Senior School Curriculum Guide 2017
Seymour College
Senior School
Curriculum Guide 2017

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Senior Curriculum Guide

The Senior Curriculum Guide describes the subjects offered in Years 10 – 12 at Seymour College and is intended to support students and parents in the subject selection process.

The senior secondary years are of great importance. Preparation for either further education or the workforce is a major focus for senior students. In many cases, students have not yet decided on future plans or courses of study, and this makes subject choice a challenging task.

We hope that the information provided in this guide, together with advice from teachers, will enable each student to make informed and considered decisions.

We encourage each girl to select a range of subjects which best suits her talents and needs, in the realisation that a firm commitment to her chosen course of study is required. Where past performance indicates that a particular subject may not be a wise choice, students are urged to discuss this choice with parents, subject teachers, the Director of Studies, Head of Senior School, SACE and IBDP Coordinator and the Careers Counsellor.

A student's final subject combination should reflect her interests, abilities and possible future career directions. A student's ultimate course must also fit the timetable. There cannot be an absolute guarantee that a student's initial preferences will be totally accommodated within the timetable, but the timetable is constructed each year from an expression of student preferences, in order to meet as closely as possible the needs of the vast majority of students.

Subjects offered are subject to viable class sizes, and some courses may therefore not proceed on campus if enrolments are below these levels.

The South Australian Certificate of Education (SACE)

What is the SACE?

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

The SACE meets the needs of students, families, higher and further education providers, employers and the community. The SACE assists students to develop the skills and knowledge they need to succeed — whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

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

Students can incorporate other learning experiences, such as VET, into their SACE package.

Assistance with all matters concerning the SACE can be gained by contacting the VET Coordinator, Ms Jo Ferguson, SACE Coordinator, Ms Robyn Scott or Director of Studies, Mrs Ruth Massie.

Achieving the SACE

To complete the SACE, students must earn at least 200 credits over three years of study. Ten credits are equivalent to one semester or six months of study in a particular subject or course.

Some elements of the SACE are compulsory. These are:

• the Personal Learning Plan at Stage 1 (usually undertaken in Year 10), worth 10 credits;
• at least 20 credits towards literacy from English Literary Studies, English, Essential English or English as an Additional Language at Stage 1;
• at least 10 credits towards numeracy from a range of Mathematics subjects at Stage 1;
• a major project of extended studies called the Research Project at Stage 2 (usually undertaken at Stage 1), worth 10 credits; and
• completion of at least 90 credits in Stage 2 subjects and courses. A minimum of 60 credits must be from TAS subjects; a maximum of 20 credits can be from Recognised Studies.

The importance of the compulsory elements is reflected in the requirement that students must achieve an A, B or C in these subjects to complete the SACE successfully.

In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.
# Year 10

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1 Personal Learning Plan (PLP)</td>
<td>10</td>
</tr>
</tbody>
</table>

# Year 11 (2016)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 2 Research Project</td>
<td>Stage 2 Research Project</td>
</tr>
<tr>
<td>Stage 1 English subject</td>
<td>Stage 1 English subject</td>
</tr>
<tr>
<td>Stage 1 Mathematics subject</td>
<td>Option 5</td>
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<tr>
<td>Option 1</td>
<td>Option 1</td>
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<td>Option 2</td>
<td>Option 2</td>
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<td>Option 3</td>
<td>Option 3</td>
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<tr>
<td>Option 4</td>
<td>Option 4</td>
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</table>

# Year 12 (2016)

<table>
<thead>
<tr>
<th>Option 1</th>
<th>20 credits</th>
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<tbody>
<tr>
<td>Option 2</td>
<td>20 credits</td>
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<tr>
<td>Option 3</td>
<td>20 credits</td>
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<tr>
<td>Option 4</td>
<td>20 credits</td>
</tr>
<tr>
<td>Option 5</td>
<td>20 credits</td>
</tr>
<tr>
<td>Recognised Studies’</td>
<td>(10 or 20 credits)</td>
</tr>
</tbody>
</table>

*Recognised studies may include one subject from the International Baccalaureate, VET awards approved by the SACE Board and higher education studies.
What is the IBDP?

The International Baccalaureate Diploma Programme (IBDP) is a two year pre-university education involving academic studies and the promotion of international-mindedness. Learning is based on inquiry with students developing a strong sense of their own identity and culture, and the culture of others. The programme offers great depth and breadth across multiple curriculum areas, aiming to educate the whole person intellectually, personally, emotionally and socially. It is a globally recognised qualification.

IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principles, open-minded, caring, risk-takers, balanced, and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond academic success.

The IBDP will be available to students in Years 11 and 12 commencing for Year 11 in 2017.

Achieving the IBDP

Students who complete the IBDP will complete six academic subjects with at least one IBDP subject chosen from each of the below five groups:

- Group 1: Studies in Language and Literature (a student's first language)
- Group 2: Language Acquisition (a second language – continuers or ab initio)
- Group 3: Individuals and Societies
- Group 4: Sciences
- Group 5: Mathematics

A sixth subject must then be chosen from either Group 6, or another from Group 2, 3, or 4.

- Group 6: The Arts

IBDP subjects can be studied at either Standard Level (SL) or Higher Level (HL) with the later involving a greater time commitment and a greater depth of learning and understanding. Students will elect to take at least three (and no more than four) of their subjects at a higher level.

In addition to their 6 subjects, IBDP students participate in the three courses that make up the core of the IBDP:

- Extended Essay: A 4000 word essay allowing students the opportunity to investigate a topic of special interest. It familiarises students with independent research and writing skills.
- Theory of Knowledge: An opportunity to reflect philosophically on the diversity of knowledge and the way in which individuals learn.
- Creativity, Activity and Service: A range of activities allowing students to share their special talents, develop as compassionate citizens and appreciate a balanced and healthy lifestyle.

Assessment is criterion based through examinations at the end of the 2 year programme, together with internal and externally marked assessment tasks. Students are awarded a score out of 7 for each subject and may gain up to 3 extra points for completion of TOK and EE, with a final score out of 45. The Diploma is awarded to students who achieve a minimum of 24 points subject to a number of completion conditions, including completion of the core.

Seymour IBDP Planner

<table>
<thead>
<tr>
<th>Year 11 and 12</th>
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<tbody>
<tr>
<td>Theory of Knowledge (TOK)</td>
</tr>
<tr>
<td>Extended Essay (EE)</td>
</tr>
<tr>
<td>Creativity, Activity and Service (CAS)</td>
</tr>
<tr>
<td>Group 1 Subject (Language and Literature)</td>
</tr>
<tr>
<td>Group 2 Subject (Language Acquisition)</td>
</tr>
<tr>
<td>Group 3 Subject (Societies and Individuals)</td>
</tr>
<tr>
<td>Group 4 Subject (Sciences)</td>
</tr>
<tr>
<td>Group 5 Subject (Mathematics)</td>
</tr>
<tr>
<td>Group 6 Subject (The Arts) or another Group 2, 3, 4 subject</td>
</tr>
</tbody>
</table>
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 additional requirements. For university entry, students need to achieve 90 credits at Stage 2, including three 20-credit Stage 2 subjects. The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects as prerequisites for some of their courses.

Students who complete the IBDP are eligible for university entry.

Students wishing to study interstate are encouraged to contact the universities directly to obtain information regarding entry requirements and prerequisite subjects.

Full details of university and TAFE entry requirements for 2017 will be included in the Tertiary Entrance Booklet 2017/2018, published by the South Australian Tertiary Admissions Centre. Please see the SATAC website for more information as it comes to hand (www.satac.edu.au).

Careers at Seymour

All Year 10 students at Seymour College take the Stage 1 Personal Learning Plan as part of their studies. Successful completion of the PLP is a compulsory part of the SACE. The elements of the PLP are: Self-Knowledge; Career Pathway Research and Job Transition. Goal Setting and the development of the Australian Curriculum Capabilities that underpin all SACE studies are a focus throughout the activities within this subject.

Students are encouraged to complete work experience and a week is set aside in the College calendar for Year 10 students to undertake this activity. Students from all years in the Senior School may elect to complete work experience and are encouraged to organise their placement during school break time. The required paperwork must be completed in good time before the commencement of the placement.

Students are able to complete VET courses and these can be part of their SACE studies. Successful completion at a Certificate III level can be included in ATAR calculations. These courses are conducted by providers beyond Seymour and can aid with career investigation.

A programme to support the Year 12 cohort to transition beyond Seymour is in place throughout the year. Each of the universities present to the cohort and share new developments, course information and insights into the realities of tertiary life. All Year 12 students are invited to a one-on-one interview with the Careers Counsellor to discuss their options for beyond Seymour. In these sessions the students’ individual progress, aspirations and alternate pathways are discussed. In Term 3, students are supported through the application process to enter South Australian and interstate higher learning institutions.

Individual meetings with the Careers Counsellor can be requested by direct contact or via the Student Services Office.

Career Lunches for Year 12 study areas are arranged to showcase current research topics or social issues and the study pathways associated with these. These sessions are typically manned by university staff and thus act as a supply of transition information, too.

Up to date information is posted regularly in Seymour News.
10A Mathematics
Please note the important information on the next page on Year 10 mathematics courses. Students wishing to keep their options open for mathematics courses in the IBDP and Stage 1 and 2 MUST do the Semester 2 10A Mathematics course as an option subject.

Compulsory History and Option Subjects
At Year 10 students choose either the one semester History course or whole year History 10A course. Once students have selected their preferred History course they choose option subjects. Please note that some Year 10 option subjects are whole year courses and cannot be changed mid-year.

History (one semester course) + 5 Option Subjects
Year 10 History is a one semester course designed for students not considering studying History at senior secondary level. It can be studied in either Semester 1 or 2.

<table>
<thead>
<tr>
<th>Year 10 Planner (Year 10 History — one semester History course)</th>
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<tbody>
<tr>
<td>Semester 1</td>
</tr>
<tr>
<td>Year 10 History (compulsory)</td>
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<tr>
<td>Option 2</td>
</tr>
<tr>
<td>Option 4</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Year 10 Planner (Year 10 History) Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
</tr>
<tr>
<td>Home Economics</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Art</td>
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</tbody>
</table>

History 10A (whole year course + 4 Option Subjects)
History 10A is a whole year course designed for students considering further study of History at senior secondary level.

<table>
<thead>
<tr>
<th>Year 10 Planner (History 10A — whole year course)</th>
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</thead>
<tbody>
<tr>
<td>Semester 1</td>
</tr>
<tr>
<td>History 10A (compulsory)</td>
</tr>
<tr>
<td>Option 1</td>
</tr>
<tr>
<td>Option 3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 10 Planner (History 10A) Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
</tr>
<tr>
<td>History 10A</td>
</tr>
<tr>
<td>Geography</td>
</tr>
<tr>
<td>Art</td>
</tr>
</tbody>
</table>
At Year 10, students take one of two compulsory full year courses, either Year 10 Maths (which includes extension and mainstream classes) or Year 10 General Mathematics. These full year compulsory courses are not entered in the Year 10 Subject Planner; students are automatically enrolled.

However, due to the implementation of the Australian Senior Secondary Curriculum beginning in 2016, students wishing to pursue advanced Maths in Years 11 and 12 in either their SACE or IDBP will be required to take Maths 10A as an option in Semester 2. The 10A option class is open to all students in Year 10 Maths (extension or mainstream), but is not open to students in Year 10 General Mathematics.

The Maths 10A course will be rigorous and may challenge some students.

In deciding whether to enrol in Maths 10A as an option, students and parents must carefully consider the implications. Failure to enrol in Maths 10A will foreclose two of the four Maths subjects for Years 11 and 12: Mathematical Methods and Specialist Mathematics. Maths 10A is not a prerequisite for Essential Mathematics or General Mathematics. All of these subjects are described in detail in the Mathematics section of this Curriculum Guide, which starts on page 53. These considerations may warrant undertaking Maths 10A in order to keep options open for Year 12 and for university, even if a student will find the 10A class challenging.
In Visual Arts, students express ideas through developmental folio work using drawings, sketches, diagrams, models, prototypes, photographs, and/or audio visual techniques leading to resolved practical pieces.

Students have opportunities to research, understand and reflect upon visual arts in their cultural and historical contexts. Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

In this subject outline, Visual Arts at Stage 2 is categorised into broad areas of Art and Design. The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, and exploration, experimentation with media and technique, and resolution and production of practical work.

The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions.

**YEAR 10 ART**

**Course Length**
One or two semesters

**Learning Requirements**

*In successfully completing this course, each student:*

- conceives, develops, and makes artworks that reflect personal ideas;
- demonstrates visual thinking through the development and evaluation of ideas;
- applies technical skills in using media, materials, and technologies;
- communicates knowledge and understanding of her own and other artists’ work; and
- analyses, interprets, and responds to visual arts in cultural, social, and/or historical contexts.

**Course Outline**

The Art and Design course covers three areas of study: the folio, documenting the development and refinement of visual ideas and techniques; the practical, that consists of finished artworks and written evaluations; theoretical research and analysis of art within different cultural contexts.

**Semester 1: Exploring Possibilities**

In Semester 1, students explore the use of drawing as a means of visualising ideas and experimentation with mixed media in the creation of a themed painting. From this initial canvas-based work, students will experiment with the creative use of digital photography, both as a visual tool and an end product. Figurative sculpture will provide students with an opportunity to expand on their skills in the creation of three-dimensional forms. Students will visit public art exhibitions to expand their knowledge and understanding of contemporary art practice. All practical work is accompanied with a folio of developmental studies and documentation.

**Semester 2: Fashion Fest**

In Semester 2, students have a focus on fashion that includes the construction of a mixed media jewellery piece accompanied by a folio documenting the design process. Students also design a wearable art piece reflecting the evolution of fashion. To coincide with the fashion unit, students will complete a visual study on fashion illustration, exploring a variety of drawing styles and media, culminating in the development of their own unique style. Digital photography will accompany this semester’s work both in the folio and as a creative aspect of the finished products.

**Assessment**

- Folio development and idea generation
- Criticism and analysis of art and design
- Finished product and final presentation
- Written theoretical research assignment
STAGE 1 VISUAL ART

Course Length: One or two semesters (10 or 20 credits)
Prerequisite: Year 10 Art or evidence of ability in the visual arts to this standard.

Learning Requirements
In this subject, students are expected to:

- conceive, develop, and make work(s) of art or design that reflect the development of a personal visual aesthetic;
- demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials, and technologies;
- apply technical skills in using media, materials, and technologies to solve problems and resolve work(s) of art or design;
- communicate knowledge and understanding of their own and other practitioners’ works of art or design; and
- analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts.

Course Outline
Students will focus on the study areas of Visual Thinking, Practical Resolution and Visual Arts in Context. The course will be divided into the assessment tasks of the Folio (30%), Practical (40%) and Visual Study (30%). The practical component will consist of two finished artworks per semester including a written practitioner’s statement. These artworks will be accompanied by a supporting folio consisting of visual research, exploration, analysis and review. The Visual Study is an inquiry based task including analysis and interpretation of works of art in context, and practical explorations.

Semester 1
The major piece will be the students’ creative interpretation of their personal strengths in their chosen medium. The major piece will be accompanied by a folio, exploring artists’ works and documenting the development of the major piece. The Visual Study will research various approaches to digital photography, including camera techniques, digital imaging and the analysis of the work of other photographers in social/historical contexts.

Semester 2
Students create a major piece for the Practical component that will be student directed, which allows students to explore a chosen theme and develop skills using selected materials. This practical work will also be accompanied by the folio that includes researching, exploring concepts and documenting the development of the major piece. The Visual Study will be based on the individual’s creative and artistic interests, where she will practically and theoretically explore an Art or Design topic of her choice.

Assessment
Practical application
Knowledge and understanding
Analysis and response

STAGE 2 VISUAL ART–ART/VISUAL ART–DESIGN

Course Length: One year (20 credits)
Prerequisite: It will be assumed that students have previously studied at least one unit of Art at Stage 1. One unit is the general requirement but this can be negotiated if the student has demonstrated excellent skills at an earlier level.

Learning Requirements
In this subject, students are expected to:

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

Course Outline
Students choose one of two courses:
Course One: Visual Arts – Art
or
Course Two: Visual Arts – Design

For both courses, there are three areas of study. These consist of Visual Thinking, Practical Resolution and Visual Arts in Context. The Folio (40%) documents the students’ visual learning in support of the two major pieces for the year. The folio is process based, and clearly documents the development of ideas through experimentation and exploration. Practical (30%) consists of two parts: two Art or Design practical works and accompanying practitioner’s statements. The Visual Study (30%) is an exploration of and/or experimentation with a style, idea, concept, media, method or technique. Students analyse the work of other practitioners, include individual research and develop visual thinking and/or technical skills. They present the findings of their Visual Study as well as their conclusions and insights in the form of a completed folio that is independent from other work covered in the course. Topics, media choice and techniques employed for all aspects of the course will be determined by the students’ personal interests and strengths and negotiated in consultation with the teacher.

Assessment
School-based assessment 70%
Assessment Type 1: Folio (40%)
Assessment Type 2: Practical (30%)
External assessment 30%
Assessment Type 3: Visual Study (30%)
Structure

Digital technology subjects are elective subjects throughout Years 10 to 12. The Stage 1 subject of Design and Technology will be offered at Year 10. This will afford students greater flexibility, and also the opportunity to study Stage 2 Design and Technology in Year 11. There are no prerequisite studies for any of the Digital Technology subjects. However, it is highly desirable that students wishing to study and be successful in Stage 2 IPP at Stage 2 (Year 12), have satisfactorily completed Stage 1 IPP.

Digital technology subject offerings:

Year 10
- Digital and Media Technologies (Semester 1 only)
- Design and Technology, multimedia (Stage 1) (Semester 2 only)

Year 11
- Information Processing and Publishing (Stage 1) (Semester 1 or 2)
- Design and Technology, multimedia (Stage 2, 10 Credits – Semester 1 only)

Year 12
- Information Processing and Publishing (IPP, Stage 2, half or full year, 10 or 20 credits)

Overview

Digital Technologies are designed not only to develop students’ computer and software skills, but also their knowledge and understanding beyond simple day-to-day applications, and as they relate to society. Students will greatly benefit from studying digital technology subjects to:

- gain confidence, understanding and skills to use computer-related technologies (equipment, hardware and software);
- apply digital technologies skills, knowledge and understanding to other areas of learning and future study and work;
- pursue future studies of digital technologies, information technology or digital media.

Please refer to each subject overview for specific information relating to each subject.

YEAR 10 DIGITAL AND MEDIA TECHNOLOGIES

Course Length
One semester, Semester 1 only

Learning Requirements

In successfully completing this course, each student:
- Develop advanced skills across a range of specialised software;
- Applies design techniques in 2D design environments;
- Meets a design brief through the generation of an aesthetic or functional 3D design; and
- Safely and appropriately uses a range of technologies and materials.

Course Outline

This course allows students to develop and extend their skills and understanding of both digital and design technologies. This course is highly recommended to students intending to study either Design & Technology (D&T) or Information Processing and Publishing (IPP) at Stage 1 or Stage 2. It is also beneficial for students who wish to develop their digital skills and understanding for future vocational or study requirements.

A unit on Data and Network Systems develops students’ understanding of data transfer over networks, data compression and file types – essential knowledge that will underpin all practical work across the other practical units. The Photography unit develops students’ use of digital SLR cameras and advanced camera techniques. 2D Graphic Design explores and develops students’ application of design principles through both printed and illustrated design work. 3D Design unit explores sustainability through the design and construction of a sustainable house and 3D printed innovations.

Units
- Data compression, transfer and network systems
- Photography and Digital SLR camera techniques
- 2D Graphic Design and introduction to Design Principles
- 3D design, printing and innovation

Assessment
- Research report
- Practical tasks
- Minor projects
- Major projects
STAGE 1 DESIGN AND TECHNOLOGY (COMMUNICATION PRODUCTS, MULTIMEDIA)

Course Length
One semester (10 credits)

Prerequisite
None. Subject can only be studied once in Year 10 or 11

Learning Requirements
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:
• investigate the purpose, design concepts, processes, and production techniques of existing products or systems;
• create, test, validate, modify, and communicate design ideas for an identified need, problem, or challenge;
• recognise and use the differing functional characteristics and properties of materials, components, techniques, and equipment to create a product or system safely;
• use the design process to gather, analyse, and apply information to solve technological problems;
• apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities;
• evaluate the product or system development and outcome with reference to the design brief; and
• analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment.

Course Outline: Website Design with Multimedia
Students develop the practical skills, knowledge and understanding of website creation including multimedia, and the production of short films. With a key focus on planning, creating and evaluating websites and short films for personal, business or entertainment. A range of software tools are employed, including but not limited to Adobe Dreamweaver, Premiere Pro, Fireworks, Flash, and Photoshop.

In the website design unit, students explore a range of best-practice web design processes and webpage creation tools, to provide high quality communication to occur on the internet. Multimeda elements, such as interactive menus, animation, sound and video, further enhance communication and impact. Theoretical perspectives on Search Engine Optimisation (SEO) are explored.

During the photography unit, students explore various aspects of photographic processes and production techniques and learn to use SLR cameras effectively and with purpose. Various aspects of photography are explored, such as lenses, lighting, aperture, shutter speed, and metering. Post productions techniques are also explored using Photoshop, to examine layout, composition and image adjustment methods. An understanding of effective photographic techniques underpins many elements of Design and Technology.

Assessment
Students undertake the following assessment types to demonstrate their learning.

Assessment Type 1: Skills and Applications Tasks (50%)
Students undertake a series of practical website and short film design activities in preparation for the realisation of their major project. Tasks include image and graphic manipulations, web page construction, multimedia elements (such as sound, video, animation and interactive menus), film editing tasks and film manipulation.

Students are expected to construct an e-portfolio of their tasks showcasing their progressive works with podcast or vodcast annotations and evaluations.

Assessment Type 2: Folio (20%)
For the folio, students document the investigating and planning of ideas for their final project (website or film) with evidence of ongoing evaluation throughout the process. Students document the design process — investigating, planning, producing, and evaluating — from beginning to end. This can form part of a student's e-portfolio.

Assessment Type 3: Product (30%)
Students develop a complete website with multimedia elements or short film, demonstrating the range of skills and techniques explored throughout the semester; whilst not necessarily a large or complex website or film, students require sufficient breadth and depth across their work. Students evaluate the realised product against the design brief requirements.
For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criterion:

- **application.**

### Assessment Type 2: Product and Documentation (30%)

One final design product must demonstrate the use of appropriate principles of design and layout, and could be, for example, a brochure, a compact disc cover, linked web pages, or a digital slide presentation. The content of the task may come from another subject area. There must be sufficient text in the final product to demonstrate use of design elements. The text may be given to, or generated by, the student.

### Assessment Type 3: Issues Analysis (30%)

Students concisely analyse and critique an issue related to information processing and publishing for a specific purpose. An issues analysis may be presented in written, oral, visual, or multimodal form. The use of features such as headings, dot points, tables, and annotated diagrams will help students to organise their information.

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**STAGE 1 INFORMATION PROCESSING AND PUBLISHING**

**Course Length**  
One semester (10 credits)

**Years 10 and 11**  
Semester 1 or 2

**Prerequisite**  
None

### Learning Requirements

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

**In this subject, students are expected to:**

- select and use appropriate hardware and software in the completion of text-based communication tasks;
- apply manipulative skills appropriate to the use of information-processing hardware and software;
- apply acquired skills to produce text-based information accurately;
- understand and apply the design process and layout principles to text-based tasks;
- evaluate a text-based task against design principles; and
- understand, analyse, and evaluate the impact of social and/or ethical issues related to information-processing and publishing technologies.

### Course Outline, Digital Publishing

Digital Publishing involves the development of products to be published in a digital format. Students who undertake this semester develop skills in the creation, manipulation, storage, and use of digital media to solve publishing problems in personal, community, or business contexts. Students consider issues related to the production and use of digital publications. Although paper, text and image publications are emphasised, static and dynamic graphic, audio, video, and animation software may also be included.

Students are encouraged to adopt an enterprising approach to design. This involves developing innovative and creative design solutions that can be used to communicate information or develop promotional options for products and services.

The use of a four-part design process is recommended: investigating, devising, producing, and evaluating. The process is not necessarily linear and students are evaluating and critiquing throughout.

### Assessment

**Assessment consists of the following components:**

**School-based assessment 70%**

**Assessment Type 1: Practical Skills Tasks (40%)**

A variety of tasks could be used, including:

- personal documents such as letters, emails, or invitations;
- business documents such as reports, forms, or minutes;
- advertisements;
- flyers;
- web-based pages; and
- digital presentations.
Course Length
One semester (10 credits), Semester 1, Year 11 only

Prerequisite
Stage 1 Design and Technology desirable but not essential.

Learning Requirements
In this subject, students are expected to:

• investigate and critically analyse the purpose, design concepts, processes, and production techniques of existing products or systems;

• create, test, validate, modify, and communicate design ideas for an identified need, problem, or challenge;

• investigate, analyse, and use the differing functional characteristics and properties of materials, components, processes, and equipment to create products or systems safely;

• use the design process to select materials, components, processes, techniques, and equipment, to develop and implement solutions and ideas for products or systems;

• apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities;

• evaluate product or system development and outcome, and reflect on technological ideas and procedures used, with reference to the design brief; and

• analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment.

