Introduction

The Senior School Curriculum Handbook 2016 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 is undertaken at Year 10.

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, Mathematics, Sciences, Individuals and Societies and Language Acquisition and select four further semesters of study across the remaining three learning areas; Arts, Physical & Health Education, and Design & Technology. At least one of these three 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>Elective 1</th>
<th>Elective 2</th>
<th>PLP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>Language &amp; Literature</td>
<td>Maths</td>
<td>Sciences</td>
<td>Individuals &amp; Societies (elective)</td>
<td>Language Acquisition (major or minor)</td>
<td>Elective 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(elective)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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 endeavors. 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 2016-17*

<table>
<thead>
<tr>
<th>Group 1 - Studies in Literature and Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>English A1 (SL or HL)</td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>French B (SL or HL)</td>
</tr>
<tr>
<td>Spanish <em>ab initio</em> (SL)</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>Film (SL or HL) or</td>
</tr>
<tr>
<td>Another subject from Group 3 or 4</td>
</tr>
</tbody>
</table>

* 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</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 2016 university admissions in New South Wales, Australian Capital Territory, Queensland, Victoria and Western Australia. Please note this conversion table is adjusted every year.

<table>
<thead>
<tr>
<th>Passing</th>
<th>Combined</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>99.75</td>
</tr>
<tr>
<td>42</td>
<td>99.45</td>
</tr>
<tr>
<td>41</td>
<td>98.85</td>
</tr>
<tr>
<td>40</td>
<td>98.30</td>
</tr>
<tr>
<td>39</td>
<td>97.55</td>
</tr>
<tr>
<td>38</td>
<td>96.70</td>
</tr>
<tr>
<td>37</td>
<td>95.80</td>
</tr>
<tr>
<td>36</td>
<td>94.40</td>
</tr>
<tr>
<td>35</td>
<td>93.25</td>
</tr>
<tr>
<td>34</td>
<td>92.05</td>
</tr>
<tr>
<td>33</td>
<td>90.60</td>
</tr>
<tr>
<td>32</td>
<td>88.85</td>
</tr>
<tr>
<td>31</td>
<td>86.90</td>
</tr>
<tr>
<td>30</td>
<td>83.85</td>
</tr>
<tr>
<td>29</td>
<td>81.20</td>
</tr>
<tr>
<td>28</td>
<td>79.25</td>
</tr>
<tr>
<td>27</td>
<td>77.05</td>
</tr>
<tr>
<td>26</td>
<td>74.65</td>
</tr>
<tr>
<td>25</td>
<td>71.60</td>
</tr>
<tr>
<td>24</td>
<td>68.10</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>Score</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>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>English A SL</td>
<td>5</td>
</tr>
<tr>
<td>Spanish 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>Score</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 SL</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 Spanish 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 showing the requirements and credits for SACE](image)

* 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>
<th>Stage 1 Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Maths or Research Project</td>
<td>Stage 1 Subject</td>
<td>Stage 1 Subject</td>
<td>Stage 1 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>
<td></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):

### Craig – SACE or NTCET

<table>
<thead>
<tr>
<th>Stage 2 subjects completed</th>
<th>2AHM20 Agricultural and Horticultural Management</th>
<th>2BIC20 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>
<td>✓</td>
<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 + 8.0 = 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)

### Cathy – SACE or NTCET

<table>
<thead>
<tr>
<th>Stage 2 subjects completed</th>
<th>2PPS20 Physics</th>
<th>2BIC20 Biology</th>
<th>2PPS20 Philosophy</th>
<th>2RPB10 Research Project B</th>
<th>2MNP10 Musicianship</th>
<th>2PNN20 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>
<td>18.0</td>
<td>15.0</td>
<td>12.0</td>
<td>6.0</td>
<td>5.0</td>
<td>8.0</td>
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<tr>
<td>Used in university aggregate</td>
<td>✓</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>
<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 + 1/2 (8.0) = 15.0
Her university aggregate is therefore: 45.0 + 15.0 = 60.0 (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>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Chemistry</td>
</tr>
<tr>
<td>Chinese (Background Speakers)</td>
</tr>
<tr>
<td>Design &amp; Technology: Communication Products</td>
</tr>
<tr>
<td>Design &amp; Technology: Communication Products</td>
</tr>
<tr>
<td>Design &amp; Technology: Communication Products</td>
</tr>
<tr>
<td>Design &amp; Technology: Material Products</td>
</tr>
<tr>
<td>Design &amp; Technology: Material Products</td>
</tr>
<tr>
<td>Economics</td>
</tr>
<tr>
<td>English as an Additional Language</td>
</tr>
<tr>
<td>English Literary Studies</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Geography</td>
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<tr>
<td></td>
</tr>
<tr>
<td>History</td>
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</tr>
</tbody>
</table>

**SACE students may also elect to study Chinese, French or Spanish 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.
<table>
<thead>
<tr>
<th>Stage 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Mathematical Studies</td>
</tr>
<tr>
<td>Biology</td>
<td>Modern History</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Music: Ensemble Performance *</td>
</tr>
<tr>
<td>Chinese (Background Speakers)</td>
<td>Music: Individual Study &amp; Music Technology</td>
</tr>
<tr>
<td>Design &amp; Technology:</td>
<td></td>
</tr>
<tr>
<td>Communication Products –</td>
<td></td>
</tr>
<tr>
<td>Computer Aided Design CAD</td>
<td></td>
</tr>
<tr>
<td>Music: Solo Performance *</td>
<td></td>
</tr>
<tr>
<td>Design &amp; Technology:</td>
<td></td>
</tr>
<tr>
<td>Material Products – Metalwork</td>
<td>Outdoor Education</td>
</tr>
<tr>
<td>Design &amp; Technology:</td>
<td></td>
</tr>
<tr>
<td>Material Products – Woodwork</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Economics</td>
<td>Physics</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>Research Project</td>
</tr>
<tr>
<td>Studies (Eligibility</td>
<td>Studied Year 11 in 2015</td>
</tr>
<tr>
<td>requirements apply)</td>
<td></td>
</tr>
<tr>
<td>English Communications</td>
<td>Specialist Mathematics</td>
</tr>
<tr>
<td>English Studies</td>
<td>Visual Arts: Art</td>
</tr>
<tr>
<td>Geography</td>
<td>Visual Arts: Design</td>
</tr>
<tr>
<td>Mathematical Applications</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Workplace Practices</td>
</tr>
<tr>
<td></td>
<td>Recommended if undertaking VET</td>
</tr>
</tbody>
</table>

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

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

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 an authorized school offering the International Baccalaureate (IB) Middle Years Programme 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.
Arts: Digital Arts, Architecture and Graphic Design

Optional: This year long course is recommended for students who wish to consider full year Art or Design studies in SACE or IBDP and whom have tertiary aspirations in a creative or design related degree.

