)

**Requirements for Success:** Recommended MYP final grade 5 or above in Year 10 Core Class, 4 or above in Extension.
Stage 1 Mathematics B  

**NOTE:** Students must achieve a C Grade or better in any 10 Credit Stage 1 Mathematics subject to meet the SACE numeracy requirements. This is a pre-requisite subject for Stage 2 Mathematical Methods, Mathematical Studies and Specialist Mathematics.

**Duration:** One semester, offered in Semester 1 only.

**Assumed Knowledge:** Students should have achieved at least a C Grade at Australian Curriculum Mathematics Year 10 Achievement Standard.

**Course Description:** This course is one of three designed to prepare students for Mathematical Methods and Mathematical Studies at Stage 2. The course builds knowledge, understanding and skills in the following disciplines related to the topic of ‘Statistics, Probability and Simulation’: Analysis of Numerical Data, Normal Distributions, Central Limit Theorem, Probability, Binomial Probability, Simulating Random Processes.

**Assessment:**
- Skills and Application tasks 70% (three tasks per semester)
- Folio (Investigations) 30% (two tasks per semester)

**Requirements for Success:** Recommended MYP final grade 5 or above in Year 10 Core Class, 4 or above in Extension.

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Stage 1 Mathematics C  

**NOTE:** Students must achieve a C Grade or better in any 10 Credit Stage 1 Mathematics subject to meet the SACE numeracy requirements. This is a pre-requisite subject for Stage 2 Mathematical Methods, Mathematical Studies and Specialist Mathematics.

**Duration:** One semester, offered in Semester 2 only.

**Assumed Knowledge:** Students should have achieved at least a C Grade at Australian Curriculum Mathematics Year 10 Achievement Standard.

**Course Description:** This course is one of three designed to prepare students for Mathematical Methods and Mathematical Studies at Stage 2. The course builds knowledge, understanding and skills in the following disciplines related to the topic of ‘Models of Growth’: Sequences and Series, Linear Functions, Exponential Functions, Modelling from data, Coordinate Geometry.

**Assessment:**
- Skills and Application tasks 70% (three tasks per semester)
- Folio (Investigations) 30% (two tasks per semester)

**Requirements for Success:** Recommended MYP final grade 5 or above in Year 10 Core Class, 4 or above in Extension.

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Stage 1 Mathematics D: Pre-Specialist  

**NOTE:** Students must also choose all 3 Stage 1 Mathematics units to study this course. This is a pre-requisite subject for Stage 2 Specialist Mathematics.

**Duration:** One semester, taken in the second semester

**Assumed Knowledge:** Students should have achieved at least a B Grade at Australian Curriculum
Mathematics Year 10A Achievement Standard.

Course Description: This course is designed to prepare students for Specialist Mathematics at Stage 2. Topics include: Trigonometric Ratios, Trigonometric Functions, Vectors, Deductive Geometry.

Assessment:
- Skills and Application tasks 70% (three tasks per semester)
- Folio (Investigations) 30% (two tasks per semester)

Requirements for Success: Recommended MYP final grade 6 or above in Year 10, Extension 5 or above.

Stage 1 Mathematical Applications A (10 Credits)

NOTE: Students must achieve a C Grade or better in any 10 Credit Stage 1 Mathematics subject to meet the SACE numeracy requirements.

Duration: One semester

Assumed Knowledge: Completion of Australian Curriculum Mathematics at Year 10 Achievement Standard

Course Description: This course is designed to prepare students for Mathematical Applications at Stage 2. In Semester 1 topics include: Earning and Spending, Measurement, Geometry and Mensuration.

Assessment:
- Skills and Application tasks 60% (typically two tasks per term)
- Folio (Investigations) 40% (typically one task per term)

Requirements for Success: Recommended MYP final grade 3 or above in Year 10 Core Class.

Stage 1 Mathematical Applications B (10 Credits)

NOTE: Students must achieve a C Grade or better in any 10 Credit Stage 1 Mathematics subject to meet the SACE numeracy requirements.

Duration: One semester

Assumed Knowledge: Completion of Australian Curriculum Mathematics at Year 10 Achievement Standard

Course Description: This course is designed to prepare students for Mathematical Applications at Stage 2. In Semester 2 the course is taught via two equally weighted elective units focusing on building knowledge, understanding and skills in two of the following disciplines: Statistics, Normal Distribution, Simulation, Networks & Matrices.

Assessment:
- Skills and Application tasks 60% (typically two tasks per term)
- Folio (Investigations) 40% (typically one task per term)

Requirements for Success: Recommended MYP final grade 3 or above in Year 10 Core Class.
Stage 1 Music A  

Duration: One semester

Assumed Knowledge: Although there are no pre-requisites for this subject, prior music study or training will be of benefit.

Course Description: A largely practical based course that has a focus on the music disciplines of Music Technology, Music Industry skills, Music Creation and Music Performance. Students considering music or sound engineering related courses at TAFE and University, would value from the content offered, as well as those who are simply looking for a Music or Commercial Music experience.

The course offers considerable creative flexibility and the scope for students to record their own work or the work of others. Students can explore projects in Digital Recordings, MIDI Sequencing or using Loops and Waves. Focus will be given to preparing students for the study of Music in Year 12.

Areas of study include:
- Composing, Arranging, Transcribing, Improvising
- Performing
- Music Technology
- Music in Contexts
- Developing Theory and Aural Skills

Assessment:
- Music Creation / Performance 50%
- Folio 30%
- Investigation and Presentation 20%

Requirements for Success: It is desirable and recommended that students entering this subject in Year 11 have experienced success in one or more of the following Year 10 MYP subjects from the Arts learning area:
- Music Creation
- Music Production (formerly known as Music Industry Skills)

Students who have not experienced a music subject in Year 10 are still eligible to study Stage 1 Music A in Year 11. In these circumstances, please speak to the Assistant Director of Teaching & Learning: SACE.

Stage 1 Music B  

Duration: One semester

Assumed Knowledge: Although there are no pre-requisites for this subject, prior music study or training will be of benefit.

Course Description: A largely practical based course that has a focus on the music disciplines of Music Technology, Music Industry skills, Music Creation and Music Performance. Students considering music or sound engineering related courses at TAFE and University, would value from the content offered, as well as those who are simply looking for a Music or Commercial Music experience.

The course offers considerable creative flexibility and the scope for students to record their own work or the work of others. Students can explore projects in Digital Recordings, MIDI Sequencing or using Loops and Waves. Focus will be given to preparing students for the study of Music in Year 12.

Areas of study include:
- Composing, Arranging, Transcribing, Improvising
Performing
Music Technology
Music in Contexts
Developing Theory and Aural Skills

Assessment:
- Music Creation / Performance 40%
- Folio 40%
- Investigation and Presentation 20%

Requirements for Success: It is desirable and recommended that students entering this subject in Year 11 have experienced success in one or more of the following Year 10 MYP subjects from the Arts learning area:
- Music Creation
- Music Production (formerly known as Music Industry Skills)

Students who have not experienced a music subject in Year 10 are still eligible to study Stage 1 Music B in Year 11. In these circumstances, please speak to the Assistant Director of Teaching & Learning: SACE.

Stage 1 Outdoor Education A (10 Credits)

Duration: One semester

Assumed Knowledge: No requirements

Course Description: Students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. They learn to develop and apply risk and safety management skills and responsibility for themselves and other members of a group. Students reflect on environmental practices related to outdoor activities.

This course includes four topics, all of which are crucial elements of the program.

