Senior School

Curriculum Handbook

2017
Introduction

We believe in breadth in education throughout a School career, but it is also important to marry breadth with expertise, and at certain points during a School career, we allow our students to make informed choices. This occurs when boys have developed enough academic ambition and academic maturity to be offered that degree of choice and it is important that they have a say in what subjects they study, in order to satisfy both interest and ambition.

This handbook is divided into four sections:

- Senior School curriculum
- Year 10 subject selections
- International Baccalaureate Diploma subjects
- SACE Stage 1 and Stage 2 subjects

Here is some generic advice to students when it comes to academic choice:

**Take time** to evaluate all possible combinations that appeal. Do not be afraid to change your mind a few times during the decision-making process. Likewise, do not go round in circles with your thinking.

**The decision.** There is no such thing as a good or bad decision. You make a decision and then it is up to you to turn it into the best possible outcome. It is not the decision that is good or bad, it is the effort you then apply to ensure the consequences meant you were successful.

**Thinking before the decision.** Your decision(s) should be borne out of interest and talent. What am I good at and what do I want to learn more about in future? If you satisfy both these criteria with a subject or course, you are almost certain to be rewarded.

Do not rip up all that careful thinking as a result of some knee-jerk reaction at the beginning of the new School year. Some courses start hard and then level off. Others have a gentle lead-in and get hard later on. The research, the conversations and the thinking you do now is key to decision making, but it is the effort you put in from the start of the academic year that determines whether you will be successful. Do not game the system, do not employ a tactical approach to courses. There are no short-cuts and if you are struggling with a course, the one way to guarantee improvement is to work harder at it. Pick courses you enjoy, pick courses that suit your talents and ambitions and you will give yourselves the best chance of success.

Benjamin Evans FRSC
Director of Teaching and Learning
The Year 10 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 in some subjects and to focus on their areas of strength and interest.

In Year 10 there are seven mandatory subject areas: Mathematics, Sciences, English, Humanities, Languages, Physical and Health Education, and the SACE Personal Learning Plan (PLP). Students may choose further elective subjects from Arts, Design & Technology and/or additional units from Mathematics, Languages and Physical & Health Education.

All Year 10 students will undertake an independent inquiry Project as a supervised introduction to structured research and independent inquiry in an area of academic interest.

The Year 10 subject pattern

The Year 10 subject pattern is shown on the table below. All students will complete two semesters in four subject areas: English, Mathematics, Sciences, Humanities (History and/or Geography).

Students will study a minimum of one semester of Languages (French, Chinese or Spanish) and the SACE Personal Learning Plan.

Depending on their chosen areas of specialisation, students will select up to four further semesters of study in a combination of Mathematics (Accelerated or 10A [extended]), Languages (Advanced), Health & Physical Education, Arts, or Design & Technology.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>English</th>
<th>Maths</th>
<th>Sciences</th>
<th>Humanities (History)</th>
<th>Languages (major or minor)</th>
<th>PLP or Elective 2</th>
<th>Elective 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>English (Semester 2 elective)</td>
<td>Maths</td>
<td>Sciences</td>
<td>Humanities (History or Geography elective)</td>
<td>Languages (major – continued) or Elective 1</td>
<td>PLP or Elective 2</td>
<td>Elective 4</td>
</tr>
</tbody>
</table>
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 2017 -18**

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

<table>
<thead>
<tr>
<th>Group 2 - Language Acquisition</th>
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<tbody>
<tr>
<td>Chinese B (SL or HL)</td>
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<tr>
<td>English B (SL or HL)</td>
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<tr>
<td>French B (SL or HL)</td>
</tr>
<tr>
<td>Spanish <em>ab initio</em> (SL)</td>
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</tbody>
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<table>
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<tr>
<th>Group 3 - Individuals and Societies</th>
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<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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 4 - Experimental Sciences</th>
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</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>
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</thead>
<tbody>
<tr>
<td>Mathematics (Anticipated SL^, SL or HL)</td>
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<tr>
<td>Mathematical Studies (SL)</td>
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</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.

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 an ATAR.

Please note, the ATAR is derived from national conversion table produced by the Australasian Conference of Tertiary Admissions Centres (ACTAC) which is adjusted every year.

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

The 2016 Australian Tertiary Admission Rank (ATAR) Conversion Scores for Australian Universities in 2017:

<table>
<thead>
<tr>
<th>IB Score</th>
<th>Converted ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>99.95</td>
</tr>
<tr>
<td>44</td>
<td>99.85</td>
</tr>
<tr>
<td>43</td>
<td>99.70</td>
</tr>
<tr>
<td>42</td>
<td>99.45</td>
</tr>
<tr>
<td>41</td>
<td>98.90</td>
</tr>
<tr>
<td>40</td>
<td>98.30</td>
</tr>
<tr>
<td>39</td>
<td>97.60</td>
</tr>
<tr>
<td>38</td>
<td>96.80</td>
</tr>
<tr>
<td>37</td>
<td>95.90</td>
</tr>
<tr>
<td>36</td>
<td>94.60</td>
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<tr>
<td>35</td>
<td>93.45</td>
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<tr>
<td>34</td>
<td>92.30</td>
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<tr>
<td>33</td>
<td>90.95</td>
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<td>32</td>
<td>89.30</td>
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<td>31</td>
<td>87.40</td>
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<td>30</td>
<td>84.70</td>
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<td>29</td>
<td>82.30</td>
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<td>28</td>
<td>80.30</td>
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<td>27</td>
<td>78.15</td>
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<td>26</td>
<td>75.70</td>
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<tr>
<td>25</td>
<td>72.70</td>
</tr>
<tr>
<td>24</td>
<td>69.30</td>
</tr>
</tbody>
</table>

Note: This is recalculated 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.
**IB Diploma score to SA ATAR calculation examples**