Length of course: Full year

Course Aim: Digital Arts, Architecture and Graphic Design is a comprehensive creative experience which allows students to develop in-depth skills and knowledge across a variety of contemporary media platforms which underpin University and professional creative career options. Modelling for visual entertainment industries, digital self-expression, Architectural studies and graphic design are all studied in detail.

Course Description: Students will have opportunities to explore and develop skills in contemporary and creative settings. 2D and 3D forms are explored, both in hand modelling and computer modelling across a range of creative disciplines. Students are given opportunities to continue to develop their manual drawing, sketching and modelling skills, as well as learning and extending their skills and knowledge with digital media, such as the Adobe Creative Suite and Trimble Sketch up. Longer scaffolded class projects are complemented with homework tasks which extend student’s understanding of art and design related topics. Critical, creative and reflective thinking will underpin all learning experiences which will be recorded in an Arts Process Journal, which will provide a thorough document of each student’s creative journey as well as showcasing their skills as digital artists and designers.

This year long course is a combination and extension of the two separate semester courses, Digital Arts and Architecture and Graphic Design. Please refer to these subject outlines for further explanation of course content.

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: Architecture and Graphic Design

Optional: Can be studied within a full year Digital Arts, Architecture & Graphic Design course

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 - Knowing and Understanding
- Criterion B - Developing Skills
- Criterion C - Thinking Creatively
- Criterion D – Responding

Arts: Digital Arts

Optional: Can be studied within a full year Digital Arts, Architecture & Graphic Design course

Length of course: One semester

Course Aim: This visual arts course develops fine art and digital art/design skills to inform the production of creative visual communication, relevant to the visual marketing, visual artist/design practice and visual entertainment industries.

Course description: This semester course offers skill development in 2D and 3D traditional and digital visual communication through disciplines such as drawing, painting, modelling, photography, and Photoshop editing. Students will use the creative process to take risks, problem solve and experiment with ideas to inform the development of creative solutions in response to a given art/design brief, utilizing styles such as surrealism and realism. Students will build knowledge and understanding by analysing and creating work in the style of historical and contemporary artists/designers, learning to critique their own work and that of others. With the ever-changing visual world this course embraces imagination and fosters the skills of creative visual communication of 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: Design Animation and Film

Arts: Design, Animation and Film can be taken as a full year course comprised of the two units described below. The two units deal with distinct skills and are non-replicating. Each individual unit may also be taken as a single semester course.

Unit 1: Film and Television Productions

Optional

Length of course: One semester

Course Aim: The course aims to enable students with an ‘industry style’ experience of Film and Television production and enable students to experience all aspects of the Production process. Students will engage both in a creative and design based production process.

Course Description: This course emphasizes a hands-on approach to skill development. Students will be engaged in fieldwork and studio production that includes the use of cameras, digital sound and editing software, sound recording equipment and lighting equipment.

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

Unit 2: Animation and short film

Optional

Length of course: One semester

Course Aim: This course aims to enable students to create a short film or short animated film. Students will engage both in the creative and design based production process to develop industry based skills and practices. This course builds both Design and Film making skills as well as exposing students to the potential of a career in the film industry.

Course Description: The course emphasizes a hands-on approach to skill development and an emphasis upon creativity. Students will be engaged in fieldwork and studio production that includes the use of cameras, digital sound and editing software, sound recording equipment and lighting equipment. They will produce an original short film or animated film.

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 Creation / Performance

Optional

Length of course: Full Year

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 contemporary music creation.

Course Description: A wide range of music genres are explored; including 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 group/band performance, although not compulsory, are 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.

The course also involves the creation of music and sound for media (eg. film, TV, radio, advertising, computer games), studio recording, live music production and music technology. Music industry-related topics are also investigated, such as copyright, royalties, revenue streams, marketing, promoting, event management, career pathways etc.

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 Creation / Performance

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 contemporary music creation.

Course Description: A wide range of music genres are explored; including 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 group/band performance, although not compulsory, are 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 Creation and the Music Industry / Performance

**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:** A wide range of music genres are explored; including 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 group/band performance, although not compulsory, are also encouraged and can be integrated into class projects.*

Topics addressed include music technology, the Music Industry, music software, music producing, studio recording, PA systems (live concert sound) remixing, film music, hearing and acoustics.

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: Music Solo Performance (pre SACE & IBDP HL)**

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

**ALSO PLEASE NOTE:** Completion of this subject is highly recommended for students intending to enrol in SACE Stage 2: Music Solo Performance or IBDP Music HL subjects in 2017.

**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/IB 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: 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 History skills, particularly in the areas of criterial analysis, evaluation of sources and research.

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: Global Interactions (Geography)

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: Studies in Conflict (History)

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: Age of Revolutions (History)

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 social and political 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; chosen from the French, American or Russian revolutions. Students will investigate the causes and consequences of revolutionary movements, as well has having the opportunity to study and evaluate 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 & Literature: 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.

**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

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**Language & Literature: English**

**Compulsory,** must choose one additional Language & Literature: 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 (Major or Minor)

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 (Minor), 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.

In Phases 3 and 4 (Major), 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.

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 (Minor)

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.

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
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

Mathematics: Pre-Essential

Enrolment subject to course counselling

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 Essential Mathematics only. 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: Pre-Specialist (10A)

Enrolment subject to course counselling

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. This course reaches the Australian Curriculum 10A standard, which is the recommended pathway into SACE Mathematical Methods and Specialist Mathematics as well as IBDP Higher Level Mathematics. It is also an ideal foundation for other senior Mathematics courses.

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

Mathematics: Accelerated (10A + SACE Stage 1)

Enrolment subject to course counselling

Length of Course: One year

Assumed Knowledge: High level of achievement in Year 9 Accelerated 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, leading to the completion of SACE Stage 1 Mathematical Methods by the end of the year. Students from this cohort will be prepared to complete SACE Stage 2 Mathematical Methods in 2017, and might also choose SACE Stage 1 Specialist Mathematics in 2017. They will also be eligible for the completion of the IBDP SL Mathematics course as anticipated students in 2017, should they choose the IB Diploma in their senior years.

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. They will be introduced to counting techniques helping them to determine theoretical probabilities and understand the concept of independence. 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. In addition, they will cover an introduction to differential calculus – the study of rates of change.

