Senior School Curriculum Information

IB DIPLOMA + SACE
YEARS 10 11 12
Welcome to the Senior School (Years 10 -12)

Whether studying the IB Diploma program or the SACE, all students at Walford are enthusiastic about learning. There is a strong sense of engagement and a genuine desire to learn. Highly qualified teachers who are passionate about their subjects, work closely with the girls in an atmosphere of collaboration and respect. This culture fosters exemplary results.

Life in the Senior School, however, is not only about study. Finding balance is critical. A broad cocurricular program, including a vast array of sporting and musical activities, enables students to flourish. Leadership opportunities abound, including the highly respected peer support program.

Walford cares about the well-being of all of its students. A carefully constructed pastoral care program caters to the changing needs of students as they progress through these final years. In Year 10 the focus is on resilience – social, academic and emotional. Central to this is an outdoor adventure program offering students a choice of three expeditions, including a camel trek in the Flinders Ranges.

In Years 10-12 much work is done preparing students for life beyond school, with careful subject counselling, discussion of career paths and visits to tertiary institutions. Our transition to university program is highly valued by Year 12 students.

Walford aims to give all students a life-long love of learning, a high sense of self-worth and a desire to make a difference as responsible global citizens.

Senior School Curriculum Information Booklet

Choosing subjects for the Senior School is an important decision for each girl. This booklet provides important information about the curriculum structure of the IB and SACE, the requirements necessary to gain these certificates and the requirements for University entry.

The subjects offered by Walford for the IB Diploma and Stages 1 and 2 of SACE are described in this book in terms of their learning requirements, content and assessment. The information is updated regularly, however, final subject options should be discussed and confirmed with the Director of Learning and Teaching at the time of subject selection. Although it is intended that all subjects described in this booklet will be offered each year, there may be a subject (or subjects) which is not offered because of the small number of students choosing it. In the event of too few students choosing one of the subjects listed, it may be possible for that subject to be studied offline.

When choosing subjects each student should consider:

• the subjects they like.
• the subjects they are best at.
• the subjects they need for future study and employment.
• the subjects or combinations that are compulsory for SACE or for the IB Diploma.

Year 10 students will have completed the Personal Learning Plan which incorporates a comprehensive program of subject counselling through analysis of current and desired capabilities. For further help with subject choices please do not hesitate to contact your daughter's teachers, the Director of Learning and Teaching or the Head of Senior School.
International Baccalaureate Diploma (http://www.ibo.org)

The IB Diploma provides our students with broader post-school options, preparing them for global education and work opportunities.

Walford has offered the International Baccalaureate (IB) Diploma program since 2004, the first South Australian Girls’ School to do so. The IB Diploma provides our students with broader post-school options, preparing them for global education and work opportunities.

The IB program is a comprehensive, highly respected, two-year international curriculum generally completed in Years 11 and 12. It aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. It encourages students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

International Qualification: The program has earned a reputation for rigorous assessment, providing IB Diploma holders with access to the world’s leading universities.

Building Values and Opportunity: The IB Program aims to provide students with the values and opportunities that will enable them to develop sound judgement, make wise choices, and respect others in the global community. The IB Diploma Program equips students with the skills and attitudes necessary for success in higher education and employment.

Assessment: The Diploma Program’s grading system is criterion referenced; each student’s performance is measured against well-defined levels of achievement consistent from one examination session to the next. Grades reflect attainment of knowledge and skills relative to set standards that are applied equally to all schools. Top grades are not, for example, awarded to a certain percentage of students. Walford students have consistently achieved high grades in the IB Diploma, since it was introduced at Walford. Classroom teachers and IB examiners work in partnership to ensure that students have ample opportunity to demonstrate what they have learned. Responsibility for all academic judgments about the quality of candidates’ work rests with some 3200 IB examiners worldwide, led by chief examiners with international authority in their fields. Nearly 30,000 students annually are assessed by the IBO.

The IB Diploma Program:

Students complete six subjects, plus three important additions.

- Theory of Knowledge: This subject challenges students to question the bases of knowledge, to be aware of subjective and ideological biases and to develop the ability to analyse evidence. It is a key element in encouraging students to appreciate other cultural perspectives.

- Creativity, Action, Service: Students are encouraged to share their energy and special talents with others, and through these activities, develop greater awareness of themselves and concern for others and the ability to work cooperatively with other people. It supports the IBO’s goal to educate the whole person, to help students become responsible, compassionate citizens.

- Extended Essay (4000 words): Each student has the opportunity to investigate a topic of special interest. This familiarises students with the type of independent research and writing skills expected by universities. The IBO recommends that a student devote a total of about 40 hours of private student and writing time to the essay.

Academic Subjects:

IB Diploma candidates must select one subject from Groups 1 to 6 (Group 6 is optional). Walford offers the following subject in each group:

Group 1 (Studies in Language and Literature – the student’s first language): English

Group 2 (Language Acquisition – second language): Chinese, French, German, Spanish ab initio

Group 3 (Individuals and Societies): History, Geography, Psychology (SL)

Group 4 (Environmental Sciences): Biology, Chemistry, Physics

Group 5 (Mathematics): Mathematics

Group 6 (Art and Electives): Music, Visual Arts. Student may select subjects from other groups instead of a Group 6 subject.

Further information can be accessed at http://www.ibo.org/programmes/diploma-programme/
The South Australian Certificate of Education (SACE) is a certificate for students in the final years of secondary school. The completion of all the requirements for the SACE is necessary for entry into tertiary study.

Students at Year 11 will generally take Stage 1 subjects, and those at Year 12 will generally take Stage 2 subjects. However, the requirements of SACE allow some variations to this, subject to school policy. This may include a combination of full year or semester IB subjects as part of a SACE pathway.

To qualify for the SACE, students completing Year 12 must attain 200 credit points by completing semester subjects worth 10 credits and full year subjects worth 20 credit points. This includes achieving a C grade or better in the following compulsory subjects:

- Personal Learning Plan (during Year 10)
- Research Project (during Year 11)
- English (during Year 11)
- Mathematics (during Year 11)

Completion of the SACE can also include the study of one IB Subject to Stage 2. This 200 points will be made up of the following compulsory elements:

- Personal Learning Plan in Year 10 (10 points)
- English/ESL at Stage 1 (20 points)
- Mathematics at Stage 1 (10 points)
- Research Project at Stage 1 or 2 (10 points)
- Completion of subjects and courses at Stage 2 (80 points)
- Completion of an additional range of subjects and/or courses at Stage 1 or 2 (70 points)

**Capabilities, Skills and Knowledge:** At the core of the SACE is a focus on the following essential skills and knowledge (capabilities). These are:

- Literacy
- Numeracy
- Information and communication technology
- Critical and creative thinking
- Personal and social
- Ethical understanding
- Intercultural awareness

**SACE Assessment:**

*Stage One*
- Stage 1 of the SACE will be assessed by teachers using an A to E scale.

*Stage Two*
- Stage 2 of the SACE will be assessed on the basis of 30% external (outside the school) assessment and 70% moderated teacher assessment for all subjects
- An A+ to E- scale will be used to report student results
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Mission and Values

Our Mission
To empower young women to participate with confidence, courage and compassion in our global world through an inspired education.

Our Vision
A globally pre-eminent school for girls in which learning flourishes.

Our Guiding Values and Beliefs (reflective of our Christian philosophy)
- Faith, joy and appreciation of life and learning.
- Respect and inclusion of all manner of diversity.
- Courage and integrity to be one’s self and to make a difference.
- Love, care and compassion for ourselves, others and the environment.
- Responsibility and justice for one’s conduct and endeavour, and for each other.

We Aspire
- For each student to achieve her personal best and to realise her potential.
- For the highest standards of academic performance and excellence in education.
- For strong relationships and partnerships with our students and our community.
- To be a pre-eminent school of choice for students locally and farther afield.
- To be informed and caring contributors to our local and global society.
- To foster and grow creativity and innovation.
- For long term security and sustainability.
- For a reputable and recognised brand.

We Promote these Values by
- Providing a safe, caring and supportive family environment.
- Providing a broad curriculum with a variety of challenging and enjoyable learning experiences seen to have purpose and relevance appropriate to each student’s level of development.
- Fostering in all members of our community optimism, courtesy, tolerance and generosity to others.
- Promoting and developing Christian values, confidence and self-discipline.
- Demonstrating a high degree of competence and strong ethical standards in all we do.
- Presenting a positive, coherent school image derived from a clear understanding of our responsibilities and purpose.
Curriculum Principles

Walford is committed to providing a Christian and liberal education.

The Curriculum

All parts of the curriculum are valued.
Students are not grouped by ability within subjects.
Opportunities exist for engagement in critical, creative and ethical thinking and problem solving.
The curriculum and timetable encourage a freedom of choice within IB or SACE requirements, taking into account the abilities, interests and future plans of individual students.
Assessment techniques in every subject cover a wide range and the criteria used in assessment are explained to students.
Both summative and formative assessment is used. Grades are given to indicate the standard achieved in each subject according to the SACE or IB requirements.
A flexible timetable of summative tasks is given to students.
Career counselling forms an important aspect of Years 11 and 12 activities, including opportunities for work experience. This allows students to discuss of their particular skills and abilities as they relate to future courses and careers.

The Formal Curriculum

There is wide flexibility of subject choice within IB or SACE requirements, taking into account the resources of the school and other cooperating institutions.
Religious Education is part of the formal curriculum in Years 10 and 11 as well as being clearly part of the informal curriculum.
The use and appreciation of information and communication technologies is part of all students’ experience.
The range of subjects offered includes different assessment modes to our students different learning styles.
Vocational Education and Training (VET) opportunities are available. VET subjects operate as stand-alone courses managed by outside providers.

The Curriculum in Practice

In the classroom, the curriculum should be seen to be of value to students. It should inspire learning, teaching and be innovative, challenging and internationally aware and one which reflects a twenty first century approach.
All subjects allow for multiple means of reaching identified outcomes and for independent, cooperative and interactive learning styles.
Opportunities exist in many areas for developing social skills. The particular learning styles of girls are recognised and used in classroom practice.
Positive relationships between students and teachers are a valuable part of the learning process. Individual counselling is given to students to help them choose their subjects in the Senior School.

Co-Curricular Activities

Co-curricular activities are an integral part of Walford’s educational experience and we encourage all students to participate in our extensive range of activities. Students are free to choose from a diverse range of co-curricular programs, activities and experiences Co-curricular activities generally take place outside of the regular scheduled school day and always under the guidance or supervision of qualified adults. Activities may be school based and/or conducted off campus.
The following co-curricular activities are available for Walford students. Girls enjoy selecting from this diverse range and are frequently involved in several activities.

Sports:

<table>
<thead>
<tr>
<th>AFL</th>
<th>Gymnastics</th>
<th>Soccer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>Hockey/Minkey</td>
<td>Softball/T-Ball</td>
</tr>
<tr>
<td>Badminton</td>
<td>Lacrosse</td>
<td>Swimming</td>
</tr>
<tr>
<td>Basketball</td>
<td>Netball/Netta</td>
<td>Tennis</td>
</tr>
<tr>
<td>Cricket</td>
<td>Rowing</td>
<td>Triathlon</td>
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<tr>
<td>Cross Country Running</td>
<td>Sailing</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Equestrian</td>
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<td>Water Polo</td>
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</tbody>
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Pedal Prix
Music:
Concert Band (Senior and Intermediate)  Flute Ensemble (Senior and Intermediate)
Stage Band (Senior and Intermediate)  Bell Choir (Senior and Intermediate)
Senior Orchestra  Percussion Ensemble (Senior and Intermediate)
String Orchestra (Senior, Intermediate and Junior)

Choirs:
ChanterElle  Intermediate Choir
Chamber Choir  Concert Choir
Senior Choir
Middle School Choir

Problem Solving:
Tournament of Minds  Debating
Chess

Other Activities:
Art Club  Shakespeare Youth Festival
ECHO Conservation Group  Global Girls
Duke of Edinburgh  International Club
Science Club
Coding Club

Vocational Education and Training Courses (VET)

Students undertake Vocational Education and Training courses in order to gain a nationally recognised qualification, or part of one, that can be used to gain employment in an industry. Students can also gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET. Taking a VET pathway through SACE allows a student to gain credit for an industry qualification and for the SACE at the same time.

These recognition arrangements help students to build coherent pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

Students can gain SACE credits for the successful completion of VET qualifications or units of competency that make up a qualification. A student will earn 10 SACE credits for the successful completion of 70 nominal hours of VET, up to the maximum number of credits allocated to each qualification. A student will earn 5 SACE credits for the successful completion of 35 nominal hours of VET.

All VET qualifications or units of competency that are listed on the National Training Information Service (NTIS) website can contribute to a student’s completion of the SACE. The SACE Board assigns to each of these qualifications a SACE level (Stage 1 and/or Stage 2) at which SACE credits will be earning for SACE purposes.

The SACE Board recognises VET courses that are:
- listed on the VET network website (vetnetwork.org.au) website
- delivered and assessed by, or under the auspices of, a registered training organisation (RTO)
- certified on a transcript, statement of attainment, or qualification issued by an RTO.
Assessment

Assessment and Reporting Policy
The assessment of student achievement is a significant component in the planning of curriculum delivery at Walford. We recognise that what is assessed and how it is assessed and reported on, provides the strongest possible message about what is important and what is valued by the school in learning and teaching.

Assessment Principles
At Walford, the following principles are applied:

- Assessment is carried out in order to assist with the students’ learning and academic development, to provide information to relevant parties about the progress and achievement of individuals and to assist in the evaluation of teaching programs.
- Assessment is carried out in a variety of styles (formal/informal, written/oral, individual/group, etc.) in accordance with the specified aims of the specific course.
- Assessment is curriculum led and integrated into the delivery of the curriculum.
- Assessment is efficient and manageable.
- Assessment tasks will have clear specifications. Due dates must be set. Work not handed in by the due date will be deemed “Not completed”.
- Assessment tasks will be clearly linked to specific objectives within the subject criteria and students will have a clear understanding of which criteria are being assessed and when.

Assessment in Practice
Formal assessment throughout the School is criterion-referenced and a clear distinction is made between summative and formative tasks. The distinction between the two types of assessment is conveyed clearly to students in the Senior School, as are the criteria to be used in the assessment.

In the Senior School, in Year 10, the final year of the Middle Years Program, the International Baccalaureate grade scale is used. In Year 11 and 12 student academic achievement reports use either the International Baccalaureate Diploma grade scale (“7” is used for the highest level of performance and “1” for the lowest level of performance) or the South Australian Certificate of Education (SACE) grade scale, that is A to E (Year 11) and A+ to E- in Year 12.

Reporting
The progress of individual students is reported to parents several times a year. Formal written reports for all year levels are uploaded to the parent portal at the end of each semester.

When students leave the school at the end of Year 12, a Testimonial is prepared. This document provides a list of the student’s involvement in and contribution to, the life of the school and a personal reference prepared by the Year 12 House Tutor.

Reporting Timeline

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>End Term 1</td>
<td>Interim report progress grade/effort grade Years 6 - 12</td>
</tr>
<tr>
<td>Start Term 2</td>
<td>Parent Teacher interviews</td>
</tr>
<tr>
<td>End Semester 1</td>
<td>Full comprehensive reports Years 6 - 12</td>
</tr>
<tr>
<td>Week 3 Term 3</td>
<td>Year 12 interim report (includes trial exam result)</td>
</tr>
<tr>
<td>Mid Term 3</td>
<td>Year 12 Parent teacher interviews</td>
</tr>
<tr>
<td>End Term 3</td>
<td>Year 6 -11 Interim reports</td>
</tr>
<tr>
<td>Start Term 4</td>
<td>Year 6 -11 Parent Teacher Interviews</td>
</tr>
<tr>
<td>End Semester 2</td>
<td>Full comprehensive reports Year 6 -11, Year 12 Testimonials</td>
</tr>
</tbody>
</table>

Examinations
In each of Years 10, 11 and 12 there is an Examination Period which will include assessment in a range of subjects so that students have the experience of preparing a set of subjects for examination.
Definitions

**Formative assessment:** is information gained by a teacher about the current progress of student learning and is used to give feedback to the student during the learning process. It can be gained in many ways and in fact occurs informally during most classroom interactions. Much of the information and feedback interchange is oral, but some is non-verbal and some is written. The assessment information is used to inform teaching and learning activities and to recognise the positive achievements of each student.

**Summative assessment:** is meant primarily to give a status record and to provide valid and reliable reports of achievement of what has been learned by the student. This is undertaken most usually by written test or examination in closely supervised conditions, or with specific and controlled guidelines, but this will vary with the subject.