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Subject</th>
<th>Grade</th>
<th>Subject</th>
<th>Grade</th>
<th>Subject</th>
<th>Grade</th>
<th>Visual Arts HL</th>
<th>Grade</th>
<th>ToK/EE</th>
</tr>
</thead>
<tbody>
<tr>
<td>English A HL</td>
<td>6</td>
<td>French B SL</td>
<td>6</td>
<td>History HL</td>
<td>7</td>
<td>Physics SL</td>
<td>5</td>
<td>Maths Studies SL</td>
<td>6</td>
<td>7</td>
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</tr>
<tr>
<td><strong>IB Score</strong></td>
<td>39</td>
<td><strong>SA ATAR</strong></td>
<td>97.60</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Subject</th>
<th>Grade</th>
<th>Subject</th>
<th>Grade</th>
<th>Subject</th>
<th>Grade</th>
<th>Chemistry HL</th>
<th>Grade</th>
<th>ToK/EE</th>
</tr>
</thead>
<tbody>
<tr>
<td>English A SL</td>
<td>5</td>
<td>Spanish ab initio SL</td>
<td>5</td>
<td>Economics HL</td>
<td>6</td>
<td>Physics HL</td>
<td>7</td>
<td>Maths SL</td>
<td>7</td>
<td>7</td>
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</tr>
<tr>
<td><strong>IB Score</strong></td>
<td>40</td>
<td><strong>SA ATAR</strong></td>
<td>98.30</td>
<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Subject</th>
<th>Grade</th>
<th>Subject</th>
<th>Grade</th>
<th>Subject</th>
<th>Grade</th>
<th>ESS SL</th>
<th>Grade</th>
<th>ToK/EE</th>
</tr>
</thead>
<tbody>
<tr>
<td>English A HL</td>
<td>5</td>
<td>French B SL</td>
<td>5</td>
<td>Economics HL</td>
<td>7</td>
<td>Biology SL</td>
<td>6</td>
<td>Maths HL</td>
<td>5</td>
<td>7</td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>IB Score</strong></td>
<td>37</td>
<td><strong>SA ATAR</strong></td>
<td>95.90</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**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.
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 2017</th>
<th>Literacy</th>
<th>Numeracy</th>
<th>Research Project</th>
<th>Stage 1 Subject</th>
<th>Stage 1 Subject</th>
<th>Stage 1 Subject</th>
<th>Stage 1 Subject or VET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 2017/8</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>Stage 2 Subject</td>
<td>Stage 1 Subject or VET</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.

Full details of university and TAFE entry requirements for 2017 onwards are included in the Tertiary Entrance Booklet 2018, 2019, 2020, to be published in July 2016 by the South Australian Tertiary Admissions Centre. Go to the SATAC website for more information www.satac.edu.au.
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 NTCE

<table>
<thead>
<tr>
<th>Stage 2 subjects completed</th>
<th>2ANM20 Agricultural and Horticultural Management</th>
<th>2BGG20 Biology</th>
<th>2CHD20 Food and Hospitality</th>
<th>2BBP10 Research Project B</th>
<th>2MH1D20 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>
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<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 NTCE

<table>
<thead>
<tr>
<th>Stage 2 subjects completed</th>
<th>2PYS20 Physics</th>
<th>2BGG20 Biology</th>
<th>2BPS20 Philosophy</th>
<th>2BBP10 Research Project B</th>
<th>2MNPN0 Musicanship</th>
<th>2BNE220 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>
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<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>
</tr>
<tr>
<td>Used in university aggregate</td>
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<td>[ ]</td>
</tr>
<tr>
<td>Used in TAFE SA Selection Score</td>
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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: \(8.0 + 5.0 + \frac{1}{2}(8.0) = 15.0\)
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 2017 is called the 2017 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 2017 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

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<td>Communication Products – Digital Photography</td>
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<tr>
<td>Material Products – Metalwork</td>
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<td>Design &amp; Technology:</td>
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<tr>
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<td>History</td>
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</tr>
</tbody>
</table>

SACE students may also elect to study Sports Science ESS, Film, Chinese, French or Spanish by participating in the relevant Diploma course

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

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<th>Stage 2</th>
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<tr>
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<tr>
<td>English as a Second Language Studies</td>
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<td>English Communications</td>
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<td>Mathematical Methods</td>
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</table>

SACE students may also continue to study Sports Science, ESS, Film, Chinese, French, Spanish or Italian by participating in the relevant Diploma course.
SACE with Vocational Education and Training (VET)

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

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

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

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

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

- Advertising & Graphic Design
- 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 Course Descriptions (Australian Curriculum)

All Year 10 students at Prince Alfred College study a combination of compulsory and elective subjects from the Australian curriculum (Version 8.1). The Year 10 study pattern has been arranged to fulfil the College’s obligations toward the Australian Curriculum, whilst placing high value on academic rigour, intellectual and cultural appreciation, and mastery within individual disciplines.

Students are encouraged to select elective subjects that will provide the best preparation for future studies in the SACE or IB Diploma, while enjoying the opportunity to broaden their learning in subject areas of interest.

The Australian Curriculum is designed to develop successful learners, confident and creative individuals, and active an informed citizens. The Curriculum recognises the central importance of disciplinary knowledge, skills and understanding; general capabilities and cross-curriculum priorities.

Disciplinary knowledge is found in the eight learning areas of the Australian Curriculum: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages. The latter four learning areas have been written to include multiple subjects, reflecting custom and practice in the discipline.

(From Australian Curriculum V8.1: Structure)

Arts: Architecture and Graphic Design

Optional

Length of course: One semester

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

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

Arts: Digital Arts

Optional

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.

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**Arts: Film and Television Production**

**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.

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**Arts: 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.

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**Arts: Music Creation, Musicianship, Performance A**

**Optional**

**Length of course:** One Semester (or Full Year with Music Creation, Musicianship, Performance B)

**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.

**Arts: Music Creation, Musicianship, Performance B**

**Optional**

**Length of course:** One semester (or Full Year with Music Creation, Musicianship, Performance A)

**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.

**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.

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. 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, organised 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.

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 AC 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.

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 AC 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.

### 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 AC 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.

### 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 AC 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.
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 AC 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.

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, Laser cutting 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 AC 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.

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.

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**English A**

**Compulsory, must choose one additional English option for Semester 2**

**Length of course:** One semester

**Course Aim:**
- To deliver the Australian Curriculum: English
- To enable students to recognise the purpose and major ideas of a given text, and to engender an 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.

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**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.
This course is general enough for students considering any SACE English subject in Year 11.

**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.

This course is recommended for students considering the IB Diploma or SACE Literary Studies in Year 11.

**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.

This course is particularly designed to develop students’ literacy skills for achieving success in Year 11 English.

**Health & Physical Education: Sport Science**

Optional

**Length of Course:** One 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; Health through the Lifespan; 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.

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**Health & Physical Education – Outdoor Education**

Optional

**Length of Course:** One 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 physical and health
education objectives at a high level, the curriculum is balanced with regard to both theoretical and practical
content. The curriculum will cover seven 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
- Topic 5: Cultural Perspective
- Topic 6: Rafting or Mountain Biking
- Topic 7: Orienteering and Navigation

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

Optional

**Length of Course:** One semester

**Assumed Knowledge:** Nil

Course Aim: Sport & Recreation is a compulsory semester course designed for those students who are not
selecting either the Year 10 Health and Physical Education: Sport Science or the Year 10 Health and/or
Physical Education: Outdoor Education course.
**Course Description:** The course offers a balance of both theoretical and practical components. Student performance is assessed against the Health and Physical Education criteria within the ACARA HPE national curriculum.

Throughout the semester students will:

- Participate in both indoor and outdoor activities with the opportunity for involvement in an outdoor activity
- Complete three practical units - such as Bowls, Self Defence and Fitness
- Be provided with an introduction to strength and conditioning methods through the fitness unit
- Analyse the role physical activity plays in shaping culture and personal identity

**History A**

**Compulsory for one semester** - an additional Humanities course must also be chosen through the year.

**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.

**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. The course has a practical component which involves the collection and analysis of primary data.