Topic 1: Environment and conservation
In this topic students develop an appreciation of the value of the natural history and culture of natural environments.

Topic 2: Planning and management
In this topic students develop basic skills in planning and implementing outdoor activities and lightweight journeys.

Topic 3: Outdoor activities
In this topic students develop the basic skills they need to participate safely and effectively in both outdoor activities and outdoor journeys. Specific activities include rock climbing, orienteering and bushwalking.

Topic 4: Outdoor journey
In this topic students undertake a three day outdoor journey per semester that is either human-powered or uses natural forces.

Assessment:
- Practical: This will include demonstration of a student’s participation and skills in the outdoor activities and journeys. (50%)
- Folio: This will be an assessment of a student’s evidence of learning with regard to one outdoor study for each semester. (30%)
- Report: This will be a record of a student’s reflections and evaluations of their experiences during the outdoor journeys. (20%)
Requirements for Success: An appreciation of outdoor pursuits and a respect for the environment are essential to skilful participation in Outdoor Education. Students should have a preparedness to participate in a three day outdoor journey. Completion of the Year 10 Outdoor Pursuit subject would be a benefit to successful completion but not essential.

Stage 1 Outdoor Education B (10 Credits)

Duration: One semester

Assumed Knowledge: No requirements

Course Description: Students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. They learn to develop and apply risk and safety management skills and responsibility for themselves and other members of a group. Students reflect on environmental practices related to outdoor activities.

This course includes four topics, all of which are crucial elements of the program.

Topic 1: Environment and conservation
In this topic students develop an appreciation of the value of the natural history and culture of natural environments.

Topic 2: Planning and management
In this topic students develop basic skills in planning and implementing outdoor activities and lightweight journeys.

Topic 3: Outdoor activities
In this topic students develop the basic skills they need to participate safely and effectively in both outdoor activities and outdoor journeys. Specific activities include kayaking, surfing and bronze medallion.

Topic 4: Outdoor journey
In this topic students undertake a three day outdoor journey per semester that is either human- powered or uses natural forces.

Assessment:
- Practical: This will include demonstration of a student’s participation and skills in the outdoor activities and journeys. (50%)
- Folio: This will be an assessment of a student’s evidence of learning with regard to one outdoor study for each semester. (30%)
- Report: This will be a record of a student’s reflections and evaluations of their experiences during the outdoor journeys. (20%)

Requirements for Success: An appreciation of outdoor pursuits and a respect for the environment are essential to skilful participation in Outdoor Education. Students should have a preparedness to participate in a three day outdoor journey. Completion of Year 10 Outdoor Pursuit subject would be a benefit to successful completion but not essential.

Stage 1 Physical Education A (10 Credits)

Duration: One semester

Assumed Knowledge: Successful completion of Year 10 Physical Education A and/or B

Course Description: Stage 1 Physical Education A contains both theoretical and practical components.
Theoretical: Students will study the concepts that underpin successful sporting performance including, *Fuelling Physical Activity and Training for Optimum Performance*.

Practical: Students will complete two to four practical topics including *Badminton* and *Touch Football*.

**Assessment:** Both theoretical and practical topics are assessed; each component contributes 50% of the student's final grade.

Theoretical Assessment Tasks:
- Laboratory Activities exploring the key concept Fuelling Physical Activity.
- Analysis paper exploring a contemporary issue in sport and physical activity.
- Semester 1 examination on Exercise Physiology and Training & Conditioning.

Practical Assessment Tasks: Students application of practical techniques and game play, together with the initiative and collaboration they display in class will be assessed in each of the practical topics listed above.

**Requirements for Success:** Successful completion of both Year 10 Physical Education units and an aptitude in a variety of sports would be of benefit to prospective students.

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**Stage 1 Physical Education B (10 Credits)**

**Duration:** One semester

**Assumed Knowledge:** Successful completion of *Year 10 Physical Education* and *Stage 1 Physical Education A* would be of benefit to prospective students, but is not compulsory.

**Course Description:** Stage 1 Physical Education B contains both theoretical and practical components.

Theoretical: Students will study the concepts that underpin successful sporting performance including, *Biomechanics* and *The Process of Acquiring Skill*.

Practical: Students will complete two to four practical topics including *Gaelic Football* and *Baseball*.

**Assessment:** Both theoretical and practical topics are assessed; each component contributes 50% of the student's final grade.

Theoretical Assessment Tasks:
- Integrated paper applying the concepts of Biomechanics and Skill Acquisition to Baseball.
- Semester 2 examination on Biomechanics and The Process of Acquiring Skill.

Practical Assessment Tasks: Students application of practical techniques and game play, together with the initiative and collaboration they display in class will be assessed in each of the practical topics outlined previously.

**Requirements for Success:** Successful completion of both Year 10 Physical Education units and an aptitude in a variety of sports would be of benefit to prospective students.

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**Stage 1 Physics A (10 Credits)**

**Duration:** One semester

**Assumed knowledge:** Nil

**Course Description:** The Semester 1 course is designed to introduce and present Physics in such a way as to encourage interest and enjoyment with an emphasis on the understanding of Physics concepts and their application.
The following topics are studied: Motion in One Dimension, Motion in Two Dimensions, Thermal Physics and Waves.

**Assessment:**
- Tests and examination 40%
- Investigations Folio (practical, issues and collaborative) 60%

**Requirements for Success:** At the end of Year 10 students must have an understanding of the concept of energy conservation and be able to represent energy transfer and transformation within systems. Students can use the relationships between force, mass and acceleration to predict changes in the motion of objects.

Students have demonstrated a satisfactory standard of being able to work scientifically. Minimum MYP final grade 3.

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### Stage 1 Physics B

**Duration:** One semester

**Assumed knowledge:** Semester 1 Physics A

**Course Description:** In this unit the students continue to further their understanding of Physics concepts and applications. The ideas and applications are more challenging than Semester 1 and the pace of delivery will be faster.

The following topics are studied: Fields, Nuclear & Quantum Physics, and Electricity.

**Assessment:**
- Tests and examination 40%
- Investigations Folio (practical, issues and collaborative) 60%

**Requirements for Success:** At the end of Year 10 students must have an understanding of the concept of energy conservation and be able to represent energy transfer and transformation within systems. Students can use the relationships between force, mass and acceleration to predict changes in the motion of objects.

Students have demonstrated a satisfactory standard of being able to work scientifically. Minimum MYP final grade 3.

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### Stage 1 Research Practices

**Duration:** One semester, Semester 1 only

**Assumed Knowledge:** Nil

**Course Description:** This is a new subject created by the SACE Board to educate students as to the purpose of research and develop skills, knowledge and understanding about different approaches to research.

The guiding principle for the creation of this course by the SACE Board was to assist all research-based undertakings at Stage 2 level and beyond.

**Assessment:** Assessment will be four to five tasks across the semester. A combination of Folio and Sources Analysis tasks is required in the Course Outline. One of the Folio tasks will run for the duration of the semester; allowing students to develop and apply Project Management skills across long-dated tasks. As far
as possible the tasks will be of a practical nature. Group work will be considered where appropriate.

Requirements for Success: Understanding of research processes.

Stage 1 Visual Arts: Art - 2D Focus (10 Credits)

Duration: One semester

Assumed Knowledge: No prerequisites or assumed knowledge however, previous experience with Art or Design in Year 9 or 10 is desirable. As this course is delivered in Semester 1, there is an emphasis on introducing skills, knowledge and concepts which caters for students who have had varied previous experiences with Art or Design.