**Assessment:**

Assessment tasks will be marked against the following criteria:

**IB MYP:**
- Criterion A – Knowledge and Understanding
- Criterion B – Investigating Patterns
- Criterion C – Communicating
- Criterion D – Applying Mathematics in the real world

**SACE Senior Australian Curriculum:**
- Criterion CT – Concepts and Techniques
- Criterion RC – Reasoning and Communication
Physical & Health Education: Sport Science

Length of Course: Full year

Assumed Knowledge: Nil

Course Aim: Sport Science is for those students who plan to continue their physical education studies in Year 11 and 12; either through the SACE Physical Education course or the IB Diploma Sport, Exercise & Health Science program.

Students will develop an understanding of why physical activity and healthy lifestyle choices are important, while exploring a range of contemporary sport science concepts.

Course Description: The course offers a balance of both theoretical and practical components. Four key theory topics will be covered over the year, namely:

- The process of energy production for physical activity
- Training, conditioning and performance enhancement
- Skill acquisition
- Nutrition for sport and health

Practical activities will include a range of individual and team sports, plus an in-depth training and conditioning program in the RED Centre gymnasium.

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 Education

Optional

Length of Course: Full year

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 7 topics and have a balance of the following throughout the programme:

- Topic 1: Nutrition & Energy Requirements
- Topic 2: First aid and Emergency response
- Topic 3: Cooking and Expedition Planning
- Topic 4: Surfing and Water Safety
Physical & Health Education: Sport & Recreation

Length of Course: One semester

Assumed Knowledge: Nil

Course Aim: Sport & Recreation is designed for those students with an interest in sport, physical activity and outdoor pursuits, who may not be continuing with their Physical Education studies in Year 11 and 12. Alternatively, students may choose to undertake Sport & Recreation in addition to a full-year of Sports Science or Outdoor Education.

Course Description: The course offers a balance of both theoretical and practical components. Student performance is assessed against the MYP Physical and Health Education criteria.

Throughout the semester students will:

- Participate in an overnight expedition (either surfing or mountain biking)
- Complete three practical units, including team and individual sports
- Be provided with an introduction to strength and conditioning methods
- Analyse the role sport plays in shaping culture and identity

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

- Criterion A – Knowing & Understanding
- Criterion B – Planning for Performance
- Criterion C – Applying & Performing
- Criterion D – Reflecting & Improving Performance
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 have 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 & Technology: Systems & Control Products - Computer Game Design**

Optional

**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 Analysing
- Criterion B - Developing Ideas
- Criterion C - Creating the Solution
- Criterion D – Evaluating

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**Design & Technology: Systems & Control Products – Robotics Engineering & Automation**

Optional

**Length of Course:** One semester

**Course Aim:** Students will use robotics to gain an understanding of engineering, physics, electronic, mechanical and computer programming principles. Project based practical work will challenge students to generate complex and well-resolved prototypes to solve real world engineering challenges.

**Course Description:** This is a practical, project based subject focusing on automated control systems and how they can be used to solve real world problems through the MYP Design Cycle. Students will gain an understanding of robotic control principles as well as how to design and engineer custom parts to provide novel solutions to problems.

The realization of the final project will require the use of a number of digital and manufacturing technologies, such as robotics programming, 3D printing and laser cutting and engraving.

This course will give students an appreciation of real engineering design challenges as they will need to use their creativity and problem solving skills to manage finite resources, working within constraints to deliver their product solution. The focus on physical automated control systems will also require students to work within tight technical specifications in the creation of project components.

This course is related to the fields of ICT, mechanical engineering, electrical engineering, manufacture, industrial design and digital media production.

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

Design & Technology: Materials Technology - 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 Analysing
Criterion B – Developing Ideas
Criterion C – Creating the Solution
Criterion D – Evaluating

Design & Technology: Materials Technology - 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 Analysing
Design & Technology: Product Engineering – Computer Aided Design

Optional

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 processes and techniques in engineering and product design, using advanced features of industry-standard 3D Parametric Modelling software (Autodesk Inventor).

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, and digital presentation techniques. 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 Analysing
- Criterion B – Developing Ideas
- Criterion C – Creating the Solution
- Criterion D – Evaluating

Design & Technology: Product Engineering – Computer Aided Manufacturing

Optional

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 and manufacture of products using Computer Numeric Controlled machinery. This includes exposure to advanced 3D CAM processes and techniques in engineering and product design, using advanced features of industry-standard Computer-Aided Manufacturing equipment including CNC routers, 3D printing, Lasercutting and CNC Mills.

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 CAM equipment and processes, technical drawing conventions, 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 Analysing
- Criterion B – Developing Ideas
- Criterion C – Creating the Solution
- Criterion D – Evaluating

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**Design & Technology: Communication Technology - 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 Analysing
- Criterion B - Developing Ideas
- Criterion C - Creating the Solution
- Criterion D - Evaluating
International Baccalaureate Diploma Programme
Subjects

Chinese A: Literature (Standard Level)  

**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 (360–480 characters in length) and literary essay (1,440–1,800 characters in length) on one work studied in part 1.

**Internal Assessment**

Oral examination 30% - This component consists of two compulsory oral activities that are externally assessed by the IB.

1. Individual oral commentary 15% - Students present a formal oral commentary on an extract from a work studied in part 2.
2. Individual oral presentation 15% - 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 a MYP final grade 5 in Year 10 Language & Literature (Chinese).
English A: Literature (Standard Level)  

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 a MYP final grade 5 in Year 10 Language & Literature (English).
**English A: Literature (Higher Level)**

**Group 1**

**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 Language & Literature (English).
Chinese B (Standard and Higher Level)  Group 2

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, and must have completed the second semester of Year 10 at MYP Phase 3 or Phase 4. It is expected that students intending to undertake this course would have achieved a MYP grade of at least 5 in Year 10 Language Acquisition (Chinese).

HL: Invitation only in Year 12.
French B (Standard and Higher Level)  

Duration: Two years

Course Description: The French 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.

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 French continuously from Year 8 to Year 10, and must have completed the second semester of Year 10 at MYP Phase 3 or Phase 4. It is expected that students intending to undertake this course would have achieved a MYP grade of at least 5 in Year 10 Language Acquisition (French).

HL: Invitation only in Year 12.
English B (Standard and Higher Levels)  

**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.
Spanish ab initio (Standard Level)  

**Group 2**

**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

**Requirements for Success:** This course is for students who have not studied this language beyond Phase 1.
**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 a MYP final grade 5 in Year 10 Individuals & Societies.