**Diagnostic Assessment:** provides opportunities to determine and/or classify learning difficulties so that appropriate learning support and guidance can be provided.

**Evaluative Assessment:** is used to compare and aggregate information about students’ achievements so that it can be used to assist in curriculum development and the evaluation of the teaching and learning process.

Homework Policy

Philosophy

Homework has an important place in an individual student’s education. The role of homework varies for different individuals, depending on the year level and the characteristics of each child.

Homework allows students to use longer periods of time and more private reflective thinking than is possible in a group situation.

Homework should have a purpose clear to the student and the teacher. It should also leave time for other activities that are also of value, such as reading, music practice, sport, special interests and family activities.

Timing of Homework

- **Year 10:** 30 minutes each (4 subjects)
- **Year 11:** Approx. 2.5 hours per subject per week
- **Year 12:** Approx. 3 hours per subject per week.

In the Senior School, it is up to each student to allocate her time throughout the week and on a weekend. Similarly, holiday homework is not set in the Middle School. Students will usually have at least a week’s notice of a major test or assignment, so that each student can plan her time for preparation within the overall pattern of other demands on her time.

Students’ Approaches to Homework

Self-organisation is central to homework. In the Senior years, self-organisation is essential for a student to manage homework effectively.

One of the main values of homework is to help a student develop skills as an independent learner. To aid this, the use of the diary is essential to record homework tasks, due dates, special events, and other personal activities which will influence homework schedules and timing.

Parents and Homework

Parents’ expectations about homework vary. In general, the School expects that parents will provide an appropriate work environment for the student as their contribution to homework. It is the responsibility of the student and the teacher to check that homework is completed satisfactorily. Parents are encouraged to comment on and correspond with the teacher regarding any problems that a student might have had in completing a task.

Purpose of Homework

- To allow time for individual thinking, writing, reading, reflection and application of learning.
- To allow individual preparation for tests, presentations, creative tasks etc.
- To allow time for consolidation of material for assignments, projects, essays etc.
- To give practice at personal time management and independent learning.
- To further develop skills which cannot be fully developed in the constraints of the school day.
Submission of Work Guidelines for Students

Senior School
Early in each semester (Years 10 and 11) or academic year (Year 12), subject teachers will distribute assessment plans. These plans indicate the topics to be studied, the summative tasks, their weighting (in the case of IB Diploma and SACE subjects) and an approximate timeline for completion. Teachers will make a clear distinction between formative and summative work.

Deadlines for Summative Tasks
Teachers will set firm deadlines/due dates for summative assignments/projects/essays. Deadlines will be realistic and take into account other existing school or subject commitments.

Students are to enter all dates into their planners.
Teachers will enter the due date on the Learner Management System (LMS). This is viewed only by staff and is used to assist teachers set or adjust due dates.

Work must be submitted by the due date.

Summative work not handed in by the due date
In IB Diploma and SACE subjects, the teacher will assign zero marks or “not completed” for the task.

Students will be required to complete the task and the teacher will informally assess the task on completion.

Marks cannot be partly discounted for lateness. In Year 10 zero marks will be recorded against the MYP criteria in that task. Parents will be contacted either by phone or email.

Overdue work must be submitted to the teacher. All work will be assessed and returned to the students, even if the marks are then disallowed. Therefore, all set work must be handed in, even if it is late.

Absent on the day when summative work is due
The task will be deemed late if the student was absent on the due date without a medical certificate or evidence of exceptional circumstances. Exceptional circumstances are significant events outside of the student’s control and include such events as car accidents and family crises.

It is not acceptable for a student to stay home for the day or part of the day to complete a summative task to meet a deadline.

Students who are absent for valid reasons (exceptional circumstances or illness) can submit their work after the due date provided appropriate supporting documentation is supplied and the teacher is contacted at the earliest convenience. If assessment in more than one subject is affected the Head of School or Director of Learning and Teaching should be contacted.

Extensions for summative tasks
Extensions must be negotiated ahead of the deadline, not on the day that the work is due, and may not be granted. Note there are some IB Diploma and SACE dates which are externally set and non-negotiable.

Valid reasons for extensions are ongoing illness or exceptional circumstances. In Years 10, 11 and 12, a medical certificate is required for extensions on the grounds of illness. Failure of any electronic device (storage or otherwise) is not a valid reason for an extension. Students are expected to take precautions to back up their work.

If the task is not handed in by the new deadline, the work is deemed late and the above sanctions apply.

Absence on the day of a test or presentation
A medical certificate is required if illness is to be accepted as a reason.
For any other extenuating or unavoidable circumstance, written evidence is to be supplied.

All missed assignments and tests must be caught up. It is the student’s responsibility to find out what she has missed and to complete the work as soon as possible.
Academic Integrity

Walford Anglican School for Girls encourages students to pursue their education with personal honesty, commitment and integrity. Academic dishonesty cannot be condoned. Examples of academic dishonesty include:

Malpractice in Assessment and Examinations

Malpractice is using or attempting to use materials, information, notes, study aids or other assistance in any type of examination or test which has not been authorised by the teacher.

- Students completing any type of summative task are prohibited from looking at another student’s materials and from using external aids of any sort (e.g. books, notes, calculators and conversation with others, text messaging) unless the teacher has indicated specifically in advance in writing that this will be allowed.
- Students may not acquire unauthorised information about a summative task and may not use any such information acquired by others.

Plagiarism

Plagiarism is intentionally or carelessly presenting work of another as one’s own. It includes submitting an assignment purporting to be the student’s original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. Students must consult with their teachers for clarification in any situation in which the need for documentation is an issue, and will have plagiarised in any situation in which their work is not properly documented.

- Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged by citation in the text or in a footnote or endnote as specified by the teacher.
- When material from another source is paraphrased or summarised in whole or in part in one’s own words, that source must be acknowledged in a footnote or endnote, or by citation in the text.
- Information gained in reading or research that is not common professional knowledge must be acknowledged in a citation in the text or in a footnote or endnote.
- This prohibition includes, but is not limited to, the use of papers, reports, projects, and other such materials prepared by someone else.

Fabrication, Forgery and Obstruction

Fabrication is the use of invented, counterfeited, altered or forged information in assignments of any type including those activities done in conjunction with academic courses that require students to be involved in out of classroom experiences. Forgery is the imitating or counterfeiting of images, documents, signatures, and the like. Obstruction is any behaviour that limits the academic opportunities of other students by improperly impeding their work or their access to education resources.

- Fabricated or forged information may not be used in any laboratory experiment, report of research, or academic exercise. Invention for artistic purposes is legitimate under circumstances explicitly authorised by a teacher.
- Students may not furnish to teachers fabricated or forged explanations of absences or of other aspects of their performance and behaviour. A medical certificate must accompany any absence for the presentation of a summative task in the Senior School.
- Students may not steal, change, or destroy another student’s work. Students may not impede the work of others by the theft, defacement, or mutilation of resources so as to deprive others of their use.

Complicity

Complicity is assisting or attempting to assist another person in any act of academic dishonesty.

- Students may not allow other students to copy from their papers during any type of test or examination.
- Students may not assist other students in acts of academic dishonesty by providing material of any kind that one may have reason to believe will be misrepresented to a teacher.
- Students may not provide substantive information about test questions or the material to be tested before a scheduled examination unless they have been specifically authorised to do so by the teacher. This does not apply to examinations that have been administered and returned to students in previous semesters.
- Breaches of the Academic Integrity Essential Agreement must result in a score of zero for the offending piece of work for all students involved. Any subsequent breach while attracting a score of zero for the work may attract sanctions as determined by any of the following staff: Director of Learning and Teaching, Head of School, Deputy Principal or Principal.
Tips for Students

- Avoid sharing with other students the details of a task done under test conditions.
- Avoid handing in work that is not entirely your own (re-wording certain parts is still plagiarism).
- Avoid copying the work of another student or allowing another student to copy your work.
- Avoid having someone else do your work for you (such as a parent or tutor).
- Avoid directly copying from a language translator device and including it into your work as though it was your writing.
- Avoid attaching your name to any group assignment to which you have contributed significantly less than other members of the group.
- Avoid submitting an assignment you have already submitted in another subject. Make sure that you fully understand a task that is set, seeking help from your teacher if you are at all unclear about the requirements.
- Be organised, avoid leaving work to the last minute.
- Keep accurate records of sources of information you’ve used.
- Acknowledge the images, ideas and writing of others using correct referencing protocols (referring to the Walford In-Text Referencing or Footnoting and Bibliography guides in classrooms and your diary).
- Ask about policies regarding collaboration and citations at the beginning of each course. Teacher expectations may differ from one another.
- Ask questions – in class, immediately after class or as soon as practicable – about course content or course procedures. If you are confused, you might ask for more clarification, different examples, or specific applications to help you understand. Other students will often have the same questions you do so your questions can enhance the overall effectiveness of the class. One of the best ways to learn is to ask questions.
- Prepare a revision sheet for the upcoming test. The process of making a revision sheet is a particularly effective method of improving your understanding of and memory for complex information.
- Refine your note-taking skills. Many students form the habit of transcribing whatever the teacher writes. To facilitate better review and study sessions, ask yourself frequent questions as you read or listen to a lesson: What is the key new idea here? How can I use this information? Can I anticipate what is coming next?
- Improve your time management, especially during the day and early evening. Procrastination more often leads to ineffective cramming and loss of sleep than to good performance under pressure. If you begin to work well before due dates and examinations, you are much more likely to learn the material, to be able to get help if you need it, to feel less stressed, to perform better, and to avoid poor decisions on very late nights. Little is learnt the night before a test. It is much more efficient to spend smaller blocks of time in the week leading up to a test. Plan Ahead!
- Make use of the help that is available to you to master course material and to be efficient in your work.
- Recognise the options you have, other than cheating, for dealing with academic pressure.
- Set priorities and adjust your expectations to reduce the pressure you put on yourself.
- Talk with one of the many people at school who may be able to offer you good suggestions: a teacher, your House Tutor, the Director of Learning and Teaching, IB DP Coordinator, SACE Coordinator or Counsellor.
- If you feel tempted to cheat or plagiarise, try to identify the underlying reasons (e.g. self-expectations, external stresses, fear of failure) and address them by talking with a friend, your parents, a teacher, your House Tutor, the Director of Learning and Teaching, School Counsellor, or someone else with whom you feel comfortable discussing the difficulties you are having. It is often a simple matter for someone else to help develop a solution provided enough time is allowed.

Consequences of Academic Dishonesty

All students suspected of intentional academic dishonesty will be approached, shown evidence and given the opportunity to explain.

In the Senior School:

- It is expected that students are familiar and well-practised in academically honest behaviour, therefore work that breaches the Walford policy, will be given a zero.
- There will be the opportunity to review the Walford Academic Honesty Policy and to clarify the criteria for appropriate academic behaviour.
- They may be given the opportunity for revision or re-submission of your work.
- Parents/caregivers will be notified by letter.
- If this behaviour persists the issue will be referred to the Head of Senior School.
- For senior students, more information is available at the SACE website.
- Students are expected to use Turnitin as part of the submission requirements for summative tasks.
The South Australian Certificate of Education (SACE) Curriculum Pattern

The SACE is a nationally and internationally recognised qualification to enable students to develop the skills and knowledge they need to succeed in further education and training or the workforce.

There are two stages of the SACE.

**Stage One (Year 11)**
- English (or equivalent) - compulsory for the full year (20 credits)
- Personal Learning Plan - compulsory for a half year during Year 10 (10 credits)
- Mathematics - compulsory for at least a half year (10 credits). Most students will do a full year (20 credits)
- Four more full year subjects (or eight semesters) chosen from the subjects offered within the lines
- Research Project - compulsory Stage 2 subject delivered during Year 11 (10 credits)
- Religion – Stage 1 subject for a half year (10 credits)

**Stage Two (Year 12)**
- Year 12 students can choose any combination of subjects. To achieve an ATAR they should choose 5 full year subjects from the Stage 2 choices. Some students, with approval from the Director of Learning and Teaching, may choose 4 subjects. The ATAR is calculated on the best 4 and a half subjects.

**Choosing Subjects for SACE**

All subjects and semester-units are arranged onto lines. All subjects on the one line are taught at the same time. Therefore, students choose one subject (or two semester-units) from each line in Year 11 and one subject from five of the six lines in Year 12. This provides them with adequate opportunity to complete the 200 credit points necessary for SACE.

The combination of subjects should consider the requirement to complete the compulsory subjects listed above. Selection of all other subjects should be made keeping a number of guidelines in mind.

- For satisfactory completion of Secondary School and entry to higher education, the SACE is essential. Therefore, you must choose subjects in which you can be successful, preferably in the two years allocated for Years 11 and 12 studies.
- Students should choose subjects that they will enjoy studying. They are encouraged to use the subject information in this book to help you with this.
- For some higher education courses, certain prerequisite subjects are necessary. To check which courses and subjects this applies to, consult the Careers Counsellor, the Director of Learning and Teaching or the course information section on University web sites.
# Curriculum Overview

## English (Language A)

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<tr>
<th>Year 6</th>
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*as part of a negotiated program

## Physical and Health Education and Personal Development

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Duke of Ed Outdoor Ed
Year 10

All girls in Year 10 study English, Health and Physical Education, History, Mathematics, Personal Project, Personal Learning Plan, Science and Religious Education. Girls are asked to read this booklet carefully before choosing from the subjects listed below:

The Arts/Humanities/Language/Design Subjects:

Semester subjects are chosen from the following:

- Chinese *
- Drama
- French *
- Geography
- Design and Technology
- History
- Music *
- Visual Art – Art
- Visual Art – Design

* Girls must choose 2 semesters of these subjects.

To complete the MYP requirements students must study a language. They must also choose an Individuals and Societies subject (History or Geography) and an Arts subject (Art, Drama, Music).

The Science/Mathematics/Language Subjects:

General Mathematics or Mathematics
General Science or Science
English or English as an Additional Language (EAL)

General Mathematics leads to Mathematics (2 units) in Year 11 and includes credit for Year 11 Numeracy for Community and Life. Mathematics leads to all Mathematics courses in Year 11.

Science leads to any Science subject in Year 11 and Nutrition. General Science only leads to Biology and Nutrition.

Students will be allocated to Mathematics and Science classes according to their ability and aptitude and considering the possible course of study in Years 11 and 12. Only students eligible for EAL will study this subject.

Assessment:

All subjects use a variety of assessment techniques to measure students' achievement of the aims of the subject. These vary from subject to subject, but may include written work, practical work, exercises, longer assignments and tests. (Please refer to page 10 for the Assessment Policy).

Towards the end of Term 4, students will have an examination week when they sit for examination papers in seven subjects. The results in these examinations will be reported to parents separately from continuing assessment and they will provide useful information to confirm Year 11 courses. New work will continue after the examinations and will continue to be assessed by a variety of techniques to contribute to an end of the year report.

Personal Project:

The Personal Project is a significant body of work undertaken by students over an extended period of time and completed in the final year (Year 10) of the Middle Years Program. It is an important piece of work as it gives students the opportunity to demonstrate their understanding and appreciation of the Areas of Interaction. Students are also able to apply the skills they have acquired through approaches to learning during work on the project.

Students work independently, with some allocated lesson time and guidance, throughout semester two of Year 9 and semester one of Year 10 on a project of their choice. Students may choose to produce a piece of artwork, develop and operate a small business, write a piece of literature or even hold a performance. These are a few of the many possibilities available to pursue.

Upon completion of the project, students write a personal statement, which enables them to reflect on the learning process. This statement is then submitted, along with the project for final assessment and moderation.

Working on the personal project provides students with the opportunity to consolidate their skills and learning acquired throughout the Middle Years Program. Students find this opportunity challenging, stimulating and incredibly rewarding.
Personal Learning Plan:
The PLP is a compulsory Stage 1 SACE subject that is completed in Semester 2 by all Year 10 students. This subject makes a significant contribution to senior subject selection, through the exploration of career pathways and opportunities.