Course Description: Visual Arts: Art is a practical based course which has a focus on expressing creative ideas through introducing the 2D art disciplines of drawing, painting, printmaking and digital arts including opportunities to work in mixed media e.g. drawing for animation/film. Students will have the opportunity to analyse and reflect on the work of other art/design practitioners, art styles, and their own art, responding in both theoretical and practical ways through a Visual Study. Students embark on a “creative process” journey involving visual thinking, communication of concept ideas, technical practical art/design making skills, problem solving and time managing; these core skills inform their Folio and Practical resolution.

Assessment:
- Folio 30%: Documents the creative art process (including research, analysis, and synthesis of art/design practitioners, art styles, and their own art)
- Practical 30%: Showcases skills in the final resolution of concept ideas using 2D/mixed media (including a practitioners statement)
- Visual Study 40%: Analysis and synthesis of art/design practitioners, art styles, and their own art (including theoretical and practical responses)

Requirements for Success: It is desirable and recommended that students entering this subject in Year 11 have experienced success in one or more of the following Year 10 MYP subjects from the Arts learning area:
- Film and Animation
- Creative Visual Arts
- Architecture and Graphic Design

Students who have not experienced an Arts learning area subject in Year 10 are still eligible to study Visual Arts-Art in Year 11. In these circumstances, please speak to the Assistant Director of Teaching & Learning: SACE.

Stage 1 Visual Arts: Art - 3D Focus (10 Credits)

Duration: One semester

Assumed Knowledge: No prerequisites or assumed knowledge however, previous experience with Art or Design in Year 9 or 10 is desirable. This course has an emphasis on introducing skills, knowledge and concepts which caters for students who have had varied previous experiences with Art or Design.

Course Description: Visual Arts: Art is a practical based course which has a focus on expressing
creative ideas through introducing the 3D art disciplines of found object sculpture, 3D clay/plasticine modelling, model construction, and moulding & casting and some digital arts including opportunities to work in mixed media e.g. model construction for digital concept art. Students will have the opportunity to analyse and reflect on the work of other art/design practitioners, art styles, and their own art, responding in both theoretical and practical ways through a Visual Study. Students embark on a “creative process” journey involving visual thinking, communication of concept ideas, technical practical art/design making skills, problem solving and time managing; these core skills inform their Folio and Practical resolution.

Students considering visual art, marketing, advertising, and new media related courses at TAFE and University, would value from the content offered, as well as those who are simply looking for a Visual Arts (Art) experience.

Assessment:
- Folio 30%: Documents the creative art process (including research, analysis, and synthesis of art/design practitioners, art styles, and their own art)
- Practical 30%: Showcases skills in the final resolution of concept ideas using 3D/mixed media (including a practitioners statement)
- Visual Study 40%: Analysis and synthesis of art/design practitioners, art styles, and their own art (including theoretical and practical responses)

Requirements for Success: It is desirable and recommended that students entering this subject in Year 11 have experienced success in one or more of the following Year 10 MYP subjects from the Arts learning area:
- Film and Animation
- Creative Visual Arts
- Architecture and Graphic Design

Students who have not experienced an Arts learning area subject in Year 10 are still eligible to study Visual Arts-Art in Year 11. In these circumstances, please speak to the Assistant Director of Teaching & Learning: SACE.

Stage 1 Visual Arts: Design – Advanced Graphic Design & Architecture

(10 Credits)

Duration: One semester

Assumed Knowledge: There are no pre-requisites or assumed knowledge but enrolment in Semester 1 Introduction to Graphic Design is highly recommended. Students who choose to enter this second semester course will need to be confident with Design software such as Adobe Photoshop, Adobe Illustrator, Adobe Indesign, Google Sketch Up and Podium 3D render. Discussion with the teacher in charge is recommended prior to enrolment.

Course Description: Visual Arts: Design in Semester 2 focusses upon building and enhancing the skills, knowledge and design attitudes developed in Semester One. Architecture and Graphic Design are explored in more detail with greater expectations placed upon students to solve more complex design problems within these two disciplines. Design media are further developed with students attempting more challenging tasks within each software package. Drawing, photography and model making are also explored in more depth. Assessment components remain the same as in Semester One but the complexity of work increases. Exploration, analysis and synthesis of Interior Architecture, Furniture Design, Typography and Design History and Culture enable students to develop a deeper understanding of design in preparation for study in Year 12.
Assessment:

- Folio 40%: Documents the creative design process
- Practical 30%: Showcases skills in the final resolution of design ideas using Design media
- Visual Study 30%: Analysis and synthesis of design skills and knowledge

Requirements for Success: It is desirable and recommended that students entering this subject in Year 11 have experienced success in one or more of the following Year 10 MYP subjects from the Arts learning area:

- Film and Animation
- Visual Arts
- Architecture and Graphic Design

Students who have not experienced an Arts learning area subject in Year 10 are still eligible to study Visual Arts-Design in Year 11. In these circumstances, please speak to the Assistant Director of Teaching & Learning: SACE.

Stage 1 Visual Arts: Design - Introduction to Graphic Design & Architecture (10 Credits)

Duration: One semester

Assumed Knowledge: No prerequisites or assumed knowledge but previous experience with Art or Design in Year 9 or 10 is desirable. As this course is delivered in Semester 1, there is an emphasis on introducing skills, knowledge and concepts which caters for students who have had varied previous experiences with Art or Design.

Course Description: Visual Arts: Design is a practical based course which has a focus on introducing the design disciplines of Graphic Design and Architecture to students. Problem solving skills, technical knowledge with drawing and computer aided design, as well as exploration of the design process are explored. Students will have the opportunity to analyse and reflect upon the work of other designers, as well as offering review of their own creative journey in the search for their own personal aesthetic.

Students considering design related courses at TAFE and University, including some Engineering pathways, would value from the content offered, as well as those who are simply looking for a Visual Arts (Design) experience.

Assessment:

- Folio 40%: Documents the creative design process
- Practical 30%: Showcases skills in the final resolution of design ideas using Design media
- Visual Study 30%: Analysis and synthesis of design skills and knowledge

Requirements for Success: It is desirable and recommended that students entering this subject in Year 11 have experienced success in one or more of the following Year 10 MYP subjects from the Arts learning area:

- Film and Animation
- Visual Arts
- Architecture and Graphic Design

Students who have not experienced an Arts learning area subject in Year 10 are still eligible to study Visual Arts-Design in Year 11. In these circumstances, please speak to the Assistant Director of Teaching & Learning: SACE.
Stage 1 Workplace Practices A  (10 Credits)

Duration: One semester

Assumed Knowledge: Nil

Course Description: This course includes three areas of study, all of which are crucial elements of the program.

Area of study 1: Industry and work knowledge - has a focus on assignment based work and includes the following topics: The value of unpaid work to society; Career planning; Negotiated topics.

Area of study 2 and 3: Vocational learning and/or VET - requires students to spend 25-30 hours in a work environment. This may be as part of a work experience placement, a casual or part-time job, volunteer work or in a school based traineeship or apprenticeship.

This course is recommended if undertaking VET.

Assessment:

School-based assessment (100%)
- Folio 50%: This will include assignments with regard to area of study one and may be written tasks, oral presentations, posters etc
- Performance 20%: This will be an assessment of a student’s development of skills within the workplace or VET environments
- Reflection 30%: This will be a reflection of a student’s experiences within the workplace or VET environments.

Stage 1 Workplace Practices B  (10 Credits)

Duration: One semester

Assumed Knowledge: Nil

Course Description: This course includes three areas of study, all of which are crucial elements of the program.