Course Outline
Communication Product
This focus area involves the use of digital tools and materials to design and make products that communicate information. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of communication media, both manual and digital. Examples of contexts for communication products include:

• graphics

• multimedia

• photography

• videos or sounds

• web designs

• App development

Designing in technology is purposeful, systematic, creative, and cyclic, with many possible solutions. A four-part designing model — investigating, planning, producing, and evaluating — is used in this subject.

The design process begins with the identification of a need, problem, or challenge, followed by an initial investigation, and then the writing of an open design brief that may specify parameters or requirements. The design process is central and essential to the subject.

Assessment
School-based assessment 70%

Assessment Type 1: Skills and Applications (20%)
For this 10-credit subject, students undertake two skills and applications tasks: one specialised skills application and one materials application.

Students demonstrate skills and understanding of the materials and components, techniques, and equipment that they consider for use in Assessment Type 2.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

• investigating

• planning

• producing

• evaluating

Assessment Type 2: Product (70%)
For a 10-credit subject, students create one product that allows them to demonstrate an appropriate range of skills, techniques, knowledge, and ideas. The product is supported by a product record that documents the process, including modifications, planning, and production.

The product (or minor product and major product) is a complete product or system.

Students present for assessment the product(s) they have made in response to the design brief developed for their folio in Assessment Type 3.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

• planning

• producing

• evaluating.

External assessment 30%

Assessment Type 3: Folio (30%)
The folio consists of documentation and analysis of the product design process and product evaluation. The investigation section of the design process includes an analysis of the impact of the product or system, and/or technologies related to it, on the individual, society, and/or the environment.

For this 10-credit subject, students undertake and document one product design process and one product evaluation for the product in Assessment Type 2. The combined evidence in the folio should be a maximum of 1000 words if written or a maximum of 6 minutes of recorded oral documentation of the design process and evaluation, or the equivalent in multimodal form.
STAGE 2 INFORMATION PROCESSING AND PUBLISHING

Course Length
One year (20 credits), Year 12 only

Prerequisite
None

Learning Requirements
In this subject, students are expected to:
- understand, select, and use appropriate hardware and software for the completion of text-based communication tasks;
- apply manipulation and organisational skills to the use of information processing technology;
- apply layout and design principles to the production of text-based documents or presentations;
- understand and apply the design process in planning, producing, and evaluating text-based products;
- understand, analyse, and evaluate the impact of social, ethical, and/or legal issues related to information-processing and publishing technologies.

Course Outline

Personal Documents
Efficient use of computer hardware and software to present personal documents for the purpose of communication.

Desktop Publishing
Competent use and integration of desktop publishing, graphic manipulation and other software to produce documents ready for publication.

Assessment

School-based assessment 70%

Assessment Type 1: Practical Skills (40%)
Students undertake at least five practical skills assessments. Students complete a folio of text-based assessments that derive from any of the focus areas they have studied and demonstrate a range of skills developed. Students apply the design process and layout principles in planning, producing and evaluating text-based products. Practical skills assessments should total a minimum of eight A4 pages or the equivalent with sufficient text, which may be enhanced by graphics.
For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:
- Development and application.
- Analysis and evaluation.

Assessment Type 2: Issues Analysis (30%)
Students undertake one issues analysis assessment and one technical and operational understanding assessment.

External assessment 30%

Assessment Type 3: Product and Documentation (30%)
Students undertake one product and documentation assessment that may come from one focus area or the integration of two focus areas. Students complete, for an identified audience, a text-based product that demonstrates understanding and use of the four parts of the design process: investigating, devising, producing, and evaluating.
In the senior years the study of English contributes to students’ increasing awareness of the cultural, social and technical dimensions of language and texts. Study in the senior years is designed to promote sensitivity to the values, ideas, and beliefs presented in texts in relationship to one’s own, to develop the skills to comment on them and to build an awareness of the characteristics of different textual forms.

Using skills in reading, viewing, speaking, listening and writing and using information and communication technologies, students develop strategies and establish a framework of understanding that links texts to contexts and assists them to consider the way language is used in many different social and cultural situations.

Through critically engaging with texts constructed by themselves and others, students are able to confirm and challenge their own experience. Through examining texts created in a range of modes and through making their own texts, students gain skills which assist them in understanding and communication.

The study of English provides students with a focus for informed and effective participation in their immediate personal environments. The skills of critical thinking developed through English enable students to be effective and organised thinkers and communicators.

**YEAR 10 ENGLISH**

**Course Length**
One year

**Achievement Standards**

*Students who complete this course successfully will:*

- articulate complex ideas;
- gain an understanding of innovation in literature, evaluating and explaining how particular style can be attributed to specific era and authors;
- experiment with language features, text structures and images to achieve particular writing styles;
- interpret and justify personal interpretation of written and audiovisual texts at increasingly sophisticated levels;
- explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments;
- participate actively, regularly and constructively in class discussions, in which they build upon others’ ideas, problem solve, justify opinions and develop arguments;
- show the ability to present to an audience with confidence and a degree of skill; and
- increase the sophistication and accuracy of their written expression.

**Course Outline**

This challenging course assumes a competent entry level of literacy and reading. As basic analytical skills and a broad meta-linguistic vocabulary are now established, students will be introduced to a variety of forms and genres which contribute to the rich history of Western Literature. These include Elizabethan, Jacobean, and 18th Century Gothic, Modernism, Post-Modernism and the eclecticism of contemporary literature. Students will encounter stimulating opportunities for critical reading and analysis and comparative studies; developing their own perspectives and exploring those of others, creative writing involving synthesis and transformation (experimenting with narrative by changing forms/genres) and formal exposition. The library-based Individual Reading Programme becomes more demanding; challenging students to read at an adult level where possible, including selections from the literary canon.

Below is a sample of units of work currently studied at this level.

**Novel Study**

In the context of their study, The History of Western Literature, students and discuss The Woman in Black, by Susan Hill. They respond in an essay which reflects upon the different historical elements in this contemporary novel. A creative writing task offers the challenge of studying and emulation the author’s style.

**Make Yourself Heard**

This study of speeches and speech making enables students to view and analyse the matter and manner of influential speeches by such luminaries as JK Rowling (on the benefits of failure) and Emma Watson (on feminism) Students apply their learning to self-compromised expositions before an audience of peers.

**Play Study**

An in-depth study of Shakespeare’s Macbeth provides students with a new understanding of human nature and how darkness can be revealed through language powerful enough to have thrived for centuries. A formal essay test, focusing upon imagery will be leavened by an audio-visual researched based study of various interpretations of The Scottish Play.
Assessment
Shared assessment tasks in Year 10 include:

- exercises which involve drafting in class. Under these conditions students have access to teacher mentoring and peer review as they craft their work;
- timed written responses under test conditions offering students opportunities to develop experience and strategies in this skill;
- an end of year written examination featuring an analytical essay on a text studied during the year and a series of Comprehension responses, based on an unseen text; and
- formal oral language presentations to an audience, focusing upon the development and delivery of persuasive arguments.

Note: The term shared tasks refers to major assessments undertaken by the entire cohort. Each student also has a folio folder which incorporates classwork and homework specific to her class or to her individual needs. It is her responsibility to keep this up to date. This is collected and assessed at the end of each term.

STAGE 1 ENGLISH
Pre-Stage 2 English
This course is a pre-requisite for Stage 2 English.
Course Length One year (20 credits)

Learning Requirements
Students who complete this course successfully will:

- analyse relationships between purpose, context and audience and how these influence both texts and their meaning;
- analyse ways in which ideas and perspectives are represented in texts and interpreted by readers;
- analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts;
- create oral, written and multi-modal texts for specific audiences, contexts and purposes; and
- identify and analyse intertextual connections.

Course Outline
This course is suited to those who require a general English course. Students should be willing to read a number of extended texts and be relatively fluent, accurate writers.

Responding to Texts
Students explore human experience and the world through reading and examining a range of texts, including Australian Texts and by making intertextual connections.

Creating Text
Students create imaginative, interpretive and/or persuasive texts for different purposes, contexts in written, oral and or/multi-modal forms.

Intertextual Study
Students analyse connections between texts, develop a focus question and respond to it in a piece of extended prose.

Assessment
Students are required to submit up to 8 assessment tasks for the year, including at least 2 of each assessment type. At least 2 will be oral or multi-modal and at least 2 in written form The three assessment criteria are Knowledge and Understanding, Analysis and Application (i.e. response design and literacy)

Assessment tasks in Stage 2 include:

- tasks for this subject involve drafting in class. Under these conditions students have access to teacher mentoring and peer review as they craft their work.
- Timed written responses under test conditions offering students opportunities to develop experience and strategies in this skill.
- Biannual written examinations featuring an analytical essay on a text studied during the year and a series of Comprehension responses, based on an unseen text.
- Formal oral language presentations to an audience.
STAGE 1 ESSENTIAL ENGLISH

This course is a pre-requisite for Stage 2 Essential English only.

Course Length 1 year

Learning Requirements

Students who are successful in completing this course will:

• develop communication skills through writing, reading, listening and speaking;
• comprehend and interpret information, ideas and perspectives in texts selected form social, cultural, community, workplace and/or imagined contexts;
• examine and respond to how structure and language of text varies for different purposes, audiences and contexts;
• create oral, written and or multi-modal texts appropriate for purpose and audience in real and/or imagined contexts; and
• express ideas, information and perspectives using a range of textual conventions.

Course Outline

Stage 1 Essential English is suited to those who require a course which will enable them to improve upon their basic literacy skills. Contemporary, shorter texts and tasks are chosen to engage students who tend to struggle with reading and writing.

Responding to Texts

Students consider a variety of ways in which texts communicate information, ideas and perspectives. The reading of a wide range of texts enables them to comprehend and interpret information. They develop an understanding that language is used for different purposes, audiences and contexts as well as number of strategies for extracting, collecting and processing information.

Creating texts

In creating their own texts students develop skills in use of appropriate vocabulary, spelling, punctuation, and grammar to enable effective communication. They will create a range of texts in oral, digital and written form using appropriate language features, content and media for different purposes, audiences and contexts.

Assessment

Students are required to submit up to 8 assessment tasks for the year, including at least 2 of each assessment type. At least 2 will be oral or multi-modal 2 in written form. The four assessment criteria are Communication, Comprehension, Analysis and Application (i.e. response design and literacy)

Assessment tasks in Stage 1

• tasks for this subject involve drafting in class. Under these conditions students have access to teacher mentoring and peer review as they craft their work; and
• formal oral language presentations/recordings.

STAGE 1 ENGLISH LITERARY STUDIES

Pre-Stage 2 English

This course is a pre-requisite for Stage 2 Literary Studies.

Course Length 1 year

Learning Requirements

Students who are successful in completing this course will:

• analyse relationships between purpose, context and audience and how these influence both texts and their meaning;
• analyse ways in which ideas and perspectives are represented in texts and interpreted by readers;
• analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts;
• create oral, written and multi-modal texts for specific audiences, contexts and purposes; and
• identify and analyse intertextual connections.

Course Outline

This course is suited to those who already read widely, at an adult level, who are fluent writers and who wish to be extended in these areas.

Responding to Texts

Students explore human experience and the world through reading and examining a range of challenging adult fiction and non-fictional texts, including Australian Texts and by making intertextual connections.

Creating texts

Students create imaginative, interpretive and persuasive texts for different purposes, contexts in written, oral and or/multi-modal forms.

Intertextual Study

Students analyse connections between texts, develop a focus question and respond to it in a piece of extended prose.

Assessment

Students are required to submit up to 8 assessment tasks for the year, including at least 2 of each assessment type. At least two will be oral or multi-modal and at least 2 in written form. The three assessment criteria are Knowledge and Understanding, Analysis and Application (i.e. response design and literacy).

Assessment tasks in Stage 2 include:

• tasks which involve drafting in class. Under these conditions students have access to teacher mentoring and peer review as they craft their work;
• timed written responses under test conditions, offering students opportunities to develop experience and strategies in this skill.
• biannual written examinations featuring an analytical essay based on a text studied during the year and a series of comprehension responses, based on an unseen text; and
• formal oral language presentations to an audience of peers.
STAGE 1 ENGLISH AS AN ADDITIONAL LANGUAGE

Course Length 1 year

All students who wish to enrol in this course must apply to the SACE board for eligibility.

A student is eligible to enrol in an ESL subject if she is a student for whom English is a second language or an additional language or a dialect, and who has had a total of:

- no more than five years of full-time schooling where the medium of instruction was English
- more than five years of full-time schooling where the medium of instruction was English, and whose knowledge of English is restricted or who is resident and studying in an overseas country.

Learning Requirements

*Students who are successful in completing this course will:*

- exchange information, opinions and experiences through writing and speaking in a range of situations and context;
- comprehend and interpret information, ideas and presented in texts;
- analyse personal, social and cultural perspectives in texts;
- understand and analyse how language features are used to communicate for different purposes; and
- create oral, written and multimodal texts using a range of language skills appropriate to purpose, audience and context.

Course Outline

Through studying a variety of oral, written and multimodal texts (i.e. newspaper articles, a scene from a play, a short story a podcast) students become aware of the features of each. They explore the relationship between these and their context, intended audience and purpose. Information, ideas and opinions are identified and interpreted.

Students have the opportunity to create oral and written texts for different purposes both real and imagined and to exchange information and opinions through writing and speaking in a variety of situations and contexts. They develop academic and research skills.

Assessment

Students are required to submit up to 8 assessment tasks for the year, including at least 2 of each assessment type. At least two will be oral or multi-modal and at least 2 in written form. The three assessment criteria are Knowledge and Understanding, Analysis and Application (i.e. response design and literacy).

*Assessment tasks in Stage 1 include:*

- **Tasks for this subject involve drafting in class. Under these conditions students have access to teacher mentoring and peer review as they craft their work; and**
- **Formal oral language presentations/recordings.**

Assessment Type 3: Language Study.

Students complete two studies in which they identify and analyse aspects of language used in texts of their choice. Students lead discussions based on two texts they have selected.

Students are required to submit eight assessment tasks for the year.

*Assessment tasks in Stage 1*

- Tasks for this subject involve drafting in class. Under these conditions students have access to teacher mentoring and peer review as they craft their work; and
- Formal oral language presentations/recordings.

Assessment Type 1: Responding to Texts.

Students present 2 written and two oral responses to texts.

Assessment Type 2: Interactive Study.

Students conduct an interview with one or more people about an issue or aspect of cultural life which is then presented in Report form.
STAGE 2 ENGLISH

Course Length
One year (20 credits)

Learning Requirements
The learning requirements summarise the knowledge, skills and understanding that students are expected to develop and demonstrate learning in Stage 2 English.

*Students who complete this course successfully will:*
- analyse the relationship between purpose, context, and audience in a range of texts;
- evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts;
- analyse how perspectives in their own and others’ texts shape responses and interpretations;
- create and evaluate oral, written, and multimodal texts in a range of modes and styles;
- analyse the similarities and differences between texts; and
- apply clear and accurate communication skills.

Course Outline
This course is suited to those who require a general English course. Students should be willing to read a number of extended texts and be relatively fluent, accurate writers.

**Responding to Texts**
In Stage 2 English 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.

**Creating Text**
Students create a range of texts for a variety of purposes. By experimenting with innovative and imaginative language, stylistic features and text conventions, students develop their personal voice and perspectives. They demonstrate their ability to synthesise ideas and opinions and develop complex arguments.

Accurate spelling, punctuation, syntax, and use of conventions should be evident across the range of created texts. Students benefit from modelling their own writing on examples of good practice in the same text type. In creating texts students extend their skills in self-editing and drafting.

**Assessment**
Students will demonstrate their learning through the completion of eight written, multi-modal and oral assessment tasks including the external assessment component. There are three Assessment Criteria for this course: Knowledge and Understanding, Analysis and Application (literacy, coherence and relevance) All Stage 2 English subjects have a school assessment component and an external assessment component.

**School Assessment 70%**
- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

**External Assessment (30%)**
- Assessment Type 3: Comparative Analysis (30%)

Students complete:
- three responses to texts;
- four created texts (one of which is a writer's statement); and
- a comparative analysis.
STAGE 2 ESSENTIAL ENGLISH

Course Length
One year (20 credits)

Learning Requirements
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 English.

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; and

• create oral, written, and multimodal texts that communicate information, ideas, and perspectives for a range of purpose.

Course Outline
Responding to Texts
Students respond to a range of texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives represented in the chosen texts. The reading of these texts clarifies and extends students’ comprehension of the processes, issues, or concerns of individuals or communities.

In reflecting on, and possibly participating in, discussions and community debates, they have opportunities to develop understanding and appreciation of the diversity of cultures, including Indigenous cultures.

Creating Text
Students create procedural, imaginative, analytical, interpretive, or persuasive and/or texts appropriate to a context. They develop appropriate vocabulary and use accurate spelling, punctuation, and grammar. Students use strategies for planning, drafting, revising, editing, and proofreading, and, where necessary, appropriate referencing.

Language Study
The language study focuses on the use of language by people in a local, national, or international context. Students consider the functions of language in their chosen context, including the communication of information, ideas, and perspectives. They examine ways in which language is used to support social interaction and the formation and maintenance of personal and group identity.

Students reflect on the strategies and language used to communicate in a family, peer group, community, work-related, and/or online context.

Assessment
The following assessment types enable students to demonstrate their learning in Stage 2 Essential English:

School Assessment 70%
Assessment Type 1: Responding to Texts (30%)
Students produce three responses to texts. At least one of the responses must be produced in written form, and at least one response in oral or multimodal form.

Assessment Type 2: Creating Texts (40%)
Students create written, oral, and multimodal texts for procedural, imaginative, analytical, persuasive, and/or interpretive purposes.

• one text which advocates for an issue, cause or process; and

• two additional texts.

External Assessment (30%)
Assessment Type 3: Language Report 30%
For this assessment type, students complete an independent language report. The focus of study is an understanding of the use of spoken and/or written language by people in a chosen local, national, or international context.

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

• three assessments for responding to texts;

• three assessments for creating texts; and

• one language report.
STAGE 2 ENGLISH LITERARY STUDIES

Course Length
One year (20 credits)

Learning Requirements
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 English Literary Studies.

Students who are successful in completing this course will:
• understand the interplay between author, text, and context;
• analyse how ideas, perspectives, and values are represented in texts and how they are received by audiences;
• analyse and compare texts, through the identification of the structural, conventional, and language and stylistic features used by authors;
• use evidence to develop critical reasoning and support sustained argument to justify critical interpretation of a text;
• develop analytical responses to texts by considering and challenging other interpretations;
• create oral, written, and/or multimodal texts that experiment with stylistic features by using and adapting literary conventions; and
• express ideas in a range of modes to create texts that engage the reader, viewer, or listener.

Course Outline
Stage 2 English Literary Studies is a 20-credit subject. The content includes:
• Responding to Texts; and
• Creating Texts.

Responding to Texts
• Shared Studies: Through their study of literary texts, students understand how readers are influenced to respond to their own and others’ cultural experiences. They make comparisons between texts in different literary forms and media and from different traditions.

Students observe ways in which Australian authors represent culture, place, and identity as well as ways in which perspectives in texts from other times and cultures may be read and interpreted by a contemporary Australian audience. There is a particular focus on how ideas, perspectives, values, attitudes, and emotions are conveyed in literary texts.

Students are supported to appreciate the aesthetic qualities of literary texts.

Students will study:
• one film text;
• one novel;
• one drama text;
• The works of three poets; and
• a range of short fiction and non-fiction texts.

• Comparative Text Study: Students will compose a focus question and write an extended response to one of the texts they have studied compared with a text of their choice.

Creating Texts Study
Students create texts that enable them to apply the knowledge, skills, and understanding developed through their study of literary texts in a range of forms.

The creating texts study consists of:
• Transforming texts: Students develop their understanding of genre by considering how texts may be transformed into other forms of the same text type or into text types different from the original.

2. Creating a written, oral, or multimodal text: Students create a written, oral, or multimodal text that demonstrates understanding and mastery of the features of the chosen text type.

Assessment
Students will demonstrate their learning through the completion of nine written, multi-modal and oral assessment tasks including the external assessment component. There are three Assessment Criteria for this course: Knowledge and Understanding, Analysis and Application (literacy, coherence and relevance to task requirements) All Stage 2 English subjects have a school assessment component and an external assessment component.

School Assessment 70%
Assessment Type 1: Responding to Texts (50%)
Assessment Type 2: Creating Texts (20%)

External Assessment (30%)
Assessment Type 3: Text Study (30%)
• comparative text study (15%); and
• critical reading (90 minute examination) (15%)
STAGE 2 ENGLISH AS AN ADDITIONAL LANGUAGE

Course Length 1 year

Learning Requirements
The learning requirements summarise the knowledge, skills and understanding that students are expected to develop and demonstrate in Stage 2 English.

*Students who are successful in completing this course will:*
- understand and analyse how language and stylistic features are used to achieve different purposes;
- comprehend and evaluate information, ideas, and opinions presented in texts;
- analyse and evaluate personal, social, and cultural perspectives in texts;
- respond to information, ideas, and opinions using sustained, persuasive, and effective communication; and
- create extended oral, written, and multimodal texts appropriate to different contexts, purposes, and audiences.

Course Outline
This subject focuses on development and use of skills and strategies in communication, comprehension, language and text analysis, and text creation.

Through a study of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features.

Students develop confidence in creating texts for different purposes in both real and imagined contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. They develop skills for research and academic study.

This subject focuses on the following skills and strategies.

**Communication skills and strategies**
Students understand and analyse how language and stylistic features are used to achieve different purposes.

**Comprehension skills and strategies**
Students comprehend and evaluate information, ideas, and opinions presented in texts.

**Language and text analysis skills and strategies**
Students analyse and evaluate personal, social, and cultural perspectives in texts.

Text creation skills and strategies. They respond to information, ideas, and opinions using sustained, persuasive, and effective communication. They create extended oral, written, and multimodal texts appropriate to different contexts, purposes, and audiences.

Assessment
Students will demonstrate their learning through the completion of eight written, multi-modal and oral assessment tasks including the external assessment component. There are four Assessment Criteria for this course: communication, comprehension, analysis and application.

*School Assessment 70%*
**Assessment Type 1: Academic Literacy Study (30%)**
**Assessment Type 2: Responses to Texts (40%)**

*External Assessment (30%)*
**Assessment Type 3: Examination (30%)**

Students provide evidence of their learning through seven assessments, including the external assessment component. Students complete:
- two tasks for the academic literacy study (one oral and one written);
- four tasks for the responses to texts (at least one oral and two written); and
- an examination.
Accounting is an integrated course which allows students to develop an understanding of the financial information processes used in society. It assists students to develop skills which will enable them to apply accounting information in financial decision making in a range of contexts.

Accounting develops an understanding of the need for and the role of accounting in decision making. Students study the accounting process and learn how to communicate financial information.

Computerised accounting packages will be used but students will be required to have a conceptual knowledge of the whole double entry process.

Students will have the opportunity to develop skills in critical thinking, problem solving, and the use of information and communication technology.

The subject also allows students to develop an understanding of the ethical considerations that affect financial decision making in contemporary society.

A study of one unit of Stage 1 Accounting is useful for any student wanting to gain financial literacy skills in a business context. It is highly recommended for students planning to study Stage 2 Accounting and complements the study of Stage 2 B & E.

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**STAGE 1 ACCOUNTING**

**Course Length**  
One semester (10 credits) only

**Prerequisite**  
None

**Learning Requirements**

*In this subject, students are expected to:*

- understand the role of accounting in society;
- record and report financial information using manual methods as well as information and communication technologies;
- apply the principles and practices of recording and reporting financial information;
- recognise and understand financial information for decision making;
- analyse, interpret and communicate financial information using accounting terminology;
- apply effective decision making skills using financial and non-financial information; and
- recognise social, legal, regulatory and/or ethical influences on financial recording and decision making.

**Course Outline**

**Core Topic**

The environment of Accounting introduces students to the basic concepts and principles of accounting. This topic gives students opportunities to develop their 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; and
- the impacts of past, present and possible future accounting decisions.

**Option Topics**

- Double Entry Recording
- Financial Reports
- Analysis and Interpretation of Financial Reports
- Keeping Cash Records
- Business Documents
- Personal Financial Literacy
  *(at least two will be taught)*

**Assessment**

**Assessment Type 1: Skills and application tasks**

**Assessment Type 2: Investigation**

There will be 4–5 assessments with at least two skills and application tasks and at least one investigation.

*Each assessment type will have a weighting of at least 20%.*
STAGE 2 ACCOUNTING

Course Length One year (20 credits)
Prerequisite A study of one unit of Stage 1 Accounting is useful.

Learning Requirements

In this subject, students are expected to:

• identify various accounting entities and the main users of financial information;
• recognise, understand, record, report and communicate financial information in a manner appropriate to the identified needs of the user;
• understand and apply the process required to maintain financial information in order to report the results of business activity;
• recognise that accounting concepts and standards determine the responsibilities and obligations of accounting entities to report financial information;
• apply identified accounting concepts and standards to generate financial reports;
• analyse and critically interpret financial and non-financial information for decision making and problem solving; and
• recognise that social, legal and ethical issues both influence and are influenced by business and accounting decisions.