VET:
Students in Year 10 are able to choose to study vocational pathways to complement their subject choices, as part of a negotiated program in consultation with the Director of Learning.
SACE Subjects Offered in Year 11 and 12

The school offers a wide variety of subjects at Stage 1 and 2, to enable all students to:

1. satisfy the requirements of the SACE
2. choose a range of subjects appropriate to their abilities and interests
3. complete their secondary education with the best possible set of results which will help them to enter higher education courses or the workforce
4. satisfy any prerequisites for future study that they might identify

The subjects offered as part of SACE differ a little from year to year due to student demand but will generally be:

**Subjects offered at Stage One (Year 11)**
- Biology
- Business and Enterprise
- Chemistry
- Chinese (background)
- Chinese (continuers)
- Design and Technology – Web Design
- Design and Technology – Electronics
- Drama
- Economics
- English
- English as an Additional Language
- Essential Mathematics
- French (continuers)
- Geography
- General Mathematics (2 units)
- Health and Physical Education
- Integrated Learning*
- Legal Studies
- Mathematics (3 units)
- Mathematics (4 units)
- Modern History
- Music
- Nutrition
- Outdoor and Environmental Education
- Physics
- Spanish (beginners)
- Visual Arts (Art or Design)

**Subjects offered at Stage Two (Year 12)**
- Biology
- Business and Enterprise
- Chemistry
- Chinese (background)
- Chinese (continuers)
- Drama
- Economics
- English
- English as an Additional Language
- French (continuers)
- General Mathematics
- Geography
- Integrated Learning*
- Legal Studies
- Mathematical Methods
- Modern History
- Music
- Nutrition
- Physical Education
- Physics
- Spanish (beginners)
- Specialist Mathematics
- Visual Arts – Art
- Visual Arts – Design

In addition, all students complete:
- Religious Education (Year 11)
- Research Project
- Work Experience

**Additional Activities:**
- Seminars on study, future pathways etc.

*VET: Students in Year 10 are able to choose to study vocational pathways to complement their subject choices, in consultation with the Director of Learning, as part of a negotiated program.

Other subjects may be added to the curriculum if demand and opportunity allow. In the event of too few students choosing one of the subjects listed above, it may be possible for that subject to be studied offline. This should be discussed with the Director of Learning or the Head of Senior School.
South Australian Tertiary Institutions

Tertiary Entrance

- The South Australian Tertiary Admissions Centre (SATAC) publishes annually a booklet that provides important information for students in Years 10, 11 and 12 which will assist them to make subject choices and further study choices. There is a separate booklet for IB students.
- This booklet provides details of entry requirements for students wishing to enter South Australian tertiary courses. It provides details of SACE Stage 2 (Year 12) subject entry requirements by course for the three universities in South Australia (Adelaide, Flinders and UniSA). The booklet also provides details of entry requirements and selection criteria for TAFE bachelor degree, advanced diploma and associate diploma courses.
- This booklet must be read in preparation for making subject choices. For more details and advice regarding SACE and Tertiary Entrance, the Director of Learning and Teaching and Careers Counsellor can be contacted at school.
- From time to time the information provided by the universities changes. While the school will provide as much information as possible to help students choose subjects for tertiary courses, it is the responsibility of each individual student to check entry requirements for courses in which she is interested. The school will provide all possible help in searching for this information, but it is ultimately the student’s individual responsibility.

University Entrance Requirements Under SACE

Eligibility:
To satisfy the minimum entry requirements for University courses and thereby qualify for a university aggregate, a student must have:
- qualified for SACE
- obtained a C grade or better in at least four and a half SACE Stage 2 subjects

Eligibility is course based. For each university course, there are prescribed requirements and there may also be prerequisite Stage 2 subjects. Students must consult the Tertiary Entrance booklet.

Australian Tertiary Admission Rank (ATAR):
To receive an offer of a place in a university course, a student must have:
- qualified for SACE
- obtained a competitive Australian Tertiary Admission Rank (ATAR)
- fulfilled any prerequisite subject requirements for the course.
- The ATAR is an indicator of how well a particular student has performed relative to other students who have qualified for a university aggregate in the same year.

University Aggregate:
From 2015, the South Australian Tertiary Admissions Centre (SATAC) will total the points attained for the best 4 and a half subjects undertaken by each student. The aggregate will be converted to an Australian Tertiary Admission Rank (ATAR) out of 99.95. The process for this is detailed in the Tertiary Entrance booklet.
To obtain a university aggregate and an Australian Tertiary Admission Rank (ATAR) you must:
- comply with the rules regarding Precluded Combinations
- comply with the rules regarding Counting Restrictions
- complete at least 90 credits of study at Stage 2 of which 80 credits of study must be 20 credit Tertiary Admissions Subjects (TAS) from a maximum of three attempts which need not be in consecutive years.

Credit transfer to courses offered by TAFE
On successful completion of some Stage 2 subjects credit can be obtained towards courses offered by TAFE. Check with the Careers Counsellor for further information.
All students in Year 10 study a common core of subjects (C) and a choice of 3 electives (E) in each semester.

- Chinese: Language Acquisition (E)  *
- Drama: Arts (E)
- Design: Design and Technology (E)
- English: Language and Literature (C)
- French: Language Acquisition (E)  *
- Geography: Individuals and Societies (E)
- Health and Physical Education (C)
- History: Individuals and Societies (C) and (E)  **
- Mathematics/ General Mathematics (C)
- Music: Arts (E)  *
- Personal Learning Plan (C)
- Religion and Values Education (C)
- Science/General Science (C)
- Visual Art: Arts (E)
- Visual Art: Design (E)

* students must choose 2 semesters of these subjects  
** students must choose at least one semester of history
**Chinese: Language Acquisition**

**Course Description:**
Proficiency in languages gives students access to a broader range of input, experiences and perspectives, and is believed to raise achievement in other subject areas. Learning additional languages expands students’ cognitive and analytical abilities. It fosters communicative ability, communication skills and appreciation and understanding of other cultures. This experience increases students’ self-knowledge and their understanding of the world. The learning of another language fosters intercultural awareness as well as the development of linguistic skills. Language acquisition in the MYP aims to encourage in the students an awareness and understanding of the perspectives of people from other cultures, and to provide a skills base to facilitate lifelong learning. An overarching aim of teaching and learning languages is to enable the student to become a critical and competent communicator in an increasing range of social, cultural and academic contexts, and for an increasing variety of purposes.

**Learning Requirements:**
At the end of the course students should be able to:
- listen for specific purposes and respond to show understanding;
- interpret visual text that is presented with spoken text or written text;
- engage with the text by supporting opinion and personal response with evidence and examples from the text;
- read for specific purposes and respond to show understanding;
- interpret visual text that is presented with written text;
- express thoughts, feelings, ideas, opinions and information in spoken and written form;
- speak and write for specific purposes;
- organise thoughts, feelings, ideas, opinions and information in spoken and written form;
- develop accuracy when speaking and writing in the target language.

**Course Content:**
- Weather
- Asking directions
- Trip to China
- School
- Class schedule
- Chinese class
- Professions
- Hobbies
- A Sport Meet
- My room
- My room

Our Chinese sister school, the Shanghai Number 3 Girls’ High School visit Walford in alternate years. As part of the Chinese Curriculum, the School also offers to students in Years 9 and 10 a study tour to China once every two years as an optional component. The aim of this component of the curriculum is to develop a greater understanding, awareness and general knowledge of the culture of China. It also provides an opportunity for language proficiency development.

**Assessment:**

**Assessment Tasks:**

**Speaking:** Interviews, role plays, reports, oral presentations

**Writing:** Letter writing, narratives, stories, descriptions, articles, personal responses, reactions to visual or literary texts, posters, brochures

**Comprehension:** Students are expected to watch, read and listen to a variety of texts, such as film and TV, magazines, stories, recordings of songs, talks and interviews.

**Assessment Criterion:**

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<th>Criterion</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>Comprehending spoken and visual text</td>
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<tr>
<td>B</td>
<td>Comprehending written and visual text</td>
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<tr>
<td>C</td>
<td>Communicating in response to spoken and/or written and/or visual text</td>
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<tr>
<td>D</td>
<td>Using language in spoken and/or written form</td>
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Course Description:
Students will explore and respond to more complex theatre forms and styles from a range of traditions and movements and begin to develop and articulate a personal framework for critical study. Students will attend professional theatre and critique this.

Learning requirements:
Knowing and Understanding:
Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyse and communicate in specialised language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives. In order to reach the aims of arts, students should be able to:
- demonstrate knowledge and understanding of the art form studied, including concepts, processes and the use of subject-specific terminology
- demonstrate an understanding of the role of the art form in original or displaced contexts
- use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Developing skills:
The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realisation. The point of realisation could take many forms. However, it is recognised as the moment when the students make a final commitment to his or her artwork by presenting it to an audience. Skills are evident in both process and product. In order to reach the aims of arts, students should be able to:
- develop the acquisition and development of the skills and techniques of the art form studied
- demonstrate the application of skills and techniques to create, perform and/or present art.

Thinking creatively:
The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. Thinking creatively enables students to discover their personal signature and realise their artistic identity. In order to reach the aims of arts, students should be able to:
- develop a feasible, clear, imaginative and coherent artistic intention
- demonstrate a range and depth of creative-thinking behaviours
- demonstrate the exploration of ideas to shape artistic intention through to a point of realisation.

Responding:
Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change. In order to reach the aims of arts, students should be able to:
- construct meaning and transfer learning to new settings
- create an artistic response that intends to reflect or impact on the world around them
- critique the artwork of self and others.

Course Content:
Medieval Theatre will be explored through a range of practical and theoretical activities where students will apply their understanding of the roles of director, dramaturg, designer and actor. The study of Commedia d’ell Arte will include mask making and devising a script which will result in a polished performance. Physical theatre is further explored through workshops with industry professionals. Film making in term three will include developing original ideas and realising these through group work and effective time management.

Assessment:
Assessment is done in accordance with MYP criterion:
- Knowing and understanding
- Developing skills
- Thinking creatively
- Responding
- The Developmental Workbook
- Assignments
- Review writing
- Practical workshops and performances
Design: Design and Technology

Course Description:
Design, and the resultant development of new technologies, has given rise to profound changes in society. This has transformed how we access and process information, adapt our environment, communicate with others, solve problems, work and live. MYP design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students’ awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the heart of design. MYP design requires the use of the design cycle as a tool, which provides the methodology to structure the inquiry and analyse problems. It also fosters the creation, testing and evaluation of feasible solutions. In MYP design, a solution can be a model, prototype, product or system independently created and developed by students. At Walford we provide an exciting and stimulating Design Middle Years program that addresses MYP criteria whilst being mindful of the content of the Australian Curriculum requirements.

Learning Requirements:
In this subject, students are encouraged and enabled to:
- enjoy the design process, and develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others’ viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

Course Content:
- **Visual and Graphic Communication**: Students use image manipulation and book creation apps or the Adobe suite including Illustrator, InDesign and Photoshop as required, to produce final concepts to convey a message or cause.
- **Robotics**: Students design and test a computer program to control the movement and sensors for a robot or drone.
- **Electronics and Design**: Students merge electronics and design principles to create products with moving parts, or which interact with existing computer technologies.
- **Computer Programming**: Students develop knowledge and skills to create computer applications using Tynker, Web-based environments, Alice or other applications of interest.

Assessment:
The following criteria are used in assessment. Note that criterion is used for each task.
- **Criterion A: Inquiring and analysing** Maximum 8 points
- **Criterion B: Developing ideas** Maximum 8 points
- **Criterion C: Creating the solution** Maximum 8 points
- **Criterion D: Evaluating** Maximum 8 points
English: Language and Literature

Course Description:
The English Curriculum is built around the three interrelated strands of Language, Literature and Literacy. In Year 10, students interpret, create, evaluate and discuss a wide range of literary texts which may include a 19th century novel, a Shakespearean play, film, poetry and short stories. Students also develop a critical understanding of the contemporary media, and the difference between media texts.

Learning Requirements:
- **Poetry:** Students read and analyse a range of contemporary and classic poetry in preparation for the examination as well as write their own poems for creative purposes.
- **Language Conventions and Literary Terms:** Revision of figurative and rhetorical language, teaching of literary techniques such as advanced film techniques, analogy, satire, dramatic irony, and hyperbole.
- **Writing:** Writing for a variety of purposes including a formal essay, critical reading, imaginative and descriptive writing.
- **Oral and Aural:** Class discussions, prepared talks including ICT presentations, role-play, group work, evaluations of novels and other shared texts.
- **Reading:** Shared texts and independent choice. Students respond to a wide range of authors and genres.

Course Content:
A diverse range of texts is studied (including novels, films, poetry and plays) addressing themes and issues such as prejudice, different cultures, fantasy, comedy, relationships and current affairs.

Assessment:
Assessment tasks will vary depending on the topics, skills and texts studied. These will include: narrative, expository, written examinations, procedures, performances, reports, discussions, essays, literary analyses, and multi-modal responses.

Assessment Criteria:
The following criteria are used in assessment. Note that not all criteria are used for every task. The use of ICTs will be an integral part of many of the assessment tasks completed over the year.

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Analysing</th>
<th>Maximum 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Organisation</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Producing text</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Using language</td>
<td>Maximum 8</td>
</tr>
</tbody>
</table>
French: Language Acquisition

Course Description:
Proficiency in languages gives students access to a broader range of input, experiences and perspectives, and is believed to raise achievement in other subject areas. Learning additional languages expands students’ cognitive and analytical abilities. It fosters communicative ability, communication skills and appreciation and understanding of other cultures. This experience increases students’ self-knowledge and their understanding of the world. The learning of another language fosters intercultural awareness as well as the development of linguistic skills. Language acquisition in the MYP aims to encourage in the students an awareness and understanding of the perspectives of people from other cultures, and to provide a skills base to facilitate lifelong learning. An overarching aim of teaching and learning languages is to enable the student to become a critical and competent communicator in an increasing range of social, cultural and academic contexts, and for an increasing variety of purposes.

Learning Requirements:
At the end of the course students should be able to:

- listen for specific purposes and respond to show understanding;
- interpret visual text that is presented with spoken text or written text;
- engage with the text by supporting opinion and personal response with evidence and examples from the text;
- read for specific purposes and respond to show understanding;
- interact and communicate in various situations;
- express thoughts, feelings, ideas, opinions and information in spoken and written form;
- speak and write for specific purposes;
- organise thoughts, feelings, ideas, opinions and information in spoken and written form;
- develop accuracy when speaking and writing in the target language.

In order to meet these objectives, teachers will concentrate on each of the macro-skills of language: listening, speaking, reading, writing, viewing and interpreting.

Course Content:
The course includes but is not limited to:

- saying when you did things in the past; talking about part time work; talking about leisure activities, saying if things went well or badly, talking about places around town; describing how things happened, saying what you have bought and why; using prices and quantities; asking for things when shopping, talking about your health; saying how you injured yourself;
- talking about problems; expressing feelings and emotions; giving advice on relationships;
- talking about how things used to be in the past; things you used to do; primary school days;
- relating past events using the imperfect and perfect tenses; constructing a narrative using a range of tenses to describe fashion.

As part of the French Curriculum, the School also offers to students in Year 10 and 11 a study tour and homestay experience in France once every two years as an optional component.

Assessment:

Assessment Tasks:
Speaking: Interviews, role plays, reports, oral presentations
Writing: Letter writing, narratives, stories, descriptions, articles, personal responses, reactions to visual or literary texts, posters, brochures
Comprehension: Students are expected to watch, read and listen to a variety of texts, such as film and TV, magazines, stories, recordings of songs, talks and interviews.

Assessment Criteria:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Comprehending spoken and visual text</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>Comprehending written and visual text</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>Communicating in response to spoken and/or written and/or visual text</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>Using language in spoken and/or written form</td>
<td>8</td>
</tr>
</tbody>
</table>
General Mathematics

Course Description:
This course is designed for students that want to study real life applications of mathematics. The topics focus on mathematics for every day living with minimal algebraic content. In Semester 2 the students will complete the SACE Stage 1 Essential Mathematics course. This course only leads onto General Mathematics in Year 11.

Learning Requirements:
Mathematics aims to ensure that students:
• are confident, creative users and communicators of mathematics;
• are able to investigate, represent and interpret situations in their personal and work lives and as active citizens;
• develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes;
• are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability;
• recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Course Content:
• **Number and Algebra:** Fractions, decimals, ratios, percentages, reading tables and graphs, formulae and substitution, rates, managing money, stocks and shares, simple and compound interest, solving linear equations.
• **Measurement and Geometry:** Pythagoras’ theorem, perimeter, area, volume, graphing linear relations, properties of triangle, scale drawings, right angled trigonometry, surveying.
• **Statistics and Probability:** Sampling processes, statistical graphs and measures of centre and spread, experimental and theoretical probabilities.

Problem-solving and problem-solving strategies and use of technology are integrated within the course.

Assessment:

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Knowledge and Understanding</th>
<th>Maximum 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Investigating patterns</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Communication in mathematics</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Applying mathematics in real life contexts</td>
<td>Maximum 8</td>
</tr>
</tbody>
</table>
Geography: Individuals and Societies

Course Description:

Geography aims to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context. Students gain and develop knowledge and conceptual understanding as well as the skills of research, analysis, interpretation and communication, contributing to the development of the student as a whole. Students may choose one or two semesters of study in Geography.