Area of study 1: Industry and work knowledge - has a focus on assignment based work and includes the following topics: The future trends in the world of work; Worker’s rights and responsibilities; Negotiated topics.

Area of study 2 and 3: Vocational learning and/or VET - requires students to spend some time working in a work environment. This may be as part of a work experience placement, a casual or part-time job, volunteer work or in a school based traineeship or apprenticeship.

This course is recommended if undertaking VET.

Assessment:

School-based assessment (100%)
- Folio 50%: This will include assignments with regard to area of study one and may be written tasks, oral presentations, posters etc
- Performance 20%: This will be an assessment of a student’s development of skills within the workplace or VET environments
- Reflection 30%: This will be a reflection of a student’s experiences within the workplace or VET environments.
SACE Stage 2 Subjects

Stage 2 Accounting (20 Credits)

Duration: One year

Assumed knowledge: There are no prerequisites but either or both of Accounting Stage 1 Semester 1 and Semester 2 would be an advantage.

Course Description: The Accounting course requires students to study the following three sections.

- Section 1: The Environment of Accounting
- Section 2: Financial Accounting
- Section 3: Management Accounting.

Section 1 provides knowledge and understanding of the role of accounting and its entities and decision-making structures. Section 1 is the basis of the practical application in Sections 2 and 3. Students develop a conceptual understanding, which they then apply in Sections 2 and 3. Section 1 emphasises the decision-making function of the accounting process. The accountability and control functions of accounting are further expanded in Sections 2 and 3.

Assessment: The following assessment types enable students to demonstrate evidence of learning.

School-based Assessment (70%)
- Skills and Applications Tasks 50%
- Report 20%

External Assessment (30%)
- Examination

Requirements for Success: Ideally a minimum of a C grade in Stage 1 Accounting Semester 1 and/or Semester 2 but we have taken students with no Accounting experience in Year 11 and helped them achieve a 20 in the subject so work ethic is more important.

Stage 2 Biology (20 Credits)

Duration: One year

Assumed Knowledge: Satisfactory completion of one semester of any Stage 1 Science

Course Description: Stage 2 Biology is a 20 credit subject in which the topics are prescribed. The Stage 2 Biology subject outline is organised around the following four themes.

- Macromolecules
- Cells
- Organisms
- Ecosystems.

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

- Organisation
- Selectivity
- Energy Flow
- Perpetuation
- Evolution
- Human Awareness.
This subject outline also identifies a set of skills that should be developed through practical and other learning activities within and across the themes and threads. Such skills include manipulative, analytical, numerical and literacy.

The biological investigation skills described under Learning Scope and Requirements are an essential component of Stage 2 Biology. Students are expected to have opportunities to develop these skills through their learning opportunities and to provide evidence of their learning and competency in these skills through both the school assessment and the external assessment.

Students identify and formulate questions, hypotheses, concepts, and purposes that guide biological investigations. They design and conduct individual and collaborative biological investigations. Skills required for the effective manipulation of technological tools and laboratory apparatus in the performance of biological investigations are required along with the numeracy skills to obtain, represent, analyse, interpret and evaluate data and observations obtained. Students learn to select and critically evaluate biological evidence from a range of sources and present informed conclusions and personal views on social, ethical, and environmental issues. They communicate their knowledge and understanding of biological concepts using appropriate biological terms and conventions. Students demonstrate and apply biological knowledge and understanding of concepts and interrelationships to a range of contexts and problems, including presenting alternative explanations.

**Assessment:**
**School-based Assessment (70%)**
- Investigations Folio 40%
- Skills and application tasks 30%

**External Assessment (30%)**
- Examination

**Requirements for Success:** Students should have developed their investigative, analytical and communication skills and have the capacity to extend these skills through field, laboratory and research investigations of living systems and through the critical evaluation of the development, ethics, applications and influences of contemporary biological knowledge in a range of contexts.

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**Stage 2 Chemistry**  
*(20 Credits)*

**Duration:** One year

**Assumed Knowledge:** Satisfactory completion of a full year of Stage 1 Chemistry is compulsory.

**Course Description:** The course covers the following five compulsory topics.

**Semester 1**
- Topic 1: Elemental and Environmental Chemistry
- Topic 2: Analytic Techniques
- Topic 3: Using and controlling reactions

**Semester 2**
- Topic 4: Organic and Biological Chemistry
- Topic 5: Materials

**Assessment:**
**School-based Assessment (70%)**
- Investigations Folio 40%
- Skills and applications 30%
Examination

Requirements for Success: Completion of Stage 1 Chemistry (2 semesters) with a minimum of a C grade.

Stage 2 Chinese (Background Speakers) (20 Credits)

Duration: One year

Assumed knowledge: Satisfactory completion of Stage 1 Chinese Background Speakers is compulsory.

Course Description: The course consists of four prescribed themes and a number of prescribed contemporary issues. The themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity. The four themes are:

- China and the World
- Modernisation and Social Change
- The Overseas Chinese-speaking Communities
- Language in use in Contemporary China.

Students use reading, writing, viewing, listening, speaking, and information and communication technologies to create and engage effectively with a range of texts in Chinese. They locate record, analyse, synthesise, and use knowledge relevant to a range of contexts.

Students engage with, and reflect on, the ways in which texts are created for specific purposes and audiences. Individually and in groups they reflect critically on, and use, appropriate language to convey meaning and solve problems in both familiar and unfamiliar contexts. They use a range of language techniques to convey complex thoughts and ideas to express personal and group perspectives on issues.

Assessment:

School-based Assessment (70%)
- Assessment Type 1: Folio (interaction, text production and text analysis) 50%
- Assessment Type 2: In-depth Study 20%

External Assessment (30%)
- Oral Examination
- Written Examination

Requirements for Success: Completion of Stage 1 Chinese Background Speakers (2 semesters) with a minimum of a C grade.

Stage 2 Design & Technology: Communication Products - CAD (20 Credits)

Duration: Full year

Assumed Knowledge: Year 10 or Year 11 CAD (but not a requirement)

Course Description: This is a practical based subject in which students will use a range of Computer Aided Design processes and techniques to design and make products using 3D Parametric CAD Software, in the context of communication products.

All students will complete three compulsory Skills and Applications tasks that will comprise one Materials
**Application task** and a two **Specialised Skills tasks**.

Students will complete a *Design Folio* to research and develop their individual major and minor products. The *Design Folio* includes Investigation, Planning, Production Record, Issues task and Evaluation tasks. Students produce and present their Major and Minor product designs using a range of specialised 3D and 2D software applications.

**Assessment:** Assessment at Stage 2 requires students to demonstrate evidence of their learning through the following assessment types:
- Skills and Applications Tasks 20%
- Product 50%
- Folio 30%

**School-based Assessment (70%) External Assessment (30%)**
- Folio is sent to SACE for final moderation.

**Requirements for Success**
- Would ideally be familiar with the concept and use of ‘design process’ as applied to practical-based projects
- Foundational understanding of technical drawing conventions (AS1100)
- Demonstrated competence using systems and/or equipment relevant to the practical work to be undertaken
- Experience in conducting and presenting research and investigation, planning and evaluation tasks.

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**Stage 2 Design & Technology: Material Products – Metalwork (20 Credits)**

**Duration:** Full year

**Assumed Knowledge:** Year 10 or Year 11 Metalwork (but not a requirement)

**Course Description:** This is a practical based subject in which students will use a range of metalworking processes and techniques to design and make products using the resistant material metals, in the context of material products.