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 a MYP final grade 5 in Year 10 Individuals & Societies.

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: The Move to Global War (Italy and Japan). Two major thematic studies encompass preparation for Examination Paper 2 in order to develop an understanding of historical processes. These are: the Authoritarian States (Adolf Hitler, Mao Zedong and Benito Mussolini); and The Cold War: superpower tensions and rivalries.

**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 5 in Year 10 Individuals & Societies (History).

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**History (Higher Level)**

**Group 3**

**Duration:** Two years

**Course Description:** Students will critically engage with a range of historical sources related to the prescribed subject: The Move to Global War (Italy and Japan). Two major thematic studies encompass preparation for Examination Paper 2 in order to develop an understanding of historical processes. These are: the Authoritarian States (Adolf Hitler, Mao Zedong and Benito Mussolini); and The Cold War: superpower tensions and rivalries. The Asia and Oceania option topics to be studied as part of the HL course are China and Korea (1910 – 1950), The People’s Republic of China (1949 – 2005), Cold War Conflicts in Asia.

**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 5 in Year 10 Individuals & Societies (History).
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 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. Students will also need to discuss the social and ethical issues surrounding the use of various technologies. A MYP final grade of 5 in Design & Technology or Individuals & Societies is recommended.
Information Technology in a Global Society (Higher 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 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. Students will also need to discuss the social and ethical issues surrounding the use of various technologies. A MYP final grade of 5 in Design & Technology or Individuals & Societies is recommended.
Environmental Systems and Societies (Standard Level)

**Duration:** Two years

**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:**

**External Assessment (80%)**

Examination

**Internal Assessment (20%)**

Practical investigations and reporting

**Requirements for Success:** Students should have achieved at least a MYP final grade 5 in Individuals & Societies and Science.
Biology (Standard Level)  

**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 Course 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 5 in Science.
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 5 in Science.
Chemistry (Standard Level)  

**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 5.

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Chemistry (Higher Level)  

**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 5.
**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 5.
Physics (Higher Level)  

**Group 4**

**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 5.
Sports Exercise and Health Science (Standard Level)  Group 4

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: Sports Science and MYP Science with a minimum MYP grade of 5 would be of benefit to prospective students.
Mathematics (Standard Level)

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 6 and above Core; 5 and above Extension.
Mathematics (Higher Level)  

**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 and above Extension.
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 and above Core; 3 and above Extension.
Film (Higher & Standard Level)  

Duration: Two years

Course Description: The IB Film course consists of three parts, all of which are compulsory:

A. Production Portfolio (Practical)
B. Independent Study (Theory & History)
C. Oral Presentation (Analysis)

Film is at once a powerful communication medium, a study in the economics of industry and an art form. The IB Film course aims to develop students’ skills so that they become adept in both interpreting and making film texts.

With practical work students are introduced to the production processes, concepts and techniques of film-making, including the use of technology and equipment. The IB Film course emphasises the importance of working individually and as a member of a group. Students are encouraged to develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. A challenge for students following this course is to become aware of their own perspectives and biases and to learn to respect those of others. This requires a willingness to have an open and critical mind.

The close textual analysis of films and film cultures, through the exploration of film history and genres, introduces students to traditions and cultures outside their own, as well as building strong visual literacy competencies. Through the study of film texts the course explores film history, theory and socio-economic background. The course develops students’ critical abilities, enabling them to appreciate the diversity of cultural and historical perspectives in film. Ultimately the course aims to develop a lifelong appreciation of film.

While IB Film is not intended as a precursor to tertiary study in Film and/or Media, the structure and content of the course certainly places students who are interested in these fields in a position of advantage in terms of knowledge and ability. For other students, IB Film represents an immersion course in key 21st Century skills, namely close collaboration, meticulous organisation, creative thinking (including problem solving), and visual literacy.

Assessment

A. Internal Assessment: Production Portfolio (50%)
Higher Level: One completed film project of 6–7 minutes, including titles. An associated trailer of 40–60 seconds. Rationale for film of no more than 100 words. Rationale for trailer of no more than 100 words. Written commentary of no more than 1,750 words.

Standard Level: One completed film project of 4–5 minutes, including titles. Rationale for film of no more than 100 words. Written commentary of no more than 1,200 words.

B. External Assessment: Independent Study (25%)
Higher Level: Rationale, script and annotated list of sources for a documentary production of 12–15 pages.

Standard Level: Rationale, script and annotated list of sources for a documentary production of 8–10 pages.

C. External Assessment: Oral Presentation (25%)
Higher Level: An oral presentation of a detailed textual analysis of an extract from a prescribed film of up to a maximum of 15 minutes.

Standard Level: An oral presentation of a detailed textual analysis of an extract from a prescribed film of up to a maximum of 10 minutes.

Requirements for Success: Recommended MYP Arts minimum final grade 5.
Music (Standard Level)  

**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 with a MYP grade of 5 or more 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)

**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 with a MYP grade of 5 or more 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.
Visual Arts (Standard Level)

Duration: Two years

Course Description: The Visual Arts course consists of the three parts, all of which are compulsory:

Part 1: Comparative Study 20%
Part 2: Process Portfolio 40%
Part 3: Exhibition 40%

Course Aim: Visual Arts encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency as art/design makers. Visual Arts fosters the production of creative visual communication, relevant to visual marketing, visual artist/design practice, visual entertainment industries, and creative thinking in a diverse range of higher education and career pathways.

Comparative study: Students critically analyse and compare different art/design works by different art/design artists from differing cultural contexts.

Process Portfolio: Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of art/design experiences from their visual arts journal pages. Investigation pages provide an opportunity for reflection and discovery and they play a key role in allowing ideas to take shape and grow.

Exhibition: Students experience a variety of different art/design making and conceptual forms including, drawing, sculpture, painting, graphic design, printmaking and architecture. Students select resolved artworks for their own exhibition which is supported by a curatorial rationale. SL students will work with and then specialize in at least two art/design making forms.

Assessment:

External Assessment (SL: 60%)

Comparative Study 20%: Compare at least 3 different art/design works by at least 2 different artists/designers with commentary over 10-15 screens.

Process Portfolio 40%: 9-15 screens, and the work submitted should be in at least two different art-making forms.

Internal Assessment (SL: 40%)

Exhibition 40%: 4-7 pieces with exhibition text for each and a curatorial rationale (400 words max.)