Learning Requirements:

The aims of the teaching and learning of MYP Individuals and Societies are to encourage and enable the student to:

- appreciate the range of human and environmental commonalities and diversities
- understand the interactions and interdependence of individuals, societies and environments in different contexts
- understand how both environmental and human systems operate and evolve over time
- identify and develop a concern for human and environmental well-being
- act upon opportunities to be a responsible global citizen
- develop effective inquiry skills to achieve conceptual understanding in humanities.

In addition, Year 10 Geography aims to prepare students for the rigour and requirements of Geography in the Senior School.

Course Content:

Units that are studied in year 10 Geography are

- Environmental change and management
- Geographies of human wellbeing

Assessment:

Students will be assessed using the following MYP Criterion:

<table>
<thead>
<tr>
<th>Criterion</th>
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<th>Maximum 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion A</td>
<td>Investigating</td>
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</tr>
<tr>
<td>Criterion C</td>
<td>Communicating</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Thinking critically</td>
<td>Maximum 8</td>
</tr>
</tbody>
</table>

Assessment tasks will vary depending on the topics studied. Assessment tasks may include fieldwork reports, broadsheets, mapping tasks, creative tasks, tests, oral presentations and group work activities. The use of ICTs will be an integral part of many of the assessment tasks completed over the year.
Health and Physical Education

Course Description:
Health and Physical Education contributes to the total education and development of each child. The aims of this course are to encourage:

- the development of ‘intelligent performers’
- students to understand the importance of a balanced, healthy lifestyle.
- students to be lifelong participants and develop their self-concept through physical activity.

As a result of participating in MYP Health and Physical Education, students will develop the ways they can use their knowledge, their ability to think critically and creatively and their responsibility for themselves and others around them.

Learning Requirements:
At the end of the course, students should be able to

- demonstrate and learn physical skills.
- define beliefs of appropriate behaviour.
- recognise the features of a safe environment and explain why rules may be necessary.
- link a series of basic movement patterns.
- participate in an activity that requires communication.
- discuss feelings and attitudes to the body and sexuality.
- understand the harm minimisation approach to drug education.
- understand the value of fitness and an active lifestyle.
- develop skills of leadership, co-operation and teamwork.

Course Content:

- Water Skills
  * Swimming, water safety and coaching

- Group Activities
  * volleyball
  * softball
  * football codes
  * dance
  * indoor games

- Leadership
  * camp skills

- Individual Activities
  * self defence
  * minimal impact camping
  * dance

- Emotional and Social Development
  * mental health
  * relationships, risk and sexual behaviour
  * sexuality
  * drug education
  * nutrition for physical education
  * basic first aid

Healthy Lifestyle

First aid

Assessment:

Criterion A: Knowing and understanding
How well the student communicates understanding and solves problems in familiar and unfamiliar situations.

Criterion B: Planning and performing
How well the student can design, explain, justify, analyse and evaluate a plan for improving physical performance and health.

Criterion C: Applying and performing
How well the student is able to apply a range of appropriate skills, techniques, strategies and movement concepts.

Criterion D: Reflecting and improving performance
How well the student can identify issues and apply strategies to enhance performance.
History: Individuals and Societies

Course Description:
History aims to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context. Students gain and develop knowledge and conceptual understanding as well as the skills of research, analysis, interpretation and communication, contributing to the development of the student as a whole. All students must complete at least one semester of History at Year 10 level.

Learning Requirements:
The aims of the teaching and learning of MYP Individuals and Societies are to encourage and enable the student to:

- appreciate the range of human and environmental commonalities and diversities
- understand the interactions and interdependence of individuals, societies and environments in different contexts
- understand how both environmental and human systems operate and evolve over time
- identify and develop a concern for human and environmental well-being
- act upon opportunities to be a responsible global citizen
- develop effective inquiry skills to achieve conceptual understanding in humanities.

In addition, Year 10 history aims to prepare students for the rigour and requirements of history in the senior school.

Course Content:
In Year 10 students focus on the following Australian Curriculum key questions of inquiry:

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

The topics through which these topics are explored are:

- World War II (1939-45)
- Migration experiences (1945-present)
- Rights and Freedoms – Rights and freedoms (1945-present)
- The globalising world – Popular culture (1954-present)

Assessment:
Students will be assessed using the following MYP Criterion

<table>
<thead>
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<td>Thinking Critically</td>
<td>Maximum 8</td>
</tr>
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Assessment tasks will vary depending on the topics studied. Assessment tasks may include essays, sources analysis, creative tasks, tests, oral presentations and group work activities.
The use of ICTs will be an integral part of many of the assessment tasks completed over the year.
Mathematics

Course Description:
In the Australian Curriculum, the proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. This course enables students to study SACE Mathematics (3 or 4 unit) or IB Mathematics in Year 11. Students in the advanced class will also cover some of the content of the Year 10 A course.

Learning Requirements:
Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics;
- are able to investigate, represent and interpret situations in their personal and work lives and as active citizens;
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes;
- are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability;
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Course Content Year 10:

- **Number and Algebra:** Compound interest, algebraic concepts including operations, expanding brackets, factorising, formula substitution, solving linear equations, inequalities and quadratic equations, solving simultaneous equations, coordinate geometry including linear graphs, parallel and perpendicular lines, graphing quadratics, circles, and exponentials.

- **Measurement and Geometry:** Surface area, volume, proofs and numerical problems involving congruent and similar triangles, problem solving using right angled triangles.

- **Statistics and Probability:** Two and three step chance experiments, independent events, conditional probability, interquartile range, boxplots, bivariate data.

Problem-solving and problem-solving strategies and use of technology are integrated within the course.

Course Content Year 10A:

- **Number and Algebra:** Operations with surds, logarithms, remainder theorem of polynomials, solving exponential equations, graphs and transformations of quadratics, exponentials and circles, polynomial graphs.

- **Measurement and Geometry:** Surface area, volume, circle geometry, non right angled trigonometry, graphing trigonometric functions, solving trigonometric equations, using Pythagoras’ theorem and trigonometry to solve 3D problems.

- **Statistics and Probability:** Standard deviation, bivariate data, line of best fit.

Assessment:

<table>
<thead>
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<tr>
<td>Criterion C</td>
<td>Communicating</td>
<td>Maximum 8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Applying mathematics in real-life contexts</td>
<td>Maximum 8</td>
</tr>
</tbody>
</table>
Music: Arts

Course Description:
While participating in activities involving singing, playing percussion instruments, moving, listening and creating, students will develop an awareness and understanding of voice, rhythm & beat, melody & pitch, tempo, form and dynamics. Course prerequisite: Students are expected to be learning an instrument.

Learning Requirements:
At the end of the course, students should be able to
- develop their confidence in solo and ensemble performance.
- perform and engage in music which extends their musical knowledge and skill.
- develop an understanding and appreciation of the role of music and musicians in society.
- develop knowledge and skills of harmony and theory and apply these in aural and practical work.

Course Content:
- Performance: Students will participate in master classes and solo performance assessments.
- Theory and harmony: Rhythm, scales, intervals, triads, chords and cadences in four part vocal harmony.
- Aural: Melodic and rhythmic dictation, intervals, recognition of major and minor triads and scales.
- Development of arranging technique and composition: Melody writing, countermelody, bass, line and harmonic structure. Introduction to computer software Sibelius.

Text Book:
- *The Hearing Eye*, Thackray
- *History of Music*, Bennett

Assessment:
Assessment is completed in accordance with each MYP criterion:
- Knowing and Understanding
- Developing Skills
- Thinking Creatively
- Responding
**Personal Learning Plan**

**Course Description:**
The Personal Learning Plan (PLP) is a compulsory 10-credit subject undertaken at Stage 1. Students must achieve a C grade or better to complete the subject successfully and gain their SACE.

The PLP helps students to:
- plan their personal and learning goals for the future
- make informed decisions about their personal development, education, and training.

Developing goals for the future will engage students in activities such as:
- selecting subjects, courses, and other learning relevant to pathways through and beyond school
- investigating possible career choices
- exploring personal and learning goals.

Students complete this subject in Year 10 so they can plan for Years 11 and 12.

**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:
1. know and understand the five capabilities;
2. identify, explore, and develop personal and learning goals, and strategies to achieve them;
3. select and develop at least one capability relevant to achieving their goals;
4. reflect on their learning.

These learning requirements form the basis of the learning scope and assessment requirements of this subject.

**Course Content:**
- The Seven Capabilities: literacy, numeracy, information and communication technology, critical and creative thinking, personal and social, ethical understanding, intercultural.
- Personal and Learning Goals: Students learn a variety of ways to plan to achieve their goals.
- Suggested topics: Teachers, together with students, select from the suggested topics, or develop others for study.

**Assessment:**
Assessment is based on levels of achievement across the SACE performance standards;
- Understanding and development of capabilities
- Decision-making
- Communication
- Evaluation and reflection
Religion and Values Education

Course Description:
In the aim of educating the 'whole person' we strive to provide our young women with a framework of meaning and purpose, within the context of the Christian faith, with which to face the challenges lying ahead as they enter adult life in the new millennium. A Five Strand Approach to Religious and Values Education is adopted and offers a coherent program which encourages thinking and questioning and which brings together both the affective and the rational – valuing stillness and silence as well as a deep understanding of the Christian tradition, the Bible, world religions and ethics.

Learning Requirements:
Five themes are proposed as a curriculum base. They include
- the Bible and Christian Tradition (including the tradition of the individual school)
- values education within a broad religious framework
- the central areas in Philosophy of Religion
- World Religions and
- providing children with an appreciation of the value of stillness.
This model of religious and values education is academically rigorous whilst at the same time consistent with an Anglican ethos and tradition and can be set within the liturgical and spiritual expression of a particular school.

Course Content:
- A study of the life of Christ including an introduction to Judaism, in particular Hebrew Scripture, Jewish Festivals and traditions.
- A formal introduction to ethical analysis and moral reasoning.
- A study of contemporary social and moral issues.
- An overview of Judaism and its links with Christianity.
- A study of the philosophy, traditions and beliefs of other religions.
- Ongoing development of stillness skills for work and leisure.
- Ongoing exposure and participation in meditation.

Assessment:

Criterion A: Knowledge and Understanding
Students use religious terminology in context and demonstrate knowledge and understanding of concepts through developed descriptions, explanations and examples.

Criterion B: Investigating
Students demonstrate investigative skills by acquiring research skills and processes associated with this discipline.

Criterion C: Thinking critically
Students analyse concepts, events, issues, models and arguments, interpret different perspectives and synthesise information in order to make valid, well-supported arguments.

Criterion D: Communicating
Students communicate information and ideas using an appropriate style for the audience and purpose and document sources of information using a recognised convention.

Assessment:
Students will be assessed having considered participation, respect, discussion, interest, contribution and completion of set work.
*
Activities include role plays, debates, videos, discussions and journal work.
Science and General Science

Course Description:
This course endeavours to foster an interest in science and a curiosity and willingness to speculate about and explore the world. Students should be able to engage in communication of and about science, value evidence and scepticism, and question scientific claims made by others. They should be able to identify and investigate scientific questions, draw evidence-based conclusions and make informed decisions about their own health and wellbeing. Science is a human endeavour that students should learn to appreciate and apply to daily life.
In General Science, the same content is taught with more emphasis on the Biology content.

Learning Requirements:
The aims of the teaching and study of MYP Sciences are to encourage and enable students to:
• develop curiosity, interest and enjoyment towards science and its methods of inquiry
• acquire scientific knowledge and understanding
• communicate scientific ideas, arguments and practical experiences effectively in a variety of ways
• develop experimental and investigative skills to design and carry out scientific investigations and to evaluate evidence to draw a conclusion
• develop critical, creative and inquiring minds that pose questions, solve problems, construct explanations, judge arguments and make informed decisions in scientific and other contexts
• develop awareness of the possibilities and limitations of science and appreciate that scientific knowledge is evolving through collaborative activity locally and internationally
• appreciate the relationship between science and technology and their role in society
• develop awareness of the moral, ethical, social, economic, political, cultural and environmental implications of the practice and use of science and technology
• observe safety rules and practices to ensure a safe working environment during scientific activities
• engender an awareness of the need for and the value of effective collaboration during scientific activities.

Course Content:
The Year 10 course consists of a:
1. Physics unit
2. Chemistry unit
3. Biology unit
4. Earth and Space Science unit

Assessment:
The following criterion are used in assessment. Note that not all criterion is used for each task.
• Criterion A: Knowing and understanding Maximum 8 points
• Criterion B: Inquiring and designing Maximum 8 points
• Criterion C: Processing and evaluating Maximum 8 points
• Criterion D: Reflecting on the impacts of science Maximum 8 points
Assessment tasks will vary with each topic studied. Assessment tasks may include research tasks, data analysis tasks, practical investigations, oral presentations and tests.
The use of ICTs will be an integral part of some of the assessment tasks.
Visual Art: Art

Course Description:
The Visual Arts have contributed to all cultures and societies throughout time. Experience in a wide range of visual arts activities adds a creative and cultural dimension to students’ development that will benefit them for the rest of their life. While traditional practices in the arts for example, painting, sculpture and ceramics, have traditionally provided cultural records, contemporary practice and access to technology have given the tools of visual arts a very broad palette. The process of making ideas a reality using the skills and practices of visual arts is an integral part of the substance of the MYP visual arts curriculum. Year 10 is a consolidating year where many students who have elected to undertake Visual Arts at this level will continue with their studies at either SACE Stage 1 and/or 2 or IB level. Throughout the course students are introduced to SACE language and informed of the various assessment types, requirements and expectations of this subject at the senior levels. At Walford we provide an exciting and stimulating Visual Arts Middle Years program that addresses MYP criteria whist being mindful of the content of the Australian Curriculum requirements.

Learning Requirements:
In this subject, students are expected to:
- demonstrate knowledge and understanding of the art form studied, including concepts, processes and the use of subject-specific terminology
- demonstrate understanding of the role of the art form in original or displaced contexts
- use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork
- demonstrate the acquisition and development of the skills and techniques of the art form studied
- demonstrate the application of skills and techniques to create, perform and/or present art
- develop a feasible, clear, imaginative and coherent artistic intention
- demonstrate a range and depth of creative-thinking behaviours
- demonstrate the exploration of ideas to shape artistic intention through to a point of realisation
- construct meaning and transfer learning to new settings
- create an artistic response that intends to reflect or impact on the world around them
- critique the artwork of self and others.

Course Content:
Options available:
- **Drawing**: Drawing using a variety of media and techniques. Drawing is also important to communicate the development and refinement of visual ideas.
- **Painting**: various techniques. Development of compositional elements. Emphasis on the development of a personal style to produce fully resolved works.
- **Printmaking**: The opportunity to build upon earlier printmaking experiences. Introduction to intaglio methods.
- **Sculpture**: Exploration of three dimensional forms.
- **Art appreciation**: Students analyse a range of artists’ works and styles in historical, contemporary and cultural contexts. Four step plan of analysis of selected artworks related to own practical pursuits and specific units of work.

The process folio documents the process used to resolve practical tasks and is an integral part of the course requirements. Homework is also an expected requirement of the course.

Assessment:
Assessment is done in accordance with MYP criterion:
- Knowledge and understanding
- Developing Skills
- Thinking creatively
- Responding
Visual Art: Design

Course Description:
The Visual Arts have contributed to all cultures and societies throughout time. Experience in a wide range of visual arts activities adds a creative and cultural dimension to students’ development that will benefit them for the rest of their life. While traditional practices in the arts for example, painting, sculpture and ceramics, have traditionally provided cultural records, contemporary practice and access to technology have given the tools of visual arts a very broad palette. The process of making ideas a reality using the skills and practices of visual arts is an integral part of the substance of the MYP visual arts curriculum. Year 10 is a consolidating year where many students who have elected to undertake Visual Arts Design at this level will continue with their studies at either SACE Stage 1 and/or 2. Throughout the course students are introduced to SACE language and informed of the various assessment types, requirements and expectations of this subject at the senior levels. At Walford we provide an exciting and stimulating Visual Arts Middle Years program that addresses MYP criteria whilst being mindful of the content of the Australian Curriculum requirements.

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

- demonstrate knowledge and understanding of the art form studied, including concepts, processes and the use of subject-specific terminology
- demonstrate understanding of the role of the art form in original or displaced contexts
- use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork
- demonstrate the acquisition and development of the skills and techniques of the art form studied
- demonstrate the application of skills and techniques to create, perform and/or present art
- develop a feasible, clear, imaginative and coherent artistic intention
- demonstrate a range and depth of creative-thinking behaviours
- demonstrate the exploration of ideas to shape artistic intention through to a point of realisation
- construct meaning and transfer learning to new settings
- create an artistic response that intends to reflect or impact on the world around them
- critique the artwork of self and others.