All students will complete three compulsory *Skills and Applications tasks* that will comprise one *Materials Application task* and a two *Specialised Skills tasks*.

Students will complete a *Design Folio* to research and develop their individual major and minor products. The *Design Folio* includes Investigation, Planning, Production Record, Issues task and Evaluation tasks. Students produce and present their Major and Minor product designs using a range of specialised metalworking tools and techniques.

**Assessment:** Assessment at Stage 2 requires students to demonstrate evidence of their learning through the following assessment types:
- Skills and Applications Task 20%
- Product 50%
- Folio 30%

**School-based Assessment (70%) External Assessment (30%)**
- Folio is sent to SACE for final moderation.

**Requirements for Success**
- Would ideally be familiar with the concept and use of ‘design process’ as applied to practical-based projects
Stage 2 Design & Technology: Material Products – Woodwork

(20 Credits)

Duration: Full year

Assumed Knowledge: Year 10 or Year 11 Woodwork (but not a requirement)

Course Description: This is a practical based subject in which students will use a range of woodworking processes and techniques to design and make products using the resistant material wood, in the context of material products.

All students will complete three compulsory Skills and Applications tasks that will comprise one Materials Application task and a two Specialised Skills tasks.

Students will complete a Design Folio to research and develop their individual major and minor products. The Design Folio includes Investigation, Planning, Production Record, Issues task and Evaluation tasks. Students produce and present their Major and Minor product designs using a range of specialised woodworking tools and techniques.

Assessment: Assessment at Stage 2 requires students to demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Task 20%
- Product 50%
- Folio 30%

School-based Assessment (70%) External Assessment (30%)

- Folio is sent to SACE for final moderation.

Requirements for Success

- Would ideally be familiar with the concept and use of ‘design process’ as applied to practical-based projects
- Foundational understanding of technical drawing conventions (AS1100)
- Demonstrated competence using systems and/or equipment relevant to the practical work to be undertaken
- Experience in conducting and presenting research and investigation, planning and evaluation tasks

Stage 2 Economics

(20 Credits)

Duration: One year

Assumed Knowledge: There are no pre-requisites but either or both of Economics Stage 1 Semester 1 and Economics Stage 1 Semester 2 are an advantage.

Course Description: The Economics course consists of skills in Economics developed in the following five key areas of study.

- Key Area 1: The Economic Problem
- Key Area 2: Microeconomics
Upon choosing this course of study students will:

- Know and understand, communicate, and apply economic concepts, models, and skills.
- Explain the role of economic systems in dealing with the economic problem of scarcity.
- Evaluate the effects of interdependence on individuals, business, and governments locally, nationally, and globally.
- Evaluate and explain the way in which economic decisions involve costs and benefits.
- Critically analyse and evaluate economic issues and events (past and current) using economic models and the skills of economic inquiry.
- Critically analyse and evaluate the impact of economic change locally, nationally and globally.

**Assessment:** The following assessment types enable students to demonstrate evidence of learning.

**School-based Assessment (70%)**

- Folio 30%
- Skills and Applications Tasks 40%

**External Assessment (30%)**

- Examination

**Requirements for Success:** There are no pre-requisites to Economics, nor are there any numeracy or mathematical requirements beyond a Year 8 level.

Students that have studied Economics at Stage 1 or 2 in Year 11 do have an advantage through greater knowledge of exam techniques and some course material that is repeated.

Students that have an interest in current affairs and read, listen or watch media reports about government, trade and the economy often gain an advantage over those students that do not.

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**Stage 2 English as a Second Language Studies (20 Credits)**

**NOTE:** Students require ESL eligibility to study this course.

**Duration:** One year

**Assumed Knowledge:** A pass grade of a C in Year 11 SACE ESL / English or 4 in 11IBDP Language B English is expected.

**Course Description:** Students will consider contexts, language and structure of various texts. Students will become increasingly and critically aware of the language choices they make. For most of their work, they will be encouraged to negotiate a topic of interest and to construct texts in various formats.

- Text Production: an essay of a maximum of 800 words on an issue raised in shared texts, and a creative letter maximum of 400 words.
- Investigation: a written presentation of a 200 word abstract and 1000 report, and a tutorial which presents a content overview and a question and discussion session.

**Assessment:**

**School-based Assessment (70%)**

- Issue Analysis 20%
- Text Production 20%
Investigation 30%

External Assessment (30%)
- Examination: Listening Comprehension and Written Paper

Requirements for Success: A C grade pass at Stage 1 English as a Second Language A and B (20 credits) or a grade 4 or above Year 11 Language B: English.

Stage 2 English Communications (20 Credits)

Duration: One year

Assumed Knowledge: Students should be equipped with the skills to successfully write for a variety of purposes, contexts and target audiences. They need to be proficient in both the analysis and production of texts.

Course Description: Students read texts from a range of educational, vocational, and cultural settings. They develop knowledge of the socio-cultural, political, and situational contexts that influence the construction and interpretation of texts. Students learn to recognise the conventions of different text types for different contexts, audiences, and purposes and to construct their own texts. They consider the powerful role that language plays in communication between individuals, groups, and organisations. Through the reading of a wide range of texts, students learn to recognise and evaluate ideas and concepts in literature, popular culture, and media by detecting bias and an awareness of how language can be used to manipulate target audiences. Students come to appreciate that clear and effective writing and speaking should display a depth of understanding, engagement, and imagination for a range of audiences, purposes, and contexts.

Assessment:
School-based Assessment (70%)
- Text Analysis 20%
- Text Production 20%
- Communication Study 30%

External Assessment (30%)
- Folio

Requirements for Success: Successful completion of SACE Stage 1 English requirement.

Stage 2 English Studies (20 Credits)

Duration: One year

Assumed Knowledge: This course should only be studied at Stage 2 if completed at Stage 1.

Course Description: Students read a range of extended texts and a number of shorter texts to focus on the skills and strategies of critical thinking, developing their own ideas; incorporate evidence to support these. They learn to construct logical and convincing arguments and compose responses that show the depth and clarity of their understanding, by focusing on the creativity and craft of the authors. The text study comprises four shared studies and an individual study.

Shared Studies:
- Study of two single texts
- Study of paired texts
- Study of poetry
- Critical reading study of short texts.
Among the texts chosen for the four shared studies there must be:
- One film text
- At least one extended prose text
- At least one written drama text
- At least 1000 lines of poetry
- A range of short texts for the critical reading study.

Individual Study:
- Critical Essay (a formal essay of 2000 words comparing two texts nominated by the students).
- Collection of supporting material to provide evidence for the verification and authentication process.

Assessment:
School-based Assessment Folio (70%)
- Shared Studies 30%
- Text Production 20%
- Individual Study 20%

External Assessment (30%)
- Examination

Requirements for Success: Successful completion of Stage 1 English Pre-Studies.

Stage 2 Geography (20 Credits)

Duration: One year

Assumed Knowledge: There is no assumed knowledge for this subject.

Course Description: The course consists of the following; a core topic and two option topics.

Core Topic: Population, Resources, and Development: This topic introduces students to the processes involved in population change. Through it, students become aware of the impacts of population and consumption on the environment. Water is used as a case study.

Option Topics: Urbanisation, Rural Places, Tourism, Sources and Use of Energy, Coasts, Biodiversity, Climate Change, Soils, Environmental Hazards, Globalisation, Drylands or a Negotiated Topic. The development of fieldwork and inquiry skills are key foci of the option topics.