Course Outline

Students are required to study the following three sections:
Section 1: The Environment of Accounting
Section 2: Financial Accounting
Section 3: Management Accounting

Assessment

School-based assessment 70%
Assessment Type 1: Skills and Applications Tasks (50%)
Assessment Type 2: Report (20%)

External assessment 30%
Assessment Type 3: Examination (30%)

Students should provide evidence of their learning through seven to ten assignments, including the external assessment component. Students undertake:

• Five to eight skills and applications tasks
• One report
• One examination
### Course Outline

**Semester 1**

*Introduction to Business and Enterprise*
- The Nature and Role of Business
- Key Business Functions
- Alternative Ways of Establishing a Business
- Forms of Ownership — Sole Trader, Partnership and Private Companies
- Sources of Finance
- Stakeholders
- Economic, Social, Ethical and Environmental Impact of Trends and Current Issues

*Establishing a Business*
- Key personal features in establishing a business
- Identifying business opportunities
- Identifying the target market
- Key considerations in setting up a business
- Critical issues in business success and failure

*Business Planning*
- The Role of the Business Plan
- The Business Planning Process
- Elements of a Business Plan
- Cash Flow Management
- Difference between profitability and cash flow management

*Global Business*
- Globalisation
- Global Business Strategies
- Managing a global business
- Economic, ethical and legal issues impacting business in a global environment

*Business Management and Communication*
- The Nature of Management
- Effective Communication/Interpersonal Skills
- Etiquette and Protocol in Electronic Communication

*Semester 1 students have the option of preparing a business plan to submit to the CPA Australia Plan Your Own Enterprise Competition as their Practical assessment component. (See www.cpaaustralia.com.au for further details.)*
STAGE 2 BUSINESS AND ENTERPRISE

Course Length
One year (20 credits)

Prerequisite
A study of one or two units of Stage 1 Business and Enterprise is highly recommended.

Learning Requirements
In this subject, students are expected to:

• understand the nature, role and structure of business and enterprise, locally, nationally and globally;
• understand the relationship between business theory and practice and recognise and explain the conventions that apply in small business;
• communicate in ways that are suitable for the business environment and for the purpose and audience, including by the appropriate use of information and communication technologies;
• apply relevant business ideas and concepts such as business planning, product development, financial management and marketing;
• assess current trends, opportunities and issues that have an impact on business and enterprise; and
• evaluate the economic, ethical, social and environmental implications and consequences of business and enterprise practices in different contexts.

Course Outline

Core Topic: The Business Environment
• Business in Australia
• The Nature and Structure of Business
• The Business Enterprise

Option Topics
• People, Business and Work
• Business and Marketing

Assessment

Assessment Type 1: Folio
Assessment Type 2: Practical
Assessment Type 3: Issues Study
There will be 4–5 assessments with each assessment type having a weighting of at least 20%.

Semester 2

Entrepreneurship: The Enterprising Person
• The role of the entrepreneur
• Entrepreneurship and the enterprising employee
• Enterprise skills
• Rewards and challenges of entrepreneurship
• Key trends in entrepreneurship
• Link between entrepreneurship and economic activity

Marketing
• The nature and role of markets and marketing
• Customer and buyer behaviour
• Elements of a marketing plan
• Market research
• Marketing strategies
• Ethical and legal aspects of marketing
• Digital Marketing
• Communication and Public Relations
• Social, Economic, Ethical, Environmental and Legal Issues

Technology and Business
• The role of innovation in business
• The role of innovation in the Australian and Global Economy
• Impact of technology on work practices – information systems, databases, cloud computing, robotics, artificial intelligence, 3D printing
• Social, Economic, Ethical, Environmental and Legal Issues

Assessment

Assessment Type 1: Folio
Assessment Type 2: Practical
Assessment Type 3: Issues Study

There will be 4–5 assessments with each assessment type having a weighting of at least 20%.

Assessment

School-based assessment 70%

Assessment Type 1: Folio (30%)’
Students undertake four tasks for the folio:
• one test; and
• three assignments.

Assessment Type 2: Practical (20%)
A practical could include any of the following:
• Producing a marketing plan for a new or existing product or business
• Producing a business plan for a hypothetical business including a mission statement, business profile, market and competition analysis and basic financial budgets.
• Running a stall at a market – producing a plan/reviewing projected and actual results.

Students negotiate the presentation of the Practical with their teacher. It may be presented in written, oral or multimodal form.

The Practical will be a maximum of 1500 words or equivalent in multimodal form.
Assessment Type 3: Issues Study (20%)
Students identify and investigate a theme, development or current issue in business. They are required to select, analyse and evaluate primary and secondary sources of information and make recommendations based on their findings.

The presentation should be a clear, concise and polished piece of writing of a maximum 1500 words.

**External assessment 30%**

Assessment Type 4: Report (30%)
Students are required to prepare a situation analysis of a small/medium business and present their findings in a formal 2000 word business report with embedded graphs, tables and diagrams. The task will require students to engage in a phase of direct contact with a specific business and the wider business community. This will enable students to apply factual knowledge and understanding from their study of the core and option topics. The report will include analysis and evaluation of statistical data produced through contact with the business and/or other sources. *This task is externally marked.*

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**ECONOMICS**

The study of Economics enables students to understand how an economy operates, the structure of economic systems, and the way in which economic systems are impacted by and impact other systems in a country. Central to the study of Economics is the economic problem and the related concepts of scarcity, opportunity cost and interdependence. Economic systems are continually evolving in response to the economic problem to determine what goods and services to produce, how these goods and services are produced, and for whom they are produced.

By studying Economics, students develop an understanding of different economic systems and institutions, and learn to assess the degree to which these systems and institutions help satisfy the needs and wants of individuals and the community. Students become aware that economic decisions are not value free and have outcomes that may be inconsistent with social, moral and ethical values of some members and/or groups in society.

Students of Economics define, research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national and global contexts.

Knowledge of Economics helps students assess when markets are best able to serve the public interest and when collective or government action may be necessary. The study of Economics helps students make more informed choices as contributors to the economy and as well-informed citizens.
**STAGE 1 ECONOMICS**

**Course Length**  
One semester

**Prerequisite**  
None

This subject is highly recommended for students wishing to study Stage 2 Economics and/or Stage 2 Business & Enterprise.

**Learning Requirements**

*In this subject, students are required to:*

- know, understand, apply, and communicate economic concepts, principles, models and skills using economic terminology;
- understand the effects of economic interdependence on individuals, communities, business, and governments locally, nationally, and globally;
- understand that economic decisions involve external costs and benefits; and
- analyse and evaluate local, national and global economic issues and events using economic models and the skills of economic enquiry.

**Course Outline**

Students will study a minimum of four topics – other topics will be embedded in the core topics but students can choose to undertake deeper study of one of these as independent research in the Issues Study task.

**Core Topics**

- Economic Systems
- The Market Economy
- Government Involvement in the Market Economy
- The Circular Flow of Income

**Option Topics**

- Price Stability
- Economic Development
- Employment and Unemployment
- Economic Thinkers
- Trends in a Global Economy
- Poverty and Inequality

**Assessment**

**Assessment Type 1 – Skills and Application Tasks (30%)**

The two summative tests will include multiple choice questions, short answer questions and response to stimuli. There will also be regular formative tests.

**Assessment Type 2 – Folio (45%)**

The two folio tasks will allow students to use, apply and evaluate economic concepts, models, and skills as they apply to real-world economic issues though case studies, media analysis and economic simulations using computer programmes.

**Assessment Type 3 – Issues Study (25%)**

Investigation of an economic issue focusing on outcomes of economic decision/s and evaluation of how these outcomes may have been modified.

The assessment design criteria are:

- Knowledge and Understanding
- Analysis and Evaluation
- Communication

Students will provide evidence of their learning through five assessments.

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**STAGE 2 ECONOMICS**

**Course Length**  
One year (20 credits)

**Prerequisite**  
Stage 1 Economics is recommended.

**Learning Requirements**

*In this subject, students are required to:*

- know, understand, communicate, and apply economic concepts, principles, 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; and
- critically analyse and evaluate the impact of economic change locally, nationally, and globally.

**Course Outline**

Skills in Economics will be developed in the following five key areas of study:

**Key Area 1: The Economic Problem**

Students investigate the economic problem, wants, resources, choice, and opportunity cost. They will use the production possibility frontier model to illustrate choice, opportunity cost, and efficiency of resource use.

Students investigate the traditional, planned, and market economic systems to understand and evaluate how these systems deal with the questions of What? How? and For Whom?

Students will develop an awareness that economic systems change over time and are always in transition. The convergence of planned and market economies will be evaluated. Case studies from the emerging economies will be examined – Brazil, Russia, India and China.

**Key Area 2: Microeconomics**

**The Price Mechanism**

Students will study the demand-supply model to illustrate how price is determined in a market economy by the interaction of consumer behaviour, demand, seller behaviour, and supply. Students will also examine the concept of elasticity to predict the effect of price change on quantity traded.

**Markets in Practice**

Market structures affect economic outcomes for producers and consumers. Students assess the features of the following market structures: perfect competition, monopolistic competition, oligopoly, and monopoly using criteria that include price, choice, quality, efficiency, profitability, and the use of new technology. They will evaluate the measures to redress the effects of market failure on consumers and producers.

**Key Area 3: Macroeconomics**

Governments identify macroeconomic objectives, which describe desired macroeconomic outcomes related to employment levels, price stability, economic growth, and external balance. Students investigate these macroeconomic objectives and evaluate the effects of their attainment on the economy. Students apply the aggregate demand – aggregate supply model and the circular-flow model to predict the outcome of demand and supply management policies.
STAGE 2 ECONOMICS

Course Length  One year (20 credits)
Prerequisite  Stage 1 Economics is recommended.

Learning Requirements
In this subject, students are required to:
• know, understand, communicate, and apply economic concepts, principles, 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; and
• critically analyse and evaluate the impact of economic change locally, nationally, and globally.

Course Outline
Skills in Economics will be developed in the following five key areas of study:

Key Area 1: The Economic Problem
Students investigate the economic problem, wants, resources, choice, and opportunity cost. They will use the production possibility frontier model to illustrate choice, opportunity cost, and efficiency of resource use.

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Governments identify macroeconomic objectives, which describe desired macroeconomic outcomes related to employment levels, price stability, economic growth, and external balance. Students investigate these macroeconomic objectives and evaluate the effects of their attainment on the economy. Students apply the aggregate demand – aggregate supply model and the circular-flow model to predict the outcome of demand and supply management policies.

Students examine the problems that government may experience when implementing economic policy, including:
• the conflict between macroeconomic objectives;
• the limitations of available measurement;
• the implementation and impact lags of policy;
• the need to decide on the correct policy mix and the effect of this on the economy;
• institutional and political factors; and
• external influences.

Key Area 4: Globalisation
Students investigate and evaluate:
• the arguments for and against involvement in free trade and the effects of free trade on the internal economy including participation in international trade agreements;
• the effects of protection on the internal economy; and
• possible impacts of the operation of transnational corporations and the growth of capital mobility including impacts of the operation of global institutions such as The World Bank.

Key Area 5: Poverty and Inequality
Students investigate and evaluate:
• the concept of ecologically sustainable development and the implications for global poverty and human progress of adopting ecologically sustainable development principles;
• economic and social indicators of global poverty;
• the causes of inequality and poverty; and
• ways and means of promoting economic and human development through the factors of production.

Assessment
School Assessment (70%)
Assessment Type 1: Skills and Applications Tasks (30%)
Students will undertake at least two Skills and Applications Tasks in the form of tests that include short-answer questions, multiple-choice questions, and responses to stimuli.

Assessment Type 2: Folio (40%)
Students undertake at least two directed assessments for the folio. One folio assessment must focus on Key Area 5: Poverty and Inequality.

Directed assessments may include media analysis, structured investigations, oral presentations, issues studies and case studies, assignments, essays, and reports.

External Assessment (30%)
Assessment Type 3: Examination (30%).
Students undertake one 2-hour examination, which is divided into two parts.

Part A consists of multiple-choice questions, short-answer questions, responses to stimuli, and extended-response questions. It draws on all parts of Key Areas 1–4.

Part B requires students to write an essay from a range of questions drawn from all parts of the following Key Areas 3 and 4.

Students will provide evidence of their learning through eight assessments, including the external assessment component.
Entrepreneurship Studies is a one semester option subject at Year 10, enabling students to study a mixture of the Australian Curriculum subjects of Civics and Citizenship and Business and Economics.

This subject aims to provide students with an understanding of the operation of the Australian Legal System in Australia while also exploring the need for effective business practice within a global economy. Students doing this subject might like to go on to study Accounting, Business and Enterprise, Economics and Legal Studies.

**Course Length**
One semester

**Prerequisite**
None

This subject would provide a useful background for students wishing to study Accounting, Economics, Business and Enterprise or Legal Studies at Stage 1 and Stage 2.

**Learning Outcome**

*In successfully completing this course, each student:*
- understands why and how governments manage economic performance;
- understands why businesses need to respond to changing economic conditions;
- analyses and reflects on factors that influence major consumer and financial decisions;
- analyses data to identify trends and relationships and make predictions;
- understands the key features and values of systems of government; and
- analyses the Australian Government’s global roles and responsibilities.

**Course Outline**

This course is offered as an option and comprises approximately one term of Economics and Business and one term of Civics and Citizenship.

This course is designed to introduce students to the link between business and the economy as well as provide an understanding of the operation of the Australian legal system.

The topics that will be covered include:

**Economics & Business**
- Indicators of economic performance
- Economic Systems – resources, choice, the role of markets and government
- Links and variations within and between economies of economic performance and living standards
- Managing the Australian economy to improve sustainable economic performance
- Links between innovation, entrepreneurship, productivity, business, economic performance and living standards
- Factors influencing consumer and financial decisions
- Ethics and Corporate Social Responsibility.

**Civics & Citizenship**
- Democracy and Government
- The Rule of Law
- Australia’s political and legal system
- Laws, citizens and society
- Dispute resolution
- Role of High Court and its influence on law and government policy
- Australian Government’s global roles and responsibilities.

**Assessment**

Assessment procedures to determine students’ understanding and achievement of the objectives will be continuous and may include:
- written responses;
- Business Plan report;
- multi-modal presentations;
- problem-solving exercises in a digital context; and
- Issues Investigation Report.
Legal Studies develops an understanding of the people, institutions, principles and processes that underpin the Australian legal system. Students study the way in which the legal system affects the relationships, actions and interactions of people in society. Central to this understanding are concepts of law-making and dispute resolution. The Australian legal system is constantly evolving and has both strengths and weaknesses. Students are provided with opportunities to develop the skills and knowledge to enable them to think critically and logically when analysing the Australian legal system. Current legal issues are examined and evaluated. The different legal perspectives and priorities held by diverse cultural and interest groups in society are explored. Students are given the opportunity to develop research skills and to write in a clear, persuasive manner. Civic participation is an integral part of Legal Studies. Opportunities to participate in activities such as Mock Trials and Mock Parliament are provided.
### STAGE 1 LEGAL STUDIES

**Course Length** One or two semesters (10 or 20 credits)

**Prerequisite** None

#### Learning Requirements

*Students are expected to:*

- display knowledge and understanding of the legal rights and responsibilities of individuals and groups in Australian society;
- know and understand the values inherent in the Australian legal system;
- show knowledge and understanding of different sources of law in the Australian legal system;
- recognise how the legal system responds to cultural diversity;
- evaluate the nature and operation of aspects of the legal system in Australia;
- develop inquiry skills through accessing and using aspects of the legal system; and
- communicate informed observations and opinions on contemporary legal issues and debates using legal terminology.

#### Course Outline

Students will examine the Australian legal system. They read and write about, discuss, analyse, and debate issues. Students use a variety of methods to investigate legal issues, such as observing the law in action in courts and through various media.

**Semester 1**

- Law and Society
- People, Structures and Processes
- Law-making

**Semester 2**

- Law and Society
- Justice and Society
- Relationships and the Law

#### Assessment

- Assessment Type 1: Folio
- Assessment Type 2: Issues Study
- Assessment Type 3: Presentation

*Each assessment type will have a weighting of at least 20%.*

### STAGE 2 LEGAL STUDIES

**Course Length** One year (20 credits)

**Prerequisite** Stage 1 Legal Studies is useful.

#### Learning Requirements

*In this subject, students are expected to:*

- display knowledge and understanding of the influences that have shaped the Australian legal system;
- know and understand legal principles, processes and structures;
- recognise how the Australian legal system responds to cultural diversity;
- demonstrate civic literacy through active inquiry into the legal system;
- evaluate how the changing global community influences the Australian legal system;
- evaluate the ways in which legal issues shape and are shaped by society now and how they may do so in the future; and
- communicate informed observations and opinions on contemporary legal issues and debates, using legal terminology and appropriate acknowledgment of sources.

#### Course Outline

**Topic 1: The Australian Legal System**

- Functions of Law
- Criminal and Civil Disputes
- Basis of Government in Australia

**Topic 2: Constitutional Government**

- The Australian Constitutional System
- Australia’s Global Links
- Rights of Indigenous Peoples
- Critical Analysis of the Constitutional System

**Topic 3: Law-making**

- Legislation
- Delegated Legislation
- Case Law
- Critical Analysis of Different Forms of Law-making

**Topic 4: Justice Systems**

- Dispute Resolution
- Critical Analysis of the Justice System

#### Assessment

- School-based assessment 70%
- Assessment Type 1: Folio (50%)
- Assessment Type 2: Inquiry (20%)
- External assessment 30%
- Assessment Type 3: Examination (30%)

Students should provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:

- Eight assessments for the folio
- One inquiry
- One examination
The Design and Technologies programme is based on curriculum drawn from both the Health and Physical Education and Design and Technologies areas of the Australian Curriculum. Learning in Design and Technologies support students to develop the capacity to make decision, solve problems and develop critical and creative responses to practical concerns of individuals and communities.

In Food and Hospitality, students focus on the dynamic nature of the Food and Hospitality Industry in Australian society. They develop an understanding of issues related to food and hospitality such as food sustainability and an appreciation of contemporary trends in the industry. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices, in the preparation, storage and handling of food, complying with current health and safety legislation.

In Design & Technology – Fashion, students design and create items that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, and equipment to make high-quality products. They analyse the impact of fashion systems on individuals, society, and the environment.
### STAGE 1 DESIGN AND TECHNOLOGIES – FASHION

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One semester (10 credits)</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Previous Home Economics experience is preferable but not essential.</td>
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</table>

**Learning Requirements**

*In this subject, students are expected to:*

- investigate the purpose, design concepts, processes, and production techniques of existing products;
- create, test, validate, modify, and communicate design ideas for an identified need, problem, or challenge;
- recognise and use the differing functional characteristics and properties of materials, components, techniques, and equipment to create a product safely;
- use the design process to gather, analyse, and apply information to solve technological problems;
- apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities;
- evaluate a product and outcome with reference to a design brief; and
- analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment.

**Course Outline**

This subject focuses on designing and creating fashion items to meet a design brief, and developing skills and knowledge relevant to the fashion industry. The use of the design process as a four-part designing model – investigating, planning, producing and evaluating - is essential to the course. The subject is practically based, emphasising skill development in clothing production techniques and the fashion system.

**Assessment**

The following assessment types enable students to demonstrate their learning in Design and Technologies – Fashion.

- **Assessment Type 1: Skills and Applications Tasks**
- **Assessment Type 2: Folio**
- **Assessment Type 3: Product**

Students will provide evidence of their learning through four assessments.

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### STAGE 1 FOOD AND HOSPITALITY

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One or two semesters (10 or 20 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Previous Home Economics experience is preferable but not essential.</td>
</tr>
</tbody>
</table>

**Learning Requirements**

*In this subject, students are expected to:*

- apply knowledge and problem-solving skills to practical activities and reflect on processes and outcomes;
- develop and implement practical skills, including management skills, in an individual or a collaborative context;
- make and justify decisions about issues related to food and hospitality;
- select and use appropriate technology to prepare and serve food, applying safe food-handling practices;
- investigate and reflect on contemporary issues related to the food and hospitality industry or to food and hospitality in family and community settings;
- work individually and collaboratively to prepare and present activities that support healthy eating practices; and
- reflect on the impact of technology on food and hospitality.

**Course Outline**

**Semester 1**

Food and Hospitality (10 credits)

**Semester 2**

Food and Hospitality (10 credits)

In Stage 1 Food and Hospitality, students examine some of the factors that influence people’s food choices. They also gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors.

Students may be required to participate in activities outside school hours, both within the school and in the wider community.

There are five areas of study in Stage 1 Food and Hospitality.

- **Food, the Individual, and the Family**
  - Healthy eating practices

- **Local and Global Issues in Food and Hospitality,**
  - Sustainable practices in food preparation

- **Trends in Food and Culture**
  - Trends in hospitality

- **Food and Safety**
  - Safe food practices

- **Food and Hospitality Industry**
  - Contemporary issues related to the food and hospitality industry
  - Small group catering enterprises
  - Successful management practices

**Assessment**

The following assessment types enable students to demonstrate their learning in Stage 1 Food and Hospitality:

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

Students provide evidence of their learning through four assessments. Each assessment type has a weighting of 25%.
STAGE 2 FOOD AND HOSPITALITY

Course Length  One year (20 credits)
Prerequisite  At least one unit of Food and Hospitality at Stage 1 is preferable but not essential.

Learning Requirements
In this subject, students are expected to:
• apply knowledge and problem solving skills;
• apply management and organisational skills;
• evaluate contemporary issues affecting the food and hospitality industry;
• select and use appropriate technology;
• investigate and critically analyse contemporary trends and/or issues related to food and hospitality;
• work individually and collaboratively; and
• evaluate the impact of new and emerging technologies and/or sustainable practices or globalisation on the food and hospitality industry.

Course Outline
This subject focuses on the impact of the food and hospitality industry on Australian society. The course covers the following areas of study:

Socio-cultural Influences
• The impact of the diversity of culture and the changing image of Australian cuisine.

Technological Influences
• Technological advances and the use of technology in the food and hospitality industry.

Economic and Environmental Influences
• The contribution of the food and hospitality industry to local and national economies; the role of management practices; marketing strategies.

Political and Legal Influences
• Workplace practices and conditions, customers' expectations and rights and food hygiene legislation.

Contemporary and Future Issues
• The impact of trends, food suppliers and globalisation on the food and hospitality industry.

Some extended hours outside of the normal class time will be required to allow students to participate in functions and industry visits.

Assessment
School-based assessment 70%
Assessment Type 1: Practical Activity (50%)
Assessment Type 2: Group Activity (20%)
External assessment 30%
Assessment Type 3: Investigation (30%)

Students should provide evidence of their learning through seven assessments, including the external assessment component. Students undertake:
• Four to five practical activities
• At least one group activity
• One investigation.
Geography is the study of the biophysical environment and how we interact with it. It helps develop research and communication skills, and so provides a solid foundation for a wide range of courses in the social sciences, particularly into the rapidly growing fields of environmental management and sustainable development.

By studying Geography in the Senior School, students gain a spatial, environmental and social view of contemporary society through a wide variety of topics. The inquiry based, practical, student-centred curriculum allows students to develop the ability to think critically and logically, to make informed judgements and predict outcomes, to problem solve and make recommendations, and to consider environmental principles responsibly. The use of GIS (Geographic Information Systems) technologies is integral, as are practical activities which allow students to collect and evaluate their own data.

Our location in the eastern suburbs and proximity to the CBD, coast and hill face zone, provides many opportunities for field work; the Adelaide Metropolitan Coastline, Waterfall Gully, River Torrens Catchment, Morialta Conservation Park, and the Botanic Park, for example, offer diverse options to conduct practical fieldwork, and the convenience of Adelaide’s city centre affords many possibilities to access and interact with people, businesses and our urban environs.

**YEAR 10 GEOGRAPHY**

**Course Length**  One or two semesters  
**Prerequisite**  None  

**Learning Outcomes**

*In successfully completing two semesters, each student should be able to:*

- explain how interactions between geographical processes at different scales change the characteristics of places;
- identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences;
- predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change;
- evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw a reasoned conclusion.

**Geographical Knowledge and Understanding**

**Semester 1: Environmental change and management**

- Human-induced environmental changes that challenge sustainability.
- Environmental world views of people and their implications for environmental management.
- The Aboriginal and Torres Strait Islander Peoples’ approaches to custodial responsibility and environmental management.

Coral Reef environments are used as the context for an analysis of environmental change via a comparative study of Australia and at least one other country, where students apply:

- systems thinking to understand the causes and likely consequences of the environmental change being investigated;
- geographical concepts and methods to the management of the environmental change being investigated; and
- environmental economic and social criteria in evaluating management responses to the change.

**Semester 2: Geographies of Human Wellbeing**

- Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places.
- Reasons for spatial variations between countries in selected indicators of human wellbeing.
- Issues affecting development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands.
- Reasons for, and consequences of, spatial variations in human wellbeing on a regional scale within India or another country of the Asia region.
- Reasons for, and consequences of spatial variations in human wellbeing in Australia at the local scale.
- The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries.
Geographical Inquiry and Skills

Over two semesters, students develop a range of geographical skills, by:

• using initial research to develop and modify geographically significant questions to frame an inquiry;

• critically evaluating a range of primary and secondary sources to select and collect relevant, reliable and unbiased geographical information and data;

• recording and representing multi-variable data in the most appropriate digital and non-digital forms, including a range of graphs and maps that use suitable scales and comply with cartographic conventions;

• using a range of methods and digital technologies to interpret and analyse maps, data and other information to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales, and predict outcomes;

• analysing and synthesising data and other information to draw reasoned conclusions, taking into account alternative perspectives;

• presenting findings, arguments and explanations using relevant geographical terminology and graphic representations and digital technologies in a range of selected and appropriate communication forms;

• evaluating their findings and proposing action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and

• explaining the predicted outcomes and consequences of their proposal.