Course Content:
- **Drawing:** Drawing using a variety of media and techniques.
- **Design:** Reinforcement of the design process in response to a given ‘brief’. Use of Adobe suite including Illustrator, InDesign and Photoshop as required, to produce final concepts. Students explore design areas within the Visual arts including
  - Visual and Graphic Communication which may include branding, poster design, magazine cover design
  - Product Design which may include packaging design, product prototyping, furniture design
  - The Built Environment which may include landscape design, interior design, architecture design
- **Art and Design appreciation:** Students analyse a range of art and design works and styles in historical, contemporary and cultural contexts.

The process folio documents the process used to resolve practical tasks and is an integral part of the course requirements. Homework is also an expected requirement of the course.

Assessment:
Assessment is done in accordance with MYP criterion:
- Knowledge and understanding
- Developing Skills
- Thinking creatively
- Responding
SACE Stage 1 Subjects

- Biology
- Business and Enterprise
- Chemistry
- Chinese (background speakers)
- Chinese (continuers level)
- Design and Technology – Communication (Web Design)
- Design and Technology – Electronics
- Drama
- Economics
- English
- English as an Additional Language
- Essential Mathematics
- French (continuers level)
- Geography
- Health and Physical Education
- Integrated Learning*
- Legal Studies
- Mathematics
- Modern History
- Music
- Nutrition
- Outdoor and Environmental Education
- Physics
- Religious Education (compulsory)
- Research Project (compulsory)
- Spanish (beginners)
- Visual Arts (Art or Design)

* as part of a negotiated program
Biology

Course Description:
Stage 1 Biology is a semesterised subject that can be taken as a full year course for 20 credits, or in semester 1 or 2 only, for 10 credits.
The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of organisms, and how they interact with their own and other species and their environments.

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

Course Content:

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic 1: Cells and Microorganisms</strong></td>
<td><strong>Topic 1: Infectious Diseases</strong></td>
</tr>
<tr>
<td>In this topic, students examine the development of the cell theory, the exchange of materials, and processes required for cell survival</td>
<td>In this topic, students examine the various agents that can cause infectious diseases, including viral, bacterial, and other parasitic pathogens.</td>
</tr>
<tr>
<td><strong>Topic 2: Biodiversity and Ecosystem Dynamics</strong></td>
<td><strong>Topic 2: Multicellular Organisms</strong></td>
</tr>
<tr>
<td>In this topic, students examine the development of the cell theory, the exchange of materials, and processes required for cell survival</td>
<td>In this topic, students examine the structure and function of various multicellular organisms, which could include the investigation of human, other animal, and/or plant systems.</td>
</tr>
</tbody>
</table>

Assessment:
Evidence of learning is assessed against the SACE performance standards on an A to E Scale. The following assessment types enable students to demonstrate their learning:
- Assessment Type 1: Investigations Folio
  For a 10-credit subject, students undertake at least one practical investigation and one investigation with a focus on science as a human endeavour.
- Assessment Type 2: Skills and Applications Tasks
  For a 10-credit subject, students undertake two skills and applications tasks.
Note: An end of year exam will also be undertaken, as a preparatory experience for Stage 2, but the result for this will not contribute to the final SACE grade.
Business and Enterprise

Course Description:
Business and Enterprise is a semester subject (10 credits), which focuses on the role and function of business and enterprise issues in personal, business, and social contexts. Students learn about the interrelationship between business, and the other sectors of the economy. They analyse the impact of current business issues and opportunities, reflecting on their economic, social, environmental and ethical implications in various contexts. Students have the opportunity to apply their knowledge in practical situations.

Learning Requirements:
In this subject, students are expected to:
- understand the nature, role, and structure of business and enterprise, locally and nationally
- demonstrate knowledge of the functions, processes, and operations of business and enterprise
- communicate in ways that are suitable for the business environment and for the purpose and audience, including use of appropriate information and communication technologies
- apply relevant business ideas, practices, and concepts such as business planning, product development, financial management, and marketing
- understand current trends and changes, opportunities, and issues that have an impact on business and enterprise locally, nationally, or globally
- analyse the economic, ethical, social, and environmental implications and consequences of business and enterprise practices in different contexts.

Course Content:
- Introduction to Business and Enterprise
- Entrepreneurship – The Enterprising Person
- Business and enterprise in practise.

Assessment:
All assessment is school based at Stage 1. The SACE assessment for each semester is based on achievement of the performance standards in the following assessment types:
- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Issues Study

All assessment will be marked against performance standards with reference to the following assessment design criteria:
- Knowledge and Understanding
- Analysis
- Communication
- Application
Chemistry

Course Description:
Chemistry is studied as two 10 credit subjects, one in Semester 1 and the second in Semester 2. Semester 1 is a pre-requisite for Semester 2. Both are a pre-requisite for Stage 2 Chemistry.

In their study of Chemistry, students develop and extend their understanding of the use that human beings make of the planet’s resources and the impact of human activities on the environment. They explore examples of how scientific understanding is dynamic and developed with new evidence, which may involve the application of new technologies.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes. Through the study of chemistry, students develop an understanding of the physical world and the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

Students develop a range of understanding and inquiry skills that encourage and inspire them in thinking scientifically and pursuing future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

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

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

Course Content:
Semester One
* Materials and their Atoms
* Combinations of Atoms
* Molecules

Semester Two
* Mixtures and Solutions
* Acid and Bases
* Redox Reactions

Assessment:
SACE assessment for each semester is based on achievement of the performance standards in the following tasks:

- Investigations folio (including a practical investigation and a "science as a human endeavour" investigation) which is given a 50% weighting
- Skills and Applications tasks (including a test and a practical design, research and report task in semester one and two tests in semester 2) which is given a 50% weighting

(Other tests, usually of a smaller nature, contribute to the school assessment only.)
Chinese (background speakers)

Course Description:
This full year (20 credit) subject is designed for students with a cultural and linguistic background in Chinese. Students, typically, will have been born in a country where Chinese is a major language of communication and a medium of instruction, and will have had more than one year’s education in that country or in a wholly Chinese-speaking environment.

Chinese at background speakers level, students develop and apply linguistic and intercultural knowledge, understanding, and skills. They interact with others to exchange and explain information, opinions, and ideas; create texts to express ideas, opinions, and perspectives on contemporary issues; and analyse, evaluate, and respond to a range of texts. Students examine relationships between language, culture, and identity and reflect on the ways in which culture influences communication.

Students develop and explain their ideas, opinions, and perspectives on prescribed themes and contemporary issues, through their study of texts. They analyse and evaluate texts from linguistic and cultural perspectives, reflecting on how languages work as a system and the ways in which culture is expressed through language. Students compare and contrast texts, and analyse and evaluate the ways in which texts convey their message and have an impact on their audience.

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
- examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Course Content:
Stage 1 Chinese at background speakers level is organised around four prescribed themes and a number of prescribed contemporary issues. These themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity. The themes and contemporary issues are intended to be covered across Stage 1 and Stage 2.

There are four prescribed themes:

- 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 1 Chinese at background speakers level:

Assessment Type 1: Interaction
Assessment Type 2: Text Production
Assessment Type 3: Text Analysis
Assessment Type 4: Investigation.
Chinese (continuers)

Course Description:
Chinese at continuers level is undertaken as a 20-credit subject. Students may apply for 10 credits if not continuing in Semester 2. Successful completion of Chinese at year 10 level is a pre-requisite. The subject outline for Chinese at continuers level has been developed from the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning, and assessment of language subjects. The three levels in the framework are:

1. beginners – for students with little or no previous knowledge of the language
2. continuers – for students who will have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge
3. background speakers – for students who have a background in the language and who have had more than 1 year’s education in a country where the language is spoken.

Eligibility criteria apply for entry to a beginners-level program, and to a continuers-level program when a background speakers-level program is also available in the language.

In Chinese at continuers level students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Students develop an understanding of how Chinese is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts. Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the Chinese-speaking communities and in their own community.

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
- examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Course Content:
There are three prescribed themes:

1. The Individual
   This theme enables students to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. This theme also enables students to study topics from the perspectives of other people.

2. The Chinese speaking communities
   This theme explores topics from the perspectives of diverse individuals and groups within those communities or the communities as a whole, and encourages students to reflect on their own attitudes, beliefs, and values and develop an understanding of how culture and identity are expressed through language.

3. The Changing World
   This theme enables students to explore change as it affects the world of work and other topics.

These themes have a number of prescribed topics and suggested subtopics with which students engage in their study of Chinese. Students should study a range of spoken, written, visual, and multimodal texts in Chinese in their treatment of themes, topics, and subtopics.

Assessment:
The following Assessment types enable students to demonstrate their learning in Stage 1 Chinese at continuers level:

- 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)
Design and Technology – Communication Products (Web Design)

Course Description:
This subject is undertaken as a 10-credit subject. Students apply their knowledge and understanding of technological concepts to the investigation, analysis, development, and communication of ideas when designing and making products that communicate information. Students investigate existing information technology systems to discover their nature and components. They develop a range of information technology skills and techniques while creating their own systems that can be tested and evaluated. They develop and apply specialised skills and techniques in the use of software to produce a fully functioning website.

Learning Requirements:
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

Course Content:
Students will design and create a product that meets their design brief. Communication Products focuses on developing HTML and CSS coding skills using various specialist software. Students will:
- develop a range of skills and techniques in the development of web design and programming code to create a fully functioning website
- investigate and critically analyse characteristics in the design and development of the website production
- demonstrate planning through the use of the design cycle to produce a product that meets the parameters of a design brief
- develop a range of image production and web design skills, processes and techniques in the development of a website interface.
- evaluate product development with reference to the design brief
- use a range of communication skills, technical language and presentation media to provide information about processes, products and investigations.

Assessment:
Assessment at Stage 1 is school based. Students will demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Skills and Applications Tasks
Students undertake TWO skills and applications tasks: one processes and techniques assessment, and one materials application (maximum 400 words) that are closely connected to the final product.

Assessment Type 2: Folio
Students document the investigating and planning of ideas for a final product, with evidence of ongoing evaluation throughout the process. The folio should contain a maximum of three pieces of evidence that illustrate the key design phases of investigating, planning, and evaluating (maximum 800 words)

Assessment Type 3: Product
Students create one final product which demonstrates a range of skills and techniques in website design and production. The product is supported by the folio documenting the producing process and evaluating the product.
Design and Technology (Electronics)

Course Description:
This subject is undertaken as a 10-credit subject. In Design and Technology, students apply their knowledge and understanding of technological concepts to the investigation, analysis, development, and communication of ideas for product or systems design, production, and evaluation.

Learning Requirements:
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

Course Content:
Students will design and create a product that meets their design brief. They will develop the knowledge and skills associated with using different processes and production techniques required to create a 3D product integrated with electronic components. Students will:
- develop a range of skills and techniques in the development of circuit design, coding and 3D printing
- investigate and analyse material characteristics in the design and development of the product
- demonstrate planning through the use of the design cycle to produce a product
- evaluate product development with reference to their design brief.

Assessment:
Assessment at Stage 1 is school based. Students will demonstrate evidence of their learning through the following assessment types:
- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Folio
- Assessment Type 3: Product.

Students are awarded A, B, C, D or E based on their achievement of the performance standards in these tasks. An N for no result does not gain credit points.
Drama

Course Description
Stage 1 Drama may be undertaken as a 10-credit or a 20-credit subject and is a subject in which both practical and theoretical approaches are used. Stage 1 provides preparation for the completion of Stage 2 Drama. Throughout the year, students will study the work of Bertolt Brecht, Stanislavski and Laban and will complete practical and theoretical tasks as part of their study.

Learning Requirements:
In this subject, students are expected to:
   a. demonstrate and explain skills and techniques related to on-stage roles and/or off-stage roles
   b. work both independently and collaboratively to conceive, create, develop, interpret and express dramatic works
   c. demonstrate and communicate knowledge and understanding of the theories, skills, techniques and technologies of drama
   d. respond to performed drama and dramatic texts in a reflective manner
   e. demonstrate knowledge and understanding of a range of dramatic roles, their interdependence, and their impact on an audience
   f. select, analyse and interpret information, concepts, and ideas for dramatic purposes
   g. communicate dramatic ideas to an audience through a variety of forms and methods.

Course Content:
Students participate in a group dramatic performance. For both a 10-credit subject and a 20-credit subject, students undertake one major performance or two minor performances. Together, the two minor performances form a single assessment. The development of students as actors or as off-stage practitioners is encouraged through a study of text and characterisation.

The group dramatic performance offers students opportunities to engage with different views, cultures, and societies. Students develop an understanding of the rehearsal and performance process, and ways of developing self-confidence and the ability to work with and understand the views of other people. The creative process is fostered and developed through continuous self-evaluation of work, as well as reflection on the work of other students in the class.

For both a 10-credit subject and a 20-credit subject, students prepare and present a folio containing at least one assessment on dramatic theory and practice. The assessment(s) may be in written, oral, or multimodal form.

Assessment:
Assessment Type 1: Performance (40%)
   Each student is assessed on:
      either
      a focused performance of between 5 and 10 minutes in total in an on-stage role (in one major or two minor performances)
      or
      a presentation of between 5 and 10 minutes in total about an off-stage role (in one major or two minor performances).

Students who work off-stage should discuss their roles and provide evidence of their involvement through a presentation or an interview with the teacher.

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

Assessment Type 2: Folio (30%)
The folio should be a maximum of 2000 words if written or a maximum of 12 minutes if oral, or the equivalent in multimodal form.

Assessment Type 3: Investigation and Presentation (30%)
Students undertake at least one investigation and presentation for both a 10-credit subject and a 20-credit subject.

Students investigate an area of interest within the dramatic arts and give a presentation of a maximum of 10 minutes in which they demonstrate application of the knowledge and skills they have acquired through their investigation. The presentation could take a variety of forms, although it should be dramatic in nature.
Economics

Course Description:
The study of this 10 credit (one semester) subject enables students to understand how an economy operates. Central to the study of economics is the economic problem and the related concepts of scarcity, opportunity cost, and interdependence. In response to the economic problem, societies determine what goods and services to produce, how these goods and services are produced, and for whom they are produced. Students will review the role that governments play in economic decisions.

Learning Requirements:
In this subject, students are expected 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 costs and benefits
- analyse and evaluate economic issues and events (local, national, global) using economic models and the skills of economic inquiry.

Course Content:
Stage 1 Economics includes study of:
- The economic problem
- The market economy
- Government involvement in the market economy

Assessment:
All assessment is school based at Stage 1. The SACE assessment for each semester is based on achievement of the performance standards in the following assessment types:
- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Folio
- Assessment Type 3: Issues Study.

All assessment will be marked against performance standards with reference to the following assessment design criteria:
- Knowledge and understanding
- Analysis and evaluation
- Communication.
English

Course Description:
English is a 20-credit subject for a full year. English (Stage 1) is a compulsory part of SACE and leads on to either English Literary Studies or Stage 2 English in Year 12. An alternative subject, Pre-Stage 2 English is available for students in Year 11 who have found English challenging in Year 10. This subject leads on to Stage 2 English but not English Literary Studies in Year 12.

Learning Requirements:
The learning requirements summarise the key knowledge, skills and understandings that students are expected to develop and demonstrate through their learning in Stage 1 English.
In this subject, students are expected to:
• analyse relationships between purpose, context, and audience and how these influence texts and their meaning
• identify ways in which ideas and perspectives are represented in texts
• analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
• create oral, written, and/or multimodal texts for particular purposes, contexts, and audiences
• identify and analyse intertextual connections
• apply knowledge and understanding of accurate spelling, punctuation, syntax and conventions.

Course Content:
Stage 1 English content includes:
• Responding to Texts
• Creating Texts
• Intertextual Study

Responding to Texts:
Students explore the human experience and the world through reading and examining a range of texts, including Australian texts, and making intertextual connections. In doing so, students come to understand connections between purpose, context, and audience and how these are achieved through language and stylistic choices.

Creating Texts:
Students create imaginative, interpretive, and/or persuasive texts for different purposes, contexts and audiences in written, oral, and/or multimodal forms. The text type and mode chosen for creating a text should be appropriate for the intended purpose, context, and audience, either real or implied.

Intertextual Study:
Analysing connections between texts enables students to explore and evaluate similarities and differences and how the texts are constructed to influence responses. Students develop increased awareness of the connections between texts and ways in which language and/or stylistic features and text conventions can be manipulated to present similar ideas in diverse ways.