Assessment:
School-based Assessment (70%)
- Individual Fieldwork Report 25%
- Individual Inquiry 20%
- Folio 25%

External Assessment (30%)
- Examination

Requirements for Success: Ideally successful completion of the Stage 1 Geography course.

Stage 2 Mathematical Applications (20 Credits)

Duration: One year

Assumed Knowledge: Students should have achieved a minimum C Grade in Stage 1 Mathematical Applications.
Course Description: This course is developed from the following topics: Applied Geometry; Investment and Loans; Mathematics and Small Business; Matrices; Optimisation; Share Investments; Statistics and Working with Data.

Assessment:
School-based Assessment (70%)
- Skills and Application Tasks 30%
- Folio (Investigations) 40%

External Assessment (30%)
- Examination

Requirements for Success: Successful completion of SACE Stage 1 Mathematics requirements.

Stage 2 Mathematical Methods (20 Credits)

Duration: One year

Assumed Knowledge: Students should have achieved a minimum C grade in Stage 1 Mathematics

Course Description: In this course students study the following topics:
- Working with Statistics
- Algebraic Models from Data
- Calculus
- Matrices and Linear Programming

Assessment:
School-based Assessment (70%)
- Skills and Application Tasks 45%
- Folio (Investigations) 25%

External Assessment (30%)
- Examination

Requirements for Success: Successful completion of SACE Stage 1 Mathematics Topics A, B and C requirements.

Stage 2 Mathematical Studies (20 Credits)

Duration: One year

Assumed Knowledge: Students should have achieved at least a B Grade in Stage 1 Mathematics

Course Description: In this course students study the following topics: Working with Statistics; Working with Functions and Graphs Using Calculus; Working with Linear Equations and Matrices.

Assessment:
School-based Assessment (70%)
- Skills and Application Tasks 45%
- Folio (Investigations) 25%

External Assessment (30%)
- Examination

Requirements for Success: Successful completion of SACE Stage 1 Mathematics Topics A, B and C requirements.
Stage 2 Modern History (20 Credits)

Duration: One year

Assumed Knowledge: Nil, but having studied History in Year 10 or Year 11 is an advantage

Course Description: The Modern History course consists of a thematic study; a depth study and an essay.

Students study Revolutions and Turmoil: The Chinese Revolution of 1949 for the thematic study and Age of Catastrophes: Depression, Dictators and World War Two for the depth study. The area of inquiry for the essay may be developed from any of the eleven topics available for study in the subject, or from any other area of interest relevant to modern history (since c. 1500).

The thematic study requires students to undertake a critical analysis of a historical period, phenomenon, or event; the analysis may involve comparison within a case study. The depth study requires students to undertake an analysis that leads to an appreciable depth of involvement in the processes of historical inquiry.

The purpose of the Independent essay is for each student to engage in the process of inquiry into a historical question of personal interest and to apply the concepts and skills of historical study. Each student formulates a hypothesis and/or focusing question(s) in order to analyse an aspect of history and construct a reasoned historical argument supported by evidence from three sources.

Assessment:

School-based Assessment (70%)
- Folio 50%
- Essay 20%

External Assessment (30%)
- Examination

Requirements for Success: Ideally a minimum of a C grade in Stage 1 History Semester 1 and/or Semester 2.

Stage 2 Music: Ensemble Performance (10 Credits)

PLEASE NOTE: This subject (as well as Music Solo Performance) is only offered as an off-line subject, and is to be treated as an ‘additional’ Year 12 Stage 2 subject on top of a full Year 12 Stage 2 study load.

It is recommended that Year 12 students enrolled in this subject also enrol in Stage 2 Music Technology and Stage 2 Music Individual Study (which are both 10 unit on-line subjects).

Duration: A 10 Credit course studied over a full year. Offered off-line only.

Assumed Knowledge: Students wishing to undertake this course should have AMEB Grade 4 standard performance as a minimum.

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

Students prepare and present three public performances, comprising two school-assessed performances and one final, externally assessed performance. This course gives students the opportunity to gain credit for pre-existing ensemble work including Senior Band and is aimed at students with a high level of skill on their instrument who are already participating in at least one ensemble.
Assessment:
School-based Assessment (70%)
- First Performance 30%
- Second Performance 40%

External Assessment (30%)
- Final Performance

Requirements for Success: This subject requires a committed, self-motivated, organized and disciplined approach, as this course is offered off-line and is in addition to a full Year 11 and Year 12 study load.

It is compulsory for students to already be a participating member of a recognized pre-existing music ensemble.

Students are encouraged to speak directly to the Assistant Director of Teaching & Learning: SACE to discuss detailed subject requirements and subject suitability.

Stage 2 Music: Individual Study (10 Credits)

NOTE: Music Individual Study must be studied in combination with one other Stage 2 Music course to complete a 20 Credit, Stage 2 subject (typically combined with Stage 2 Music Technology).

Duration: A 10 Credit course studied over a full year in conjunction with another Music course (typically Stage 2 Music Technology). I.e. Both 10 Credit music subjects are taught side-by-side during the same line of four lessons of ‘Year 12 Music’ per week.

Assumed Knowledge: Although there are no pre-requisites for this subject, prior music study or training will be of benefit.

Course Description: Students negotiate and plan with their teacher a topic they have chosen for their individual study. A proposal that includes a brief outline of the scope of the topic and the proposed format of the final product must be submitted to the SACE Board for approval. Suggested topics include: Tutoring; Community; Musical Instrument; Music and Cultures; Music Industry.

Assessment:
School-based Assessment (70%)
- Folio 30%
- Product 40%

External Assessment (30%)
- Report

Requirements for Success: This subject requires a self-motivated, committed, organized and disciplined approach; as this course is based around the formation and implementation of a self-initiated project, including providing regular evidence of learning journey. Time-management and decision making skills are important, as it is up to each individual student as to how they balance their Music class-time, between their Music Individual Study work and their Music Technology work.

Students are encouraged to speak directly to the Assistant Director of Teaching & Learning: SACE to discuss detailed subject requirements and subject suitability.
Stage 2 Music: Music Technology  
(10 Credits)

**NOTE:** Music Technology must be studied in combination with one other Stage 2 Music course to complete a 20 Credit, Stage 2 subject (typically Stage 2 Music Individual Study).

**Duration:** A 10 Credit course studied over a full year in conjunction with another Music course (typically Stage 2 Music Technology). Both 10 Credit music subjects are taught side-by-side during the same line of four lessons of ‘Year 12 Music’ per week.

**Assumed Knowledge:** Although not a requirement, completion of the Year 11 Music course is recommended.

**Course Description:** Largely a practical course, this course is designed to develop students’ skills in, and knowledge of, music technology. Students considering music or sound engineering courses at TAFE and University would gain value from the content offered, as well as those who are simply looking for a Music Industry experience. Students demonstrate the application of the skills and knowledge they gain by completing a series of projects and commentaries on the projects.

**Assessment:**

- School-based Assessment (70%)
  - Minor Projects with commentaries 70%

- External Assessment (30%)
  - Major Project with commentary

**Requirements for Success:** This subject requires a self-motivated, committed, organized and disciplined approach. Time-management and decision making skills are also important, as it is up to each individual student as to how they balance their Music class-time, between their Music Technology work and their Music Individual Study work.

Students are encouraged to speak directly to the Assistant Director of Teaching & Learning: SACE to discuss detailed subject requirements and subject suitability.