**Course Description:** The course is focused on the geography of human well-being and the changing local and global environments. Throughout the course students will investigate the global disparities and the reasons for the differences between populations around the world. There will be a focus on the structure of populations and the levels of economic development associated with countries around the world. The impacts of the changing environments will be the second unit of study and the students will focus on the impacts of urbanisation locally.
History: Age of Revolutions

Optional

Length of Course: One semester

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

Course Description: The course focuses on the exploration of changes in the world since 1650, examining developments and movements of significance, the ideas that inspired them, and the short and long-term consequences on societies, systems and individuals. Students will study the Enlightenment period then the revolutions that followed in the 1700s. They will investigate the ways in which people, groups, and institutions have challenged or adapted to existing political structures, social organisation, and economic models through revolution. Students will study at least one revolution in detail.

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.

Languages: Chinese or French (Advanced or Intermediate)

Compulsory

Length of Course: One year (Advanced) or one semester (Intermediate)

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 the Advanced class.

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 Year 10 Intermediate, 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 Year 10 Advanced, 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.

Languages: Spanish (Beginners)

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 a beginners’ 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.

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.
Mathematics: 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 Stage 1 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.

Mathematics: 10A (Pre-Specialist)

Enrolment subject to course counselling

Length of Course: One semester (Semester two)

Assumed Knowledge: High level of achievement in semester one of Year 10 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: This course is an elective for students who wish to study higher level mathematics at Stage 1 and 2 and is run in conjunction with the standard Year 10 course during Semester 2. Students will investigate further trigonometry and use the unit circle to define trigonometric functions. They will be able to solve trigonometric equations and use trigonometric relationships to solve problems involving non-right angled triangles. They are introduced to hyperbolas, circles and exponential functions, solving exponential equations and using index laws to discover logarithms. Students will use proofs to determine congruence, similarity and chord properties in circles. They will model linear relationships in bivariate data and compare data sets using the mean and standard deviation.

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.

**SACE Senior Australian Curriculum:**
- Criterion CT – Concepts and Techniques
- Criterion RC – Reasoning and Communication

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**Science**

**Compulsory**

**Assumed Knowledge:** Year 9 Science course

**Length of Course:** Full Year

**Course Aim:** The course explores the biological, chemical, geological and physical sciences to prepare students for the study of Physics, Chemistry or Biology at either SACE or IBDP level in Year 11.

From a practical perspective, this course aims to develop an understanding of the nature of the scientific process and the ability to use a range of skills in this regard, 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:** Atomic theory is developed to understand relationships within the periodic table and explain how the rate of chemical reactions are impacted and reactions are used to produce particular products. Students apply relationships between force, mass and acceleration to predict changes in the motion of objects. They will explain the concept of energy conservation and represent energy transfer within systems. The biological sciences will be studied focussing on the processes that underpin heredity and evolution. Relationships between aspects of the living, physical and chemical world are applied to systems and this enables students to predict how changes will affect equilibrium within these systems.
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 (30%)

This component consists of two compulsory oral activities that are externally assessed by the IB.

Individual oral commentary 15% - Students present a formal oral commentary on an extract from a work studied in part 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 a study of literature primarily in English, though it 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 use of literary techniques. The literature for study at both SL and HL is organised into four different parts: Works in translation; Detailed study; Literary genres; Options in which works are freely chosen by schools/teachers.

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 (works in translation).

Internal Assessment (30%)

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 works studied in part 4. It is internally assessed and externally moderated through the part 2 works 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 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 use of literary techniques.

**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 (works in translation).

**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 works 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)  

Group 2

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 (30%)**

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)**

**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.

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**Economics (Standard Level)  Group 3**

**Duration:** Two years

**Course Description:** The Economics course is broken into the following sections: Microeconomics; Macroeconomics; International economics; 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: Microeconomics; Macroeconomics; International economics; 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)  

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).

History (Higher Level)  

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).
Environmental Systems and Societies (Standard Level)  
**Group 3 or Group 4**

**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.

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Biology (Standard Level)  
**Group 4**

**Duration:** Two years

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

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

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

**Assessment:**

**External Assessment (80%)**

Examination Paper 1 20% - Multiple Choice
Examination Paper 2 40% - Data Based Questions
Examination Paper 3 20% - Options

**Internal Assessment (20%)**

One practical report which will be assessed on Personal Engagement, Exploration, Analysis, Evaluation and Communication.

Students must also take part in a Group 4 Project of 10 hours.
Requirements for Success: Students who have undertaken the IB Middle Years Programme (MYP) would be well prepared. The IB Biology Diploma 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) Group 4

Duration: Two years

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

Chemistry (Higher Level)  Group 4

Duration: Two years

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

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

Assessment:

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

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

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

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**Physics (Higher Level)**

**Duration:** Two years

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

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

**Assessment:**

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

**Internal Assessment (20%)**

One individual scientific investigation requiring about 10 hours of work will be assessed. 50 additional hours
of practical work must be completed but is not assessed.

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

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

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

Students have demonstrated a satisfactory standard of being able to work scientifically. Minimum MYP final grade 5.

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**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 in Criterion A (Knowledge and Understanding) 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 in Criterion A (Knowledge and Understanding) 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 in Criterion A (Knowledge and Understanding) Core and Extension.

Film (Higher & Standard Level)      Group 6

Duration: Two years

Course Description: The IBDP Film course consists of three parts, all of which are compulsory: Production Portfolio (Practical); Independent Study (Theory & History); Oral Presentation (Analysis).

Film is at once a powerful communication medium, a study in the economics of industry and an art form. The IBDP 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:

**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.

**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.

**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.

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**Music (Standard Level)**

**Group 6**

**Duration:** Two years

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

The course is broken into one compulsory topic and a choice of one of three option topics:

Compulsory topic: Musical perception and analysis

Option topics: Student must choose one of the following: Creating music; Solo Performance; Group Performance.

**Assessment:**

**External Assessment (50%)**

Examination Listening paper 30% (note: SL exam includes fewer questions than HL exam)

Musical links investigation 20%

**Internal Assessment (50%)**

Students complete one of the following dependent on the option topic studied:

Music Creation: Three recordings of creations plus 200-word written statements

Solo Performance: One or more solo recording(s) of publicly performed works
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 (HL) in Year 11. In these circumstances, please speak to the Assistant Director of Teaching & Learning: IBDP Coordinator.

Music (Higher Level) Group 6

Duration: Two years

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

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

Assessment:

External Assessment (50%)

Examination Listening paper 30% (note: HL exam includes more questions than SL exam)

Musical links investigation 20%

Internal Assessment (50%)

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 and Higher Level)**

**Group 6**

**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) Group 6

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.
The 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 (20 Credits)

Duration: Full Year

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

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.

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. In this topic, students investigate diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity, and underlying unity of these systems. The role of plants in ecosystems will be studied. Students use classification keys to identify organisms, describe the biodiversity in ecosystems, and investigate patterns and change in relationships between species.

Students will also study the structure and function of various multicellular organisms, in human, other animal, and/or plant systems. They consider the structure and function of the main organ systems of the body.