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 1 English:
Assessment Type 1: Responding to Texts
Assessment Type 2: Creating Texts
Assessment Type 3: Intertextual Study

For a 20-credit subject, students should provide evidence of their learning through eight assessments, with at least two assessments from each assessment types. At least two assessments should be oral or multimodal presentations, and at least two should be in written form. Each assessment type should have a weighting of at least 20%.

School Assessment:
• Continuous assessment of a wide range of written and oral exercises. Students must submit all school tasks to achieve a satisfactory school assessment.
• An examination for those students studying Stage 1 English.
English as an Additional Language

Course Description:
English as an Additional Language can be taken as a 10 credit (half year) or a 20 credit (full year) subject. Completion of this subject with a C grade or better over two semesters meets the compulsory literacy requirements for SACE. A student is eligible for EAL if they are a student for whom English is a second language or an additional language or a dialect, and who either

- has not had more than a total of five years of full time schooling where the medium of instruction was English
- has had more than a total of 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. Proficiency in English will be assessed by the EAL teacher using Language and Literacy Levels across the Australian Curriculum: EALD testing. If the student has attended the school in Year 10, work samples will be collected over the course of Year 10 in order to assess proficiency.

Learning Requirements:
The learning requirements summarise the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in Stage 1 English as an Additional Language.

In this subject, students are expected to:

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

Course Content:
This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and creating texts.

Through studying a variety of oral, written and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, a short story, an extract from a prose text, or a scene from a film. Students explore the relationship between these structures and features and the purpose, audience and context of texts. Information, ideas and opinions in texts are identified and interpreted.

Students develop confidence in creating texts for different purposes in both real and implied 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.

In this subject, students are expected to:

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

Assessment:
Assessment at Stage 1 is school based. The following assessment types enable students to demonstrate their learning in Stage 1 English as an Additional Language:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Interactive Study
- Assessment Type 3: Language Study
Essential Mathematics

Course Description:
Essential Mathematics is offered as a 10-credit subject in the second semester of Year 10 to students studying General Mathematics. It is possible for Year 11 students to take this subject if they have not achieved a C standard in their Stage 1 mathematics or general mathematics course in semester 1. The prerequisite for this subject is a good understanding of the work studied in the Year 10 General Mathematics course.

Learning Requirements:
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Essential Mathematics.
In this subject, students are expected to:
- understand mathematical information and concepts
- apply mathematical skills and techniques to solve practical problems in everyday contexts
- develop skills in gathering, representing, and interpreting data relevant to everyday contexts
- interpret results and use mathematical reasoning to draw conclusions and consider the appropriateness of solutions
- make discerning use of electronic technology
- communicate mathematically and present mathematical information in a variety of ways.

Course Content:
Students extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.
Topics studied cover a range of applications of mathematics, including general calculation, measurement and geometry, money management, and statistics. In this subject, there is an emphasis on extending students’ computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.
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.

Assessment:
To ensure that all learning outcomes are addressed, each Stage 1 Mathematics course incorporates the following assessment components:
- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Folio

SACE Assessment:
Assessment at Stage 1 is initially school based. However, all compulsory subjects undergo external moderation for final grade determination. Students are awarded A, B, C, D or E.
To be awarded SACE it is compulsory that students achieve a C or better in at least one semester of any Stage 1 Mathematics course.
French (continuers)

Course Description:
French at continuers level will be undertaken as a 20-credit subject at Stage 1, and as a 20-credit subject at Stage 2. Students at Stage 1 may apply for 10 credits if not continuing in semester 2. Successful completion of French at Year 10 level is a pre-requisite. In French at continuers level students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language. Students develop an understanding of how French is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts. Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the French-speaking communities and in their own community.

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 French
- create texts in French to express information, feelings, ideas, and opinions
- analyse texts that are in French to interpret meaning
- examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Course Content:
There are three prescribed themes:

1. The Individual
   This theme enables students to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. This theme also enables students to study topics from the perspectives of other people.

2. The French speaking communities
   This theme explores topics from the perspectives of diverse individuals and groups within those communities or the communities as a whole, and encourages students to reflect on their own attitudes, beliefs, and values and develop an understanding of how culture and identity are expressed through language.

3. The Changing World
   This theme enables students to explore change as it affects the world of work and other topics.

These themes have a number of prescribed topics and suggested subtopics with which students engage in their study of French. Students should study a range of spoken, written, visual, and multimodal texts in French in their treatment of themes, topics, and subtopics.

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 1 French at continuers level:

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation (one response in French and one reflective response in English)

For a 10-credit subject, students should provide evidence of their learning through five assessments. For a 20-credit subject, students should provide evidence of their learning through ten assessments, with at least two assessments from each assessment type. Each assessment type should have a weighting of at least 20%.

All assessment occurs through regular exercises, both formative and summative, in all assessment types and in linguistic elements such as grammar and vocabulary.

All work is assessed against the Performance Standards which describe five levels of achievement, A to E.
Geography

Course Description:
10 credits (one semester). Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

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

• demonstrate knowledge and understanding of geographical concepts of place, space, environment, interconnection, sustainability, scale, and change
• demonstrate knowledge and understanding of the nature and complexity of the interdependence of human and physical environments
• use geographical and fieldwork skills, including the use of spatial technologies, to examine geographical features
• analyse information to determine management strategies and make recommendations for improvements to human and physical environments
• examine geographical implications of a contemporary local and/or global issue
• communicate geographical information and ideas, using subject-specific terminology and visual representations.

Course Content:
Topics that will be covered will be chosen from the following:

Theme 1: Sustainable Places
• Topic 1: Rural and/or Remote Places
• Topic 2: Urban Places
• Topic 3: Megacities

Theme 2: Hazards
• Topic 4: Natural Hazards
• Topic 5: Biological and Human-induced Hazards

Theme 3: Contemporary Issues
• Topic 6: Local Issues
• Topic 7: Global Issues

Assessment:
All assessment is school based at Stage 1. The SACE achievement for each semester is based on achievement of the performance standards in the following assessment types each carrying a weighting of at least 20%:

• Assessment Type 1: Geographical Skills and Applications
• Assessment Type 2: Fieldwork

All assessment will be marked against the following performance standards:

• Knowing and understanding
• Analysis and evaluation
• Application
Health and Physical Education

Course Description:
This subject may be undertaken as a 10-credit or a 20-credit subject. Students acquire knowledge and understanding through practical applications and develop values and attitudes through experiential learning. The emphasis is on students developing the capacity to apply understanding about performance and acquire understanding through performance. Students interpret rules and strategies and apply them to selected activities. They also explore, apply, and integrate into practice the principles of physical activity and well-being.

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, analyse, 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
- interact collaboratively and demonstrate initiative and leadership.

Course Content
Practical Skills and Applications:
Students complete two or three practicals for a 10-credit subject and four to six practicals for a 20-credit subject.
The practicals offered should cater for the different skills, interests, and needs of students.
In each practical, students participate in regular physical activity and practise and refine their physical skills and techniques. For some students, involvement in practicals might happen outside scheduled class time. Students should have opportunities to set and achieve personal goals and improve their personal performance. Students are required to demonstrate a sense of fair play; respect the rights of other people; and show concern for safety and the care of equipment.

Principles and Issues:
The study of principles and issues should reflect the different experiences and backgrounds that students bring to their studies and take into account school and community resources.
- The nature of physical activity
- Fitness
- Training principles and methods
- Body systems
- Human physical performance
- Sports injuries
- Participation in physical activity
- Issues Analysis

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning against the SACE performance standards for Stage 1 Health and Physical Education in both practical and theory assessment tasks.
Integrated Learning

Course Description:
Integrated Learning is a subject in which students choose an area of interest and build their own program of study. Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, for a specific purpose, product, or outcome. This course is tailored to a student's individual needs and interests, which will be negotiated with the student on commencement of the course.

Students who would like to be considered for this course should have their parent/carer contact Peter Westhead, the Director of Learning, directly.

Learning Requirements:
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
• develop and understand connections between the program focus and aspects of the capability in a chosen key area of study.

Course Content:
The Integrated Learning subject enables students to negotiate a program of study in which they are interested. For example, they may build a program with a focus in fitness, sport, event management, organising a high tea, 3D modelling, art, child studies, girl guide development, engineering, computer programming and more.

Assessment:
Integrated Learning can be studied as a 10-credit subject or a 20-credit subject at Stage 1, and a 10-credit subject or a 20-credit subject at Stage 2.

For a 10-credit Stage 1 subject, students undertake one or more practical skill building activities, one group activity and one folio and discussion.

For a 20-credit Stage 1 subject, students undertake three or more practical skill building activities, one or two group activities and one folio and discussion.

School Assessment:
• Assessment Type 1: Practical
• Assessment Type 2: Group Presentation
• Assessment Type 3: Folio and Discussion
Legal Studies

Course Description:
Legal Studies can be undertaken as a 10-credit, one semester subject. Legal Studies explores Australia’s legal heritage and the dynamic nature of the Australian legal system within a global context. Legal Studies provides students with a sound understanding of the structures of the Australian legal system and demonstrates how that system responds and contributes to social change while acknowledging tradition. By analysing the Australian legal system, students consider how diverse groups in society, including Indigenous Australians, influence and are influenced by the legal system.

Learning Requirements:
In this subject, 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
- display knowledge and understanding of different sources of law in the Australian legal system
- recognise ways in which the Australian legal system responds to diverse groups in the community
- evaluate the nature and operation of aspects of the Australian legal system
- develop inquiry skills through accessing and using information on aspects of the legal system;
- communicate informed observations and opinions on contemporary legal issues and debates, using legal terminology and appropriate acknowledgment of sources.

Course Content:
Each 10 credits of legal studies consist of:

6. Topic 1: Law and Society
7. A minimum of two other topics.

Topics that may be offered in Legal Studies include:

- People, Structures, and Processes
- Law-making
- Justice and Society
- Young People and the Law
- Women and the Law
- Indigenous Peoples and the Law
- Environment and the Law
- Refugees and Asylum Seekers and the Law
- Minority Groups and the Law
- Victims and the Law
- Motorists and the Law
- Young Workers and the Law
- Relationships and the Law
- Media and the Law
- Sport and the Law
- Entertainment and the Law
- Technology and the Law
- Animals and the Law

Assessment:
All assessment is school based at Stage 1. The SACE assessment for each semester is based on achievement of the performance standards in the following assessment types:

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

Each assessment type will be worth a minimum of 20%. All assessment will be marked against performance standards with reference to the following assessment design criteria:

- Knowledge and understanding
- Inquiry
- Evaluation
- Communication
Mathematics

Course Description:
At Stage 1, students must achieve at least 10 credits of Mathematics for SACE. All students planning to undertake Mathematics at Stage 2 must study a full year of Mathematics at Stage 1.
These are the three choices at Stage 1:
- **General Mathematics** is a 20-credit subject studied over a full year course.
- **Mathematics** is a 30-credit subject studied over three semesters.
- **Specialist Mathematics** is a 40-credit subject studies over four semesters.

Essential Mathematics is a 10-credit Stage 1 subject studied in the second semester of Year 10 by students in Year 10 General Mathematics. It is possible for Year 11 students to take this subject if they have not previously met the SACE numeracy requirement of a C grade in Semester 1 of Stage 1 General Mathematics and will not be planning to undertake General Mathematics at Stage 2.

Satisfactory completion of a Year 10 Mathematics course (not General Mathematics) is the pre-requisite for Stage 1 Mathematics and Specialist Mathematics. Students undertaking General Mathematics at Stage 1 should have a good understanding and mastery of all the work studied in the Year 10 General Mathematics course.

**Learning Requirements for Mathematics and Specialist Mathematics:**
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Mathematics.
In this subject, students are expected to:
- understand mathematical concepts, demonstrate mathematical skills and apply mathematical techniques
- investigate and analyse mathematical information in a variety of contexts
- think mathematically by posing questions, solving problems, applying models, making and testing conjectures
- interpret results, draw conclusions, and determine the reasonableness of solutions in context
- make discerning use of electronic technology
- communicate mathematically and present mathematical information in a variety of ways.

**Learning Requirements for General Mathematics:**
In this subject, students are expected to:
- understand mathematical concepts and relationships
- select and apply mathematical techniques and algorithms to analyse and solve problems, including forming and testing predictions
- investigate and analyse mathematical information in a variety of contexts
- interpret results, draw conclusions, and consider the reasonableness of solutions in context
- make discerning use of electronic technology
- communicate mathematically and present mathematical information in a variety of ways.

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

**Assessment:**
To ensure that all learning outcomes are addressed, each Stage 1 mathematics course incorporates the following assessment components:
- **Assessment Type 1: Skills and Applications Tasks**
- **Assessment Type 2: Folio**

SACE Assessment: Assessment at Stage 1 is initially school based. However, all compulsory subjects undergo external moderation for final grade determination. Students are awarded A, B, C, D or E.
To be awarded SACE it is **compulsory** that students achieve a C or better in at least one semester of any Stage 1 mathematics course.
Modern History

Course Description:
10 credits (one semester). Each semester of the course is a discreet unit. In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems and individuals. Students explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

Learning Requirements:
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Modern History.
In this subject, students are expected to:
- understand and explore historical concepts
- understand and explore the role of ideas, people, and events in history
- analyse developments and/or movements in the modern world, and their short-term and long-term impacts
- analyse ways in which societies in the modern world have been shaped by both internal and external forces and challenges
- apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments
- draw conclusions and communicate reasoned historical arguments.
- communicate information and ideas, using subject-specific terminology and visual representations

Course Content:
Each 10 credits of history consists of the following types (each carrying a weighting of at least 20%):
- three historical skills assessments
- one historical study.
Students will study two of the topics listed below:
- Topic 1: Imperialism
- Topic 2: Decolonisation
- Topic 3: Indigenous Peoples
- Topic 4: Social Movements
- Topic 5: Revolution
- Topic 6: Elective

Assessment:
All assessment is school based at Stage 1. The SACE assessment for each semester is based on achievement of the performance standards in the following assessment types:
- Assessment Type 1: Historical Skills
- Assessment Type 2: Historical Study
All assessment will be marked against performance standards with reference to the following performance standards:
- Understanding and exploration
- Application and evaluation
- Analysis
Music

Course Description:
Stage 1 Music can be studied as 20-credit subject. Through the study of Music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, aural and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students’ cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively. The focus capabilities for this subject are personal development, citizenship, communication and learning.

Learning Requirements:
The course aims to:
• encourage students to value and enjoy music and to develop confidence by extending their musical knowledge and skills
• encourage and provide opportunities for students to pursue a range of studies in Music including performance, musicianship, music in society and ensemble performance
• develop musical understanding, musical sensitivity and aesthetic awareness through the processes of creating, making and performing music
• enable students to acquire skills and knowledge which they may be able to use in the further pursuit of music in a course of study, in a career or as a leisure activity
• enable students to acquire a means of self-expression and a means of sharing musical experiences with others
• encourage students in speaking, writing, and expressing ideas about music
• develop an understanding and appreciation of the role of music and musicians in society and of how they contribute to and reflect the diversity of cultures within and outside Australia
• encourage students to find out about the social and cultural background which may have influenced musical expression in their own or another culture.

Students should be able to:
• develop their aural acuity
• develop their knowledge and application of notation, vocabulary, skills and techniques associated with the discipline of music at their level of expertise
• conceive, plan and develop musical compositions or arrangements;
• interpret, rehearse, create, present a performance or improvise, individually and/or in a group
• communicate their ideas and the ideas of others about musical works and presentations
• extend their knowledge of the stylistic functions, structure and historical/social/cultural contexts of musical works
• develop an understanding and appreciation of the role of music and musicians in the Arts in general or in their community and/or in communities of other times and cultures.

Course Content:
This subject will involve a selection of learning activities that relate to the relevant musical studies. Students have the opportunity to engage in some of the following activities:
• Composing, Arranging
• Performing
• Music Technology
• Developing Theory, Aural Skills and Harmony

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
• Skills Presentation
• Skills Development
• School Assessment: Students are awarded A, B, C, D, E or N (no result) based on their achievement of the performance standards in the following areas:
  - Performance on one or more instruments 40%
  - Harmony/Applied Theory 40%
  - Arranging 20%
Nutrition

Course Description:
Nutrition is a 10-credit Stage 1 semester subject. Good nutrition is integral to the healthy and active lives of all people. Research has highlighted the need for more accurate information to be generally available, and for behaviour to be modified appropriately so that trends in food-related health problems can be reversed. Students of Stage 1 Nutrition are presented with up-to-date information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between food, health and diet-related diseases. Students have the opportunity to learn about food on the molecular level and the interactions inside the human body. They will examine factors that influence food choices and reflect on local, national, indigenous and global concerns, and investigate methods of food production and distribution that affect the quantity and quality of food. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes. Students integrate scientific knowledge and skills gained in their study of nutrition and apply them to designing and carrying out investigations that explore the links between food, health and diet-related diseases. The study of Nutrition encourages students to think about the role of nutrition in their own futures and, more broadly, about its importance in social, economic and cultural development in Australia and the rest of the world.