Stage 2 Music: Solo Performance  
(10 Credits)

**PLEASE NOTE:** This subject (as well as Music Ensemble Performance) is only offered as an off-line subject) and is to be treated as an ‘additional’ Year 12 Stage 2 subject on top of a full Year 12 Stage 2 study load.

It is recommended that Year 12 students enrolled in this subject also enrol in Stage 2 Music Technology and Stage 2 Music Individual Study (which are both 10 unit on-line subjects).

**Duration:** A 10 Credit course studied over a full year. Offered off-line only.

**Assumed Knowledge:** Students wishing to undertake this course should have AMEB Grade 4 standard performance as a minimum.

**Course Description:** A completely practical course, Solo Performance gives students the opportunity to extend their technical and performance skills on their chosen instrument or their voice, and to use this expertise as a means of developing musical expression. It provides a unique opportunity for students to gain credit for their facility on their instrument.

Students develop skills in preparing and presenting public performances, aural perception and musical sensitivity, and awareness of style, structure, and historical conventions in solo performance.
Assessment:
School-based Assessment (70%)
- First Performance 30%
- Second Performance 40%

External Assessment (30%)
- Final Performance

Requirements for Success: This subject requires a committed, self-motivated, organized and disciplined approach, as this course is offered off-line and is in addition to a full Year 12 study load.

It is compulsory for students to continue individual instrumental tuition with a recognized instrumental instructor throughout the duration of this course.

Students are encouraged to speak directly to the Assistant Director of Teaching & Learning: SACE to discuss detailed subject requirements and subject suitability.

Stage 2 Outdoor Education (20 Credits)

Duration: One year

Assumed knowledge: Nil

Course Description: Outdoor Education is the study of the human connection to natural environments through outdoor activities. Students develop their sense of self-reliance and build relationships with people and natural environments. Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation.

By participating in outdoor activities, students develop knowledge and skills and reflect on their personal, group, and social development. They gain an understanding of ecology, environmental sustainability, cultural perspectives (including Indigenous Australians’ perspectives about land), and physical, emotional, and spiritual health.

Through outdoor journeys, students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimizing environmental impacts for sustainable futures.

The study of Outdoor Education also gives students opportunities to achieve good health and develop personal skills. Students reflect critically on environmental practices and are introduced to employment options in the outdoor and environmental fields.

This course includes six topics, all of which are crucial elements of the program.
- Environmental Studies
- Planning and Management Practices
- Outdoor Journeys
- Sustainable Environmental Practices
- Leadership and Planning
- Self-reliant Expedition

Assessment:
Students will undertake 8 to 10 assessment pieces. The following assessment types enable students to demonstrate evidence of learning:
- 4-5 folio assessments
- 2 x 3day outdoor journeys for the group practical
- 1 self-reliant expedition for the individual practical
1 investigation.

**School-based Assessment (70%)**
- Assessment Type 1: Folio (20%)
- Assessment Type 2: Group Practical (30%)
- Assessment Type 3: Individual Practical (20%)

**External Assessment (30%)**
- Assessment Type 4: Investigation

**Requirements for Success:** An appreciation of outdoor pursuits and a respect for the environment are essential to skilful participation in Outdoor Education. Students should have a preparedness to participate in multiple 3 day outdoor journeys. Completion of Stage 1 Outdoor Education subject would be a benefit to successful completion.

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**Stage 2 Physical Education** *(20 Credits)*

**Duration:** One year

**Assumed Knowledge:** SACE Stage 1 Physical Education A & B

**Course Description:** Stage 2 Physical Education contains both theoretical and practical components. The theoretical components of the course are divided into two areas of study:

- **Exercise Physiology and Physical Activity**
  - Key Concept 1: The Sources of Energy Affecting Physical Performance
  - Key Concept 2: The Effects of Training and Evaluation on Physical Performance
  - Key Concept 3: The Specific Physiological Factors Affecting Performance

- **The Acquisition of Skills and the Biomechanics of Movement**
  - Key Concept 1: Skills Acquisition
  - Key Concept 2: Specific Factors Affecting Learning
  - Key Concept 3: The Effects of Psychology of Learning on the Performance of Physical Skills
  - Key Concept 4: The Ways in Which Biomechanics Improve Skilled Performance

Students will also undertake 3 practical units, Badminton, Aquatics and Gaelic Football.

**Assessment:**

**School-based Assessment (70%)**
- Practical – Badminton, Aquatics & Gaelic Football 50%
- Schools Based Theoretical Folio – Issues Analysis Paper; Integrated Task 1: Exercise Physiology; Task 2: Biomechanics and Skill Acquisition 20%

**External Assessment (30%)**
- End of year theoretical examination.

**Requirements for Success:** Successful completion of SACE Stage 1 Physical Education units A & B and an aptitude in a variety of sports would be of benefit to prospective students.

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**Stage 2 Physics** *(20 Credits)*

**Duration:** One year

**Assumed knowledge:** Stage 1 Physics and Mathematics
Course Description: The Physics course comprises of four sections:

- **Section 1: Motion in Two Dimensions** - Projectile Motion, Uniform Circular Motion, Gravitation and Satellites, Momentum in Two Dimensions.
- **Section 2: Electricity and Magnetism** - Electric fields, Motion of Charged Particles in Electric Fields, Magnetic Fields, Motion of Charged Particles in Magnetic Fields.
- **Section 3: Light and Matter** - Electromagnetic Waves, Interference of Light, Photons, Wave Behaviour of Particles.
- **Section 4: Atoms and Nuclei** - The Structure of the Atom, The Structure of the Nucleus, Radioactivity, Nuclear Fission and Fusion.

Assessment:

**School-based Assessment (70%)**

- Investigations Folio 40%
- Skills and applications 30%

**External Assessment (30%)**

- Examination

Requirements for Success: Completion of Stage 1 Physics (2 semesters) with a minimum of a C grade.

Stage 2 Research Project (10 Credits)

Duration: One semester (compulsory pass to achieve SACE) from 2015 studied in Year 11.

Two SACE variants exist for the Research Project (RP). Only one variant presents the opportunity to be included in the calculation of the Tertiary Entrance score (ATAR); the other does not present the chance to do so. These are known as RPB and RPA respectively. Note: It is a compulsory pass, not compulsorily counted; only included if beneficial to candidates’ final score, taking account of Achievement Scores in other subjects.

RPB is the default offering at Prince Alfred College. RPA is only made available in limited circumstances.

SACE completion will not be recorded without a passing grade in either variant of the RP.

Assumed Knowledge: It is understood that students would have acquired some experience with self-directed research; and possess some understanding of the strengths of various research processes including but not limited to Survey, Interview, Action Research, and Literature Review.

Course Description: Students are expected to:

- generate ideas to plan and develop a research project that uses appropriate research processes, with due consideration for ethical research principles
- consider the relevance of a chosen capability (communication, citizenship, personal development, or work) to their research
- analyse information and explore ideas to develop their research
- develop and apply specific knowledge and skills
- produce a research outcome
- evaluate their research.

Assessment:

**School-based Assessment (70%)**

- Folio: A set of evidence that would include a Research Proposal, evidence of planning and research development, and discussion both with peer and with supervisor 30%

- Research Outcome: Students produce a research outcome to identify or demonstrate their key findings,
which they substantiate with evidence and examples from their research 40%

External Assessment (30%)
- Students either evaluate or review their research experience; processes used, their research choices and decisions made and the quality of their research outcome.

Requirements for Success: Stage 1 Research Practices would be an advantage.