Students will be encouraged to be critical thinkers and explore how scientific progress and discoveries are influenced and shaped by a wide range of social, economic, ethical, and cultural factors. Practical activities will take a range of forms and see students develop investigable questions and/or testable hypotheses, and select and use equipment appropriately to collect data. Students display and analyse the data they have collected, evaluate procedures, describe their limitations, consider explanations for their observations, and present and justify conclusions appropriate to the initial question or hypothesis.

Main Topics covered: Biodiversity and Ecosystem Dynamics (Field trip to Port Noarlunga reef); Structure and Function of Multicellular Organisms; Human Physiology.
Assessment: There are four assessment tasks for the semester. Each task is worth 25% of the final grade. These tasks are marked according to the SACE criteria.

Skills and Applications tasks: 50% consisting of one test and one semester examination.

Investigations Folio tasks: 50% consisting of one practical report and one human endeavour investigation.

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.

The cell is the basic unit of life. In this topic, students examine the development of the cell theory, the exchange of materials, and processes required for cell survival. Students use the microscope and digital modelling to study the structure and function of cells, and investigate ways in which matter is recycled and energy is transformed and transferred in the biochemical processes of photosynthesis and respiration.

Students learn about the conditions necessary for the growth and survival of microorganisms, their role in decomposition and food spoilage, and innovative uses of them. Students examine the various agents that can cause infectious diseases and the main components of the immune system to combat them.

Students will be encouraged to be critical thinkers and explore how scientific progress and discoveries are influenced and shaped by a wide range of social, economic, ethical, and cultural factors. Practical activities will take a range of forms and see students develop investigable questions and/or testable hypotheses, and select and use equipment appropriately to collect data. Students display and analyse the data they have collected, evaluate procedures, describe their limitations, consider explanations for their observations, and present and justify conclusions appropriate to the initial question or hypothesis.

Main Topics covered: Cell Structure and Function; Microorganisms and Disease; The Immune System.

Assessment: There are four assessment tasks for the semester. Each task is worth 25% of the final grade. These tasks are marked according to the SACE criteria.

Skills and Applications tasks: 50% consisting of one test and one semester examination.

Investigations Folio tasks: 50% consisting of one practical report and one human endeavour investigation.

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. Minimum MYP final grade 4 in Year 10 Science.

Stage 1 Chemistry A (10 Credits)

Duration: Semester 1

Course Description: Chemistry is the study of matter and the chemical reactions between substances.
Science inquiry skills and science as a human endeavour are integral to students’ learning in this subject and are interwoven through the science understanding.

In their study of these topics, students develop and extend their understanding of some of the fundamental principles and concepts of chemistry, including structure, bonding and acid-base reactions.

Using an inquiry approach to learning through observation, speculation, prediction, experimentation, analysis, evaluation, and communication students develop and extend their science inquiry skills and reinforce their understanding of science as a human endeavour.

Semester 1 comprises three topics:

**Topic 1:** Materials and their Atoms
- The Periodic table, electron configuration, electronegativity and the mole concept

**Topic 2:** Combinations of Atoms
- Ionic, covalent and metallic bonding and physical properties of substances

**Topic 5:** Acid and Bases
- Bronsted-Lowry theory, reactions of acids and bases, pH scale

**Assessment:** There are four assessment tasks for the semester. Each task is worth 25% of the final grade. These tasks are marked according to the SACE criteria.

Skills and Applications tasks: 50% consisting of one test and one semester examination.

Investigations Folio tasks: 50% consisting of one practical report and one human endeavour investigation.

**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.

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**Stage 1 Chemistry B**

(10 Credits)

**Duration:** Semester 2 (Assumed knowledge is Chemistry A)

**Course Description:** Chemistry is the study of matter and the chemical reactions between substances. Science inquiry skills and science as a human endeavour are integral to students’ learning in this subject and are interwoven through the science understanding.

In their study of these topics, students develop and extend their understanding of some of the fundamental principles and concepts of chemistry, including polarity, solubility, organic chemistry and redox.

Using an inquiry approach to learning through observation, speculation, prediction, experimentation, analysis, evaluation, and communication students develop and extend their science inquiry skills and reinforce their understanding of science as a human endeavour.

Semester 2 comprises three topics:

**Topic 3:** Molecules
- Covalent bonding and intermolecular forces, organic chemistry and polymers

**Topic 4:** Mixtures and Solutions
Miscibility, solubility, concentration, stoichiometry and enthalpy changes

Topic 6: Redox Reactions
Metal reactivity, oxidation and reduction, electrochemistry

**Assessment:** There are four assessment tasks for the semester. Each task is worth 25% of the final grade. These tasks are marked according to the SACE criteria.

Skills and Applications tasks: 50% consisting of one test and one semester examination.

Investigations Folio tasks: 50% consisting of one practical report and one human endeavour investigation.

**Requirements for Success:** Students learn how chemical compounds behave and understand their possible reactions. They explain how chemical reactions are interrelated with everyday items such as batteries and plastics. Students have demonstrated a satisfactory standard of being able to work scientifically. Minimum MYP final grade 4 in Year 10 Science.

**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

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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.

Stage 1 Design and Technology: Communication Products - Digital Photography A (10 credits)

Duration: One semester

Assumed knowledge: Year 10 Photography (but not essential)

Course description: This is a practical based subject in which students will use and manipulate a DSLR camera to collect and produce images that communicate information in a photographic context. Digital editing media such as Adobe Photoshop are also used to enhance and distort images for communication purposes. Students are also encouraged to use smart phone and “go-pro” technologies as part of the course.
All students will complete two compulsory skills and applications tasks that will comprise:

One processes and techniques assessment: Students will learn basic camera operations of a DSLR and will examine composition techniques, and understand the relationship between shutter speed, aperture and ISO.

One materials applications assessment: Students will investigate and analyse the functional characteristics and properties of two digital editing media, Adobe Photoshop and Illustrator which they will consider using for their Major Product. They report on how their research into the testing of the characteristics of these media will affect their selection for use in the realisation of their major product.

Folio: Students will construct a design brief to research and develop their individual Major Product task before producing the product and record the design process in their folio. There are 3 key stages of recording in the folio: planning, investigating, evaluating.

Product: Students will create a fictitious magazine cover, or series of covers which incorporate their own photography. They will combine their own photography with typographic conventions to ensure the magazine uses text and image appropriately to communicate to the magazine target audience. As this is a culminating task it is likely that students will use digital photography, Photoshop and Illustrator when composing this product.

Field trips and excursions form an essential part of this course. Whole day or evening excursions, or possibly weekend or holiday field trips may be required. There are some costs associated with these experiences as we often employ professional photographers for masterclass experiences. There is also a small cost associated with printing and framing photographs.