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, 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
• demonstrate knowledge and understanding of, and respect for, varying cultural influences on diet and lifestyle decisions.

Course Content:
Nutrition is a semester subject. It consists of four main topics, with one practical assessment.
Compulsory Core Topics:
Topic 1: Macro and micronutrients
Topic 2: Diet, Lifestyle, and Health (Dietary related disorders)
Topic 3: Food Selection and Dietary Evaluation
Topic 4: Food preparation and recipe modification.

Assessment:
Students will demonstrate evidence of their learning through the following assessment types:
• Investigation Folio: 20% (1 issues investigation and one practical investigation)
• Skills and Applications Tasks: 80% (consisting of written tests and assignments)

Students are awarded A, B, C, D or E based on their achievement of the performance standards in these tasks. An N for no result does not gain credit points.
Outdoor and Environmental Education

Course Description:
Outdoor and Environmental Education is a 10-credit subject. This is a course of 50-60 hours duration which fulfils the requirements of a SACE Stage 1 unit. This will take the form of a full subject during Semester 1. Two 2-3 day expeditions are included to meet the requirements of this course, one of which will occur in Semester 2. The course is designed to give students an opportunity to develop knowledge and skills in an interdisciplinary manner. By focusing on the values of outdoor education, students involve themselves in a wide range of activities as well as having the opportunity to obtain the Silver Duke of Edinburgh Award and completing a Senior First Aid Certificate.

Learning Requirements:
At the end of the program in Stage 1 Outdoor and Environmental Education students should be able to:
- demonstrate application of skill development for participating in outdoor journeys that are human powered or use natural forces
- evaluate and communicate information about the natural environment and outdoor journeys
- demonstrate responsibility for self and group members to conduct safe and effective outdoor journeys
- identify and apply appropriate risk management practices established by the outdoor industry
- identify and apply appropriate skills in minimising environmental impact on natural environments during human powered journeys
- identify issues of sustainable use of natural environments, including for example, indigenous perspectives on sustainable use of natural environments
- reflect on personal, group, social and environmental outcomes of participation in an outdoor journey.

Course Content:
Stage 1 Outdoor and Environmental Education programs consist of the following four topics:
Topic 1: Environment and Conservation
Topic 2: Planning and Management
Topic 3: Outdoor Practical
Topic 4: Outdoor Journey

Assessment:
Students demonstrate evidence of their learning against the SACE performance standards through the following assessment types:
- Practical Activity
- Folio
- Journal
Students are awarded A, B, C, D or E based on their achievement of the performance standards in these tasks. An N for no result does not gain credit points.
Physics

Course Description:
Physics is covered as two 10 credit subjects, one in Semester 1 and the second in Semester 2. Semester 1 is a prerequisite for Semester 2. The Stage 1 physics program is designed to provide the students with the opportunity to further their interest in the physical causes of natural phenomena and to further their understanding of the physical principles underlying a range of such relevant phenomena and relevant technological applications. Through opportunities to communicate using clear and precise scientific language and through manipulation of equipment and materials students should develop the knowledge and skills to progress to further studies in science, particularly Stage 2 Physics. A range of experimental equipment is available and used by the students throughout the program, giving them the opportunity to undertake a variety of practical work including practical investigations designed to allow students to critically evaluate procedures and results before drawing conclusions.

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 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 and decisions on contemporary physics applications which demonstrate the link between science and society
• communicate knowledge and understanding of the concepts and information of physics using appropriate physics terms and conventions
• demonstrate and apply knowledge and understanding of physics to a range of applications and problems.

Course Content:
Topic 1: Linear Motion and Forces
Topic 2: Electric Circuits
Topic 3: Heat
Topic 4: Energy and Momentum
Topic 5: Waves
Topic 6: Nuclear Models and Radioactivity

Assessment:
SACE Assessment (for each semester) is based on achievement of the performance standards in the following areas:
• Investigations folio (including a practical investigation and a Science as a Human Endeavour investigation) 50%
• Skills and Application Tasks (tests) 50%
Religious Education

Course Description:
A study of religion and spirituality forms a vital foundation for the study of a society. This is of particular importance in a culturally diverse society. An appreciation of the nature of national and global multicultural society is enriched by an understanding of religion and its influence on human behaviour, and the shaping of personal and group identity. Religions and spiritualities are living and dynamic, and students explore the ways in which religious adherents participate in, and respond to, current social and moral debates, and issues in communities such as those in Australia. This is a 10-unit subject.

Learning Requirements:
In Religious Education, students are expected to:
- demonstrate knowledge and understanding of diverse religious beliefs, perspectives, and experiences within and across traditions
- investigate and understand the social significance of religion and spirituality
- explore how religion can provide a basis for personal and ethical decision-making
- analyse the religious basis of a contemporary ethical or social justice issue
- demonstrate and apply an understanding of religion and spirituality, using different forms of communication
- reflect on religious experience, beliefs, and values, and how they contribute to a sense of personal meaning.

Course Content:
A Stage 1 Religious Education course is comprised of two strands.

Religious and Spiritual Traditions Study
Traditions are often considered to be ancient, unalterable, and deeply important. Tradition includes:
- beliefs, practices, or customs taught or handed on by one generation to the next, often orally
- a broad religious movement that has common customs and a common history, culture, and, to some extent, body of teachings.

This study focuses on an aspect of religion and/or spirituality within one tradition or across traditions.

Ethical or Social Justice Issue Study
Students explore the religious basis of a contemporary ethical or social justice issue. This study provides an opportunity for students to develop their skills in discussing, evaluating, and responding to an ethical or social justice issue from a religious perspective. The ethical or social justice issue may be taken from within one tradition or across different religious and spiritual traditions.

Assessment
Students demonstrate evidence of their learning against the SACE standards for Stage 1 Religious Education through completion of a:
- Practical activity
- Issues investigation
- Reflection

Assessment at Stage 1 is school based.
Research Project

Course Description:
The Research Project is a compulsory 10-credit (semester) subject. Students must complete the subject with a C grade or better. There are no pre-requisites. It offers students the opportunity to choose a topic of interest (it may be linked to a SACE subject or course, or to a workplace or community context) and learn and apply research processes, and the knowledge and skills specific to their research topic. Students 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 subject will be offered in Semester 1.

Learning Requirements:
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
• consider the relevance of a chosen capability (communication, citizenship, personal development, or work) to their research
• analyse information and explore ideas to develop their research
• develop and apply specific knowledge and skills
• produce a research outcome
• evaluate their research.

Course Content:
Students choose a research topic that is based on an area of interest, and a capability (literacy, numeracy, information and communication technology, critical and creative thinking, personal and social capability, ethical understanding or intercultural understanding) that is relevant to their research. The capability for learning is integral to the Research Project for all students.
Students use the research framework as a guide to developing their research and applying knowledge and skills specific to their research topic. They evaluate the research processes used. They reflect on the relevance of the chosen capability to themselves and their research project.

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
• discussion

Assessment Type 2: Research Outcome 40%
Students present their findings and explain the ideas and insights gained from the research project to support the findings.
Findings may be presented as either:
• a written report with the results, conclusions, recommendations or solutions to a problem or question
• a product, such as a created artefact, manufactured article, work of art or literature.
• a display or exhibition
• a combination of performance (live or recorded) and product

External assessment
Assessment Type 3: Evaluation 30%
Students are required to evaluate the research processes, including demonstration of the learning capability; evaluate their chosen capability, and reflect on the research outcome and its value to themselves and others.
This evaluation work is externally assessed.

Research Project A or B
Students choose to enrol in either Research Project A or Research Project B. Both contribute to the Australian Tertiary Admission Rank (ATAR).
Spanish (beginners)

Course Description:
This subject may be undertaken as a 10 or 20 credit subject. Beginners is for students with little or no previous knowledge of the language. Eligibility criteria apply for entry to a beginners-level program. In languages assessed at beginners’ level, students develop their skills to communicate meaningfully with people across cultures. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language. Students develop their language skills and intercultural understanding at an intensive rate.

At beginners’ level, students develop and apply linguistic and intercultural knowledge, understanding and skills by:
- interacting with others in Spanish in interpersonal situations
- creating texts in Spanish for specific audiences, purposes and contexts
- analysing texts that are in Spanish to interpret meaning
- comparing languages and how they work as a system
- reflecting on the ways in which culture is created, expressed, and communicated through language.

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 in Spanish in interpersonal situations
- create texts in Spanish for specific audiences, purposes and contexts
- analyse texts that are in Spanish to interpret meaning.

Course Content:
Content is organised around prescribed themes and topics from two interdependent perspectives: The Personal World and The Spanish-speaking Communities.

Through the perspective “The Personal World”, students use Spanish to express and share ideas about their own activities and those of others relating to daily life and transactions in their own context. Through the perspective ‘The Spanish speaking Communities’, students enquire about and express ideas in Spanish. This enables them to participate appropriately and understand a range of values, attitudes, and practices in communities where Spanish is spoken. There are three interconnected prescribed themes: Relationships, Lifestyles, Experiences. Students should study a range of spoken, written, and multimodal texts in Spanish in their treatment of the themes and topics.

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 1 Spanish at Beginners level:
- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis

For a 10-credit subject, students should provide evidence of their learning through four or five assessments. For a 20-credit subject, students should provide evidence of their learning through eight to ten assessments. Students undertake:
- one interacting in spoken Spanish and one presenting in spoken Spanish for the interaction;
- one writing texts in Spanish and one responding to written texts in Spanish for the text production;
- two text analysis assessments.

All assessment occurs through regular exercises, both formative and summative, in all assessment types and in linguistic elements such as grammar and vocabulary.

All work is assessed against the Performance Standards which describe five levels of achievement, A to E.
Visual Arts

Course Description:
Students can choose from Visual Arts-Art and/or Visual Arts-Design.
Stage 1 Visual Arts-Art and Stage 1 Visual Arts-Design are offered as single 10-credit subjects. For students wishing to undertake a study of either Visual Arts at Stage 2 it is recommended that students undertake a full year of study of either Art, Design or a combination.
Visual Arts is categorised into the two 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, exploration, experimentation with media and technique, 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.

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
- analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts.

Course Content:
The following three areas of study are covered:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context
A Learning and Assessment Plan is developed by the teacher to accommodate the prior experiences and needs of each individual student group.

Assessment:
Assessment at Stage 1 is school based. The following assessment types enable students to demonstrate their learning in Stage 1 Visual Arts:
- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Visual Study
SACE assessment is based on achievement of the performance standards for each of the three assessment types addressing the design criteria and nominated specific features for each task. For this subject, the assessment design criteria are:
- Practical application
- Knowledge and understanding
- Analysis and response
SACE Stage 2 Subjects

The subjects listed below contribute to an ATAR. The current SATAC information booklet should be used to determine any prerequisite subjects for desired courses of university study.

- Biology
- Business and Enterprise
- Chemistry
- Chinese (background speakers level)
- Chinese (continuers level)
- Design and Technology (Communication Products - Web Design)
- Drama
- Economics
- English as an Additional Language
- English Communications
- English Studies
- French (continuers level)
- General Mathematics
- Geography
- Integrated Learning*
- Legal Studies
- Mathematical Methods
- Modern History
- Music
- Nutrition
- Physical Education
- Physics
- Spanish (beginners)
- Specialist Mathematics
- Visual Arts – Art
- Visual Arts – Design

* as part of a negotiated program
Biology

Course Description:
Stage 2 Biology is a full year course, the completion of which gains 20 credits. The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of organisms, and how they interact with their own and other species and their environments.

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

Course Content:
The topics for Stage 2 Biology are:
- Cells and scientific method
- Protein structure and function
- DNA structure and function
- Cell division and regulation
- Genetic engineering
- Organisms
- Energy transformations
- Reproduction and evolution
- Ecosystems

Assessment:
SACE Assessment for the year is based on achievement of the performance standards in the following tasks:
- Investigations folio (including a practical investigation and an issues investigation) 40%
- Skills and Application Tasks (consisting of 4 tests) 30%
- End of Year External Examination (on whole year’s work) 30%
The Investigations folio and the Skills and Application Tasks are moderated externally.
Business and Enterprise

Course Description:
Business and Enterprise is a 20 credit (full year) subject that focuses on the role and contribution of business, assessing the business impact of key trends and applying knowledge to authentic enterprise examples. Students learn about the dynamic nature of workplaces and management of people resources. They study marketing practices and evaluate the role that marketing plays in business success. Students are provided with opportunities to analyse the impact of current business issues and opportunities, as well as using theory in practical business applications. While there are no prerequisites, it is recommended that one semester of Stage 1 Business and Enterprise is completed.

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 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
• evaluate the economic, ethical, social, and environmental implications and consequences of business and enterprise practices in different contexts.

Course Content:
Core Topic:
• The Business Environment
Option Topics:
• People, Business and Work
• Business and Marketing

Assessment:
SACE Assessment for each semester is based on achievement of the performance standards in the following tasks:
School Assessment (70%)
• Assessment Type 1: Folio 30%
• Assessment Type 2: Practical 20%
• Assessment Type 3: Issues Study 20%
External Assessment (30%)
• Assessment Type 4: Report 30%
Assessment is based on the following assessment design criteria:
• Knowledge and understanding
• Analysis and evaluation
• Communication
• Application
Chemistry

Course Description:
Stage 2 Chemistry is a 20-credit subject. Stage 2 Chemistry builds on the principles and concepts of chemistry introduced in Stage 1 Chemistry.

In their study of Chemistry, students develop and extend their understanding of the use that human beings make of the planet's resources and the impact of human activities on the environment. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The student of chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes. Through the study of chemistry, students develop an understanding of the physical world and the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

Students develop a range of understanding and inquiry skills that encourage and inspire them in thinking scientifically and pursuing future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

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

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

Course Content:
Stage 2 Chemistry consists of the following topics:

- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical Processes
- Topic 3: Organic and Biological Chemistry
- Topic 4: Managing Resources

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

School Assessment (70%)
- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)

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

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

- at least two practical investigations, and one investigation with a focus on science as a human endeavour
- at least three skills and applications tasks
- one examination.
Chinese (background speakers)

Course Description:
The subject outline for both Stage 1 and Stage 2 Chinese at background speakers level is designed for students with a cultural and linguistic background in Chinese. Students, typically, will have been born in a country where Chinese is a major language of communication and a medium of instruction, and will have had more than one year’s education in that country or in a wholly Chinese-speaking environment. In Chinese at background speakers level, students develop and apply linguistic and intercultural knowledge, understanding, and skills. They interact with others to exchange and explain information, opinions, and ideas; create texts to express ideas, opinions, and perspectives on contemporary issues; and analyse, evaluate, and respond to a range of texts. Students examine relationships between language, culture, and identity and reflect on the ways in which culture influences communication. Students develop and explain their ideas, opinions, and perspectives on prescribed themes and contemporary issues, through their study of texts. They analyse and evaluate texts from linguistic and cultural perspectives, reflecting on how languages work as a system and the ways in which culture is expressed through language. Students compare and contrast texts, and analyse and evaluate the ways in which texts convey their message and have an impact on their audience.

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
- examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Course Content:
Stage 2 Chinese at background speakers level is organised around four prescribed themes and a number of prescribed contemporary issues. These themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity.
There are four prescribed themes:
- 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 Chinese at background speakers level:
School Assessment (70%)
- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)
External Assessment (30%)
- Assessment Type 3: Examination (30%)
Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:
- three to five assessments for the folio
- one oral presentation in Chinese, one written response to the topic in Chinese, and one reflective response in English for the in-depth study
- one oral examination
- one written examination.
Teachers should ensure a balance of macro skills, and of knowledge, skills and topics across the set of assessments. Students are assessed against the Performance Standards across the grades A+ to E.
Chinese (continuers)

Course Description:
Stage 2 Chinese at continuers level is a 20-credit subject and satisfactory completion of the study of Chinese at Stage 1 is a pre-requisite. In Chinese at continuers level students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language. Students develop an understanding of how Chinese is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts. Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the Chinese-speaking communities and in their own community.