Assessment

Assessments can include:

• Multimodal oral presentations
• Written responses
• Topic tests
• Investigation reports
• Analyses and evaluations
• Examinations
HISTORY

History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which distinguish it from other ways of understanding human experience.

The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages critical thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions, critically analyse and interpret sources, consider context, respect and explain different perspectives, develop and substantiate interpretations, and communicate effectively.

The Australian Curriculum: History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens;
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society;
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability; and
- the capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

The SACE Board states that students of History are expected to:

- pose hypotheses and/or ask focusing questions;
- select from historical materials on the basis of relevance;
- research, evaluate, interpret, analyse and use historical materials;
- think imaginatively about the past;
- think critically about both the uses and the limitations of sources;
- make comparisons and contrasts to increase their understanding of the past;
- recognise differences of interpretation among historians;
- develop and debate opinions, ideas, issues and arguments;
- form judgements and defend them;
- communicate ideas and arguments in clear and effective texts;
- look for patterns and identify ambiguities, contradictions and discontinuities in history; and
- use history critically to inform their understanding of the future.

YEAR 10 HISTORY

Course Length One semester
Prerequisite None

Information
This course is designed for students who are not considering the study of History at SACE level.

Aims
The Australian Curriculum History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and a willingness to be informed and active citizens;
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society;
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability; and
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

Course Outline

World War II
Students will investigate aspects of World War II. This includes an overview of the causes, events, outcome and the impact of the conflict on the world, including Australia.

Rights and Freedoms
Students investigate struggles for human rights in Australia and elsewhere in the world.

Popular Culture
Students will gain an insight into the nature of popular culture in Australia at the end of World War II, and its impact on society and the Australian way of life.

Assessment

- Paragraph responses
- Short answer questions/quizzes
- Homework exercises
- Photostories
YEAR 10A HISTORY

Course Length  Two semesters
Prerequisite     None

Information
This course is designed for students who are considering the study of History at SACE level.

Course Outline

Depth Study 1: World War II
Students will investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement. They will investigate the following:

• An overview of the causes and course of World War II
• An examination of the significant events of World War II, including the Holocaust and use of the atomic bomb
• The experiences of Australians during World War II
• The impact of World War II, with a particular emphasis on the Australian home front
• The significance of World War II to Australia’s international relationships in the 20th century

Depth Study 2: Rights and Freedoms
Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. They will investigate the following:

• The origins and significance of the Universal Declaration of Human Rights
• Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965
• The US civil rights movement and its influence on Australia
• The fight for civil rights of Aboriginal and Torres Strait Islander peoples and the role of ONE individual or group in the struggle
• The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world

Depth Study 3: Popular Culture (1960s to the Present)
Students will investigate the following:

• The nature of popular culture in Australia at the end of World War II
• Developments in popular culture in post-war Australia and their impact on society
• The changing nature of the music, film and television industry in Australia during the post war period, including the influence of overseas developments
• Australia’s contribution to international popular culture (music, film, television, sport) and changing beliefs and values that have influenced the Australian way of life

Skills

Historical questions and research
• Identify and locate relevant historical sources and information, using ICT and other methods

Analysis and use of sources
• Draw conclusions about the usefulness of sources
• Distinguish between fact and opinion

Perspectives and interpretations
• Identify and describe points of view, perspectives, values and attitudes

Comprehension and communication
• Use a range of communication forms (oral, graphic, written) and technologies

Assessment
• Assignments/short answer responses
• Extended written responses
• Source analysis
• Film/documentary review
• Oral responses
• Multimedia presentations
• Tests
STAGE 1 MODERN HISTORY

Course Length: One semester
Prerequisite: Nil

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

Course Outline
In each semester, students will study two topics as well as their choice of elective topic. Students are welcome to enrol in one semester or both. (Modern History in Semester 2 does not require that students have completed Modern History in Semester 1.)

Semester 1:
1. Northern Ireland: the Troubles
2. First Peoples of India, Asia, Africa or South America
3. Student's choice of elective topic

Semester 2:
1. Revolution: Iran
2. Imperialism: European imperialism with a focus on one European country.
3. Student's choice of elective topic

Assessment
Assessment will include writing, research, multi-modal presentations, speaking, film reviews, source analysis and end of semester examinations.

STAGE 2 MODERN HISTORY

Course Length: One year (20 credits)
Prerequisite: Stage 1 Modern History is recommended

Learning Requirements
In this subject, students are expected to:
• demonstrate knowledge and understanding of people, places, events and ideas in the history of societies in selected periods and places since c. 1500;
• Formulate hypotheses and/or focus questions and apply them to explain historical concepts;
• apply the skills of historical inquiry, including critical analysis;
• construct reasoned historical arguments based on a critical understanding of evidence from sources;
• reflect on the short-term and long-term impacts of individuals, events and phenomena;
• evaluate why individuals and groups acted in certain ways at particular times; and
• communicate informed and relevant arguments using subject-specific language and conventions.

Course Outline — to be read in conjunction with the SACE Board Subject Outline for History

Thematic Study
Students will study ONE of the following:
Topic 3: Revolutions and Turmoil: Social and Political Upheavals since c. 1500
Case Study: The French Revolution
OR
Case Study: The Russian Revolutions of February and October 1917.

Depth Study
Students will study ONE of the following:
Topic 8: The War to End All Wars: The First World War and its Consequences, c. 1870–1929
OR
Topic 10: Post-War Rivalries and Mentalities: Superpowers and Social Change since c. 1945

Assessment
Skills assessment tasks:
• Essays
• Source Analysis
• Film/ Documentary Reviews
• Oral Responses
• Multimedia Responses
• Tests/Examination
• Class Discussion

School based assessment 70%
• Folio (50%), consisting of:
  – a thematic study, and
  – a depth study.
• Essay (20%) – individual inquiry;

External assessment 30%
Examination (30%)
STAGE 2 SOCIETY AND CULTURE

Course Length
One year (20 credits)

Prerequisite
None

Learning Requirements
In this subject, students are expected to:
• investigate and critically analyse a range of aspects of, and issues related to, contemporary societies and cultures in local and global contexts;
• demonstrate knowledge and understanding of the nature and causes of social change;
• investigate and critically analyse the ways in which power structures operate in societies;
• evaluate and use a range of sources and perspectives to communicate informed ideas about societies and social and cultural issues;
• collaboratively undertake and evaluate informed social action as a result of an inquiry; and
• demonstrate understanding of ways in which societies and cultures are connected and interdependent.

Course Outline
Three general groups of topics are offered and students will study one of the topics within each group:

Groups 1 Topics: Culture
• Cultural diversity • Work and leisure
• Youth culture • The material world

Group 2 Topics: Contemporary Challenges
• Social ethics
• Contemporary contexts of Aboriginal and Torres Strait Islanders
• Technological revolutions
• People and the environment

Group 3 Topics: Global Issues
• Globalisation • People and power
• A question of rights • The material world

Due to the contemporary nature of this subject, task topics and methodologies will vary from year to year, to capitalise on topical issues of the times.

Assessment
School based assessment 70%
• Folio (50%), consisting of:
  – one assessment from each topic studied.
• Interaction (20%), consisting of:
  – a group activity; and
  – an oral activity.

External assessment 30%
• Investigation (30%)

Typical methods of assessment
Written critical analysis
Oral presentations
Multimedia responses
Class discussions
Analysis of sources of evidence
### STAGE 1 INTEGRATED LEARNING

**Course Length**  One semester (10 credits)

**Prerequisite**  Nil

**Learning Requirements**

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

*In this subject, students are expected to:*

- develop and apply knowledge, concepts, and skills to achieve a purpose;
- identify and investigate information, ideas, and skills from different perspectives, using a variety of sources;
- work collaboratively with others;
- demonstrate self-awareness in reflecting on learning;
- communicate ideas and informed opinions; and
- develop and understand connections between the programme focus and aspects of the capability in a chosen key area of study.

**Course Outline**

Integrated Learning draws links between aspects of students’ lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, for a specific purpose, product, or outcome. Through the key areas of study in Integrated Learning, students develop and demonstrate their capabilities. They have opportunities to explore the ways in which they demonstrate the capabilities in different contexts. Integrated Learning is undertaken as a class or group and may involve a community-based project.

Students develop communication and independent lifelong learning skills. The study of Integrated Learning encourages students to build their confidence and self-esteem. Where possible, students actively participate in the community to develop understanding and skills in citizenship, and an understanding of ways to develop specific work skills and competencies. Communities may vary from school communities to a local community, or civic groups, work sites, or global online communities.

Integrated Learning is designed to facilitate collaborative learning. Through collaboration and teamwork, students learn to plan and organise activities and to develop their understanding of, and empathy for, others. This collaboration supports goals such as active learning, conflict resolution, and the discovery of new ideas.

**Assessment**

The following assessment types enable students to demonstrate their learning in Stage 1 Integrated Learning:

- Assessment Type 1: Practical
- Assessment Type 2: Group Activity
- Assessment Type 3: Folio and Discussion.

### STAGE 2 INTEGRATED LEARNING

**Course Length**  One year (20 credits)

**Prerequisite**  Nil

**Learning Requirements**

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

*In this subject, students are expected to:*

- develop and apply knowledge, concepts, and skills to achieve a purpose;
- identify and investigate information, ideas, and skills from different perspectives, using a variety of sources;
- work collaboratively with others;
- demonstrate self-awareness in reflecting on learning;
- communicate ideas and informed opinions; and
- develop and understand connections between the programme focus and aspects of the capability in a chosen key area of study.

**Course Outline**

Integrated Learning draws links between aspects of students’ lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, for a specific purpose, product, or outcome. Through the key areas of study in Integrated Learning, students develop and demonstrate their capabilities. They have opportunities to explore the ways in which they demonstrate the capabilities in different contexts. Integrated Learning is undertaken as a class or group and may involve a community-based project.

Students develop communication and independent lifelong learning skills. The study of Integrated Learning encourages students to build their confidence and self-esteem. Where possible, students actively participate in the community to develop understanding and skills in citizenship, and an understanding of ways to develop specific work skills and competencies. Communities may vary from school communities to a local community, or civic groups, work sites, or global online communities.

Integrated Learning is designed to facilitate collaborative learning. Through collaboration and teamwork, students learn to plan and organise activities and to develop their understanding of, and empathy for, others. This collaboration supports goals such as active learning, conflict resolution, and the discovery of new ideas.

**Assessment**

**School Assessment**

- Assessment Type 1: Practical (30%)
- Assessment Type 2: Group Activity (20%)
- Assessment Type 3: Folio and Discussion (20%)

**External Assessment**

- Assessment Type 4: Project (30%)
Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples and broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Year 10 Chinese (First and Second Language Learner)

Course Length: One year
Prerequisite: Year 9 Chinese

Learning Requirements

In successfully completing this course, each student:

- observes how texts are created for different purposes and audiences;
- responds to narratives, identifying language features;
- uses prepositions of time and place, and prepositions to show relationships;
- makes comparisons and describes places in terms of scenery;
- exchanges information, ideas and opinions and enquire into the experiences and opinions of others;
- summarises and collates information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese texts and contexts;
- discerns differences in patterns of sound and tone in extended speech for different contexts and audiences;
- applies knowledge of character components and morphemes to assist their understanding of new characters and words encountered;
- is aware of particular issues relating to translating between Chinese and English and recognises that certain concepts cannot be translated readily from Chinese to English and vice versa; and
- is aware that language use varies according to context, purpose and mode.

Course Outline

Resources: Nihao Textbook 3 and Workbook 3, teacher made booklets/worksheets and online resources (eg. Language Perfect).

Language topics covered include:

- Community life (neighbourhood, personal events, birthday party, relationship)
- Adventure and journeys (travel, countries, cities, accommodation, public, services, transports, buying tickets, budget, currency, occupation, people and place)
- Local lifestyle (eating out, menu, shopping, favourites/hobbies)
- Posters or signs in Chinese (attitude and opinions, appreciation or gratitude, traditions, apologies, privacy and space)
- Future plans

Cultural aspects covered are:

- the Chinese speaking community
- appreciation and privacy
- youth future
- local life

Activities include:

- Blogging and online forum
- Chat online with pen pal
- Chinese Space
- cooking
- creating information kit, supported by visuals
- creating videos/movie clips
- cultural workshops
- Drama/short play/performance
• excursions
• face to face interview
• food tasting
• making poster/signs
• Poem/song writing and performance
• shopping mall

**Assessment**
- Audiovisual texts comprehension
- Chinese writing: Reflective writing, Report writing
- create short performances about celebrating events
- creating short plays describing the experiences of imagined characters in different cultures
- develop an imaginative promotional video to post on a website to sell an innovative product or service
- face to face interviewing on lifestyle in China and Australia
- Information kit, supported by visuals, about their local city or region
- Make a poster/signs to remind people of school expectations
- Making video clips of local life
- Oral presentation and interaction
- Reading/Listening and interacting/responding
- Shopping mall
- Text analysis
- Text production
- Translating

**STAGE 1 CHINESE (CONTINUERS LEVEL)**

**Course Length**
One year (20 credits)

**Prerequisite**
Year 10 Chinese

**Learning Requirements**

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

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

- interact with others to exchange information, ideas, opinions, and experiences in Chinese;
- create texts in Chinese to express information, feelings, ideas, and opinions;
- analyse texts that are in Chinese to interpret meaning; and examine relationships between language, culture, and identity, and
- reflect on the ways in which culture influences communication.

These learning requirements form the basis of the:
- learning scope;
- evidence of learning that students provide ;
- assessment design criteria; and
- levels of achievement described in the performance standards.

**Course Outline**

*Resources: teacher made booklets and texts, audios from public information*

Themes covered include:

The Stage 1 course is organised around three prescribed themes: the individual, the Chinese-speaking communities and the changing world.

- The Individual personal world, sense of self, aspirations, personal values, opinions, ideas, and relationships with others, topics from the perspectives of other people);
- The Chinese speaking communities (topics from the perspectives of diverse individuals and groups within those communities or the communities as a whole, reflect on one’s own attitudes, beliefs, and values, understanding of how culture and identity are expressed through language); and
- The Changing World (change as it affects the world of work and other topics; engage in one's study of Chinese).

**Assessment**

Assessment in Stage 1 Chinese at Continuers level consists of the following components:

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation (one response in Chinese and one reflective response in English)
### STAGE 1 CHINESE (BACKGROUND SPEAKERS)

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One year (20 credits)</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Year 10 Background Chinese or equivalent learning experience</td>
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</tbody>
</table>

**Learning Requirements**
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

- interact with others to exchange and explain information, opinions, and ideas in Chinese;
- create texts in Chinese to express ideas, opinions, and perspectives on contemporary issues;
- analyse, evaluate, and respond to texts that are in Chinese; and
- examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

These learning requirements form the basis of the:
- learning scope;
- evidence of learning that students provide;
- assessment design criteria; and
- levels of achievement described in the performance standards.

**Course Outline**
Resources: *My Mother Tongue* and texts, audios from public information

Themes covered include:

- The study of themes, presented through a range of texts, enables students to reflect on how languages work as a system, and the ways in which culture is expressed through language. Students develop skills in exchanging, analysing, and evaluating information, opinions, and ideas.

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

The themes have a number of prescribed contemporary issues. The placement of issues under one or more of the themes is intended to provide a particular perspective or perspectives on each of the issues.

**Assessment**
Assessment in Stage 1 Chinese at Continuers level consists of the following components:

- **Assessment Type 1: Interaction**
- **Assessment Type 2: Text Production**
- **Assessment Type 3: Text Analysis**
- **Assessment Type 4: Investigation**

### STAGE 2 CHINESE (BACKGROUND SPEAKERS)

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One year (20 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Stage 1 Background Chinese or equivalent learning experience</td>
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</tbody>
</table>

**Learning Requirements**
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

- interact with others to exchange and explain information, opinions, and ideas in Chinese;
- create texts in Chinese to express ideas, opinions, and perspectives on contemporary issues;
- analyse, evaluate, and respond to texts that are in Chinese; and
- examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

These learning requirements form the basis of the:
- learning scope;
- evidence of learning that students provide;
- assessment design criteria;
- levels of achievement described in the performance standards.

**Course Outline**
Resources: *My Mother Tongue* and texts, audios from public information

Themes covered include:

- The study of themes, presented through a range of texts, enables students to reflect on how languages work as a system, and the ways in which culture is expressed through language. Students develop skills in exchanging, analysing, and evaluating information, opinions, and ideas.

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

The themes have a number of prescribed contemporary issues. The placement of issues under one or more of the themes is intended to provide a particular perspective or perspectives on each of the issues.

**Assessment**
The following assessment types enable students to demonstrate their learning in Stage 2 locally assessed languages at background speakers level:

**School Assessment (70%)**

- **Assessment Type 1: Folio (50%)**
  - Interaction
  - Text Production
  - Text Analysis.

- **Assessment Type 2: In-depth Study (20%)**
  - an oral presentation in [Language] (5 to 7 minutes);
  - a written response to the topic in Chinese (maximum of 1000 characters/800 words); and
  - a reflective response in English (maximum of 600 words, or 5 to 7 minutes).

**External Assessment (30%)**

- **Assessment Type 3: Examination (30%)**

47
The study of French in Years 10 – 12 builds on the language which has been acquired in previous years and becomes progressively more complex. The courses aim to enable students to:

- communicate effectively with other users of French by establishing and extending students' communicative skills in the four major skill areas of language acquisition;
- extend students' understanding of the culture and way of life in countries where French is spoken;
- gain a sense of community of human experience through their understanding of what is particular and essential to another culture;
- recognise and capitalise on the varied experiences and backgrounds learners bring to their learning of languages;
- develop students' understanding of language as a system;
- promote the acquisition of transferable cognitive, social and study skills;
- encourage students' enjoyment of French and the language learning process;
- extend students' literacy in all areas (including ICT);
- develop an esteem of self and others through the awareness of other languages, the critical analysis of belief/value systems and social issues related to the culture of French; and
- have a broader range of future employment options.

**YEAR 10 FRENCH**

**Course Length** One year

**Prerequisite** Year 9 French

**Learning Requirements**

*In successfully completing this course, each student:*

- uses written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments;
- communicates about personal interests and some broader social and cultural issues;
- participates in collaborative projects that make connections between French language and culture and other curriculum areas;
- builds on fluency and accuracy in pronunciation, pitch and stress;
- uses expressive and descriptive vocabulary to talk about feelings and experiences;
- creates imaginative and performative texts for a range of purposes, such as entertaining or persuading;
- uses French to narrate and describe, matching modes of presentation to context and intended audience;
- creates bilingual texts and interpret observed interactions in terms of cultural practices;
- translates and interprets texts considering the role of culture when transferring meaning from one language to another;
- uses metalanguage for talking about language;
- reflects on own and others' cultural identities, and how they both shape and are shaped by ways of communicating and thinking; and
- understands the systems of language, language variation and change and the dynamic nature between the language, culture and communication.

**Course Outline**

*Topics: health and fitness, getting help, special occasions, media, travels and jobs and career plans*

Activities include:

- Online quizzes;
- Translations;
- Participation in social stream discussions, chats and forum to convince, debate, substantiate and justify;
- Role-plays, interactions, presentations;
- Negotiating and organizing imaginary events (birthday party, trip to France);
- Making videos explaining grammar concepts to different year cohort of French students;
- Creating TV commercials;
- Analysing texts;
- Deducting and justifying grammar activities;
- Synthesising; and
- Designing online texts (TV commercials).

**Assessment**

Reading text analysis
Listening text analysis
Text productions
Interactions, oral presentations performed in class
Grammar tests
Examination at the end of the year.
### STAGE 1 FRENCH

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One year (20 credits)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Year 10 French</td>
</tr>
</tbody>
</table>

In Stage 1 French, students develop their skills to communicate meaningfully with people across cultures.

**Learning Requirements**
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. The capabilities reflected in the learning requirements are primarily communication and citizenship.

*In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills in order to:*
- interact with others to exchange information, ideas, opinions;
- create texts in French to express information, feelings, ideas and opinions;
- analyse texts that are in French to interpret meaning; and
- examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

**Course Outline**
Course Book: *Tapis Volant Senior* (textbook, workbook, DVD, grammar book)

The Stage 1 course is organised around three prescribed themes: the individual, the French-speaking communities and the changing world. Within the themes there are a number of topics and suggested sub-topics. The themes have been selected to enable students to extend their understanding of the interdependence of language, culture and the individual.

Topics include: sport and leisure, youth issues, family relationships, French regions and their cuisine, the future world, the environment, French school system and the workplace.

**Assessment**
Assessment in Stage 1 French at Continuers level consists of the following components:
- **Assessment Type 1: Interaction**
- **Assessment Type 2: Text Production**
- **Assessment Type 3: Text Analysis**
- **Assessment Type 4: Investigation**

*Please note that this is a whole year subject.*

### STAGE 2 FRENCH

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One year (20 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Two units of Stage 1 French</td>
</tr>
</tbody>
</table>

**Learning Requirements**
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. The capabilities reflected in the learning requirements are primarily communication and citizenship.

*In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills in order to:*
- interact with others to exchange information, ideas, opinions;
- create texts in French to express information, feelings, ideas and opinions;
- analyse texts that are in French to interpret meaning; and
- examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

**Course Outline**
Stage 2 French is organised around three prescribed themes: the individual, French speaking communities and the changing world. Within the themes there are a number of topics and suggested sub-topics. The themes have been selected to enable students to extend their understanding of the interdependence of language, culture and the individual.

Topics include: School Life and Aspirations, French Cinema, French Literature (*Le Petit Prince*), the Second World War and Multicultural France. Students also complete an in depth research project of their choice.

**Assessment**
*School-based assessment* 70%

**Assessment Type 1**
Coursework, consisting of three assessments: interaction, text production and text analysis (50%).

**Assessment Type 2**
In-depth study, consisting of three assessments: oral presentation, written response in French and a reflective response in English (20%).

*External assessment* 30%

**Assessment Type 3**
External examination consisting of an oral examination and a written examination (30%).
STAGE 2 GERMAN

Course Length
One year (20 credits)

Prerequisite
Successful completion of Stage 1 German

Learning Requirements
The learning requirements summarise the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills in order to:

- interact with others to exchange information, ideas, opinions and experiences in German;
- create texts in German to express information, feelings, ideas and opinions;
- analyse texts that are in German to interpret meaning; and
- examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

Course Outline
The Stage 2 course is organised around three prescribed themes: the individual, the German speaking communities, and the changing world. Within the themes there are a number of topics and suggested sub-topics. The themes have been selected to enable students to extend their understanding of the interdependence of language, culture and the individual.

Topics include: a young person’s world, life styles and current issues, recent German history and arts and entertainment. Authentic resources are used where possible. ICTs are an integral part of the course at this level.

Assessment
School-based assessment 70%

Assessment Type 1
Course work, consisting of three assessments: interaction, text production and text analysis (50%).

Assessment Type 2
In-depth study consisting of three assessments: oral presentation, written response in German and a reflective response in English (20%).

External assessment 30%

Assessment Type 3
External examination consisting of an oral examination and a written examination (30%).

GERMAN

The study of German at Year 12 builds on the language which has been acquired in previous years and becomes progressively more complex. The courses aim to enable students to:

- communicate effectively with other users of German by establishing and extending students’ communicative skills in the four major skill areas of language acquisition;
- extend students’ understanding of the culture and way of life in countries where German is spoken;
- gain a sense of community of human experience through their understanding of what is particular and essential to another culture;
- recognise and capitalise on the varied experiences and backgrounds learners bring to their learning of languages;
- develop students’ understanding of language as a system;
- promote the acquisition of transferable cognitive, social and study skills;
- encourage students’ enjoyment of German and the language learning process;
- extend students’ literacy in all areas (including ICT);
- develop an esteem of self and others through the awareness of other languages, the critical analysis of belief/value systems and social issues related to German culture; and
- have access to a broader range of future employment options.
The study of Japanese at Year 12 builds on the language which has been acquired in previous years and becomes progressively more complex. The course aims to enable students to:

- communicate effectively with other users of Japanese by establishing and extending students’ communicative skills in the four major skill areas of language acquisition;
- extend students’ understanding of the culture and way of life in Japan;
- gain a sense of community of human experience through their understanding of what is particular and essential to another culture;
- recognise and capitalise on the varied experiences and backgrounds learners bring to their learning of languages;
- develop students’ understanding of language as a system;
- promote the acquisition of transferable cognitive, social and study skills;
- encourage students’ enjoyment of Japanese and the language learning process;
- extend students literacy in all areas (including ICT);
- develop an esteem of self and others through the awareness of other languages, the critical analysis of belief/value systems and social issues related to the Japanese culture; and
- have a broader range of future employment options.