Requirements for Success: It is desirable and recommended that students entering this subject in Year 11 have experienced success with a MYP grade of 5 or more in one or more of the following Year 10 MYP subjects from the Arts learning area:

- Film and Animation
- Creative Arts/Digital 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)  

Duration: Two years

Course Description: The Visual Arts course consists of the three parts, all of which are compulsory:

Part 1: Comparative Study 20%

Part 2: Process Portfolio 40%

Part 3: Exhibition 40%

Course Aim: Visual Arts encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency as art/design makers. Visual Arts fosters the production of creative visual communication, relevant to visual marketing, visual artist/design practice, visual entertainment industries, and creative thinking in a diverse range of higher education and career pathways.

Comparative study: Students critically analyse and compare different art/design works by different art/design artists from differing cultural contexts.

Process Portfolio: Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of art/design experiences from their visual arts journal pages. Investigation pages provide an opportunity for reflection and discovery and they play a key role in allowing ideas to take shape and grow.

Exhibition: Students experience a variety of different art/design making and conceptual forms including, drawing, sculpture, painting, graphic design, printmaking and architecture. Students select resolved artworks for their own exhibition which is supported by a curatorial rationale. HL students will work with and then specialize in at least three art/design making forms.

Assessment:

External Assessment (HL: 60%)

Comparative Study 20%: Compare at least 3 different art/design works by at least 2 different artists/designers with commentary over 10-15 screens. Plus at HL, a reflection on the extent to which their art/design work and practices have been influenced by any of the art/design/artists/designers examined in 3-5 screens.

Process Portfolio 40%: 13-25 screens, and the work submitted should be in at least three different art-making forms.

Internal Assessment (HL: 40%)

Exhibition 40%: 8-11 pieces with exhibition text for each and a curatorial rationale (700 words max.)

Requirements for Success: It is desirable and recommended that students entering this subject in Year 11 have experienced success with a MYP grade of 5 or more in one or more of the following Year 10 MYP subjects from the Arts learning area:

- Film and Animation
- Creative Arts/Digital 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.
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 work with. Through these reflections, students have the opportunity to try to examine the significance of all their studies and knowledge involvements - to try to stand apart from, and analyse, 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 different criteria of truthfulness, how different approaches entail specific problems of knowledge. Students are encouraged to explore their involvement with knowledge, as both a practical and a scholastic undertaking, by asking questions and making connections across their whole educational experience.

By comparatively evaluating different 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 knowledge and how different kinds of knowledge may best be used. In consequence, ToK is 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 comprised a score out of 3 points in the overall Diploma score. ToK itself is scored out of 30 marks.

External Assessment (20 marks)

Essay: 1600 words -. An analytical examination of a prescribed topic selected from a prescribed list of six.

Internal Assessment (10 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**  
(10 Credits)

**Duration:** One semester

**Assumed Knowledge:** Nil

**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 option topics selected are; Double-entry Recording; Financial Reports; Analysis and Interpretation of Financial Reports.

**Assessment:**

Skills and Applications Tasks 80%

Assessment Type 2: Investigation 20%

**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 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  
(10 Credits)

Duration: One semester

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.

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
- Social, ethical, and technological issues
- The impacts of past, present, and possible future accounting decisions.

The option topics selected are: Balance Day Adjustments, Cash Flow Statements, Cash Budgets.

Assessment:

Skills and Applications Tasks 50%
Assessment Type 2: Investigation 50%

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 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. Minimum MYP final grade 4 in Year 10 Science.
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 five 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 4 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.
Stage 1 Chinese Background Speakers  

(20 Credits)

**Duration:** One year

**Assumed Knowledge:** Year 10 Language & Literature (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 - Computer Aided Design (10 Credits)

Duration: One semester

Assumed Knowledge: Year 10 Design & Technology (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 - 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.
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 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
- 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 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, or image manipulation skills & techniques like colour changing, superimposing, text on image, morphing.
- 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
- 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 Design & Technology (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 metal working skills and techniques; eg Machining metal, machine and work shop safety, welding, hand power tool safety and use, bending metal, finishing 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 Design & Technology (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, 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 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.

Economics course content at Prince Alfred College balances learning about the commercial world with that from policy and social issues pertaining to decision making, scarcity and sustainability. This provides valuable knowledge and skills for careers in the Private sector, the Professions and the Public sector.

**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, to an A/B level, it is expected that intending students would have achieved at least a MYP final grade 5 in Year 10 Individuals & Societies.

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.
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.

Economics course content at Prince Alfred College balances learning about the commercial world with that from policy and social issues pertaining to decision making, scarcity and sustainability. This provides valuable knowledge and skills for careers in the Private sector, the Professions and the Public sector.

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, to an A/B level, it is expected that intending students would have achieved at least a MYP final grade 5 in Year 10 Individuals & Societies.

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.
Stage 1 English as an Additional Language  
(20 Credits)

NOTE: Eligibility conditions apply for EAL studies in the SACE.

Duration: Full Year.

NOTE: Students must study a full-year Stage 1 English course to meet the SACE literacy requirements. Students also need to achieve a C Grade or higher in both semesters of this subject to achieve the SACE literacy requirements.

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

Course Description: In this course, learning focuses on development and use of skills and strategies in communication, comprehension, language and text analysis, and creating texts.

Through studying a variety of oral, written, and multimodal texts, including literary texts, students develop an understanding of text structures and language features. Students explore the relationship between these structures and features and the context, purpose, and audience of texts. Information, ideas, and opinions in texts are identified and interpreted. Students develop skills for research and academic study.

This subject focuses on:

- Communication
- Comprehension
- Language and text analysis
- Text creation

Assessment:

Responding to texts: one written (800 words), and one oral response (5 minutes maximum), to texts: 25% + 25%

Interactive: an interview and written report (800 words maximum) OR a discussion presentation (5 minutes maximum) 25%

Applied Language Activity: one oral (5 minutes maximum) written (800 words maximum), or multimodal product 25%

Requirements for Success: Successful completion of Language Acquisition (English) Phase 4. 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  
(20 Credits)

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

**Duration:** Full Year.

**NOTE:** 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 Production 40%

Extended Study 20%

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 A.

*Note: Courses subject to minor modifications with implementation of new SACE outlines for 2016*
Stage 1 English Literary Studies (20 Credits)

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

**Duration:** Full Year.

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

**Assessment (Internal):**

- Text Analysis 40%
- Text Production 40%
- Extended Study 20%

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

**Requirements for Success:** Students should have achieved a Language & Literature (English) MYP final grade 5 or above to meet the SACE required C Grade in Stage 1 English Literary Studies.