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

Assessment Type 1: 30% 1 x processes and techniques task, 1 x materials applications task
Assessment Type 2: Folio 30%; documenting planning, investigating and evaluating for final product
Assessment Type 3: Product 40%; producing a magazine or series of magazine covers using their own digital photography

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 a design process as applied to practical based projects
- Willingness to develop confidence and competence with using DSLR camera technology and digital editing software
- Experience in conducting and presenting research and investigation, planning and evaluation tasks
- Willingness to independently use DSLR camera technology and digital editing software outside of class time

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 workshop 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.

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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.

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### Stage 1 English

**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 4 or above to meet the SACE required C Grade in Stage 1 English A.

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### Stage 1 English Literary Studies

**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.

Stage 1 Essential 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 the development of students’ skills in communication, comprehension, language and text analysis, and creating texts, through:

Responding to Texts – students consider a variety of ways in which texts communicate information, ideas, and perspectives. They explore the relationship between structures and features and the context, purpose, and audience of texts.

Creating Texts – by examining the links between language and the context in which texts are produced, students are supported to create their own texts. They develop their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication by creating a range of texts using appropriate language features, content, and media for different purposes, audiences, and contexts.

Decisions about the content of the teaching and learning program centre on ways in which students use language to establish and maintain connections with people in different contexts. The program may focus on a single context or a range of contexts for different parts of the program. The specific contexts chosen for study may be social, cultural, community, workplace, and/or imagined. In planning a teaching and learning program, teachers work with students to support the achievement of their goals.

Assessment (Internal):

Responding to Texts 50%
Requirements for Success: Students should have achieved a Language & Literature (English) MYP final grade 3 or above to meet the SACE required C Grade in Stage 1 Essential English.

Note - numbers are limited for this course and so choice may be guided.

Stage 1 Geography A  
(10 Credits)

Duration: One semester

Assumed Knowledge: Nil

Course Description: Students will focus their studies on the development and evolution of urban places and the impact and management of atmospheric, hydrological and geomorphic natural hazards. Urban places will enable the students to examine the evolution of urban environments and their impact on landscapes. A key focus in this unit will be sustainability and ways in which sustainability can be achieved. Natural Hazards will focus on the prediction of natural hazards, how hazards are monitored and the impacts of a natural hazards around the world. The topics will give the students the opportunity to;

- demonstrate knowledge and understanding of geographical concepts
- develop understanding of the interdependence of human and physical environments
- undertake local fieldwork
- investigate spatial patterns and processes that operate in physical and human environments
- examine geographical features, concepts, and issues through the of a range of skills and techniques, including spatial skills
- communicate geographical information appropriately.

Assessment in Geography will be focused on a fieldwork, spatial inquiries, broadsheets, investigative reports and an examination.

Assessment:

Skills and Applications tasks 50%
Fieldwork Report 25%
Examination 25%

Requirements for Success: Students should have achieved at least a MYP final grade 5 in Individuals & Societies in Year 10 and an interest in Geography.

Stage 1 Geography B  
(10 Credits)

Duration: One semester

Assumed Knowledge: Nil

Course Description: Students will focus their studies on the development, growth and spatial distribution of megacities and the development and management of local South Australian issues. Megacities will enable the students to examine the development and growth of megacities in both developed and developing countries. Focus within the teaching will be on factors that cause megacities and the factors leading to and the local and wider implications of megacities. Local Issues will focus on the development of
South Australia and the issues facing the state moving forward. Focus will be placed on the sustainability of the management of local urban growth, waterways, coasts and hazards. The topics will give the students the opportunity to:

- demonstrate knowledge and understanding of geographical concepts
- develop understanding of the interdependence of human and physical environments
- use local fieldwork opportunities
- investigate spatial patterns and processes that operate in physical and human environments
- examine geographical features, concepts, and issues through the use of a range of skills and techniques, including spatial skills
- communicate geographical information appropriately.

Assessment in Geography will be focused on a fieldwork, spatial inquiries, broadsheets, investigative reports and an examination.

**Assessment:**

Skills and Applications tasks 50%
Fieldwork Report 25%
Examination 25%

**Requirements for Success:** Students should have achieved at least a MYP final grade 5 in Individuals & Societies in Year 10 and an interest in Geography.

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**Stage 1 History A**

(10 Credits)

**Duration:** One semester

**Assumed Knowledge:** Nil

**Course Description:** The course focuses on the exploration of changes in the world since 1750, examining developments and movements of significance, the ideas that inspired them, and the short and long term consequences on societies, systems and individuals. Students will study the **Imperial Expansions** in the world since 1750 through a depth study into one empire and/or imperial power. Emphasis will be placed on the processes for imperial expansion and its impacts (short term and long term) on political, social, and economic structures, peoples and groups.

To complement the Imperial Expansions unit, the students will also study the Perspectives of Decolonisation where they will investigate one or more decolonisation event. Teaching will be focused on the processes for decolonisation, the consequences for both colonised and colonising people and the politics behind independence. Assessments will consist of source analysis tasks, essay work, oral presentations and a historical study. Students will critically engage with a range of historical sources related to these key events.

**Assessment:**

School-based Assessment (100%)

Historical Skills Folio 60%
Historical Study 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**

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**Duration:** One semester

**Assumed Knowledge:** Nil

**Course Description:** The course focuses on the exploration of changes in the world since 1750, examining developments and movements of significance, the ideas that inspired them, and the short and long-term consequences on societies, systems and individuals. Students will study Revolutions in society since 1750. They will investigate the ways in which people, groups, and institutions have challenged or adapted to existing political structures, social organisation, and economic models through revolution. Students will study at least one revolution in detail.

To complement Revolutions, students will also look in depth at the Cold War where they will analyse the political, social, economic and military components of this turbulent event. Assessment will consist of source analysis tasks, essay work, oral presentations and a historical study. Students will critically engage with a range of historical sources related to these key events.

**Assessment:**

- **School-based Assessment (100%)**
  - Historical Skills Folio 60%
  - Historical Study 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).

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**Stage 1 Essential Mathematics A**

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**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, Data in Context, and Measurement.

**Assessment:**

- Skills and Application tasks 70% (typically four tasks per term)
- Folio (Investigations) 30% (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: Geometry, Earning & Spending, and Investing.

Assessment:

Skills and Application tasks 70% (typically four tasks per term)
Folio (Investigations) 30% (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: Statistical Investigation, Measurement and Trigonometry.

Assessment:

Skills and Application tasks 80% (at least four tasks per semester)
Folio (Investigations) 20% (at least one task per semester)

Requirements for Success: Recommended MYP final grade 5 or above in Criterion A (Knowledge and Understanding) 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: Investing & Borrowing, Linear & Exponential Functions and Matrices & Networks.

**Assessment:**

Skills and Application tasks 80% (at least four tasks per semester)

Folio (Investigations) 20% (at least one task per semester)

**Requirements for Success:** Recommended MYP final grade 5 or above in Criterion A (Knowledge and Understanding) Year 10 Mathematics, 4 or above in Mathematics Extended.

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**Stage 1 Mathematical Methods A (First of 3 Units) (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. Stage 1 Mathematical Methods is a 3 unit course. 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: Functions and Graphs, Quadratic Theory and Matrices.