STAGE 2 JAPANESE

Course Length One year (20 credits)
Prerequisite Stage 1 Japanese

Learning Requirements

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

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills to:
- Interact with others to exchange information, ideas, opinions and experiences in Japanese;
- Create texts in Japanese to express information, feelings, ideas and opinions;
- Analyse texts in Japanese to interpret meaning
- Examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

Course Outline

Stage 2 Japanese builds on the prescribed themes of The Individual; the Japanese Speaking Community; and The Changing World studied during Stage 1.

Within the themes there are a number of topics and suggested subtopics. The themes have been selected to enable students to extend their understanding of the interdependence of language, culture and the individual.

The topics include: leisure; traditions and culture; visiting Japan; future plans and work; and current issues.

Assessment

School based assessment – 70%
- Folio – 5 summative tasks (a mix of interaction, text production and text analysis) 50%
- Study (IDS) – presentation in Japanese, written responses in English and Japanese 20%

External assessment – 30%
- Written Exam – reading and responding, listening and responding, writing.
- Oral Exam – conversation and Indepth Study (IDS) discussion.
Learning mathematics creates opportunities for and enriches the lives of all Australians. Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

As students progress through the Senior School, they are able to choose to study Mathematics subjects that lead to areas of personal and future professional interest.
The diagram below represents the different mathematics pathways that students can undertake from Year 10 through Stage 2, as described in detail in the following pages.

This diagram does not apply to students undertaking Stage 2 in 2016 – those Stage 2 Mathematics subjects are described starting on page 63.
YEAR 10 MATHEMATICS

Course Length: One year
Prerequisite: Year 9 Mathematics

Learning Requirements
In this subject, students are expected to demonstrate:
• understanding;
• fluency;
• problem solving; and
• reasoning.

Course Outline
Topics covered, as described by The Australian Curriculum, include:
• Number and Algebra (money and financial mathematics, real numbers, patterns and algebra, linear and non-linear relationships)
• Measurement and Geometry (using units of measurement, geometric reasoning, Pythagoras and trigonometry)
• Statistics and Probability (chance, data representation and interpretation)

Assessment
• Tests
• Investigations
• Quizzes
• Homework

YEAR 10A MATHEMATICS

This Semester 2 option subject is a prerequisite for the study of Mathematical Methods or Specialist Mathematics in Year 11 and Year 12 of the Australian Senior Secondary Curriculum starting in 2016. These subjects, as well as the implications of the decision whether to take the 10A option subject, are described in detail on page 9: Compulsory Maths and 10A Maths: Prerequisites for Future Maths Study.

Learnings doing the IBDP must take this course.

Students who believe that they may wish to study Mathematical Methods or Specialist Mathematics in Year 12, for their own interest or because those subjects are likely to be prerequisites for various university courses, will need to choose the Maths 10A option subject.

Course Length: Semester 2
Prerequisite: Concurrent enrolment in Year 10 Mathematics

Learning Requirements
In this subject, students are expected to demonstrate:
• understanding;
• fluency;
• problem solving; and
• reasoning.

Course Outline
Topics covered, as described by the Australian Curriculum, include:
• Number and Algebra (logarithms, exponential functions, polynomials, hyperbolas, circles, transformations)
• Measurement and Geometry (complex surface area and volume problems, geometric proofs, non-right angle trigonometry, unit circle, three dimensional trigonometry)
• Statistics and Probability (standard deviation, bivariate data analysis)

Assessment
• Tests
• Investigations
• Quizzes
• Homework

YEAR 10 GENERAL MATHEMATICS

Course Length: One year
Prerequisite: Year 9 Mathematics or Year 9 General Mathematics

Learning Requirements
In this subject, students are expected to demonstrate:
• understanding;
• fluency;
• problem solving; and
• reasoning.

Course Outline
Topics covered, as described by the Australian Curriculum, include:
• Number and Algebra (money and financial mathematics, real numbers, patterns and algebra, linear and non-linear relationships)
• Measurement and Geometry (using units of measurement, geometric reasoning, Pythagoras and trigonometry)
• Statistics and Probability (chance, data representation and interpretation)

Topics covered will be chosen from Years 6 – 10 Mathematics content in accordance with the needs of the students in the Mathematical Applications classes.

Assessment
• Tests
• Investigations
• Quizzes
• Homework
STAGE 1 ESSENTIAL MATHEMATICS

Course length
One semester only. Students who enrol in Essential Mathematics will not take Maths in Semester 2 or Year 12.

Prerequisite
Year 10 Mathematics or Year 10 General Mathematics. 10A Mathematics is not a prerequisite for this course.

Rationale
Essential Mathematics focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. Essential Mathematics provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts, in a range of workplace, personal, further learning and community settings.

Course Outline
Topics covered at Stage 1 include:
• Earning and spending
• Data in context
• Investing

Assessment
• Skills and Applications Tasks (tests)
• Folio (investigation/report)

Progression to Stage 2 Mathematics
This is a terminating one semester Stage 1 subject at Seymour. Students who undertake Essential Mathematics at Stage 1 will not take Maths in Semester 2 or Year 12.

Students who wish to take Stage 2 Mathematics must enrol in General Mathematics at Stage 1.

STAGE 1 GENERAL MATHEMATICS

Course length
Minimum one semester, optionally continuing for one further semester at Stage 1 and two further semesters at Stage 2.

Prerequisite
Year 10 Mathematics or Year 10 Mathematical Applications. 10A Mathematics is not a prerequisite for this course.

Rationale
General Mathematics is designed for those students who want to extend their mathematical skills beyond Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. The subject is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

Course Outline
Topics covered at Stage 1 include:
• Investing and borrowing
• Measurement
• Statistical investigation
• Applications of trigonometry
• Linear and exponential functions and graphs
• Matrices and networks

Assessment
• Skills and Applications Tasks (tests)
• Folio (investigation/report)

Progression to Stage 2 Mathematics
Students who undertake General Mathematics at Stage 1 will usually progress to General Mathematics at Stage 2.
STAGE 1 MATHEMATICS 1, 2 AND 3, LEADING TO STAGE 2 MATHEMATICAL METHODS

Course length
Three semesters, continuing with Mathematical Methods at Stage 2.

Prerequisite
Year 10A Mathematics

Rationale
The major themes of Mathematical Methods are calculus and statistics. They include as necessary prerequisites studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity.

Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation.

For these reasons this subject provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences.

In summary, the subject Mathematical Methods is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

Course Outline
Topics covered at Stage 1 include:
- Functions and graphs
- Polynomials
- Trigonometry
- Counting and statistics
- Growth and decay
- Introduction to calculus
- Arithmetic and geometric sequences and series
- Matrices

Assessment
- Skills and Applications Tasks (tests)
- Folio (investigation/report)

Progression to Stage 2 Mathematics
Students who undertake Mathematics 1-3 at Stage 1 will usually progress to Mathematical Methods at Stage 2, although they may choose to change to General Mathematics at Stage 2. They may optionally take Mathematics 4 at Stage 1 and Specialist Maths at Stage 2 in addition to Mathematical Methods, provided that they have taken Mathematics 4 at Stage 1.

STAGE 1 MATHEMATICS 4, LEADING TO STAGE 2 SPECIALIST MATHEMATICS

Course length
One semester, continuing with Specialist Mathematics at Stage 2.

Prerequisite
Year 10A Mathematics, and concurrent enrolment in Stage 1 Mathematics 1-3.

Rationale
Specialist Mathematics provides opportunities, beyond those presented in Mathematical Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical and statistical models more extensively.

Topics are developed systematically and lay the foundations for future studies in quantitative subjects in a coherent and structured fashion. Students of Specialist Mathematics will be able to appreciate the true nature of mathematics, its beauty and its functionality.

Specialist Mathematics has been designed to be taken in conjunction with Mathematical Methods. The subject contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in Mathematical Methods and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced.

Specialist Mathematics is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.

Course Outline
Topics covered at Stage 1 include:
- Geometry
- Further Trigonometry
- Vectors in the plane
- Real and complex numbers

Assessment
- Skills and Applications Tasks (tests)
- Folio (investigation/report)

Progression to Stage 2 Mathematics
Students who undertake Mathematics 1-4 will usually progress to both Mathematical Methods and Specialist Mathematics at Stage 2, although they may choose to take Mathematical Methods at Stage 2.
**STAGE 2 GENERAL MATHEMATICS**

**Course length**
Two semesters.

**Prerequisite**
One full year of Stage 1 Mathematics, comprising any combination of Stage 1 General Mathematics and Stage 1 Mathematics 1 and 2.

**Rationale**
General Mathematics is designed for those students who want to extend their mathematical skills beyond Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. The subject is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

**Course Outline**
Topics covered at Stage 2 include:

- Modelling with linear relationships
- Modelling with matrices
- Statistical models*
- Financial models*
- Discrete models*

**Assessment**

- Skills and applications tasks (5 tests) (40%)
- Folio (two 12-page investigation reports) (30%)
- Two-hour external examination (only on topics with * above) (30%)

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**STAGE 2 MATHEMATICAL METHODS**

**Course length**
Two semesters

**Prerequisite**
Stage 1 Mathematics 1, 2 and 3

**Rationale**
The major themes of Mathematical Methods are calculus and statistics. They include as necessary prerequisites studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity.

Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation.

For these reasons this subject provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences.

In summary, the subject Mathematical Methods is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

**Course Outline**
Topics covered at Stage 2 include:

- Further differentiation and applications
- Discrete random variables
- Integral calculus
- Logarithmic functions
- Continuous random variables and the normal distribution
- Sampling and confidence intervals

**Assessment**

- Skills and applications tasks (6 tests) (50%)
- Folio (one 15-page investigation report) (20%)
- Three-hour external examination (30%)
STAGE 2 SPECIALIST MATHEMATICS

Course length  Two semesters.
Prerequisite  Stage 1 Mathematics 1, 2, 3 and 4.

Rationale
Specialist Mathematics provides opportunities, beyond those presented in Mathematical Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical and statistical models more extensively. Topics are developed systematically and lay the foundations for future studies in quantitative subjects in a coherent and structured fashion. Students of Specialist Mathematics will be able to appreciate the true nature of mathematics, its beauty and its functionality.

Specialist Mathematics has been designed to be taken in conjunction with Mathematical Methods. The subject contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in Mathematical Methods and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced.

Specialist Mathematics is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.

Course Outline
Topics covered at Stage 2 include:

- Mathematical induction
- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions
- Integration techniques and applications
- Rates of change and differential equations

Assessment
- Skills and applications tasks (6 tests) (50%)
- Folio (one 15-page investigation report) (20%)
- Three-hour external examination (30%)
DANCE

Dance offers students the opportunity to explore and develop a range of physical, creative and theoretical skills. Approaches include the study and practice of various dance genres, techniques, performances in group productions, and creative choreography.

A deep exploration of dance theory encourages students to consider their dance heritage through centuries of development as well as the contribution and creativity of some of the most outstanding contemporary choreographers and dancers.

Opportunities to attend and critically analyse live theatre performances and participate in dance and choreographic workshops will influence and inform a deeper understanding of the way dance integrates the creative, physical and intellectual aspects of the art.

STAGE 1 DANCE

Course Length One or two semesters (10 or 20 credits)
Prerequisite None (Curriculum outline but dance experience is preferred)

Learning Requirements
In this subject, students are expected to:

- demonstrate knowledge and understanding in the application of dance technique in the context of safe dance practice
- improvise and experiment with dance composition through communicating to an audience
- respond to, and critically analyse, dance, using dance vocabulary and terminology
- demonstrate performance or production skills
- understand the use of various forms of technology in dance creation and production
- reflect on the various relationships that interconnect in the process of staging dance
- appreciate the contribution that dance makes to the life of a community or cultural group.

Course Outline
Students will focus on the four main study areas of Technique, Composition, Performance and Response.

The course will be divided into the assessment tasks of Performance (30%), Response (25%) Composition (20%) and Technique (25%).

The practical components will consist of a public performance, a technique examination and 2 short choreographic projects. The theoretical section will include essays, research and reflections concerning dance composition (choreography).

Semester 1
Technique is an ongoing development and will be an integral part of Performance and choreography. Different genres will be experienced and developed to allow students to discover their technical strengths and skills. Work towards a public performance in term 3 will be an important part of semester 1 study and, in preparation, a smaller showcase performance will be given at the end of term 2. Choreographic theory and practical exercises will be explored.

Theory will consist of exploring dance in history and its relevance to social and political developments in the 19th Century.

Semester 2
A public performance will be examined in term 3 and choreographic projects will be created for showing in term 4 accompanied by a folio of development of the process of the creative process.

Theoretical studies will include the comparison on a 19th century ballet reworked in the modern contexts of the 20th and 21st centuries by current choreographers.

Assessment
Assessment Type 1: Technique
Assessment Type 2: Composition
Assessment Type 3: Performance
Assessment Type 4: Response.

Assessment criteria includes:
- Practical Application
- Knowledge and understanding
- Analysis and response
- Presentation and communication
STAGE 2 DANCE

Course Length
Two semesters (20 credits)

Prerequisite
It will be assumed that students have previously studied at least one unit of Dance at Stage 1. One unit is the general requirement but this can be negotiated if the student has demonstrated excellent skills at an earlier level or through work with a private provider.

Learning Requirements

In this subject, students are expected to:

• demonstrate knowledge and application of dance technique in the context of safe dance practice
• explore, select, refine, and evaluate ideas and processes in the creation of a dance work and in the study of technique
• demonstrate the ability to choreograph dance work, communicating intent to the audience
• research, analyse, interpret, and give informed opinions about historical and contemporary dance works, practice, and issues
• demonstrate performance or production skills both collaboratively and independently
• understand the use of various forms of technology relevant to the study of dance as an art form
• research, analyse, and understand dance from artistic, aesthetic, and cultural perspectives, communicating in different forms, and using appropriate dance terminology.

Course Outline

There are three areas of study. The externally examined Performance (with an alternative in the form of a presentation of an off-stage role).

Written responses (20%) allows students the opportunity to examine historical and recent development of dance in relation to social, political and cultural contexts.

Skills development (50%) consists of three sections including choreography where students are required to create an original choreographic work (or works) of up to 4 minutes of duration. Technique is also an important ongoing development throughout the year. Filmed evidence of both choreography and technique will moderated. A folio documenting either choreographic learning experience or technical development completes this section of study.

The externally examined section of the course is a public performance (30%) where students show performance pieces in various dance genres. Technique, performance skills and musicality will be developed to allow students to show their strengths in preferred genres and styles for examination.

Assessment

School Assessment (70%)
Assessment Type 1: Skills Development (50%)
Assessment Type 2: Written Response (20%)

External Assessment (30%)
Assessment Type 3: Performance (30%)
DRAMA

Drama offers students the opportunity to explore in depth a range of theoretical and practical aspects of performance. Approaches include historical perspectives, film, play studies and group productions. Students view and respond to live theatre critically. Such live theatre experiences influence the future performance styles and stage craft skills of the developing actor and technical theatre student. As students progress through these courses, their ability to adapt a character from a script to the stage, develop believable and engaging portrayals, and perform in a variety of styles and genres will be enhanced. By studying specific plays, films and innovators, the Drama student will develop analytical skills and interpret past and contemporary works of vision and influence.

YEAR 10 DRAMA

Course Length  One or two semesters
Prerequisite    No formal prerequisite

Learning Requirements
In successfully completing this course, each student:
• shows the ability to analyse critically the film techniques of a selected innovator;
• develops group performances employing set techniques;
• demonstrates effective research and analytical writing skills; and
• effectively undertakes an acting and/or off-stage role.

Course Outline
This course offers students the opportunity to explore a range of theoretical and practical aspects of Drama. Workshop participation will provide opportunities to experiment with different modes of staging and styles of performance and off-stage production elements. Analytical and reflective writing, along with performances of selected texts, will contribute to the students’ holistic understanding and knowledge of both live theatre and film.

Assessment
Performances – 50%
Folio – 50%
### STAGE 1 DRAMA

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One or two semesters (10 or 20 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Year 10 Drama is recommended</td>
</tr>
</tbody>
</table>

#### Learning Requirements

*In this subject, students are expected to:*

- demonstrate and explain skills and techniques related to on-stage roles and/or off-stage roles;
- work both independently and collaboratively to create, develop and express dramatic works;
- demonstrate and communicate knowledge and understanding of the theories, skills, techniques and terminologies of drama;
- express well constructed opinion in reviewing live performance;
- respond to performed and dramatic texts in a reflective manner;
- demonstrate knowledge and understanding of a range of dramatic roles; and
- clearly communicate dramatic ideas to an audience.

#### Course Outline

- Students participate in the planning, rehearsal and performance of a dramatic work/s.
- Students learn about how theories and practices have shaped, and continue to shape, drama by studying the works of selected innovators.
- Students engage in review writing.
- Students select and investigate an area of study in the dramatic arts and present their research and creative concepts to an audience of peers.

#### Assessment

**Assessment Type 1: Performance**

**Assessment Type 2: Folio**

**Assessment Type 3: Investigation and Presentation**

For a 10 credit subject, students should provide evidence of learning through three to four assessments, with at least one assessment from each assessment type, and each assessment type having a weighting of at least 20%.

For a 20 credit subject, students will undertake six to eight assessment tasks.

### STAGE 2 DRAMA

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One year (20 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>Stage 1 Drama is highly recommended</td>
</tr>
</tbody>
</table>

#### Learning Requirements

*In successfully completing this course, each student:*

- works collaboratively and individually in the creative process to achieve dramatic outcomes;
- investigates and responds to a play/film script and the process required to realise it;
- investigates and responds to dramatic innovators; and
- responds to performed drama and dramatic texts analytically and reflectively, using arts-specific terminology.

#### Course Outline

**Group Analysis and Creative Interpretation**

Students work in groups to analyse the work of an innovative theatre or film practitioner and devise practical, creative interpretations based on the practitioner's techniques. Students are assessed individually in the on or off-stage role they choose, and the group presentation can take a variety of forms, including performance, workshop or tutorial. The students keep a record that is submitted as evidence of the process undertaken.

**Review and Reflection**

Students expand their knowledge and understanding of drama as a performing art, developing their skills of observation, analysis and criticism and their ability to apply arts-specific terminology.

**Interpretative Study**

Students explore in depth the work of a play script. They analyse, investigate and communicate their interpretation of concepts and ideas about the work. Students must respond to a self-devised question concerning the chosen script.

**Presentation of Dramatic Works**

Teachers select a play script for performance. Students then choose their area of participation; i.e. on or off stage role. The final product is directed by the teacher then presented on stage for the school community to attend.

#### Assessment

**School-based assessment 70%**

**Assessment Type 1: Group Presentation (20%)**

**Assessment Type 2: Folio (30%)**

**Assessment Type 3: Interpretative Study (20%)**

**External assessment 30%**

**Assessment Type 4: Performance (30%)**
MUSIC

Music provides a rich source of self-expression, artistic fulfilment and enjoyment for senior students. It fosters creativity, sensitivity, discipline and commitment. Students develop their practical and creative potential, oral and written skills, and the capacity to make informed interpretative and aesthetic judgments. Study and participation in Music draw together students’ cognitive, aesthetic and psychomotor skills, strengthening their ability to manage work and learning and to communicate effectively and sensitively.

By engaging in musical activities such as performing, composing, arranging, researching, developing and applying music technologies, students come to appreciate the value of working collaboratively. The experience of participating in musical activities heightens students’ awareness of the social function and value of music, encouraging teamwork and cohesiveness. Senior Music studies are enjoyable and valuable, providing students with skills life.

The Music courses in Years 10 and 11 are broad based and prepare students for all Stage 2 options. They focus on a range of activities within the spheres of performance, listening, theoretical studies and creativity. All students need a significant background in instrumental or vocal music and must be enrolled in weekly lessons on one instrument or voice. They develop technical and expressive skills as performers, written and oral skills in expressing ideas about music and theoretical and creative skills in arranging and composing.

Music at Stage 1 is offered as a Music Advanced programme which can be studied as a 10-credit subject or a 20-credit subject. Given the sequential nature of musical learning and skill development, it will normally be studied throughout the year as a 20 credit subject. This is necessary for most students who may be considering continuing with Stage 2 studies.

In Year 12 Music, students normally group together two units chosen from those listed to make up a full year's study. Both units are studied side by side throughout the year. Students can take up to four units of Stage 2 Music as part of their SACE pattern. Depending on student interest, it may not be possible to offer all of these units.
STAGE 1 MUSIC

Course Length
One or two semesters (10 or 20 credits)

Given the sequential nature of musical learning and skill development, Stage 1 Music will normally be studied throughout the year as a 20-credit subject. This is necessary for most students who may be considering continuing with Stage 2 studies.

Prerequisite
Year 10 Music or equivalent background

Learning Requirements
In successfully completing the course, students will:
• demonstrate technical skill, accuracy and musicianship as an instrumentalist or vocalist, composer, arranger and researcher;
• develop and apply knowledge of musical notations and vocabulary;
• aurally and visually identify musical elements, stylistic features and the structure of musical works;
• listen to, analyse, reflect on and communicate ideas about music, using appropriate terminology; and
• experience and reflect on music in historical, social and cultural contexts.

Course Outline
• development of performing skills as a soloist and as part of an instrumental or vocal ensemble;
• discussion and appraisal of student and professional performances, orally and in writing;
• use of music technology in creating and arranging music;
• studies in music theory with an emphasis on developing skills useful for composing and arranging for instrumental groups in a variety of styles including jazz related harmony relevant to contemporary idioms;
• song writing, study of lyrics and project work in examining and analysing popular songs;
• development of aural skills useful in performing, creating and listening to music;
• historical and analytical studies in a range of musical styles. Discussion orally or in writing of the structure, composition techniques, style and historical, social and cultural contexts of selected works;
• development of score reading skills;
• development of conducting skills and understanding the role of the conductor.

Assessment
Skills Presentation
• Live solo instrumental, vocal and conducting performances

Skills Development
• Written theory and aural tests
• Oral report or multimedia presentation

Folio
Students keep a folio of work undertaken during the course which may include:
• research project;
• recorded or videoed performances;
• historical or analytical essay; and
• creative arrangements, compositions or songs.

STAGE 2 MUSIC — ENSEMBLE PERFORMANCE

Course Length
One year (10 credits)

Prerequisite
Stage 1 Music or equivalent experience if approved by the Director of Music

Learning Requirements
In successfully completing this course, each student will:
• demonstrate confidence as an ensemble performer;
• present a repertoire of contrasting works or an extended work with a number of contrasting sections for instrument or voice;
• demonstrate accuracy, musical skills, and technique as an ensemble performer;
• demonstrate musicianship in interpretation by performing musically a range of works to a public audience; and
• contribute to the cohesiveness of and demonstrate musical rapport within the ensemble to engage the audience.

Course Outline
Students spend the year developing their instrumental or vocal skills as an instrumentalist or vocalist in an ensemble. They prepare a performance programme of 20 minutes in length which normally consists of 4 – 6 short works in a variety of styles. Activities include weekly lessons with the instrumental or vocal teacher, weekly rehearsals with the ensemble, coaching sessions with the classroom teacher, listening to associated repertoire and live concerts for musicianship and style development, masterclasses and public performances.

Assessment
School-based assessment 70%

First Performance (30%)
Students present a programme of works from 5 to 10 minutes. They provide evidence of their learning in relation to the following assessment design criteria:
• accuracy;
• technique; and
• musicianship.

Second Performance (40%)
Students present a programme of works from 10 to 15 minutes.

External assessment 30%

Third Performance (30%)
Students present a programme of solo works from 10 – 12 minutes that may include pieces already performed earlier in the year.
STAGE 2 MUSIC — MUSICIANSHIP

Course Length: One year (10 credits)
Prerequisite: Stage 1 Music or equivalent experience if approved by the Director of Music

Learning Requirements
In successfully completing this course, each student will:

• understand and use musical notation and terminology;
• demonstrate an understanding of the relationship between theoretical notation and sound;
• recognise and identify rhythm, pitch, tonality, and harmony;
• harmonise short melodies appropriate to the style;
• create and develop an arrangement, writing appropriately for instruments and/or voices; and
• present an effective score and a recording of an arrangement.

Course Outline
The course consists of three sections:

Theory, Aural Recognition, and Musical Techniques
Students develop their aural skills and learn theory, aural and musical techniques in many contexts through a variety of learning activities. They apply these skills to real musical examples in many styles.

Harmony
Students develop their knowledge of chord use and voice leading to fashion effective harmonisations.

Arrangement
Students experiment with the manipulation of rhythm, melody, harmony, style, form and structure, texture, and choice of medium to create imaginative arrangements for a chosen combination of instruments or voices.

Assessment
School-based assessment 70%
Skills Development (30%)
Students undertake two school-based assessments designed to assess their skills development in theory, aural recognition, musical techniques and harmony.

Arrangement (40%)
Students submit an arrangement with recording and written statement at the end of year.

External assessment 30%
Examination (30%)
Final examination in theory, aural, musical techniques and harmony.

STAGE 2 MUSIC — PERFORMANCE SPECIAL STUDY

Course Length: One year (10 credits)
Prerequisite: Stage 1 Music or equivalent experience if approved by the Director of Music

Learning Requirements
In successfully completing this course, each student will:

• present a performance of approved work(s) (e.g. an extended work, selected movements from an extended work, or a folio of related works or syntactically linked works);
• demonstrate accuracy, musical skills, and technique as a performer;
• demonstrate musicianship in interpretation by presenting a musically sensitive performance of approved work(s);
• engage a public audience; and
• use analytical skills to determine and describe the structure of the approved work(s).