*Note- Courses subject to minor modifications with implementation of new SACE outlines for 2016.*
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:

- demonstrate knowledge and understanding of geographical concepts
- 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
- apply a range of geographical and inquiry skills, including the use of spatial technologies to identify and examine geographical features and issues
- investigate spatial patterns and processes that operate in physical and human environments
- analyse the interactions and interdependence of people and environments at local, national, and global levels
- analyse information to determine a range of outcomes and make justifiable recommendations for improvements to human and physical environments
- reflect on social justice, sustainability, and economic perspectives of geographical issues
- 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 5 in Individuals & Societies in Year 10.
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:

- demonstrate knowledge and understanding of geographical concepts
- 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
- apply a range of geographical and inquiry skills, including the use of spatial technologies to identify and examine geographical features and issues
- investigate spatial patterns and processes that operate in physical and human environments
- analyse the interactions and interdependence of people and environments at local, national, and global levels
- analyse information to determine a range of outcomes and make justifiable recommendations for improvements to human and physical environments
- reflect on social justice, sustainability, and economic perspectives of geographical issues
- 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 5 in Individuals & Societies in Year 10.
Stage 1 History A

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 5 in Year 10 Individuals & Societies (History).
Stage 1 History B

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 analyse 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 5 in Year 10 Individuals & Societies (History).
Stage 1 Essential 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 Essential Mathematics.

Duration: One semester, offered in Semester 1 only.

Assumed Knowledge: Completion of MYP Mathematics at Year 10

Course Description: This course is designed to prepare students for Essential Mathematics at Stage 2. In Semester 1 topics include: Calculations, Time & Ratio; Earning and Spending; and Geometry.

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 Mathematics.

Stage 1 Essential Mathematics 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. This is a pre-requisite subject for Stage 2 Essential Mathematics.

Duration: One semester, offered in Semester 2 only.

Assumed Knowledge: Completion of MYP Mathematics at Year 10

Course Description: This course is designed to prepare students for Essential Mathematics at Stage 2. In Semester 2 topics include: Data in Context; Measurement; and Investing.

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 Mathematics.
Stage 1 General 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 General Mathematics.

Duration:  One semester, offered in Semester 1 only.

Assumed Knowledge:  Students should have achieved at least an overall MYP final grade of 5 in Year 10 Mathematics (Standard) or at least a MYP final grade of 4 in Year 10 Mathematics (Extended).

Course Description:  This course is one of two semester offerings designed to prepare students for General Mathematics at SACE Stage 2. The course builds knowledge, understanding and skills in the following disciplines: Investing and Borrowing; Measurement; and Statistical Investigation.

Assessment:
Skills and Application tasks 70% (at least two tasks per semester)
Folio (Investigations) 30% (at least one task per semester)

Requirements for Success:  Recommended MYP final grade 5 or above in Year 10 Mathematics, 4 or above in Mathematics Extended.

Stage 1 General Mathematics 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. This is a pre-requisite subject for Stage 2 General Mathematics.

Duration:  One semester, offered in Semester 2 only.

Assumed Knowledge:  Students should have achieved at least an overall MYP final grade of 5 in Year 10 Mathematics (Standard) or at least a MYP final grade of 4 in Year 10 Mathematics (Extended).

Course Description:  This course is one of two semester offerings designed to prepare students for General Mathematics at SACE Stage 2. The course builds knowledge, understanding and skills in the following disciplines: Applications of Trigonometry; Linear Functions and their Graphs; Matrices & Networks.

Assessment:
Skills and Application tasks 70% (at least two tasks per semester)
Folio (Investigations) 30% (at least one task per semester)

Requirements for Success:  Recommended MYP final grade 5 or above in Year 10 Mathematics, 4 or above in Mathematics Extended.
Stage 1 Mathematical Methods 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 and Specialist Mathematics.

Duration: One semester, offered in Semester 1 only.

Assumed Knowledge: Students should have achieved at least an overall MYP final grade of 6 in Year 10 Mathematics or at least an overall MYP final grade of 5 Year 10 Mathematics (Extended)

Course Description: This course is one of two semester offerings designed to prepare students for Mathematical Methods at SACE Stage 2. Additionally, it is prerequisite for students intending to study Specialist Mathematics. There is a progression of content, applications, level of sophistication, and abstraction leading to Stage 2. The course builds knowledge, understanding and skills in the following disciplines: Trigonometry, Counting and Probability, and Statistics.

Assessment:
Skills and Application tasks 70% (at least two tasks per semester)
Folio (Investigations) 30% (at least one task per semester)

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

Stage 1 Mathematical Methods 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. This is a pre-requisite subject for Stage 2 Mathematical Methods and Specialist Mathematics.

Duration: One semester, offered in Semester 2 only.

Assumed Knowledge: Students should have achieved at least an overall MYP final grade of 6 in Year 10 Mathematics or at least an overall MYP final grade of 5 Year 10 Mathematics (Extended)

Course Description: This course is one of two semester offerings designed to prepare students for Mathematical Methods at SACE Stage 2. Additionally, it is prerequisite for students intending to study Specialist Mathematics. There is a progression of content, applications, level of sophistication, and abstraction leading to Stage 2. The course builds knowledge, understanding and skills in the following disciplines: Functions & Graphs, Growth & Decay, and an Introduction to Differential Calculus.

Assessment:
Skills and Application tasks 70% (at least two tasks per semester)
Folio (Investigations) 30% (at least one task per semester)

Requirements for Success: Recommended MYP final grade 6 or above in Year 10 Mathematics, 5 or above in Mathematics Extended.
**Stage 1 Specialist Mathematics A**

*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 Specialist Mathematics.

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

**Assumed Knowledge:** Students should have achieved at least an overall MYP final grade of 6 in Year 10 Mathematics (Extended) or at least an overall C grade in SACE Stage 1 Year 10 Mathematics (Accelerated).

**Course Description:** This course is one of two semester offerings designed to prepare students for Specialist Mathematics at SACE Stage 2. There is a progression of content, applications, level of sophistication, and abstraction leading to Stage 2. The course builds knowledge, understanding and skills in the following disciplines: Arithmetic and Geometric Sequences and Series; Geometry; and Vectors in the Plane.

**Assessment:**

Skills and Application tasks 70% (at least two tasks per semester)

Folio (Investigations) 30% (at least one task per semester)

**Requirements for Success:** Recommended MYP final grade 6 or above in Year 10 Mathematics Extended, C or above in SACE Stage 1 Year 10 Mathematics (Accelerated).