**Assessment:**

Skills and Application tasks 80% (at least four tasks per semester)

Folio (Investigations) 20% (at least one task per semester)

**Requirements for Success:** Recommended MYP final grade 6 or above in Criterion A (Knowledge and Understanding) Year 10 Mathematics, 5 or above in Mathematics Extended.

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**Stage 1 Mathematical Methods B (Second of 3 Units) (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. Stage 1 Mathematical Methods is a 3 unit course. This is a pre-requisite subject for Stage 2 Mathematical Methods and Specialist Mathematics.

**Duration:** One semester, offered in Semester 1 and/or 2.

**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: Statistics, Trigonometry, Growth and Decay.
Assessment:
Skills and Application tasks 80% (at least four tasks per semester)
Folio (Investigations) 20% (at least one task per semester)

Requirements for Success: Recommended MYP final grade 6 or above in Criterion A (Knowledge and Understanding) Year 10 Mathematics, 5 or above in Mathematics Extended.

Stage 1 Mathematical Methods C (Third of 3 Units) (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. Stage 1 Mathematical Methods is a 3 unit course. 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: Circular functions, Further Polynomials and an Introduction to Differential Calculus.

Assessment:
Skills and Application tasks 80% (at least four tasks per semester)
Folio (Investigations) 20% (at least one task per semester)

Requirements for Success: Recommended MYP final grade 6 or above in Criterion A (Knowledge and Understanding) Year 10 Mathematics, 5 or above in Mathematics Extended.

Stage 1 Specialist 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 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 & Series, Vectors in the Plane and Geometry.

Assessment:
Skills and Application tasks 80% (at least four tasks per semester)
Folio (Investigations) 20% (at least one task per semester)
Requirements for Success: Recommended MYP final grade 6 or above in Criterion A (Knowledge and Understanding) Year 10A and Year 10 Mathematics Extended, C or above in SACE Stage 1 Year 10 Mathematics (Accelerated).

Stage 1 Pre-Specialist 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 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: Matrices; Real & Complex Numbers; Further Trigonometry.

Assessment:
Skills and Application tasks 80% (at least four tasks per semester)
Folio (Investigations) 20% (at least one task per semester)

Requirements for Success: Recommended MYP final grade 6 or above in Criterion A (Knowledge and Understanding) Year 10A and 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: This course presents options for students to learn skills from both practical based pathways that focus on the music disciplines of Music Technology, Music Industry skills, Music Creation and Music Performance as well as Musicianship and Music in Context.

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.

Students with a classical or jazz practical and theoretical knowledge of music are also encouraged to undertake this subject with opportunities to prepare students for a wider music education and experience.

The course offers considerable creative flexibility and the scope for students to record their own work or the work of others, perform and learn more in depth skills in musicianship and musicology. Students can also explore projects in Digital Recording, MIDI Sequencing and or 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 Context; 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 A / Musicianship A; Music Creation B / Musicianship B.

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 (Content in this semester of work is different and complementary to semester one)

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

Course Description: This course presents options for students to learn skills from both practical based pathways that focus on the music disciplines of Music Technology, Music Industry skills, Music Creation and Music Performance as well as musicianship and music in context.

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.

Students with a classical or jazz practical and theoretical knowledge of music are also encouraged to undertake this subject with opportunities to prepare students for a wider

The course offers considerable creative flexibility and the scope for students to record their own work or the work of others, perform and learn more in depth skills in musicianship and musicology. Students can also 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 Context; 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 subjects from the Arts learning area: Music Creation A / Musicianship A; Music Creation B / Musicianship B.

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 Outdoor Education A

**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 surrounding the Murray River.

Topic 2: Planning and management. In this topic students develop basic skills in planning and implementing outdoor activities and lightweight journeys. Students will have the opportunity to complete their first aid qualification.

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 might include kayaking, orienteering and snorkelling.

Topic 4: Outdoor journey. In this topic students undertake a three day outdoor journey 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 Outdoor Education subject would be a benefit to successful completion but not essential.

Stage 1 Outdoor Education B

**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 with a particular focus on sustainable practices around
National Parks.

Topic 2: Planning and management. In this topic students develop basic skills in planning and implementing outdoor activities and lightweight journeys. A major focus is on risk management and decision making.

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 white water rafting, mountain biking and surfing / paddle boarding.

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

Assessment:

Practical: This will include demonstration of a student’s participation and skills in the outdoor activities and journeys. (50%)

Folio: This will be an assessment of a student’s evidence of learning with regard to one outdoor study for each semester. (30%)

Report: This will be a record of a student’s reflections and evaluations of their experiences during the outdoor journeys. (20%)

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

Stage 1 Physical Education A (10 Credits)

Duration: One semester

Assumed Knowledge: Successful completion of Year 10 Health & Physical Education: Sport Science is highly beneficial, but not compulsory.

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 two practical units. Some practical units may vary between classes, but students will most likely 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 the Year 10 Health & Physical Education Sport Science course 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 Health & Physical Education: Sport Science highly beneficial. Completion of SACE Stage 1 Physical Education A would also be of benefit to students, but neither is 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 two practical units. Some practical units may vary between classes, but students will most likely complete Touch 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 Health & Physical Education Sport Science, Stage 1 Physical Education A course and an aptitude in a variety of sports would be of benefit to prospective students.

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Stage 1 Physics A  

**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 to a range everyday phenomena.

Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and analyse data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

The following topics are studied: Linear Motion and Forces, Thermal Physics and Energy and Momentum.

**Assessment:**

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

**Requirements for Success:** This syllabus continues to develop student understanding and skills from across the three strands of the Year 7–10 Science curriculum. The course may draw on knowledge and
understanding from across the four sub-strands of Biological, Physical, Chemical and Earth and Space Sciences.

In particular, the course continues to develop the key concepts introduced in the Physical Sciences strand, that is, that forces affect the behaviour of objects, and that energy can be transferred and transformed from one form to another.

### 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 following topics are studied: Waves, Current Electricity, Nuclear Models and Radioactivity.

**Assessment:**

Tests and examination 40%

Investigations Folio (practical, issues and collaborative) 60%

**Requirements for Success:** This syllabus continues to develop student understanding and skills from across the three strands of the Year 7–10 Science curriculum. The course may draw on knowledge and understanding from across the four sub-strands of Biological, Physical, Chemical and Earth and Space Sciences.

In particular, the course continues to develop the key concepts introduced in the Physical Sciences strand, that is, that forces affect the behaviour of objects, and that energy can be transferred and transformed from one form to another.

### 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 – Introduction (10 Credits)

Duration: One semester

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

Course Description: Visual Arts: Art is a practical based course which has a focus on expressing creative ideas through introducing the 2D 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 - 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.
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
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.

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 (10 Credits)

Duration: One semester

Assumed Knowledge: Nil

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

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

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

This course is recommended if undertaking VET.
Assessment:

School-based assessment (100%)

Folio 50%: This will include assignments with regard to area of study one and may be written tasks, oral presentations, posters etc.