Stage 2 Specialist Mathematics

**NOTE:** This course may only be studied at Stage 2 if Pre-Specialist Mathematics completed at Stage 1

**Duration:** Full year

**Assumed Knowledge:** Students should have achieved at least a B grade in Stage 1 Mathematics Pre-Specialist.

**Course Description:** In this course students study the following topics:
- Trigonometric Preliminaries
- Polynomials and Complex Numbers
- Vectors and Geometry
- Calculus
- Differential Equations

**Assessment:**

**School-based Assessment (70%)**
- Skills and Application Tasks 45%
- Folio (Investigations) 25%

**External Assessment (30%)**
- Examination

**Requirements for Success:** Successful completion of Stage 1 Pre-Specialist Mathematics in Semester 2 of Year 11.

Stage 2 Visual Arts: Art

**Duration:** Full year

**Assumed Knowledge:** There are no pre requisites or specific assumed knowledge, although, some experience in Year 10 or 11 Art or Design is desirable. Nevertheless, students can enter the course with limited previous exposure to art.

**Course Description:** Visual Arts: Art is a practical based subject which allows students to explore a range of art disciplines, including Drawing, Painting, Printmaking, Sculpture and Digital Art. Students are able to specialize in one or more disciplines of art which allows them to research, explore and experiment within an art setting. Students will have the opportunity to negotiate all assessment components, so that their individual interests can be catered for. For example, a student may wish to only study and produce work within a Sculpture focus. Another example would be a student who creates work in a variety of art disciplines like Digital Art, Drawing and Sculpture.

Similarly, there is a great deal of flexibility within the course structure to allow students to showcase their skills in one or multiple media. Photography, model making, and charcoal drawing are just some of the media
which students can explore within the assessment components.

A key focus of the course centres on each student producing their own practical work, and reflecting upon their creative experiences. The personalised nature of the course allows students to embark upon an individual creative journey which rewards each student for their creative talents and interpretations.

**Assessment:**

**School-based Assessment (70%)**
- 30%: 2 x resolved Practical artworks and Practitioners Statements which reflect a creative idea/theme.
- 40%: 1-2 x Folios which document the creative process of both practical projects above.

**External Assessment (30%)**
- Visual Study: 20 x A3 pages documenting research and analysis on a visual art related topic, and integrating personal art work which is influenced by the research and analysis.

**Requirements for Success:** Ideally successful completion of Stage 1 Visual Art: Art in Semester 1 and/or Semester 2 in Year 11.

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### Stage 2 Visual Arts: Design (20 Credits)

**Duration:** Full year

**Assumed Knowledge:** There are no pre requisites or specific assumed knowledge, although, some experience in Year 10 or 11 Art or Design is desirable. Nevertheless, students can enter the course with limited previous exposure to design.

**Course Description:** Visual Arts: Design is a practical based subject which allows students to explore a range of design disciplines, including Graphic Design, Product Design, Architecture and Landscape Design, Fashion Design and Multimedia. Students are able to specialise in one or more disciplines of design which allows them to research, explore and experiment within a design setting. Students will have the opportunity to negotiate all assessment components, so that their individual interests can be catered for. For example, a student may wish to only study and produce work within an architectural setting. Another example would be a student who creates work in a variety of design disciplines like Graphic Design, Multimedia and Fashion Design.

Similarly, there is a great deal of flexibility within the course structure to allow students to showcase their skills in one or media. Drawing, photography, computer aided design and model making are just some of the media which students can explore within the assessment components.

A key focus of the course centres around each student producing their own practical work, and reflecting upon their creative experiences. The personalised nature of the course allows students to embark upon an individual creative journey which rewards each student for their creative talents and interpretations.

**Assessment:**

**School-based Assessment (70%)**
- 30%: 2 x Practical projects which showcase separate final solutions to two individual design briefs
- 40%: 1 x Folio which documents the creative process of both practical projects above

**External Assessment (30%)**
- Visual study: 20 x A3 pages documenting research and analysis on a design related topic, and integrating personal design work which is influenced by the research and analysis

**Requirements for Success:** Ideally successful completion of Stage 1 Visual Art: Design in Semester 1 and/or Semester 2 in Year 11.
Stage 2 Workplace Practices (10 or 20 Credits)

**Duration:** Can be done as a semester or a full year subject

**Assumed Knowledge:** Nil

**Course Description:** This course includes three areas of study, all of which are crucial elements of the program.

**Area of study 1:**
Industry and work knowledge - has a focus on assignment based work and includes the following topics:
- The changing nature of work
- Industrial relations
- Finding employment
- Negotiated topics

**Area of study 2 and 3:**
Vocational learning and/or VET - requires students to spend some time working in a work environment. This may be as part of a work experience placement, a casual or part-time job, volunteer work or in a school based traineeship or apprenticeship.

Recommended for students undertaking VET Pathway.

**Assessment:**

**School-based assessment (70%)**
- Folio 30%: This will include assignments with regard to area of study one and may be written tasks, oral presentations, posters etc
- Performance 20%: This will be an assessment of a student's development of skills within the workplace or VET environments
- Reflection 20%: This will be a reflection of a student's experiences within the workplace or VET environments and another on how work ready they now feel.

**External assessment (30%)**
Practical Investigation: Students undertake a practical investigation based on a product, task, or service related to their experiences of work and workplace contexts.

OR

Issues Investigation: Students undertake an investigation of a local, national, and/or global issue, culture, or environment relating to their experiences of work and workplace contexts, and/or one or more of the Industry and Work Knowledge topics studied.

**Requirements for Success:** Ideally successful completion of Stage 1 Workplace Practices in Semester 1 and/or Semester 2 in Year 11.
# Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nick Raimondo</td>
<td>ADoTL: MYP Coordinator</td>
<td><a href="mailto:nraimondo@pac.edu.au">nraimondo@pac.edu.au</a></td>
</tr>
<tr>
<td>Martin McKinnon</td>
<td>ADoTL: IBDP Coordinator</td>
<td><a href="mailto:mmckinnon@pac.edu.au">mmckinnon@pac.edu.au</a></td>
</tr>
<tr>
<td>Jeremy Rylatt</td>
<td>ADoTL: SACE Coordinator</td>
<td><a href="mailto:jrylatt@pac.edu.au">jrylatt@pac.edu.au</a></td>
</tr>
<tr>
<td>Monica Magann</td>
<td>Careers Counsellor</td>
<td><a href="mailto:mmagann@pac.edu.au">mmagann@pac.edu.au</a></td>
</tr>
<tr>
<td>Simone Roylett</td>
<td>VET Coordinator</td>
<td><a href="mailto:sroylett@pac.edu.au">sroylett@pac.edu.au</a></td>
</tr>
<tr>
<td>Andrew Stace</td>
<td>Year 10 Coordinator, Personal Project</td>
<td><a href="mailto:astace@pac.edu.au">astace@pac.edu.au</a></td>
</tr>
<tr>
<td>Chris Jordison</td>
<td>Year 11 Coordinator</td>
<td><a href="mailto:cjordison@pac.edu.au">cjordison@pac.edu.au</a></td>
</tr>
<tr>
<td>Scott Parker</td>
<td>Year 12 Coordinator</td>
<td><a href="mailto:sparker@pac.edu.au">sparker@pac.edu.au</a></td>
</tr>
</tbody>
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# Useful websites

- [www.ibo.org](http://www.ibo.org)
- [www.sace.sa.edu.au](http://www.sace.sa.edu.au)
- [www.satac.edu.au](http://www.satac.edu.au)