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**Stage 1 Pre-Specialist 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 Specialist Mathematics.

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

**Assumed Knowledge:** Students should have achieved at least an overall MYP final grade of 6 in Year 10 Mathematics (Extended) or at least an overall C grade in SACE Stage 1 Year 10 Mathematics (Accelerated).

**Course Description:** This course is one of two semester offerings designed to prepare students for Specialist Mathematics at SACE Stage 2. There is a progression of content, applications, level of sophistication, and abstraction leading to Stage 2. The course builds knowledge, understanding and skills in the following disciplines: Trigonometry; Matrices; and Real & Complex Numbers.

**Assessment:**

Skills and Application tasks 70% (at least two tasks per semester)

Folio (Investigations) 30% (at least one task per semester)

**Requirements for Success:** Recommended MYP final grade 6 or above in Year 10 Mathematics Extended, C or above in SACE Stage 1 Year 10 Mathematics (Accelerated).
**Stage 1 Music A**

**(10 Credits)**

**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

(10 Credits)

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 canoeing, orienteering and mountain biking.

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 skillful participation in Outdoor Education. Students should have a preparedness to participate in a three day outdoor journey. Completion of the Year 10 PHE: Outdoor Pursuits 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 sea kayaking, surfing and snorkeling.

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 skillful 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

**Duration:** One semester

**Assumed Knowledge:** Successful completion of Year 10 Physical & Health Education: Sport Science

**Course Aim:** Stage 1 Physical Education A aims to build upon knowledge and skills developed in Year 10 and prepare students for further study in SACE Stage 2. The course provides both practical and theoretical topics.

**Course Description:** Students will study two key theoretical concepts; Fuelling Physical Activity and Training for Optimum Performance. Key learning from these topics will be integrated into student’s three to four practical units. Some practical units may vary between classes, but all students will complete Gaelic Football as well Baseball.

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

Theoretical Assessment Tasks: Student’s theoretical folios will consist of a variety of practical laboratory investigations and an end of semester examination.

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 Year 10 Physical & Health Education courses and an aptitude in a variety of sports would be of benefit to prospective students.

### Stage 1 Physical Education B

**Duration:** One semester

**Assumed Knowledge:** Successful completion of Year 10 Physical & Health Education: Sport Science. Completion of SACE Stage 1 Physical Education A would be of benefit to students, but is not compulsory.

**Course Aim:** SACE Stage 1 Physical Education B aims to build upon knowledge and skills developed in Year 10 and prepare students for further study in SACE Stage 2. The course provides both practical and theoretical topics.

**Course Description:** Students will study two key theoretical concepts; The process of Acquiring Skill and The effect of Biomechanics on sporting performance. Key learning from these topics will be integrated into student’s three to four practical units. Some practical units may vary between classes, but all students will complete Team Handball as well Badminton.

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

Theoretical Assessment Tasks: Student’s theoretical folios will consist of a variety of practical laboratory investigations, an analysis of a contemporary issue related to physical activity and an end of semester examination.

Practical Assessment Tasks: Student’s 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.

**Requirements for Success:** Successful completion of both Year 10 Physical & Health Education courses and an aptitude in a variety of sports would be of benefit to prospective students.
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 Science final grade 4.

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Stage 1 Physics B  
(10 Credits)

**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 Science final grade 4.
Stage 1 Research Practices (10 Credits)

Duration: One semester, Semester 1 only

Assumed Knowledge: Nil

Course Description: This is a subject designed to educate students as to the purpose of research and to 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 – “Skulls & Skills” Introduction
(10 Credits)

Duration: One semester

Assumed Knowledge: No prerequisites or assumed knowledge however, previous experience with MYP 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 and 3D art disciplines of drawing, painting, modelling, 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.

Students considering visual art/design, visual communication/marketing/advertising, visual entertainment industries including gaming and movies 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 2D/3D 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/Digital 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 - “Skulls & Skills” Advanced  
(10 Credits)

Duration: One semester

Assumed Knowledge: No prerequisites or assumed knowledge however, previous experience with MYP Art or Design in Year 9 or 10 is desirable. This course has an emphasis on introducing and expanding 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 and expanding skills in 2D and 3D art disciplines including clay/plasticine modelling, model construction, and moulding & casting forms allowing opportunities to work in mixed media e.g. model construction for digital concept art and opportunity to expand on the variety of skills learnt in Semester 1. 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/design, visual communication/marketing/advertising, visual entertainment industries including gaming and movies 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/Digital 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 – Graphic Design  (10 Credits)

Duration: One semester

Assumed Knowledge: There are no pre-requisites or assumed knowledge but enrolment in Stage 1 Visual Arts: Design-Architecture is highly recommended for those students considering Design in Year 12. 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: Graphic design focusses upon exploring the creative thinking processes and the media used to visually communicate in society. Students are exposed to exploring visual design applications such as logo design, package and poster design, website design and illustration. Students with interests in creative expression and computer based art will enjoy the focus of this course. Theories of design practice are explored as is the integral relationship between typography and graphic communication. Design media are explored and technical skills refined through using the Adobe suite of design software including Photoshop and Illustrator. Drawing, photography and packaging mock ups are also explored in more depth. The graphic design course rewards individuality through creative and critical thinking and caters for students who wish to explore their design thinking and learning through digital mediums. Combining this semester course with the Visual Arts: Design - Architecture course will give a full year comprehensive Design experience in preparation for 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 - Architecture  (10 Credits)

**Duration:** One semester

**Assumed Knowledge:** No prerequisites or assumed knowledge but previous experience with MYP 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:** Architecture focusses upon exploring the creative thinking processes and the media used to solve spatial problems in society. Students are exposed to exploring architectural design applications such as residential and commercial architecture, interior architecture and landscape design. Students with interests in creative expression, 3-D graphics and engineering will enjoy the focus of this course. Theories of design practice are explored as is the integral relationship between form and function within the built environment. Design media are explored and technical skills refined through using the Adobe suite of design software including Photoshop and Illustrator and the architectural software Trimble Sketch-up. Drawing, photography and model making are also explored in more depth. The architecture course rewards individuality through creative and critical thinking and caters for students who wish to explore their design thinking and learning through digital mediums. Combining this semester course with the Visual Arts: Design - Graphic Design course will give a full year comprehensive Design experience in preparation for 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.
Vocational Education and Training (VET) (10-150 credits)

**Duration:** Short courses (several weeks) through to full year and 2 year courses. Courses are most often delivered one day per week, but may also be for just a portion of the day or after school.