Performance 20%: This will be an assessment of a student’s development of skills within the workplace or VET environments

Reflection 30%: This will be a reflection of a student's experiences within the workplace or VET environments.

Stage 1 Workplace Practices B (10 Credits)

Duration: One semester

Assumed Knowledge: Nil

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

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

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

This course is recommended if undertaking VET.

Assessment:

School-based assessment (100%)

Folio 50%: This will include assignments with regard to area of study one and may be written tasks, oral presentations, posters etc.

Performance 20%: This will be an assessment of a student’s development of skills within the workplace or VET environments

Reflection 30%: This will be a reflection of a student's experiences within the workplace or VET environments.
SACE Stage 2 Subjects

Stage 2 Accounting  
(20 Credits)

Duration: One year

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

Course Description: The Accounting course requires students to study the following three sections.
Section 1: The Environment of Accounting
Section 2: Financial Accounting
Section 3: Management Accounting.

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

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

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

External Assessment (30%)
Examination

Requirements for Success: Ideally a minimum of a C grade in Stage 1 Accounting Semester 1 and/or Semester 2 but we have taken students with no Accounting experience in Year 11 and 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 and Ecosystems.

The themes are arranged as a hierarchy. Each theme is divided into the following six threads: Organisation; Selectivity; Energy Flow; Perpetuation; Evolution; and Human Awareness.

This subject outline also identifies a set of skills that should be developed through practical and other learning activities within and across the themes and threads. Such skills include manipulative, analytical, numerical and literacy.

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

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

**Assessment:**

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

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

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

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**Stage 2 Chemistry**

(20 Credits)

**Duration:** One year

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

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

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

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

**Assessment:**

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

**External Assessment (30%)**
Examination

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

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**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.

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**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:

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

**External Assessment (30%)**
- Folio 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 Material Applications 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:

**School-based Assessment (70%)**
- Skills and Applications Task 20%
- Product 50%

**External Assessment (30%)**
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 a two Specialised Skills tasks.

Students will complete a Design Folio to research and develop their individual major and minor products. The Design Folio includes Investigation, Planning, Production Record, Issues task and Evaluation tasks.

Students produce and present their Major and Minor product designs using a range of specialised woodworking tools and techniques.

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

School-based Assessment (70%)
- Skills and Applications Task 20%
- Product 50%

External Assessment (30%)
- Folio 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: The Economic Problem; Microeconomics; Macroeconomics; Globalisation; 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 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 (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 and view a range of texts, including texts created by Australian authors. In comparing texts students analyse the relationships between language and stylistic features, text types, and contexts. Recognising and analysing the language and stylistic features and conventions of text types in literary and everyday texts influences interpretation. Through close study of texts, students explore relationships between content and perspectives and the text and its context.

In the study of English, students extend their experience of language and explore their ideas through creating their own texts, and reading and viewing the texts of others. Students consider the powerful role that language plays in communication between individuals, groups, organisations, and societies. There is a focus on ways in which language defines, shapes, and reflects relationships between people.

Students appreciate how clear and effective writing and speaking displays a depth of understanding, engagement, and imagination for a range of purposes, audiences, and contexts.

Assessment: Students should provide evidence of their learning through eight assessments, including the external assessment component, by completing: three responses to texts; four created texts (one of which is a writer’s statement); one comparative analysis.

School-based Assessment Folio (70%)
- Responding to Texts 30%
- Creating Texts 40%

External Assessment (30%)
Comparative Analysis

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

Stage 2 English Literary Studies (20 Credits)

Duration: One year

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

Course Description: Students read a range of extended texts and a number of shorter texts to focus on the skills and strategies of critical thinking, developing their own ideas; incorporate evidence to support these. They learn to construct logical and convincing arguments and compose responses that show the depth and clarity of their understanding, by focusing on the creativity and craft of the authors. The shared studies comprise three texts – one extended prose, one film and one drama text – and a range of poems that focus on the works of at least three poets. A comparative study of two texts includes one independently chosen by the student.

Assessment: Students produce up to five responses to their text studies; together, the responses comprise a maximum of 5000 words. One of these responses can be oral or multimodal in form, where 6 minutes is equivalent to 1000 words. There is flexibility within this study for the texts to be considered in terms of each other, leading to a single response or set of responses of up to 5000 words.

Students create two different types of text: one transformative text linked to another text, with a writer’s statement (1500 words, or 9 minutes, or equivalent in multimodal form); one written, oral, or multimodal text (1000 words, or 6 minutes, or equivalent in multimodal form).

School-based Assessment Folio (70%)
   • Responding to Texts 50%
   • Creating Texts 20%

External Assessment (30%)
   • Comparative Text Study (critical essay; maximum of 1500 words) 15%
   • Critical Reading (90-minute examination developed by the SACE Board) 15%

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

Stage 2 Essential English (20 Credits)

Duration: One year

Learning Requirements: In this subject, students are expected to:

- extend communication skills through reading, viewing, writing, listening, and speaking
- consider and respond to information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imaginative contexts
- examine the effect of language choices, conventions, and stylistic features in a range of texts for different audiences
- analyse the role of language in supporting effective interaction
- create oral, written, and multimodal texts that communicate information, ideas, and perspectives for a range of purposes
Course Description: In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

Assessment:

School-based Assessment (70%)
  - Responding to Texts 30%
  - Creating Texts 40%

External Assessment (30%)
  - Language Study

Requirements for Success: Successful completion of either SACE Stage 1 English or Essential English.

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 a high C grade.

Stage 2 Essential Mathematics (20 Credits)

Duration: One year

Assumed Knowledge: Students should have achieved a minimum B Grade in Stage 1 Essential Mathematics.
Course Description: This course is developed from the following topics: Scales, Plans and Models; Measurement; Business Applications; Statistics; Investment and Loans.

Assessment:

School-based Assessment (70%)
  Skills and Application Tasks 30%
  Folio (3 Investigations) 40%

External Assessment (30%)
  Examination

Requirements for Success: Successful completion of SACE Stage 1 Essential Mathematics, grade B or above.

Stage 2 General Mathematics (20 Credits)

Duration: One year

Assumed Knowledge: Students should have achieved a B grade or above in Stage 1 General Mathematics.

Course Description: In this course students study the following topics: Modelling with Linear Relationships; Modelling with Matrices; Statistical Models; Financial Models; Discrete Models.

Assessment:

School-based Assessment (70%)
  Skills and Application Tasks 40%
  Folio (2 Investigations) 30%

External Assessment (30%)
  Examination

Requirements for Success: Successful completion of SACE Stage 1 General Mathematics at B grade or above.

Stage 2 Mathematical Methods (20 Credits)

Duration: One year

Assumed Knowledge: Students should have achieved at least a B Grade in Stage 1 Mathematical Methods (units A, B and C)

Course Description: In this course students study the following topics: Further Differential Calculus; Discrete Random Variables; Integral Calculus; Logarithmic Functions; Continuous Random Variables and the Normal Distribution; Sampling and Confidence Intervals.