Course Outline
Students spend the year developing their instrumental or vocal skills as an instrumentalist or vocalist in an ensemble. They prepare a performance of an extended solo work 15 – 18 minutes in length. Activities include weekly lessons with the instrumental or vocal teacher, coaching and accompaniment sessions with the classroom teacher, listening to associated repertoire and live concerts for musicianship and style development, regular masterclasses and public performances. Students also prepare a written commentary/analysis of their chosen work.

Assessment
School-based assessment 70%
First Performance (20%)
Students present a programme of solo works of 5 to 7 minutes. They provide evidence of their learning in relation to the following assessment design criteria:

• accuracy;
• technique; and
• musicianship.

Second Performance (30%)
Students present a programme of solo works from 7 to 10 minutes.

Commentary (20%)
Analysis of studied work.

External assessment 30%
Third Performance (30%)
Students present the full work in a performance.
STAGE 2 MUSIC — SOLO PERFORMANCE

Course Length  One year (10 credits)
Prerequisite  Stage 1 Music or equivalent experience if approved by the Director of Music

Learning Requirements

In successfully completing this course, each student will:

• demonstrate accuracy, musical skills, and technique as a solo performer;
• present a repertoire of contrasting works for instrument or voice;
• demonstrate musicianship in interpretation by presenting musically sensitive performances; and
• engage a public audience.

Course Outline

Students spend the year developing their instrumental or vocal skills. They prepare a solo performance programme of 18 minutes in length with normally consists of 4 – 6 short works in a variety of styles. Activities include weekly lessons with the instrumental or vocal teacher, coaching and accompaniment sessions with the classroom teacher, listening to associated repertoire and live concerts for musicianship and style development, regular masterclasses and public performances.

Assessment

School-based assessment 70%

First Performance (30%)

Students present a programme of solo works from 7 to 9 minutes. They provide evidence of their learning in relation to the following assessment design criteria:

• accuracy
• technique
• musicianship.

Second Performance (40%)

Students present a programme of solo works from 8 to 11 minutes.

External assessment 30%

Third Performance (30%)

Students present a programme of solo works from 10 to 12 minutes that may include pieces already performed earlier in the year.
The Personal Learning Plan (PLP) is a subject designed to help students make informed decisions about their personal development, education and training. A programme of learning is a key component of the PLP to provide students time to work together with their teachers and other experts to develop knowledge and skills for planning their own learning programme.

The PLP is designed to develop students' capabilities and to focus their learning goals. It is a programme that helps students make, review and adjust their personal plans and decisions about learning choices to prepare them for their education and future life and career pathways.

The PLP aims to involve students in a programme of learning so that they develop knowledge and skills that will enable them to:

- identify appropriate future options;
- choose appropriate subjects and courses for their SACE or for the IBDP;
- review their strengths and areas for development, including literacy, numeracy and information and communication technology skills;
- identify goals and plans for improvement; and
- monitor their actions and review and adjust plans as needed to achieve their goals.

The PLP provides students with opportunities to discuss and reflect on the capabilities they will need for success into their preferred pathways through school and into their futures.

It provides opportunities for them to learn new skills and to explore some of the ways in which capabilities can enhance their learning.

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<tr>
<th>Course Length</th>
<th>One year (10 credits)</th>
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<tr>
<td>Prerequisite</td>
<td>None</td>
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**Course Outline**

The course aims to assist students to achieve success in the SACE, to prepare for work, further education and community life and to develop the knowledge and skills to develop, use, review and adjust their plans as needed to achieve goals. Students will access a variety of resources at the College, home and from the wider community to assist in developing their Personal Learning Plan. A work experience placement is part of this programme.

**Assessment**

Students produce a folio of work in a variety of forms to demonstrate their understanding of:

- identification of learning goals, needs and abilities;
- informed decision making about developing, using, reviewing and adjusting their plan and understanding and developing their capabilities.

**Note**

While this subject is a compulsory component of the SACE it is also a useful subject for students wishing to complete the IBDP as it prepares students for further education and career pathways.
The Senior School Health and Physical Education programme is part of a coordinated developmental programme from Preparatory to Year 12. In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts, and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport, both in Australian society and globally.

Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills. The Physical Education programme in Years 11 and 12 offers an integrated approach to learning, drawing upon knowledge, skills and principles from a variety of disciplines. The integration of theory and practice is one of its features.

Health and Physical Education addresses how contextual factors influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing. Healthy, active living benefits individuals and society in many ways. This includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities, and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. The focus in Year 10 Health is harm minimisation, in the areas of sexual health and human relationships, and drug use and safety. Identification of possible harm and ways of minimising risk in various situations are covered.
YEAR 10 HEALTH AND PHYSICAL EDUCATION

Course Length
One year

Learning Requirements
By the end of Year 10 students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact that attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has historically played in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Course Outline
Topics covered in Year 10 Physical Education are:
Badminton, camp preparation, fitness, Gaelic football, self-defence, softball, speedball, volleyball and water polo.

The Health course is taught in conjunction with the Physical Education programme. The focus at this level is harm minimisation, in relation to self, friends and family, in the areas of sexual health and human relationships, and drug use and safety. Identification of possible harm and ways of minimising risk in various situations are covered.

Students complete a fitness unit and lifestyle habits are addressed. The course incorporates a variety of information and media studies to encourage discussion of personal values and the development of assertiveness in promoting wise, healthy lifestyle choices. Students are required to keep a journal which records information and develops the skills of critical thinking and reflection.

Assessment
- Checklists
- Observation of game situations
- Demonstration of practical skills
- Small group and class discussion
- Written tasks
- Role plays
- Journal

STAGE 1 PHYSICAL EDUCATION

Course Length
One or two semesters (10 or 20 credits)

Prerequisite
None

Learning Requirements
The learning requirements summarise the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:
- demonstrate practical skills and techniques specific to a variety of human physical activities;
- interpret, analye and effectively apply (independently, within groups and in teams) skills, specific concepts and ideas, strategies, techniques, rules and guidelines;
- demonstrate knowledge and understanding of the nature of physical activity and communicate using appropriate terminology;
- analyse and reflect on the implications of physical activity for personal and community health and well being; and
- interact collaboratively and demonstrate initiative and leadership.

Course Outline
The Stage 1 Physical Education programme focuses on the importance of physical activity for health and lifestyle. The course allows for the development of a variety of programmes with strong practical and theoretical links. The fundamental aim of a Physical Education programme is to provide for involvement in physical activity in a way that promotes both immediate and long term benefits for the participant. Students will have the opportunity to participate in physical activity and to develop practical skills in a variety of school and community settings. Studies and experience in Physical Education help students to develop a comprehensive framework of skills, knowledge and values related to the world of physical activity.

Practical Skills and Applications
There is some flexibility in the programme. Units that have been covered previously include: Swimming and Lifesaving (incorporating the Bronze Medallion), Volleyball, Touch, Softball, European Handball, Self-Defence, Badminton, Netball, Touch and Basketball.

Principles and Issues
Theory consists of units on body systems, skill learning and coaching, fitness components, training principles, energy systems and training methods. Students also complete an issues analysis module.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Physical Education:

Assessment Type 1: Practical
Assessment Type 2: Folio
STAGE 2 PHYSICAL EDUCATION

Course Length
One year (20 credits)

Prerequisite
Stage 1 PE would be useful.

Learning Requirements
In this subject, students are expected to:
• achieve a level of proficiency in performance of human activities with reference to specific skill criteria;
• critically analyse and evaluate the personal, community and/or global implications of physical activity;
• demonstrate knowledge and understanding of exercise physiology, the biomechanics of human movement and skills acquisition and communicate using appropriate terminology;
• demonstrate knowledge and understanding of physical education concepts relevant to physical activities;
• apply and reflect on principles and issues related to physical performance and activity and skills acquisition; and
• demonstrate initiative, self-reliance, collaborative skills, leadership and effective interpersonal skills.

Course Outline

Although Physical Education has a practical orientation, the integration of theory with practice is one of its features. Learning about, and through, physical activity enables students to acquire skills, knowledge, understandings, capacities and attitudes, both directly and indirectly. Students are able to refine and enhance their own physical skills. Through theoretical studies, laboratory work and the application of knowledge and skills to practical situations, students become familiar with the workings of the human body, the influences on its performance and the benefits of increased levels of fitness.

Practical Skills and Applications consists of three units. There is some flexibility in the programme and units that have been covered previously include Badminton, Basketball, Hockey, Netball, Volleyball, Touch and Self Defence.

Principles and Issues consists of:
• Exercise physiology and physical activity;
• The acquisition of skills and the biomechanics of movement; and
• Issues analysis.

Assessment
School-based assessment 70%
Assessment Type 1: Practical (50%)
Assessment Type 2: Folio (20%)

External assessment 30%
Assessment Type 3: Examination (30%)

A variety of assessment activities are utilised, including:
• Observation checklists
• Practical skills tests
• Demonstration of practical skills
• Written assignments
• Oral presentations
• PowerPoint presentations
• Tests and examinations
OUTDOOR EDUCATION

Outdoor Education engages students in practical and active learning experiences in natural environments and settings beyond the school boundary. In these environments, students develop knowledge, understanding and skills to move safely and competently while valuing a positive relationship with and promoting the sustainable use of these environments. Students develop knowledge, skills and attitudes necessary for survival in a range of outdoor recreation activities that have minimal impact on the environment.

The Outdoor Education programme also aims to provide students with a range of opportunities to discover and develop their potential. Through carefully facilitated wilderness-based activities and guided discovery learning, the programme equips students with attitudes, life skills and inner strength that can lead them to greater achievement and wellbeing back at school. The students are encouraged to work effectively within a small group, fostering responsibility, resilience and cooperation. The programme consists of a series of compulsory camps in the Year 6 to 10 curriculum which provide a sequential and positive experience through a variety of challenges.

The Year 10 expedition is five days' duration. Preparation for the expedition is taught in conjunction with the Physical Education programme and in pastoral care sessions.

YEAR 10 OUTDOOR EDUCATION

Course Length

The expedition is five days in length and there are various preparation days beforehand.

The Outdoor Education programme aims to use the outdoors to develop in students an understanding and an appreciation of the natural environment and the need for its conservation. Students develop knowledge, skills and attitudes necessary for survival in a range of outdoor leisure activities that have minimal impact on the environment. The students are encouraged to work effectively within a small group, fostering responsibility, resilience and cooperation.

The main aim of the Year 10 expedition is to provide students with a positive experience whilst undertaking a bushwalk expedition and enjoying the rugged beauty of the Flinders Ranges.

Challenging activities and responsibility for leadership and initiative further enhance the key outcomes.

Learning Requirements

• to provide students with positive experiences and enjoyment through a varied Outdoor Education programme;
• to develop in students a diversity of Outdoor Education skills, understanding and knowledge, through exposure to different environments;
• to increase opportunities of socialisation amongst students, within class groups, as well as with their teachers;
• to provide students with opportunities for personal challenge, both physically and mentally, in an outdoor setting;
• to enhance each student's awareness of, and appreciation for, the beauty of our environment and the need to preserve it;
• to develop skills related to self sufficiency, organisation and responsibility in the outdoors; and
• to learn skills related to working in a group, i.e. tolerance, cooperation, understanding, shared duties and support for individuals and group goals.

Course Outline

The Year 10 expedition is conducted in the Wilpena Pound area. It provides students with sufficient skills and knowledge in bushwalking, plus equipment and packing requirements, for an overnight expedition. A focus for this experience is individual resilience and self sufficiency with essential teamwork and community living skills.

Assessment

Personal growth activities and group tasks are designed to challenge the students and to complement their classroom studies. Emphasis is placed on students negotiating roles and developing their resilience, confidence, cooperation skills, independence and responsibility for their actions. An informal assessment involving teacher observation and student feedback is used to determine the degree of attainment of the stated aims. The Outdoor Education expeditions are assessed as part of the overall Physical Education programme.
SPORT

Competitive sport at Seymour College operates in the context of the overall curriculum offering of the school. Sport is seen as an extension and enrichment of Physical Education and it is promoted as an important and desirable activity within the total programme of the College.

Through the school sports programme students learn and consolidate skills, apply their skills and knowledge in group situations, develop an understanding of game strategies and rules, evaluate their own performance, and learn to appreciate the value of their own involvement. Ability is tested through competition, and the values of good sportsmanship and cooperative learning are encouraged. The inherent rewards for students are considerable in terms of their physical health, social development and emotional wellbeing. In addition to this, effort and excellence are strongly promoted and publicly recognised.

Intraschool Sport is offered to girls from Junior School to Year 12. The extent of their involvement is determined by their age and interest level. Activities include Swimming Carnivals, Sports Day and Clash of the Clans.

The main objectives of the sport programme include:

- enjoyment through active participation;
- consolidation and extension of skills;
- development of team/class/clan loyalty; and
- acquisition of good sportsmanship and fair play.

YEAR 6 – YEAR 12 SPORT

Interschool Sport

Students from Years 4 to 12 are eligible to participate in this programme. It allows them to select from a wide range of activities, varying from individual sports to team games. Girls of all abilities are catered for in competitive, but supportive, situations.

While achieving success in competition is an important part of sport at Seymour, emphasis is placed on a commitment to the team, and trying one's best, as we encourage students of all ages and abilities to investigate and try new sports.

The interschool programme includes:

**Years 6 to 12**

- Athletics
- Badminton
- Basketball
- Cross Country
- Equestrian (all years)
- Hockey
- Lacrosse
- Water Polo (Years 8 – 12)

**Additional Programmes**

**Gymnastics Programme**

Seymour College offers an accredited gymnastics programme. Sessions are offered on every day other than Sunday for girls in Reception to Year 12 and the requirement is for a year long commitment to one training per week. Girls work towards their levels in gymnastics under the guidelines of Gymnastics Australia with fully qualified instructors. For any further information (including programme costs), please contact the College.

**Rowing**

Rowing is a co-curricular activity that requires a large commitment by both students and parents. Pre season training begins in third term for interested Year 7 – 11 students. There is a “Come and Try” offered during third term for new rowers. Saturday regattas commence in fourth term and culminate in first term of the following year with Head of the River which is a very exciting event. Girls are expected to attend all regattas and training camps as well as three to five training sessions a week. A levy will be charged per season to cover registration and membership costs. The “Friends of Rowing” are a very active association of parents who help to support rowing activities. For any further information, please contact the school.
Year 10 Religion Studies at Seymour College provides students with an opportunity to examine their world from an ethical and spiritual perspective. Students are asked to consider issues facing contemporary society for a variety of moral and ethical positions. They will consider the role of spirituality in their lives, and be introduced to the concept and principles of service learning within the wider community.

### YEAR 10 RELIGION STUDIES

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<th>Course Length</th>
<th>One year</th>
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<tr>
<td>Prerequisite</td>
<td>None. Religion Studies is a compulsory subject at Seymour College (to Year 10).</td>
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### Learning Requirements

*In successfully completing this course, each student:*

- demonstrates knowledge and understanding of key aspects of justice, ethics, spirituality and service;
- is able to discuss religious and philosophical matters in an objective fashion;
- demonstrates an understanding of how people go about making moral/ethical decisions and the part that can be played by religious belief.

### Course Outline

An exploration of social justice issues and their causes with a focus on issues such as poverty and homelessness.

A detailed study of some contemporary ethical issues, using a range of models for moral decision making.

Creation of a spiritual self awareness, incorporating meditation, restorative justice practices and concepts of forgiveness.

### Assessment

Assessment tasks include short answer responses, personal reflections, essays, collaborative work and comprehension tasks.
Stage 2 Research Project is a compulsory 10-credit subject undertaken at Year 11. Students must achieve a C-grade or better to complete the subject successfully and gain their SACE. In the Research Project students choose a research question that is based on an area of interest to them. They explore and develop one or more capabilities in the context of their research. They will also record their research and evaluate what they have learnt. The term ‘research’ is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.

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

Students are expected to:
• generate ideas to plan and develop a research project;
• understand and develop one or more capabilities in the context of their research;
• analyse information and explore ideas to develop their research;
• develop specific knowledge and skills;
• produce and substantiate a research outcome; and
• evaluate their research.

Assessment
School-based assessment is based on achievement of the performance standards in the following areas:

Assessment Type 1: Folio (30%)
The folio is a record of the student’s research. Students select and present evidence of their learning from different stages of the research project.

There are 3 parts to the folio:
• proposal;
• research development; and
• discussion.

Assessment Type 2: Research Outcome (40%)
Students present and substantiate their key findings from the research undertaken.

Findings may be presented as:
The key findings and substantiation, which together form a product. Examples include: an essay, a report, an oral or written history, with appropriate in-text referencing and a bibliography and/or a references list; a multimedia presentation; a documented science experiment.
or
The key findings and substantiation, with elements of or reference to a separate product. Examples include: a supporting statement and annotated photographs of a product that has been created; an extract from a student-developed children’s story, with a record of the background research.
or
The key findings presented as annotations on a product, and substantiated by evidence and examples of the research. Examples include: a recorded dance performance with notes and a director’s statement.

Students negotiate with their teacher suitable forms for producing their research outcome.

External assessment

Assessment Type 3: Evaluation (30%)
Students are required to evaluate their research processes and the quality of the research outcome.
The evaluation is externally assessed.

Research Project A or B

Students enrol in either Research Project A or Research Project B.

The external assessment for Research Project B must be written. Research Project B may contribute to a student’s Australian Tertiary Admissions Rank (ATAR). Research Project A is not a Tertiary Admissions Subject.
Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this “scientific literacy” are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

(Source: Australian Curriculum website.)
BIOLOGY

Biology is the scientific study of life. It is a diverse and expanding discipline, encouraging an appreciation and respect for all living organisms. Developments in Biology are inextricably linked to other areas of science such as medicine, agriculture and resource management. Biology utilises changes in technology, developing tools for forensics, biotechnology and monitoring changes from the microscopic to the global level.

Students studying Biology develop an appreciation of the diversity of life and its interconnectedness with the non-living environment and the way that organisms and their interactions change through time. They develop an understanding of the levels of organisation around which life is based from the atomic through to the interactions between ecosystems as well as an awareness of the impact of human activities.

Biology encourages the use of factual knowledge to form opinions about the many social issues arising from the advances in biological research (e.g. genetic engineering). Students studying Biology learn key concepts enabling them to make healthier lifestyle choices and be better informed global citizens and resource managers. Knowledge of Biology provides a valuable basis for entry into many occupations and areas of study.

Students studying these courses develop skills in research, problem solving, applications of technology, experimental design and scientific literacy.

STAGE 1 BIOLOGY

Course Length: One or two semesters (10 or 20 credits)

Prerequisite: Year 10 Science

Learning Requirements

In this subject, students are expected to:

• identify and formulate questions, hypotheses, concepts and purposes that guide biological investigations;

• design and conduct individual and collaborative biological investigations;

• manipulate apparatus and use technological tools and numeracy skills to obtain, represent, analyse, interpret and evaluate data and observations from biological investigations;

• select and critically evaluate biological evidence from a range of sources and present informed conclusions and personal views on social, ethical and environmental issues;

• communicate their knowledge and understanding of biological concepts using appropriate biological terms and conventions; and

• demonstrate and apply biological knowledge and understanding of concepts and interrelationships to a range of contexts and problems, including presenting alternative explanations.

Course Outline

Textbook: SACE 1 Biology Textbook (Adelaide Tuition Centre), supplemented by comprehensive printed notes for each topic.

Topics studied include:

- Semester 1
  - Cell Biology
  - Biochemistry
  - Physiology
- Semester 2
  - Modes of Nutrition
  - Reproduction
  - Infectious Disease

The practical work in the course is designed to develop an understanding of ideas, technical skills and an appreciation of the nature of science. It includes classroom experiments, excursions and experiments designed individually by students and carried out at school.

Assessment

Assessment tasks include tests of knowledge and problem solving skills, practical work, assignments and presentations.

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

The following assessment types enable students to demonstrate evidence of learning in Stage 1 Biology:

Assessment Type 1: Investigations Folio (40%)
Includes practical investigations and an issue investigation.

Assessment Type 2: Skills and Applications Tasks (60%)
Includes tests.
STAGE 2 BIOLOGY

Course Length: One year (20 credits)
Prerequisite: Semester 1 of Stage 1 Biology

Learning Requirements
In this subject, students are expected to:
- identify and formulate questions, hypotheses, concepts and purposes that guide biological investigations;
- design and conduct individual and collaborative biological investigations;
- manipulate apparatus and use technological tools and numeracy skills to obtain, represent, analyse, interpret and evaluate data and observations from biological investigations;
- select and critically evaluate biological evidence from a range of sources and present informed conclusions and personal views on social, ethical and environmental issues;
- communicate their knowledge and understanding of biological concepts using appropriate biological terms and conventions;
- demonstrate and apply biological knowledge and understanding of concepts and interrelationships to a range of contexts and problems, including presenting alternative explanations.

Course Outline
Textbook: SACE 2 Biology Textbook (Adelaide tuition Centre), supplemented by printed notes.
Workbook: SACE 2 Biology Workbook (Adelaide Tuition Centre)
The course involves the study of life at levels ranging from molecular interactions to interactions between whole organisms.
The study of Stage 2 Biology has the following assessment design criteria:
- Investigation
- Analysis and evaluation
- Application
- Knowledge and understanding

The content of the course is organised into four themes:
- Macromolecules
- Cells
- Organisms
- Ecosystems

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

School-based assessment 70%
Assessment Type 1: Investigations Folio (40%)
Students will undertake at least three practical investigations and at least one issues investigation to include in this folio.
Assessment Type 2: Skills and Applications Tasks (30%)
At least four skills and applications tasks such as tests and assignments.

External assessment 30%
Assessment Type 3: Examination (30%)

CHEMISTRY

Chemistry is a subject that develops an appreciation and understanding of the nature and behaviour of the materials around us. It is a subject for students interested in natural and processed materials, in the processes that govern their behaviour and in the ways in which these materials are produced and used in everyday life. Skills in scientific enquiry and an understanding of the impact of chemical products and processes are developed in a range of contexts.

Stage 1 Chemistry further develops basic skills and concepts, giving particular emphasis to practical and communication skills, including the correct use of chemical conventions, specialist vocabulary and appropriate expression in scientific writing.

This subject also promotes an awareness of the social and environmental impact of Chemistry.

Stage 2 Chemistry is directed towards the continued development of a sound conceptual basis within a contextual framework, recognising the impact of Chemistry on human health, the environment and the economy of our society and enabling students to make decisions that will lead to a healthy and sustainable future.
STAGE 1 CHEMISTRY

Course Length: One year (20 credits)
Prerequisite: Year 10 Science

Learning Requirements

In this subject, students are expected to:

• demonstrate and apply knowledge and understanding of chemical concepts and interrelationships;
• formulate questions, manipulate apparatus, record observations in practical chemical activities, and design and undertake chemistry investigations;
• demonstrate an understanding of how knowledge of chemistry can be used to make informed conclusions or decisions, taking into account social and environmental contexts;
• develop possible solutions to a variety of problems in chemistry, in new or familiar contexts;
• critically analyse and evaluate chemical information and procedures from different sources; and
• communicate in a variety of forms, using appropriate chemical terms and conventions.

Course Outline

Textbook: Study On Chemistry 1 (Class sets) and SACE 1 Chemistry Essentials workbook supplemented by printed notes.

This course focuses on the basic unifying principles of electronic structure and bonding, quantitative chemistry, important chemical reaction types and carbon chemistry.

Semester 1 Topics
- Atomic Theory and Periodic Table
- Structure and Bonding
- Chemical Reactions

Semester 2 Topics
- Acids, Bases and Quantitative Analysis
- Electrochemistry
- Organic Chemistry

Assessment

The following assessment types enable students to demonstrate evidence of learning in Stage 1 Chemistry:

Assessment Type 1: Investigations Folio (40%)
Includes practical investigations and an issue investigation.

Assessment Type 2: Skills and Applications Tasks (60%)
Three to four tasks addressing a range of content across all the Learning Requirements and Assessment Design Criteria. Tasks may include tests and assignments and will provide a range of question types.

STAGE 2 CHEMISTRY

Course Length: One year (20 credits)
Prerequisite: Semesters 1 and 2 of Stage 1 Chemistry

Learning Requirements

In this subject, students are expected to:

• demonstrate and apply knowledge and understanding of chemical concepts and interrelationships;
• formulate questions, manipulate apparatus, record observations in practical chemical activities, and design and undertake chemistry investigations;
• demonstrate an understanding of how knowledge of chemistry can be used to make informed conclusions or decisions, taking into account social and environmental contexts;
• develop possible solutions to a variety of problems in chemistry, in new or familiar contexts;
• critically analyse and evaluate chemical information and procedures from different sources; and
• communicate in a variety of forms, using appropriate chemical terms and conventions.

Course Outline

This course focuses on the key areas of Chemistry in the 21st century: chemical analysis, industrial processes, the chemical basis of environmental issues and biological chemistry.

Topics

- Experimental Skills
- Elemental and Environmental Chemistry
- Analytical Techniques
- Using and Controlling Chemical Reactions
- Organic and Biological Chemistry
- Materials

Assessment

School-based assessment 70%

Assessment Type 1 Investigations Folio (40%)
Students will undertake three practical investigations and one issues investigation to include in this folio.