**Assumed knowledge:** There is no assumed knowledge for most courses; however, an interest in the subject area is expected and a desire to investigate vocational interests through VET is recommended.

**Course description:** VET courses are available across a broad range of subject/occupational areas and can be categorised by the following groups:

- Art, Design, Fashion & Multimedia
- Building, Furnishing & Furniture Design
- Business Management, Finance, Police & Property Services
- Community Services, Health & Education
- Computing & Information Technology
- Engineering, Electro technology & Mining
- Hospitality, Tourism, Events & Languages
- Primary & allied industries
- Sports & recreation
- Transport & engineering

**Assessment:** Competency based assessment, often practical in nature. Competencies can be achieved even where a full certificate may not be completed. All competencies are nationally recognised by both industry and other learning institutions.

Courses range from a Certificate I or II (most common) through to Certificate III, IV or Diploma level. Apprenticeships generally sit at a Certificate III level. Not all industry areas are suitable for completion of a Certificate III whilst at school.

The SACE Board decides whether competencies are Stage 1 or 2 and publish this in the VET Recognition Register. Credits are accumulated at a rate of 10 credits for every 70 nominal hours and then 5 credits per 35 nominal hours, where applicable, thereafter.

One completed, eligible Certificate III course can contribute toward an ATAR. A score is calculated from the average of the first 70 Stage 2 subject credits that contribute to the aggregate.

**Requirements for success:** Students are supported in developing independent learning strategies to enable them to travel to and attend classes independently, communicate with staff regarding management of missing lessons and manage structured workplace learning requirements.

**Additional details:** Students in Years 10, 11 and 12 are eligible to undertake a VET course with the support of the VET coordinator, the Year Level Coordinator and the Assistant Director of Teaching & Learning: MYP/SACE.

Costs may be incurred where courses are taken as an additional subject rather than as a replacement for a regular academic subject.
Stage 1 Workplace Practices A  

**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  

**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.
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 have achieved success in the subject. Work ethic is the most important ingredient.
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.
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%

External Assessment (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 Design & Technology 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 2D and 3D 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.
Stage 2 Design & Technology: Material Products – Metalwork
(20 Credits)

**Duration:** Full year

**Assumed Knowledge:** Year 10 or Year 11 Design & Technology: 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
- 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 Design & Technology: Material Products – Woodwork (20 Credits)

**Duration:** Full year

**Assumed Knowledge:** Year 10 or Year 11 Design & Technology: 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 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
  - Key Area 3: Macroeconomics
  - Key Area 4: Globalisation
  - Key Area 5: Poverty and Inequality

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 with 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.
Stage 2 English as an Additional Language  (20 Credits)

**NOTE:** Eligibility conditions apply for EAL studies in the SACE

**Duration:** One year

**Assumed Knowledge:** A pass grade of C in Year 11 SACE ESL / English, or 4 in 11 IBDP 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 10 minute (max) tutorial which presents a content overview and an interactive 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 IBDP Year 11 Language B: English.
Stage 2 English Communications (2016)  (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.

Note: Courses subject to modifications with implementation of new Stage 2 SACE course outlines for 2017.

Stage 2 English Studies (2016)  (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.

Note: Courses subject to modifications with implementation of new Stage 2 SACE course outlines for 2017.
Stage 2 Geography  
(20 Credits)

**Duration:** One year

**Assumed Knowledge:** One semester of satisfactory completion of Stage 1 Geography.

**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: Two from: 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 – Core topic + mapping

**Requirements for Success:** Successful completion of the Stage 1 Geography course with at least a C+ grade.
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 Individuals & Societies (History) in Year 10 or History in 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 high 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.

**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.

**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 3 day 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 skillful 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.
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;
- Exercise Physiology Laboratory Report,
- Integrated Task 1: Exercise Physiology;
- Integrated Task 2: Biomechanics and Skill Acquisition 20%

**External Assessment (30%)**

End of year theory examination.

**Requirements for Success:** Successful completion of Year 10 PHE: Sport Science, SACE Stage 1 Physical Education units A & B and an aptitude in a variety of sports would be of benefit to prospective students.
Stage 2 Physics (20 Credits)

Duration: One year

Assumed knowledge: Stage 1 Physics and Stage 1 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 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 Australian Tertiary Admissions Ranking (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 Research Project.**

**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 peers and with the 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. Further, independent learners have a significant advantage over those students that are more dependent on teacher intervention in a ‘student-directed’ subject such as this.
Stage 2 Specialist Mathematics  

(20 Credits)

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

(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 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.
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  
(20 Credits)

Duration: Can be done as a semester or a full year subject

Assumed Knowledge: It is preferable to have completed Stage 1 Workplace Practices in Semesters 1 and/or 2 in Year 11.

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

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Useful websites

www.pac.edu.au/Our-School/Senior-School/Senior-Curriculum.aspx

www.ibo.org

www.sace.sa.edu.au

www.satac.edu.au
Academic Pathways: Mathematics

NB: Year 12 2016 Mathematics pathways remain unchanged
* Eligibility conditions apply for EAL studies in the SACE and for Chinese A SL in the IB Diploma.
*Year 10 elective course: Physical & Health Education (Sport Science) is an ideal preparation for IB Sport Science
Academic Pathways: Arts

* Denotes single semester courses
Academic Pathways: Design & Technology

* Denotes single semester courses
Academic Pathways: Physical & Health Education

10 Physical & Health Education (Outdoor Education)
   --> SACE Stage 1 Outdoor Education
      --> SACE Stage 2 Outdoor Education

10 Physical & Health Education (Sports & Recreation)*
   --> SACE Stage 1 Physical Education

10 Physical & Health Education (Sports Science)
   --> IB Sport, Exercise & Health Science (Standard Level)
      --> SACE Stage 2 Physical Education

* Denotes single semester courses

Ideal pathway
Possible pathway
Academic Pathways: Language Acquisition

- 10 Language Acquisition (French) MINOR
- 10 Language Acquisition (French) MAJOR
- 10 Language Acquisition (Chinese) MAJOR
- 10 Language Acquisition (Chinese) MINOR
- 10 Language Acquisition (Spanish) MINOR
  (Only available to new Year 10 students in 2016)
- 10 Language Acquisition (English) MAJOR*

- IB Language B French (Standard Level)
- IB Language B Chinese (Standard Level)
- IB Language B Spanish (Ab Initio)
  NB: Also open to all DP students as Ab Initio Language B
- IB Language B English (Standard or High Level)*
- SACE Stage 1 English as an Additional Language*

*Only available to EAL students. Eligibility conditions apply.