Assessment:

School-based Assessment (70%)
Skills and Application Tasks 50%
Folio (Investigation) 20%

External Assessment (30%)
Examination

Requirements for Success: Successful completion of Stage 1 Mathematical Methods (units A, B and C) at B grade or above.

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) may be offered as an off-line subject), and can 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 two other SACE Stage 2 Music on-line units.

Duration: A 10 Credit course studied over a full year.
**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 on and off-line and can be 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.

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**Stage 2 Music - Individual Study**

**(10 Credits)**

**NOTE:** Music Individual Study must be studied in combination with Stage 2 Music – Music Technology.

**Duration:** A 10 Credit course studied over a full year in conjunction with another Music course (typically Stage 2 Music Technology), ie. 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 other chosen Music unit.

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 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 other chosen Music unit.

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)

Duration: A 10 Credit course studied over a full year.

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

Course Description: A completely practical course, Solo Performance gives students the opportunity to 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 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.

Requirements for Success: This subject requires a committed, self-motivated, organized and disciplined approach, as this course is offered on and off-line and can be 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 skilful participation in Outdoor Education. Students should have a preparedness to participate in multiple 3 day outdoor journeys. Completion of Stage 1 Outdoor Education subject would be a benefit to successful completion.

Stage 2 Physical Education (20 Credits)

Duration: One year

Assumed Knowledge: SACE Stage 1 Physical Education A & B and Year 10 Sport Science highly beneficial, but not compulsory.

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 either Touch or Gaelic Football.

Assessment:

School-based Assessment (70%)
   Practical – Badminton, Aquatics & either Touch or 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 must be studied in conjunction with Stage 2 Mathematical Methods. 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 Pre-Specialist Mathematics.

**Course Description:** In this course students study the following topics: Mathematical Induction; Complex Numbers; Function and sketching Graphs; Vectors in Three Dimensions; Integration Techniques and Applications; Rates of Change and Differential Equations.

**Assessment:**

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

Skills and Application Tasks 50%

Folio (Investigation) 20%

**External Assessment (30%)**

Examination

**Requirements for Success:** Successful completion of Stage 1 Pre-Specialist Mathematics at B grade or above.
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%)
- 2 x resolved Practical artworks and Practitioners Statements which reflect a creative idea/theme 30%
- 1-2 x Folios which document the creative process of both practical projects above 40%

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%)**
- 2 x Practical projects which showcase separate final solutions to two individual design briefs 30%
- 1 x Folio which documents the creative process of both practical projects above 40%

**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.ibo.org](http://www.ibo.org)
- [www.sace.sa.edu.au](http://www.sace.sa.edu.au)
- [www.satac.edu.au](http://www.satac.edu.au)
Academic Pathways Year 10 – Year 12 | Design & Technology

10 Design & Technology: Materials (Wood)*
10 Design & Technology: Materials (Metal)*

SACE Stage 1 Material Products (Wood)*
SACE Stage 1 Material Products (Metal)*

10 Design & Technology: Product Engineering (CAD)*
10 Design & Technology: Product Engineering (CAM)*
10 Design & Technology: Communication (Digital Photography)*

SACE Stage 1 Communication Products (Computer Aided Design)*
SACE Stage 1 Communication Products (Computer Aided Manufacturing)*
SACE Stage 1 Communication Products (Digital Photography)*

SACE Stage 2 Communication Products (CAD)

10 Design & Technology - Systems & Control (Robotics Engineering & Automation)*
10 Design & Technology - Systems & Control (Computer Game Design)*

SACE Stage 1 Systems & Control products

SACE Stage 2 Systems & Control products (from 2018)

IB Information Technology in a Global Society (Standard Level)

*Denotes Single Semester courses

Ideal pathway
Possible pathway
10 English: Writer’s Craft
10 English: Contemporary English
10 English: The World Through Literature

SACE Stage 1 Essential English
SACE Stage 1 English
SACE Stage 1 English Literary Studies

SACE Stage 2 Essential English
SACE Stage 2 English
SACE Stage 2 English Literary Studies

IB English A1 Literature Standard Level
IB English A1 Literature Higher Level

IB Chinese A as an Additional Language*
IB Chinese A Standard Level*

SACE Stage 2 English as an Additional Language*

* Eligibility conditions apply for Chinese A in Year 10, EAL studies in the SACE, and for Chinese A SL in the IB Diploma
Academic Pathways Year 10 – Year 12 | Health & Physical Education

10 Health & Physical Education (Outdoor Education)

10 Health & Physical Education (Sports & Recreation)*

10 Health & Physical Education (Sports Science)

SACE Stage 1 Outdoor Education

SACE Stage 1 Physical Education

IB Sport, Exercise & Health Science (Standard Level)

SACE Stage 2 Outdoor Education

SACE Stage 2 Physical Education

*Denotes Single Semester courses

Ideal pathway

Possible pathway
* Eligibility conditions apply for EAL studies in the SACE, and for Chinese A SL in the IB Diploma
Academic Pathways Year 10 – Year 12

Modern Languages (French, Chinese, Spanish)

10 French (Intermediate) 10 French (Advanced) 10 Chinese (Advanced) 10 Chinese (Intermediate) 10 Spanish (Beginners) 10 English as a Second Language (ESL)

IB Language B French (Standard Level or Higher Level) IB Language B Chinese (Standard Level or Higher Level) IB Language B Spanish (Ab Initio) IB Language B English (Standard or Higher Level)* SACE Stage 1 English as an Additional Language*

*Only available to ESL students. Eligibility conditions apply.

Ideal pathway
Possible pathway
Academic Pathways Year 10 – Year 12 | Performing Arts

10 Music A (Music Creation, Musicianship, Performance)*
10 Music B (Music Creation, Musicianship, Performance)*

10 Solo Performance (Offline, additional course)*

SACE Stage 1 Music ^^

SACE Stage 2 Music

IB Music (Higher Level or Standard Level)

IB Film (Standard Level or Higher Level)

10 Media (Film and Television Production)*
10 Media (Animation & Short Film)*

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*Denotes single semester courses
^ Can be studied as a single semester course; full year is preferred leading to Stage 1
^^ Can be studied as a single semester course; full year is preferred leading to Stage 2

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Ideal pathway
Possible pathway
Academic Pathways Year 10 – Year 12 | Sciences

10 Science: Biological, Physical, Chemical, and Earth Sciences

- SACE Stage 1 Physics
- SACE Stage 1 Chemistry
- SACE Stage 1 Biology

SACE Stage 2 Physics
SACE Stage 2 Chemistry
SACE Stage 2 Biology

IB Environmental Systems & Societies (Standard Level)
IB Sport, Exercise & Health Science (Standard Level)
IB Physics (Higher Level or Standard Level)
IB Chemistry (Higher Level or Standard Level)
IB Biology (Higher Level or Standard Level)

*Year 10 elective course: Physical & Health Education (Sport Science) is an ideal preparation for IB Sport Science*
*Denotes single semester courses

^ Can be studied in any combination of 2x single-semester courses, comprising a full-year course