The three practical investigations will assess a range of specified skills. The issues investigation will assess skills in the selection, acknowledgement and critical analysis of information from different sources about a chemical issue. It will also assess the analysis and evaluation of data to formulate conclusions and make relevant predictions, and the analysis and evaluation of connections between data, concepts and issues in Chemistry.

Assessment Type 2 Skills and Applications Tasks (30%)
Each of 5 tasks will address a range of content and skills across all the Learning Requirements and Assessment Design Criteria and will provide a range of question types and formats.

External assessment 30%

Assessment Type 3
Examination (30%)
Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health and diet-related diseases and have the opportunity to examine factors that influence food choices and reflect on local, national, indigenous and global concerns and associated issues.

Students investigate methods of food production and distribution that affect the quantity and quality of food and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

**STAGE 1 NUTRITION**

**Course Length**  
One semester (10 credits)

**Prerequisite**  
Year 10 Science

**Learning Requirements**

*In this subject, students are expected to:*

- identify and formulate questions, hypotheses, and purposes that guide nutrition investigations and their design;
- design, safely conduct, and evaluate investigations, and apply knowledge and problem-solving skills to individual and collaborative practical tasks;
- select and use evidence to analyse, compare, and evaluate strategies for the prevention and management of disorders related to diet and lifestyle, and to make recommendations for promoting good health;
- communicate knowledge and understanding of nutrition, using the terms and conventions of the language of nutrition to suit particular purposes and contexts;
- critically evaluate and apply knowledge and understanding of nutrition to identify and explain decisions based on ethical, personal, social, environmental, and/or economic factors that influence the diet and lifestyle choices of individuals and communities; and
- demonstrate knowledge and understanding of, and respect for, varying cultural influences on diet and lifestyle decisions.

**Course Outline**

Nutrition is a semester based, 10 credit subject. Students undertake the study of two to three topics from the list below.

**Topics**

- Macronutrients and micronutrients
- Fresh versus processed foods
- Australian dietary guidelines and nutrition in the life cycle
- The psychology of food marketing
- Indigenous Australians: food changes from the traditional to the contemporary
- Food contamination
- Safe food handling
- Organic food versus genetically modified food
- Sustainable food futures
- Water

**Assessment**

Students will provide evidence of their learning through four or five assessments with a weighting of 20-25%. At least one assessment will involve collaborative work.

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

- **Assessment Type 1: Investigations Folio**
  Includes at least one practical investigation and one issues investigation
- **Assessment Type 2: Skills and Applications Tasks.**
  Includes at least one skills and applications task
## STAGE 2 NUTRITION

**Course Length**
One year (20 credits)

**Prerequisite**
Successful completion of Stage 1 Chemistry and/or Stage 1 Biology

### Learning Requirements

*In this subject, students are expected to:*

- identify and formulate questions, hypotheses, and purposes that guide nutrition investigations and their design;
- design, safely conduct, and evaluate investigations, and apply knowledge and problem-solving skills to individual and collaborative practical tasks;
- select and use evidence to analyse, compare, and evaluate strategies for the prevention and management of disorders related to diet and lifestyle, and to make recommendations for promoting good health;
- communicate knowledge and understanding of nutrition, using the terms and conventions of the language of nutrition to suit particular purposes and contexts;
- critically evaluate and apply knowledge and understanding of nutrition to identify and explain decisions based on ethical, personal, social, environmental, and/or economic factors that influence the diet and lifestyle choices of individuals and communities; and
- demonstrate knowledge and understanding of, and respect for, varying cultural influences on diet and lifestyle decisions.

### Course Outline

Nutrition is a full year, 20 credit subject. Students undertake the study of all four core topics and one option topic.

**Core topics**
- The fundamentals of Human Nutrition
- Diet, Lifestyle and Health
- Food selection and Dietary Evaluation
- Food, Nutrition and the Consumer

**Option topics**

One of the following option topics will be selected in consultation with students:
- Global Nutrition and Ecological Sustainability
- Global Hunger

### Assessment

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

**School-based assessment 70%**

**Assessment Type 1: Investigations Folio (40%)**
Includes practical investigations and an issue investigation.

**Assessment Type 2: Skills and Applications Tasks (30%)**
Includes tests, an extended response test and an examination.

**External assessment 30%**

**Assessment Type 3: Examination (30%)**
A public examination.

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## PHYSICS

Physics helps people to understand the world around them. It is a subject for students who are interested in the fundamental processes of nature. The study of Physics provides an understanding of the processes that determine the behaviour of systems, from the very small (atoms and nuclei) to the very large (solar system and universe). The laws of physics or their consequences underlie many other sciences and engineering, and also provide background knowledge for many occupations. The study of Physics is therefore often a useful preliminary or a formal prerequisite to these occupations.

Physics gives students the opportunity to gain a range of employment and life skills, such as the ability to work collaboratively to produce a successful outcome, and skills in organising and processing information. An understanding of physics, and the development of new applications of this understanding, will help students to appreciate the factors such as culture, ethics, economics, power, and relationships that influence the pursuit of science and have a significant impact on the way people live. Physics therefore contributes to people’s understanding and appreciation of the natural world and to their ability to make informed decisions about technological applications.
STAGE 1 PHYSICS

Course Length: One year (20 credits)
Prerequisite: Year 10 Physics

Learning Requirements
The learning requirements summarise the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:
• identify and formulate questions, hypotheses, concepts and purposes that guide investigations, and their design, in physics;
• design and conduct collaborative and individual investigations in physics using appropriate apparatus and safe working practices, and by observing, recording and interpreting the phenomena of physics;
• represent, analyse, interpret and evaluate investigations in physics through the use of technology and numeracy skills;
• select, analyse and critically evaluate the evidence of physics from a range of different sources and present informed conclusions or decisions on contemporary physics applications;
• communicate knowledge and understanding of the concepts and information of physics, using appropriate physics terms and conventions; and
• demonstrate and apply knowledge and understanding of physics to a range of applications and problems.

Course Outline

The study of Stage 1 Physics offers opportunities for students to understand and appreciate the physical world. This subject requires the investigation and interpretation of phenomena of physics and the application of mathematical skills to solve problems.

Semester 1 topics are:
• Motion in one dimension
• Newton's Laws
• Vectors
• Energy
• Momentum

Semester 2 topics are:
• Projectile Motion
• Gravitational Fields
• Electric Fields
• Current Electricity
• Magnetic Fields
• Waves

Assessment
Each semester's final assessment is composed of:

Assessment Type 1: Investigations Folio (40%)
Includes practical investigations and an issue investigation.

Assessment Type 2: Skills and Applications Tasks (60%)
Includes tests.

Progression to Stage 2 Physics
The minimum requirement for Progression to Stage 2 Physics is Stage 1 Physics and Stage 1 Mathematics 1 and 2.

STAGE 2 PHYSICS

Course Length: One year (20 credits)
Prerequisite: Semesters 1 and 2 of Stage 1 Physics

Learning Requirements
In this subject, students are expected to:
• identify and formulate questions, hypotheses, concepts and purposes that guide investigations in physics;
• design and conduct collaborative and individual investigations in physics using appropriate apparatus and safe working practices, and by observing, recording and interpreting the phenomena of physics;
• represent, analyse, interpret and evaluate investigations in physics through the use of technology and numeracy skills;
• select, analyse and critically evaluate the evidence of physics from different sources and present informed conclusions or decisions on contemporary physics applications;
• communicate knowledge and understanding of the concepts and information of physics using appropriate physics terms and conventions; and
• demonstrate and apply knowledge and understanding of physics to a range of applications and problems.

Course Outline
Textbook: SACE 2 Physics Workbook (Adelaide Tuition Centre), supplemented by comprehensive printed notes for each topic.

The study of Stage 2 Physics offers opportunities for students to understand and appreciate the physical world. This subject requires the investigation and interpretation of phenomena of physics and the application of mathematical skills to solve problems.

All students must undertake a study of the four sections:
• Motion in Two Dimensions
• Electricity and Magnetism
• Light and Matter
• Atoms and Nuclei

Each section has four topics and an application topic.

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

School-based assessment 70%

Assessment Type 1: Investigations Folio (40%)
Includes practical investigations and an issue investigation.

Assessment Type 2: Skills and Applications Tasks (30%)
At least four skills and application tasks such as tests.

External assessment 30%

Assessment Type 3: Examination (30%)
A public examination.
Psychology helps students to understand the ways in which we behave in our social world. It is unique in that it is both a scientific and a social study. Science-based skills learned through psychology enable students to become critical consumers and communicators of information; to investigate psychological issues; and to be effective interpreters of data and producers of research. Psychological knowledge is applied to real world situations and everyday experiences as students develop an understanding of how certain behaviours are acquired, identified, and where required, treated with an array of psychological interventions and appropriate personal management strategies.

Psychology studies human behaviour at four different yet inter-related levels of explanation: biological; environmental interaction; personal; and socio-cultural. Each explanatory level is introduced at Stage 1, with examples, and developed in much greater detail at Stage 2. At both stages students will undertake investigations into SACE-devised research programmes dealing with a variety of human behaviours, culminating in the presentation of a psychology report.

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**STAGE 1 PSYCHOLOGY**

<table>
<thead>
<tr>
<th>Course Length</th>
<th>One semester (10 credits)</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>None</td>
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</tbody>
</table>

**Learning Requirements**

In this subject, students are expected to:

- demonstrate knowledge and understanding of the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviours of self, others and groups;
- analyse the behaviours of self, other individuals and groups of people in different contexts in a way that recognises the values of independence and interdependence;
- demonstrate an understanding of ethical research by designing, undertaking and evaluating guided investigations;
- make informed decisions about issues, events and situations in society by applying relevant psychological principles and ethics;
- demonstrate organisation and reflection in the application of psychological principles, taking into account ethical considerations;
- search for, record, evaluate and organise psychological information and use psychological terminology effectively to communicate key ideas, understandings, processes and values in a range of contexts; and
- undertake a variety of roles while working as a member of a team, to achieve individual and shared goals.

**Course Outline**

**Topics**

This one unit course consists of one compulsory topic and two other topics selected from the syllabus. The compulsory topic may be studied as a stand alone unit and/or incorporated into the other topics.

Compulsory topic: Introduction to Psychology (the nature of psychology; research methods; descriptive statistics; ethical principles).

Choice topics: Brain and Behaviour; Cognition (memory and thinking); Emotion; Social Interaction and Social Influence (conformity and obedience; altruism and aggression); Human Psychological Development; Intelligence.

**Assessments**

The following assessment types enable students to demonstrate evidence of learning in Stage 1 Psychology:

- **Assessment Type 1: Investigations Folio (40%)**
- **Assessment Type 2: Skills and Applications Tasks (60%)**
STAGE 2 PSYCHOLOGY

Course Length
One year (20 credits)
Prerequisite
None

Learning Requirements
In this subject, students are expected to:
• demonstrate knowledge and understanding of the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviours of self, others and groups;
• analyse the behaviours of self, other individuals and groups of people in different contexts in a way that recognises the values of independence and interdependence;
• demonstrate an understanding of ethical research by designing, undertaking and evaluating guided investigations;
• make informed decisions about issues, events and situations in society by applying relevant psychological principles and ethics;
• demonstrate organisation and reflection in the application of psychological principles, taking into account ethical considerations;
• search for, record, evaluate and organise psychological information and use psychological terminology effectively to communicate key ideas, understandings, processes and values in a range of contexts; and
• undertake a variety of roles while working as a member of a team, to achieve individual and shared goals.

Course Outline

Topics
This two unit course consists of six compulsory topics:
• Introduction to Psychology
• Psychobiology of Altered States of Awareness
• Personality

Assessment
School-based Assessment 70%
Assessment Type 1: Investigation Folio (30%)
Assessment Type 2: Skills and Applications Task (40%)
External Assessment 30%
Assessment Type 3: Examination (30%)
| Subjects offered at each year level (SACE Senior School): |
| Year 9 | Year 10 | Year 11 | Year 12 |
| Core | Core | Core | Option subjects |
| English | English | English | Accounting |
| Health and Physical Education | Health and Physical Education | Mathematics | Biology |
| History | History | Research Project (Stage 2) | Business and Enterprise |
| Mathematics | Mathematics | Option subjects | Chemistry |
| Outdoor Education | Outdoor Education | Accounting | Chinese (Background Speakers) |
| Religion Studies | Personal Learning Plan (Stage 1) | Biology | Drama |
| Science | Religion Studies | Business and Enterprise | Economics |
| Science | Chemistry | English as an Additional Language |
| THRE OF | Option subjects (three per semester) | Chinese (Continuers and Background Speakers) | English |
| Art | Art | Design and Technology (Stage 2) | English Literary Studies |
| Chinese | Chinese (full year) | Design and Technology: Fashion | Essential English |
| Curriculum Support | Curriculum Support | Drama | Food and Hospitality |
| Digital and Media Technologies | Design and Technology: Multimedia (Stage 1) | Economics | French (Continuers) |
| Drama | Digital and Media Technologies (Semester 1 only) | Food and Hospitality | German (Continuers) |
| Food and Textiles Technology | Drama | French (Continuers) | General Mathematics |
| French | Entrepreneurship Studies | History | History |
| Geography | Food and Textiles Technology | Information Processing and Publishing | Information Processing and Publishing |
| Music | French (full year) | Integrated Studies | Integrated Studies |
| Mathematics 10A (Semester 2) | Geography | Legal Studies | Japanese (Continuers) |
| Music | Mathematics | Music | Legal Studies |
| | 10A | 10A | Mathematical Methods |
| | | | Music |
| | | | Physics |
| | | | Nutrition |
| | | | Physical Education |
| | | | Visual Arts |
| | | | Physics |
| | | | Psychology |
| | | | Society and Culture |
| | | | Specialist Mathematics |
| | | | Visual Arts |

Stage I and Stage II Dance are also offered as an out of school hours subject.

*Stage 1 subjects only offered for one semester  
*Stage 1 full year course only  
*10 credit subjects
## International Baccalaureate Diploma Programme (IBDP) Subjects

The following subjects are intended to be offered to Year 11 and 12 students pending Seymour's authorisation to offer the IBDP.

<table>
<thead>
<tr>
<th>Year 11 and 12</th>
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<tbody>
<tr>
<td>Theory of Knowledge (TOK)</td>
<td>A to D grade</td>
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<tr>
<td>Extended Essay (EE)</td>
<td>A to D grade</td>
</tr>
<tr>
<td>Creativity, Activity and Service (CAS)</td>
<td>non-graded pass</td>
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<tr>
<td><strong>Group 1 Subjects (Language and Literature)</strong></td>
<td></td>
</tr>
<tr>
<td>• Chinese Language and Literature</td>
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<tr>
<td>• English Language and Literature</td>
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<tr>
<td><strong>Group 2 Subjects (Language Acquisition)</strong></td>
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<tr>
<td>• English</td>
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<td>• French</td>
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<tr>
<td>• Spanish (ab initio – for beginners)</td>
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<tr>
<td><strong>Group 3 Subjects (Societies and Individuals)</strong></td>
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<tr>
<td>• Economics</td>
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<tr>
<td>• History</td>
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<tr>
<td>• Psychology</td>
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<tr>
<td><strong>Group 4 Subjects (Sciences)</strong></td>
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<tr>
<td>• Biology</td>
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<td>• Chemistry</td>
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<tr>
<td>• Physics</td>
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<tr>
<td><strong>Group 5 Subjects (Mathematics)</strong></td>
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<tr>
<td>• Mathematics</td>
<td></td>
</tr>
<tr>
<td><strong>Group 6 Subject (The Arts) or another Group 2, 3, 4 subject</strong></td>
<td></td>
</tr>
<tr>
<td>• Film</td>
<td></td>
</tr>
<tr>
<td>• or another Group 2, 3 or 4 subject</td>
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</tr>
</tbody>
</table>
Who is this course for?

This course is designed to support future academic study by developing a high social, aesthetic and cultural literacy, as well as effective communication skills.

Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

What are the aims of this course?

The aims of English A: Language and Literature at SL and HL are to:

• Introduce students to a range of texts from different periods, styles and genres;
• Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections;
• Develop the students' powers of expression, both in oral and written communication;
• Encourage students to recognize the importance of the contexts in which the texts are written and received;
• Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning;
• Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts;
• Promote in students an enjoyment of, and lifelong interest in, language and literature;
• Develop in student an understanding of how language, culture and context determine the ways in which meaning is constructed in texts; and
• Encourage students to think critically about the different interaction between text, audience and purpose.

Course Organisation

Part 1: Language and cultural context
Part 2: Language and mass communication
Part 3: Literature – texts and contexts
Part 4: Literature – critical study

Assessment

Internal Assessment 30%
Individual oral commentary (15%)
Further oral activity (15%)

External Assessment 70%
At SL and HL there are two examination papers that are set and marked externally. Paper 1 is linked to the skill of textual analysis and Paper 2 is linked to the literary works studied in Part 3. Students produce at least three written tasks, one of 800-1000 words to be submitted for external assessment.

What topics will I learn?

Part 1: Language in cultural context
• Gender in contemporary China;
• History and evolution of Mandarin in Mainland China;
• Translation between Mandarin and English; and
• Language and power; Language and knowledge

Part 2: Language and mass communication
• Use of persuasive language;
• Popular culture;
• Language and presentation of speeches and campaigns; and
• Stereotypes; Arts and entertainment

Part 3: Literature – texts and contexts
HL: Short story: Like Water for Chocolate by Laura Esquivel, 1992

Part 4: Literature – critical study
SL & HL: Short story (PLA): Taipei People by Xianyong Bai, 1971; Short story (PLA): The Border Town by Congwen Shen, 1934
HL: Short story (PLA): Strange Stories from a Chinese Studio by Songling Pu, 1740
Assessment

**Internal Assessment 30%**

Internally assessed by the teacher and externally moderated by the IB.

**Individual oral commentary (HL and SL) (15%)**

15 minutes; 30 marks. Students comment on an extract from a literary text studied in part 4 of the course. Students are given two guiding questions.

**Further oral activity (15%)**

15 minutes; 30 marks. Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course.

The mark of one further oral activity is submitted for final assessment.

**External Assessment 70%**

**Exam Paper 1 (25%)**

20 marks.

SL: Textual analysis (90 minutes). The paper consists of two unseen texts. Students write an analysis of one of these texts.

HL: Comparative textual analysis (120 minutes). The paper consists of two pairs of unseen texts. Students write a comparative analysis of one pair of texts.

**Exam Paper 2 Essay (90 minutes) (25%)**

25 marks.

Write an essay based on both the literary texts studied in part 3. The questions are the same at HL and SL but the assessment criteria are different.

**Written tasks (20%)**

SL: Three written tasks; submit one written task for external assessment (20 marks)

HL: Four written; submit two of these tasks for external assessment (20 marks for each task). One of the tasks submitted must be a critical response to one of the prescribed questions for the HL additional study.

(800–1,000 Chinese characters in length; task 1 should be accompanied by a rationale of 200–300 Chinese characters, while task 2 should be accompanied by a short outline.)
### GROUP 2: LANGUAGE ACQUISITION

**ENGLISH B SL/HL**

**Course Length**

**Prerequisite**

**Who is this course for?**

English B is an additional language-learning course designed for students with some previous learning of English. It may be studied at either SL or HL.

Many factors determine whether the English B course should be taken by a student: the student's best language, the language(s) spoken at home and at school, and any previous knowledge of the language of study. The most important consideration is that the English B course should be a challenging educational experience for the student, offering not only the opportunity to learn an additional language but also the means of learning, appreciating and effectively interacting in a culture different from the student's own.

**What are the aims of this course?**

English B is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity.

**What topics will I learn?**

The course comprises five topics: three from the core and two chosen from the five options. At least two aspects must be covered in each of the five topics that make up the course. Additionally, at HL students read two works of literature. For example, a course could be structured as follows:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Aspects covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and media</td>
<td>Advertising, Bias in media</td>
</tr>
<tr>
<td>Global issues</td>
<td>Global warming, Migration</td>
</tr>
<tr>
<td>Social relationships</td>
<td>Language and identity, Social structures</td>
</tr>
<tr>
<td>Health</td>
<td>Diet and nutrition, Drug abuse</td>
</tr>
<tr>
<td>Science and technology</td>
<td>Ethics and science, Impact of IT on society</td>
</tr>
</tbody>
</table>

**Assessment**

**Internal Assessment 30%**

**Individual oral (HL and SL) (20%)**

Based on options
Assessed by the teacher
Moderated by the IB.

**Interactive oral activity (HL and SL) (10%)**

Based on core
Assessed by the teacher

**External Assessment 70%**

**Paper 1 (90 minutes) (25%)**

SL: Text-handling exercises on four written texts based on the core.
HL: Text-handling exercises on five written texts based on the core.

**Exam Paper 2 (90 minutes) (25%)**

SL: One writing exercise of 250 – 400 words from a choice of five, based on the options.
HL: Two compulsory writing exercises:
  - Section A: One task of 250 – 400 words, based on the options to be selected from a choice of five;
  - Section B: Response of 150 – 250 words to a stimulus text, based on the core.

**Written assignment (20%)**

SL: Inter-textual reading followed by a written task of 300–400 words plus a 150 – 200 word rationale, based on the core.
HL: Creative writing of 500 – 600 words plus a 150–200 word rationale, based on one or both of the literary texts read.
Who is this course for?
This course is available at standard and higher level.
French B is an additional language-learning course designed for students with some previous learning of French (minimum 120 hours)
French B offers a challenging educational experience for the student, offering not only the opportunity to learn an additional language but also the means of learning, appreciating and effectively interacting in a culture different from the student’s own. All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers using their experience and professional judgment to guide them.

What are the aims of this course?
French B is a language acquisition course designed to develop students’ intercultural understanding; enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes:
- encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures;
- develop students’ awareness of the role of language in relation to other areas of knowledge;
- develop students’ awareness of the relationship between the languages and cultures with which they are familiar;
- provide students with a basis for further study, work and leisure through the use of an additional language; and
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

What topics will I learn?

<table>
<thead>
<tr>
<th>Core</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social relationship</td>
<td>Self-identity; Personal relationships (friendship, work and family); Education system; and Celebrations.</td>
</tr>
<tr>
<td>Global Issues</td>
<td>The environment and sustainability; Racism; Prejudice and discrimination; and Migration.</td>
</tr>
<tr>
<td>Health</td>
<td>Diet and nutrition; Substance abuse; Health services; and Concepts of beauty and health.</td>
</tr>
<tr>
<td>Customs and Traditions</td>
<td>Food heritage; Fashion; The Arts; and Historical events.</td>
</tr>
<tr>
<td>Communication and media</td>
<td>Advertising; Social media; Radio and TV; and Press.</td>
</tr>
<tr>
<td>Cultural diversity</td>
<td>Language diversity; Regional cultures and languages; and Beliefs, values and norms'</td>
</tr>
</tbody>
</table>
Who is this course for?
This course is available at standard level only.
It is designed for students with little or no prior experience of Spanish. It caters for students who, through interruption to their language study in their earlier education, are unable to fulfill IB Diploma Programme (IBDP) requirements for Group 2 and those students who are interested in learning a new foreign language as part of their IBDP.

Intercultural understanding is central to the ab initio course, which is based around three interconnected areas of study: language, texts and themes.

This course provides a challenging educational experience for students aiming to attain elementary linguistic proficiency and the capacity to function effectively in a cultural context other than their own. The knowledge of an additional language provides a basis for further study, work and leisure.

What are the aims of this course?
Spanish ab initio is a language acquisition course designed to provide students with the necessary skills and intercultural understandings to enable them to communicate successfully in a Spanish-speaking environment, within a defined range of everyday situations.

At a more universal level, learning a language develops students’ understanding and appreciation of other cultures. It raises awareness of global issues and awareness of their own responsibility at a global and local level. It increases student awareness of the role of language in relation to other areas of knowledge and creates opportunities for enjoyment, creativity and intellectual stimulation.

What topics will I learn?
The ab initio course is organized into 3 themes and 20 subtopics:

<table>
<thead>
<tr>
<th>Individual and Society</th>
<th>Leisure and Work</th>
<th>Urban and Rural Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>daily routines</td>
<td>employment</td>
<td>environmental concerns</td>
</tr>
<tr>
<td>education</td>
<td>entertainment</td>
<td>global issues</td>
</tr>
<tr>
<td>food and drink</td>
<td>holidays</td>
<td>neighbourhood</td>
</tr>
<tr>
<td>personal details, appearance, character</td>
<td>media</td>
<td>physical geography</td>
</tr>
<tr>
<td>physical health</td>
<td>sport</td>
<td>town and services</td>
</tr>
<tr>
<td>relationships</td>
<td>technology</td>
<td>weather</td>
</tr>
<tr>
<td>shopping</td>
<td>transport</td>
<td></td>
</tr>
</tbody>
</table>
GROUP 3: INDIVIDUALS AND SOCIETIES
ECONOMICS HL/SL

Who is this course for?
This course is available at standard level and high level. The Economics course encourages students to develop international perspectives, foster a concern for global issues, and raises students’ awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

What are the aims of this course?
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 social science, Economics uses scientific methodologies that include quantitative and qualitative elements. This course emphasizes the economic theories of microeconomics and macroeconomics which are then applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The ethical dimensions involved in the application of economic theories and policies permeate throughout this course as students consider and reflect on human-end goals and values.

What topics will I learn?
- Microeconomics
- Macroeconomics
- International Economics
- Development Economics

Distinction between HL and SL
SL and HL students are presented with a common syllabus with a HL extension in some topics. The HL student is required to acquire a further body of knowledge – including the ability to analyse, synthesize and evaluate that knowledge – and to develop quantitative skills in order to explain and analyse the economic relationships. These quantitative skills are specifically assessed at HL in Paper 3.

Assessment
Internal Assessment HL/SL 20%
Portfolio of three commentaries, 750 words each. Marked by the teacher. Moderated by the IB.

External Assessment HL 80%
Exam Paper 1 HL (90 minutes) (30%)
50 marks, extended response paper
Exam Paper 2 HL (90 minutes) (30%)
40 marks, data response questions.
Exam Paper 3 HL (60 minutes) (20%)
50 marks, HL Extension paper.

Exam Paper 1 SL (90 minutes) (40%)
50 marks, extended response paper
Exam Paper 2 SL (90 minutes) (40%)
40 marks, data response questions.

HISTORY SL

Nature of the subject
Students at standard level (SL) and higher level (HL) are presented with a History syllabus that has a common core consisting of prescribed subjects and topics in world history. This course, available at standard level, is a dynamic, contested and evidence-based discipline. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation, and significance. History SL is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of History, including the understanding of political, economic, social and cultural perspectives. The course emphasizes developing historical skills in critical thinking, interpretation and analysis. The specific skills and knowledge required are developed throughout the period of study.

What are the aims of this course?
- To develop an understanding of the past
- To engage with multiple perspectives and appreciate the complex nature of historical concepts
- To promote international-mindedness
- To develop historical consciousness
- To develop key historical skills, including engaging effectively with sources
- To increase an understanding of self and of contemporary society by encouraging reflection on the past.

What topics will I learn?
- Prescribed subject: The Move to Global War
  ▶ Case study 1: Japanese expansion in East Asia (1931–1941)
  ▶ Case study 2: German and Italian expansion (1933–1940)
- Two world history topics:
  ▶ Authoritarian states (20th century)
  ▶ The Cold War: Superpower tensions and rivalries (20th Century)
  ▶ Historical Investigation

Assessment
Internal Assessment 25%
Historical Investigation
Topic of choice. 20 hours of class time. Assessed by the teacher. Moderated by the IB. 25 marks.

External Assessment 75%
Exam Paper 1 (60 minutes) (30%)
24 marks, Source-based paper based upon prescribed subject. Answer four structured questions
Exam Paper 2 (90 minutes) (45%)
30 marks, essay paper. Answer two essay questions on two different topics from the world history topics.
HISTORY HL

Nature of the subject
Students at standard level (SL) and higher level (HL) are presented with a History syllabus that has a common core consisting of prescribed subjects and topics in world history. In addition, students at HL are also required to undertake an in-depth study of three sections from one of the HL regional options. This course, available at higher level, is a dynamic, contested and evidence-based discipline. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation, and significance.

History SL is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of History, including the understanding of political, economic, social and cultural perspectives. The course emphasizes developing historical skills in critical thinking, interpretation and analysis. The specific skills and knowledge required are developed throughout the period of study.

What are the aims of this course?
• To develop an understanding of the past
• To engage with multiple perspectives and appreciate the complex nature of historical concepts
• To promote international-mindedness
• To develop historical consciousness
• To develop key historical skills, including engaging effectively with sources
• To increase an understanding of self and of contemporary society by encouraging reflection on the past.

What topics will I learn?
• Prescribed subject: The Move to Global War
  ▶ Case study 1: Japanese expansion in East Asia (1931–1941)
  ▶ Case study 2: German and Italian expansion (1933–1940)
• Two world history topics:
  ▶ Authoritarian states (20th century)
  ▶ The Cold War: Superpower tensions and rivalries
• Regional Option: History of the Americas
  ▶ The Great Depression (Mid 1920s–1939)
  ▶ Political developments in Latin Americas (1945–1980)
  ▶ The Cold War and the Americas (1945–1981)
• Historical Investigation

Assessment
Internal Assessment 20%
Historical Investigation
Topic of choice. 20 hours of class time. Assessed by the teacher. Moderated by the IB. 25 marks.

External Assessment HL 80%
Exam Paper 1 HL (60 minutes) (20%)
24 marks, source-based paper based upon prescribed subject. Answer four structured questions
Exam Paper 2 HL (90 minutes) (25%)
30 marks, essay paper. Answer two essay questions on two different topics from the world history topics.
Exam Paper 3 HL (150 minutes) (35%)
45 marks. Answer three essay questions based on chosen regional study.

GROUP 3: INDIVIDUALS AND SOCIETIES

Who is this course for?
This course is available at both standard and higher level. The students most likely to select this course are those whose have an interest in wanting to know more about the how and why of human behaviour.

Psychology places emphasis on the interaction between the biological, cognitive and sociocultural factors that influence human behaviour. No prior study of psychology is expected and the skills needed for the course are developed throughout the subject. As this course has its roots in both the natural and social sciences, the applications of psychology are far reaching and provide a unique approach to understanding modern society.

What are the aims of this course?
Psychology takes a holistic approach to content with the aim of fostering intercultural understanding and respect. Lessons will inquire, apply and analyse the three core components of psychology; cognitive, biological and sociocultural. In the core of the psychology course, the biological level demonstrates what all humans share, whereas the cognitive and sociocultural level of analysis reveals the immense diversity of influences that produce human behaviour and mental processes.

What topics will I learn?
• Core psychology levels of analysis:
  Cognitive  Biological  Sociocultural
• One of the following options for SL and two for HL
  - Abnormal psychology
  - Developmental psychology
  - Health psychology
  - Psychology of human relationships
  - Sport psychology

Distinction between HL and SL
SL and HL students are presented with a common syllabus with a HL extension in some topics.

The HL student is required to acquire a further body of knowledge – including the ability to analyse, synthesise and evaluate that knowledge – and to develop quantitative skills in order to explain and analyse the economic relationships. These quantitative skills are specifically assessed at HL in Paper 3.

Assessment
Internal Assessment
Experimental Report
Topic of choice.
30 hours of class time for SL (25%)
40 hours of class time for HL (20%)
Marked by the teacher
Moderated by the IB.

External Assessment HL 80%
Exam Paper 1 SL (50%) HL (35%)
120 minutes, 46 marks. 3 short-answer questions. 1 essay question.
Exam Paper 2
SL (25%): 60 minutes, 22 marks, 1 essay question.
HL (25%): 120 minutes, 44 marks, 1 essay question.
Exam Paper 3 HL only(20%)
60 minutes, 30 marks, 3 extended response questions.
Who is this course for?
Biologists investigate the living world at all levels using many different approaches and techniques. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. This diversity makes biology both an endless source of fascination and a considerable challenge.

Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function.

Many areas of research in biology are extremely challenging and many discoveries remain to be made. Scientific progress in this discipline is sorely needed at a time when the growing human population is placing ever greater pressure on food supplies and on the habitats of other species, and is threatening the very planet we occupy.

What are the aims of this course?
The assessment objectives for Biology reflect those parts of the aims that will be formally assessed either internally or externally. These assessments will centre upon the nature of science.

The assessment objectives are:
- Demonstrate an understanding of:
  - facts, concepts and terminology;
  - methodologies and techniques; and
  - communicating scientific information.
- Apply:
  - facts, concepts, and terminology;
  - methodologies and techniques; and
  - methods of communicating scientific information.
- Formulate, analyse and evaluate:
  - hypotheses, research questions and predictions;
  - methodologies and techniques;
  - primary and secondary data; and
  - scientific explanations.
- Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

The SL Biology course is designed to:
- provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students;
- provide a body of knowledge, methods and techniques that characterize science and technology;
- enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology;
- develop an ability to analyse, evaluate and synthesize scientific information;
- develop experimental and investigative scientific skills;
- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities;
- develop and apply the students’ information and communication technology skills in the study of science;
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology;
- develop an appreciation of the possibilities and limitations associated with science and scientists; and
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

What topics will I learn?
Six Core Theory Topics (95 hours)
- Cell biology
- Molecular Biology
- Genetics
- Ecology
- Evolutions and biodiversity
- Human physiology

Option topic (SL and HL) one only (15 hours)
- Neurobiology and behavior
- Biotechnology and bioinformatics
- Ecology and conservation
- Human physiology

Practical Work (40 hours)
Practical activities (20 hours)
Individual Investigation (10 hours)
Group 4 Project (10 hours)

Assessment
Internal Assessment 20%
Individual Investigation
Topic of choice.
10 hours of class time.
Marked by the teacher using Internal Assessment Criteria Moderated by the IB.

External Assessment HL 80%
Exam Paper 1 (45 minutes) (20%)
30 marks, 30 multiple choice questions on core material (15 common to HL). Graphics calculator not permitted.

Exam Paper 2 (75 minutes) (40%)
50 marks, data based questions. Short answer and (one out of two) extended response questions on core material. Graphics calculator permitted.

Exam Paper 3 (60 minutes) (20%)
35 marks.
Section A: Two to three short answer questions on experimental skills and techniques, analysis and evaluation, linked to core material. Graphics calculator permitted.

Section B: Short answer and extended response questions from one option. Graphics calculator permitted.
Who is this course for?

Biologists investigate the living world at all levels using many different approaches and techniques. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. This diversity makes biology both an endless source of fascination and a considerable challenge.

Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function.

Many areas of research in biology are extremely challenging and many discoveries remain to be made. Scientific progress in this discipline is sorely needed at a time when the growing human population is placing ever greater pressure on food supplies and on the habitats of other species, and is threatening the very planet we occupy.

What are the aims of this course?

The assessment objectives for Biology reflect those parts of the aims that will be formally assessed either internally or externally. These assessments will centre upon the nature of science.

The assessment objectives are:

- Demonstrate an understanding of:
  - facts, concepts and terminology;
  - methodologies and techniques; and
  - communicating scientific information.

- Apply:
  - facts, concepts, and terminology;
  - methodologies and techniques; and
  - methods of communicating scientific information.

- Formulate, analyse and evaluate:
  - hypotheses, research questions and predictions;
  - methodologies and techniques;
  - primary and secondary data; and
  - scientific explanations.

- Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

The SL Biology course is designed to:

- provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students;
- provide a body of knowledge, methods and techniques that characterize science and technology;
- enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology;
- develop an ability to analyse, evaluate and synthesize scientific information;
- develop experimental and investigative scientific skills;
- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities;
- develop and apply the students’ information and communication technology skills in the study of science;
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology;
- develop an appreciation of the possibilities and limitations associated with science and scientists; and
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

What topics will I learn?

Six Core Theory Topics (95 hours)

- Cell biology
- Molecular Biology
- Genetics
- Ecology
- Evolutions and biodiversity
- Human physiology

Additional higher level (AHL) (60 hours)

- Nucleic acids
- Metabolism, cell respiration and photosynthesis
- Plant biology
- Genetics and evolution
- Animal physiology

Option topic – one only (25 hours)

A. Neurobiology and behavior
B. Biotechnology and bioinformatics
C. Ecology and conservation
D. Human physiology

Practical Work (60 hours)

Practical activities (40 hours)
Individual Investigation (10 hours)
Group 4 Project (10 hours)

Assessment

Internal Assessment 20%

Individual Investigation

Topic of choice.
10 hours of class time.
Marked by the teacher using Internal Assessment Criteria
Moderated by the IB.

External Assessment 80%

Exam Paper 1 (60 minutes) (20%)
40 marks, 40 multiple choice questions on core and AHL material.
Graphics calculator not permitted.

Exam Paper 2 (135 minutes) (36%)
72 marks, data based questions. Short answer and (two out of three) extended response questions on core and AHL material.
Graphics calculator permitted.

Exam Paper 3 (75 minutes) (24%)
45 marks.
Section A: Two to three short answer questions on experimental skills and techniques, analysis and evaluation on core and AHL material. Graphics calculator permitted.

Section B: Short answer and extended response questions from one option. Graphics calculator permitted.
Who is this course for?
Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

Earth, water, air and fire are often said to be the four classical elements. They have connections with Hinduism and Buddhism. The Greek philosopher Plato was the first to call these entities elements. The study of chemistry has changed dramatically from its origins in the early days of alchemists, who had as their quest the transmutation of common metals into gold.

Although today alchemists are not regarded as being true scientists, modern chemistry has the study of alchemy as its roots. Alchemists were among the first to develop strict experimentation processes and laboratory techniques. Robert Boyle, often credited with being the father of modern chemistry, began experimenting as an alchemist.

Despite the exciting and extraordinary development of ideas throughout the history of chemistry, certain things have remained unchanged. Observations remain essential at the very core of chemistry, and this sometimes requires decisions about what to look for. The scientific processes carried out by the most eminent scientists in the past are the same ones followed by working chemists today and, crucially, are also accessible to students in schools.

For most students considering the study of a group 4 subject at HL, some previous exposure to formal science education would be necessary.

What are the aims of this course?
Students studying Chemistry:
• appreciate scientific study and creativity within a global context through stimulating and challenging opportunities;
• acquire a body of knowledge, methods and techniques that characterize science and technology;
• apply and use a body of knowledge, methods and techniques that characterize science and technology;
• develop an ability to analyse, evaluate and synthesise scientific information;
• develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities;
• develop experimental and investigative scientific skills including the use of current technologies;
• develop and apply 21st century communication skills in the study of science;
• become critically aware, as global citizens, of the ethical implications of using science and technology;
• develop an appreciation of the possibilities and limitations of science and technology; and
• develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

What topics will I learn?
Core (95 hours)
1. Stoichiometric relationships
2. Atomic structure
3. Periodicity
4. Chemical bonding and structure
5. Energetics/thermochemistry
6. Chemical kinetics
7. Equilibrium
8. Acids and bases
9. Redox processes
10. Organic chemistry
11. Measurement and data processing

Option – one only (15 hours)
A. Materials
B. Biochemistry
C. Energy
D. Medicinal chemistry

Practical Scheme of Work (40 hours)
• Practical activities (20 hours)
• Individual investigation (internal assessment—IA) (10 hours)
• Group 4 project (10 hours)

Assessment
Internal Assessment 20%
Individual Investigation
Topic of choice, 10 hours of class time. Covers objectives 1, 2, 3 and 4. Marked by the teacher. Moderated by the IB.

External Assessment 80%
Exam Paper 1 (45 minutes) (20%)
30 marks, 30 multiple choice questions. Periodic table is provided. Calculator not permitted.

Exam Paper 2 HL (75 minutes) (40%)
50 marks, short-answer and extended-response questions on core material. Chemistry Data booklet provided. Calculator permitted.

Exam Paper 3 (60 minutes) (20%)
35 marks. Chemistry Data booklet provided. Graphics calculator allowed.

Section A: One data-based question and several short-answer questions on experimental work.

Section B: Short-answer and extended-response questions from one option.

All exams cover objectives 1, 2 and 3.
What topics will I learn?
Core (95 hours)
1. Stoichiometric relationships
2. Atomic structure
3. Periodicity
4. Chemical bonding and structure
5. Energetics/thermochemistry
6. Chemical kinetics
7. Equilibrium
8. Acids and bases
9. Redox processes
10. Organic chemistry
11. Measurement and data processing
Additional higher level (AHL) (60 hours)
12. Atomic structure
13. The periodic table—the transition metals
14. Chemical bonding and structure
15. Energetics/thermochemistry
16. Chemical kinetics
17. Equilibrium
18. Acids and bases
19. Redox processes
20. Organic chemistry
21. Measurement and analysis
Option – one only (25 hours)
A. Materials
B. Biochemistry
C. Energy
D. Medicinal chemistry
Practical Scheme of Work (60 hours)
• Practical activities (40 hours)
• Individual investigation (internal assessment—IA) (10 hours)
• Group 4 project (10 hours)
Assessment
Internal Assessment 20%
Individual Investigation
Topic of choice, 10 hours of class time.
Covers objectives 1, 2, 3 and 4.
Marked by the teacher.
Moderated by the IB.
External Assessment HL 80%
Exam Paper 1 (60 minutes) (20%)
40 marks, 40 multiple choice questions on core and AHL, about 15 of which are common with SL. Periodic table is provided.
Calculator not permitted.
Exam Paper 2 HL (135 minutes) (36%)
95 marks, short-answer and extended-response questions on the core and AHL material. Chemistry Data booklet provided.
Calculator permitted.
Exam Paper 3 (75 minutes) (24%)
45 marks. This paper will have questions on core, AHL and option material. Chemistry Data booklet provided. Graphics calculator allowed.
Section A: One data-based question and several short-answer questions on experimental work.
Section B: Short-answer and extended-response questions from one option.
All exams cover objectives 1, 2 and 3.
GROUP 4: SCIENCES
PHYSICS SL

Who is this course for?

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies. Classical physics, built upon the great pillars of Newtonian mechanics, electromagnetism and thermodynamics, went a long way in deepening our understanding of the universe.

However, experimental discoveries dating from the end of the 19th century eventually led to the demise of the classical picture of the universe as being knowable and predictable. More recently, developments in chaos theory, have led to a fundamental rethinking in thermodynamics.

Observations remain essential to the very core of physics, and models are developed to try to understand observations. Physics is therefore, above all, a human activity, and students need to be aware of the context of dynamic change in which physicists work.

The assessment objectives for physics reflect those parts of the aims that will be formally assessed either internally or externally. These assessments will centre upon the nature of science. The assessment objectives are:

- Demonstrate an understanding of:
  - facts, concepts and terminology;
  - methodologies and techniques; and
  - communicating scientific information.

- Apply:
  - facts, concepts and terminology;
  - methodologies and techniques; and
  - methods of communicating scientific information.

- Formulate, analyse and evaluate:
  - hypotheses, research questions and predictions;
  - methodologies and techniques;
  - primary and secondary data; and
  - scientific explanations.

- Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

What are the aims of this course?

The SL Physics course is designed to:

- provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students;
- provide a body of knowledge, methods and techniques that characterize science and technology;
- enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology;
- develop an ability to analyse, evaluate and synthesize scientific information;
- develop experimental and investigative scientific skills;
- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities;
- develop and apply the students’ information and communication technology skills in the study of science;
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology;
- develop an appreciation of the possibilities and limitations associated with science and scientists; and
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

What topics will I learn?

Eight Core Theory Topics (95 hours)

- Measurement and uncertainties
- Mechanics
- Thermal physics
- Waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production

Option topic (SL and HL) one only – (15 hours)

- Relativity
- Engineering Physics
- Imaging
- Astrophysics

Practical Work (40 hours)

Practical activities (20 hours)

Individual Investigation (10 hours)

Group 4 Project (10 hours)

Assessment

Internal Assessment 20%

Individual Investigation

Topic of choice, 10 hours of class time.

Marked by the teacher using Internal Assessment Criteria.

Moderated by the IB.

External Assessment 80%

Exam Paper 1 (45 minutes) (20%)

30 marks, 30 multiple choice questions on core material (15 questions common to HL). Graphics calculator not permitted.

Exam Paper 2 (75 minutes) (40%)

50 marks, data based question. Short answer and (one out of two) extended response questions on core material. Graphics calculator permitted.

Exam Paper 3 (60 minutes) (20%)

35 marks.

Section A: Two to three short answer questions on experimental skills and techniques, analysis and evaluation, linked to core material. Graphics calculator permitted.

Section B: Short answer and extended response questions from one option. Graphics calculator permitted.
Who is this course for?

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies.

Classical physics, built upon the great pillars of Newtonian mechanics, electromagnetism and thermodynamics, went a long way in deepening our understanding of the universe. However, experimental discoveries dating from the end of the 19th century eventually led to the demise of the classical picture of the universe as being knowable and predictable.

More recently, developments in chaos theory, have led to a fundamental rethinking in thermodynamics. Observations remain essential to the very core of physics, and models are developed to try to understand observations.

Physics is, therefore, above all, a human activity, and students need to be aware of the context of dynamic change in which physicists work.

The assessment objectives for physics reflect those parts of the aims that will be formally assessed either internally or externally. These assessments will centre upon the nature of science.

The following assessment objectives are:

• Demonstrate an understanding of:
  – facts, concepts and terminology;
  – methodologies and techniques; and
  – communicating scientific information.

• Apply:
  – facts, concepts and terminology;
  – methodologies and techniques; and
  – methods of communicating scientific information.

• Formulate, analyse and evaluate:
  – hypotheses, research questions and predictions;
  – methodologies and techniques;
  – primary and secondary data; and
  – scientific explanations.

• Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

For most students considering a study of a Group 4 subject at HL, some previous exposure to formal science education is necessary.

What are the aims of this course?

The HL Physics course is designed to:

• provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students;
• provide a body of knowledge, methods and techniques that characterize science and technology;
• enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology;
• develop an ability to analyse, evaluate and synthesize scientific information;
• develop experimental and investigative scientific skills;
• engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities;
• develop and apply the students’ information and communication technology skills in the study of science;
• raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology;
• develop an appreciation of the possibilities and limitations associated with science and scientists; and
• encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

What topics will I learn?

Eight Core Theory Topics (95 hours)
• Measurement and uncertainties
• Mechanics
• Thermal physics
• Waves
• Electricity and magnetism
• Circular motion and gravitation
• Atomic, nuclear and particle physics
• Energy production

Additional higher level (AHL) (60 hours)
• Wave phenomena
• Fields
• Electromagnetic induction
• Quantum and nuclear physics

Option topic (SL and HL) one only – (15 hours)
• Relativity
• Engineering Physics
• Imaging
• Astrophysics

Practical Work (60 hours)
Practical activities (40 hours)
Individual Investigation (10 hours)
Group 4 Project (10 hours)

Assessment

Internal Assessment 20%
Individual Investigation
Topic of choice, 10 hours of class time.
Marked by the teacher using Internal Assessment Criteria.
Moderated by the IB.

External Assessment 80%

Exam Paper 1 (60 minutes) (20%)
40 marks, 40 multiple choice questions on core and AHL material.
Graphics calculator not permitted.

Exam Paper 2 (135 minutes) (36%)
72 marks, data based question. Short answer and (two out of three) extended response questions on core and AHL material. Graphics calculator permitted.

Exam Paper 3 (75 minutes) (24%)
45 marks.

Section A: Two to three short answer questions on experimental skills and techniques, analysis and evaluation on core and AHL material. Graphics calculator permitted.

Section B: Short answer and extended response questions from one option. Graphics calculator permitted.
**GROUP 5: MATHEMATICS**

**MATHEMATICS SL**

Who is this course for?
Initially at Seymour, this course will be offered at standard level only. Mathematics SL caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will expect to include mathematics as a component of their university studies, either as a subject in its own right, or within courses such as physics, engineering or other subjects with a substantial mathematical component.

What are the aims of this course?
Important mathematical concepts and techniques are developed in a comprehensible and coherent way, which is nevertheless accessible. An emphasis is made in applying acquired mathematical knowledge to realistic problems set in appropriate contexts. Upon completion of the Mathematics SL course, students will be able to recall, select and use mathematical knowledge and skills in a variety of familiar and unfamiliar contexts to solve a variety of real and abstract problems. They will be able to model real world situations both with and without technology and reach appropriate conclusions and solutions.

What topics will I learn?
- Algebra
- Functions and Equations
- Circular functions and trigonometry
- Vectors
- Statistics and Probability
- Calculus

Assessment

**Internal Assessment 20%**
Topic of choice, 10 hours of class time.
Marked by the teacher.
Moderated by the IB.

**External Assessment 80%**

Exam Paper 1 (90 minutes) (40%)
Short and extended response questions. Calculator not permitted.

Exam Paper 2 (90 minutes) (40%)
Short and extended response questions. Calculator required.
Both exams cover whole course. Formula booklet provided.

**GROUP 6: THE ARTS**

**FILM SL/HL**

Who is this course for?
Film is a Group 6 subject and is offered to those students who wish to engage in a study of The Arts. The IBDP film course aims to develop student skills so that they become adept in both interpreting and making film texts.
Through the study and analysis of film texts and exercises in filmmaking, the course explores film history, theory and socio-economic background. Students also develop the professional and technical skills needed to express themselves creatively in film.

What are the aims of this course?
In addition to the above:
- An appreciation and understanding of film as a complex art form
- An ability to formulate stories and ideas in film terms
- The practical and technical skills of production
- Critical evaluation of film productions by the student and by others
- A knowledge of film making traditions in more than one country

Course organisation
Part 1: Textual Analysis
Part 2: Film theory and history
Part 3: Creative process- techniques and organization of production

Assessment

**Internal Assessment 50%**
Internal assessment is an integral part of the course of study in film at both HL and SL.
The requirements for the production portfolio are:
- Production portfolio
- One completed film project with an associated trailer and written documentation encompassing and connecting both

**External Assessment 50%**
External assessment is worth 50% of the final mark at both HL and SL. The requirements for external assessment are:
- Independent study rationale, script and list of sources for a short documentary production of 12-15 pages on an aspect of film theory and/ or film history based on a study of a minimum of 4 films. (25%)
- Oral presentation of a detailed critical analysis of a continuous extract from a prescribed film. (25%)
Seymour inspires within each student a passion for life-long learning, a celebration of community and a quest for personal excellence.