Learning Requirements:
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
• examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Course Content:
Stage 2 Chinese at continuers level is organised around three prescribed themes: The Individual, The Chinese-Speaking Communities and The Changing World, and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The prescribed themes are consistent across all languages at continuers level. The prescribed topics may vary from one language to another.

The theme ‘The Individual’ enables students to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. This theme also enables students to study topics from the perspectives of other people.

The theme ‘The Chinese-speaking Communities’ explores topics from the perspectives of diverse individuals and groups within those communities or the communities as a whole, and encourages students to reflect on their own attitudes, beliefs, and values and develop an understanding of how culture and identity are expressed through language. The Theme ‘The Changing World’ enables students to explore change as it affects the world of work and other topics. These themes have a number of prescribed topics and suggested subtopics with which students engage in their study of Chinese.

Students should study a range of spoken, written, visual, and multimodal texts in Chinese in their treatment of themes, topics, and subtopics. The language that students use to respond to a text may be either in the language they are studying or English, as appropriate.

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 2 Chinese at continuers level:

School Assessment (70%)
• Assessment Type 1: Folio (50%)
• Assessment Type 2: In-depth Study (20%)

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

Students undertake:
• three to five assessments for the folio
• one oral presentation in Chinese, one written response to the topic in Chinese, and one reflective response in English for the in-depth study.
• one oral examination
• one written examination.
Design and Technology – Communication Products (Web Design)

Course Description:
This subject is undertaken as a 10-credit subject. Students apply their knowledge and understanding of technological concepts to the investigation, analysis, development, and communication of ideas when designing and making products that communicate information. Students investigate existing information technology systems to discover their nature and components. They develop a range of information technology skills and techniques while creating their own systems that can be tested and evaluated. They develop and apply specialised skills and techniques in the use of software to produce a fully functioning website.

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

Course Content:
Students will design and create a product that meets their design brief. Communications Products focuses on developing HTML and CSS coding skills using various specialist software. Students will:
- develop a range of skills and techniques in the development of web design and programming code to create a fully functioning website.
- investigate and critically analyse characteristics in the design and development of the website production
- demonstrate planning through the use of the design cycle to produce a product that meets the parameters of a design brief
- evaluate product development with reference to the design brief.

Assessment:
School Assessment (70%)
- Assessment Type 1: Skills and Applications task (20%)
- Assessment Type 2: Product (50%)
External Assessment (30%)
- Assessment Type 3: Folio (30%)
- one written examination.
Drama

Course Description:
Stage 2 Drama is a subject in which both practical and theoretical approaches are used. Throughout the year, students will stage a production, study a play text and theatre practitioner and will complete a folio including reviews of live theatre and a production report.

Learning Requirements:
For a 20-credit subject, students undertake one group presentation on a selected play script. Students take part in a group presentation, but are assessed individually. The group presentation could take a variety of forms, including, for example, a live performance or film, a workshop, or a tutorial. For a 20-credit subject, students will also undertake one report and at least two reviews. The folio presented should be a maximum of 4000 words if written or a maximum of 20 minutes if oral, or the equivalent in multimodal form. Students also undertake one individual interpretative study and either a group performance or a related off-stage presentation or an individual performance or presentation.

A student’s involvement in the individual performance or presentation may be in one of the following areas:

- acting
- design
- dramaturgy
- front-of-house
- multimedia/film and video
- stage management
- scriptwriting
- directing

Students who choose to take the role of director in their individual performance or presentation do not direct their peers in the group performance or related presentation. Students may work with a group such as a Stage 1 class or other younger year groups to facilitate their role.

Course Content:
A student’s involvement in this area of study may focus on one or more of the following:

- acting
- design (set, costume, make-up, lighting, sound, publicity and promotions)
- dramaturgy
- front-of-house
- multimedia/film and video
- scriptwriting
- directing

Assessment:
Assessment at Stage 2 is school and externally based. The following assessment types enable students to demonstrate their learning:

Assessment Type 1: Group Presentation (20%) (20-credit subject only).
Assessment Type 2: Folio (30%)
Assessment Type 3: Interpretative Study (20%)
Assessment Type 4: Performance (30%)
Economics

Course Description:
The study of economics is a 20 credit (full year), subject that does not require any pre-requisite knowledge, but successful completion of Stage 1 economics is an advantage.

This subject enables students to understand how an economy operates. Central to the study of economics is the economic problem and the related concepts of scarcity, opportunity cost, and interdependence. In response to the economic problem, societies determine what goods and services to produce, how these goods and services are produced, and for whom they are produced. Students review economic systems and market structures, and their impact on economic decision making. The role of government in contributing to and influencing economic activity is addressed. They will be given the opportunity to understand and analyse the effect globalisation has had on our economy as well as issues of poverty and global inequality.

Learning Requirements:
In this subject, students are expected 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
• critically analyse and evaluate the impact of economic change locally, nationally and globally.

Course Content:
Economics consists of skills in economics developed in the following five key areas of study:
• Key Area 1: The Economic Problem
• Key Area 2: Microeconomics
• Key Area 3: Macroeconomics
• Key Area 4: Globalisation
• Key Area 5: Poverty and Inequality

Assessment:
SACE Assessment for each semester is based on achievement of the performance standards in the following assessment types:
School Assessment (70%)
• Assessment Type 1: Skills and Applications Tasks 30%
• Assessment Type 2: Folio 40%
External Assessment (30%)
• Assessment Type 3: Examination 30%
Assessment is based on the following assessment design criteria:
• Knowledge and understanding
• Analysis and evaluation
• Communication
English as an Additional Language

Course Description:
Stage 2 English as an Additional Language is a 20-credit subject taken over a full year. Eligibility for this subject is defined by the following SACE Board policy;

English as a Second Language Studies Eligibility Policy: Students who were found to be eligible for Stage 1 are automatically eligible for Stage 2. They do not need to reapply for eligibility. Students who are entering at Stage 2 without having completed Stage 1 are required to apply for eligibility before enrolment. A student is eligible for ESL if they are a student for whom English is a second language or an additional language or a dialect, and who either

a) has not had more than a total of five years of full time schooling where the medium of instruction was English; or
b) has had more than a total of five years of full time schooling where the medium of instruction was English and whose knowledge of English is restricted. This will be assessed by the ESL teacher using Scopes and Scales testing. If the student has attended the school in Year 10, work samples will be collected over the course of Year 10 in order to assess proficiency.

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 as an Additional Language.
In this subject, students are expected to:
• 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/or cultural perspectives in texts
• respond to information, ideas and opinions, using sustained, persuasive, and effective communication
• create extended oral, written, and multimodal texts appropriate to different purposes, audiences, and contexts.

Course Content:
Stage 2 English as an Additional Language is a 20-credit subject.
This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and text creation.
Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, a short story, an extract from a prose text, or a scene from a film. Students explore the relationship between the structures and features and the purpose, audience, and context of texts. Information, ideas and opinions in texts are identified and evaluated. Personal, social, and cultural perspectives in texts are analysed and evaluated.
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.
The subject focuses on the following categories of skills and strategies:
• Communication Skills and Strategies
• Comprehension Skills and Strategies
• Language and Text Analysis Skills and Strategies
• Text Creation Skills and Strategies

Assessment:
School based assessment: 70%
Assessment type 1: Academic Literacy Study. Written report and oral interaction.
Assessment type 2: Responses to Texts. These responses must include:
• a response to one or more texts with a focus on a theme or issue
• a creative response to a text or texts (e.g. a journal entry written by a character in the text; a narrative from a minor character's viewpoint; a speech by a character from the text; a role play)
• an analysis of a persuasive text or the emotive elements of a text (e.g. poem, short story, film trailer)
• a free-choice response where the teacher decides the text type.
End of year public examination: 30%
Students complete a 2½-hour external examination that is divided into two sections:
• Section 1: Comprehending Multimodal Texts (1 hr)
  Listening Comprehension, Part A (listening only) and Part B (listening and/or analysis of a text with a visual component).
• Section 2: Written Paper (1.5 hrs)
  Students are required to read and interpret related texts. Students use the information and opinions in the texts to produce an extended written response in the form of an essay, a persuasive piece, or a report.
  Student’s school-based assessment and external assessment are combined for a final result which is reported as a grade between A+ and E−.
English

Course Description:
English is taken as a 20-credit subject for a full year. This subject focuses on the development of English skills, and in particular the communication process. Students learn to recognise the conventions of different text types and contexts. They consider the role of language in communication between individuals, groups and organisations.

Learning Requirements:
In this subject, students are expected to:
• analyse the relationship between purpose, context, and audience in a range of texts
• evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts
• analyse how perspectives in their own and others' texts shape responses and interpretations
• create and evaluate oral, written, and multimodal texts in a range of modes and styles
• analyse the similarities and differences when comparing texts
• apply clear and accurate communication skills.

Course Content:
The full year subject consists of:
• Responding to Texts
  Students produce two written responses and one oral response. By negotiation with the teacher, students may develop one of the responses as a multimodal presentation.
• Creating Texts
  Students compose three texts, which may be written, oral, or multimodal, and a writer's statement.
• Comparative Analysis (30% of assessment)
  Students complete a comparison of two examples of communication in a 2000 word report or essay.

The Comparative Analysis must be a product of independent study, but it is appropriate for teachers to advise and support students in choosing examples of communication as well as to provide a structure for the report/essay. This component will be externally assessed.

Assessment:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Assessment Summary for 20-credit Stage 2 English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Type 1: Responding to Texts (30%)</td>
<td>Three responses to texts: in written, oral, and multimodal form.</td>
</tr>
<tr>
<td>Assessment Type 2: Creating Texts (40%)</td>
<td>Three texts which may be in written, oral, or multimodal form, as well as a writer's statement.</td>
</tr>
<tr>
<td>Assessment Type 3: External Comparative Analysis (30%)</td>
<td>One comparative written evaluation of two texts in a maximum of 2000 words.</td>
</tr>
</tbody>
</table>
English Literary Studies

Course Description

English Literary Studies is a 20-credit subject at Stage 2. Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

Students produce responses that show the depth and clarity of their understanding. They extend their ability to sustain a reasoned critical argument by developing strategies that allow them to weigh alternative opinions against each other. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed.

Learning Requirements:

In this subject, students are expected to:

- understand the relationship 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, support, and justify a critical interpretation of a text
- develop analytical responses to texts by considering other interpretations
- create oral, written, and/or multimodal texts that experiment with stylistic features by using and adapting literary conventions
- express ideas in a range of modes to create texts that engage the reader, viewer, or listener.

Course Content:

Responding to texts:

Students study:
- one extended prose text
- one film text
- one drama text
- a range of poems
- a range of short texts

Creating texts:

- Students draw on their knowledge and experience of genre and literary devices to experiment with elements of style and voice to achieve specific effects in their own texts.

Comparative Text Study:

- Students, in conjunction with their teacher, choose one text of their choice and one text from shared study and write a critical essay in which the two texts must be discussed in relation to each other.

Assessment:

| Assessment Type 1: Responding to Texts (50%) | Up to five responses to texts; in written, oral and multimodal form. |
| Assessment Type 2: Creating Texts (20%) | Two texts which may be written, oral or multimodal. |
| Assessment Type 3: External Part A – Comparative Text Study (15%) | A critical essay, comparing two texts, of up to 1500 words. |
| Part B – Critical Reading (15%) | Examination of 90 minutes for students to analyse one or more unseen short texts. |
French (continuers level)

Course Description:
Stage 2 French at continuers level is a 20-credit subject and satisfactory completion of the study of French at Stage 1 is a pre-requisite. In French at continuers level students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Students develop an understanding of how French is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts. Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the French-speaking communities and in their own community.

Learning Requirements:
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 French
- create texts in French to express information, feelings, ideas, and opinions
- analyse texts that are in French to interpret meaning
- examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Course Content:
Stage 2 French at continuers level is organised around three prescribed themes: The Individual, The French-Speaking Communities and The Changing World, and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The prescribed themes are consistent across all languages at continuers level. The prescribed topics may vary from one language to another.

The theme ‘The Individual’ enables students to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. This theme also enables students to study topics from the perspectives of other people. The theme ‘The French-speaking Communities’ explores topics from the perspectives of diverse individuals and groups within those communities or the communities as a whole, and encourages students to reflect on their own attitudes, beliefs, and values and develop an understanding of how culture and identity are expressed through language. The Theme ‘The Changing World’ enables students to explore change as it affects the world of work and other topics. These themes have a number of prescribed topics and suggested subtopics with which students engage in their study of French.

Students should study a range of spoken, written, visual, and multimodal texts in French in their treatment of themes, topics, and subtopics. The language that students use to respond to a text may be either in the language they are studying or English, as appropriate.

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 2 French at continuers level:

School Assessment (70%)
- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)

External Assessment (30%)
- Assessment Type 3: Examination (30%)
General Mathematics

Course Description:
General Mathematics is taken as a 20-credit subject for a full year. Satisfactory completion of Stage 1 Mathematics or General Mathematics is required to enrol in this subject. General Mathematics extends students’ mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Successful completion of General Mathematics prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Learning Requirements:
In this subject, students are expected to:
• understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
• investigate and analyse mathematical information in a variety of contexts
• recognise and apply the mathematical techniques needed when analysing and finding a solution to a problem, including the forming and testing of predictions
• interpret results, draw conclusions, and reflect on the reasonableness of solutions in context
• make discerning use of electronic technology to solve problems
• communicate mathematically and present mathematical information in a variety of ways.

Course Content:
Stage 2 General Mathematics consists of the following six topics:
• Modelling with Linear Relationships
• Modelling with Matrices
• Statistical Models
• Financial Models
• Discrete Models

Assessment:

School Assessment (70%)
Assessment Type 1: Skills and Applications Tasks 40%
Assessment Type 2: Mathematical Investigations 30%

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

Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:
• five skills and applications tasks
• two mathematical investigations
• one examination

SACE Assessment:
Student’s school based assessment and external assessment are combined for a final result which is reported as a grade between A+ and E-. General Mathematics undergoes external moderation for final grade determination.
Geography

Course Description:
Students wishing to undertake a study of Geography at Stage 2 do not require any prerequisite knowledge, but successful completion of Stage 1 Geography is an advantage. Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

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

• demonstrate knowledge and understanding of geographical concepts of place, space, environment, interconnection, sustainability, scale, and change
• demonstrate knowledge and understanding of the complexity of human-environment interdependence in local, national, and/or global contexts
• use geographical and fieldwork skills, including the use of spatial technologies, to examine geographical features, patterns, and processes
• analyse information to evaluate projections for change, and make recommendations for improvements to human and physical environments
• evaluate the environmental, social, and economic causes, effects, and consequences of change
• communicate geographical information, using subject-specific terminology and visual representations

Course Content:
Stage 2 Geography consists of the following content:
1. The transforming world
   Students will study all of the following topics, with Topics 1 and 3 the focus of Part B of the external examination.

<table>
<thead>
<tr>
<th>Theme 1: Environmental Change</th>
<th>Theme 2: social and Economic Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 1: Ecosystems and People</td>
<td>Topic 3: Population Change</td>
</tr>
<tr>
<td>Topic 2: Climate Change</td>
<td>Topic 4: Globalisation</td>
</tr>
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<td>Topic 5: Transforming Global Inequality</td>
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</tbody>
</table>

2. Fieldwork
   Students undertake independent fieldwork on a local topic or issue of personal interest. Fieldwork topics must be independently chosen, have a geographical context, and be posed as a question of hypothesis.

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

Internal Assessment (70%)
• Assessment Type 1: Geographical Skills and Applications (40%)
• Assessment Type 2: Fieldwork Report (30%)

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

All assessment will be marked against the following performance standards:
• Knowing and understanding
• Analysis and evaluation
• Application
Integrated Learning

Course Description:
Integrated Learning is a subject in which students choose an area of interest and build their own program of study. Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, for a specific purpose, product, or outcome. This course is tailored to a student's individual needs and interests, which will be negotiated with the student on commencement of the course.

Students who would like to be considered for this course should have their parent/carer contact Peter Westhead, the Director of Learning, directly.

Learning Requirements:
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
- develop and understand connections between the program focus and aspects of the capability in a chosen key area of study.

Course Content:
The Integrated Learning subject enables students to negotiate a program of study in which they are interested. For example, they may build a program with a focus in fitness, sport, event management, organising a high tea, 3D modelling, art, child studies, girl guide development, engineering, computer programming and more.

Assessment:
Integrated Learning can be studied as a 10-credit subject or a 20-credit subject at Stage 1, and a 10-credit subject or a 20-credit subject at Stage 2.
For a 10-credit Stage 1 subject, students undertake one or more practical skill building activities, one group activity and one folio and discussion.
For a 20-credit Stage 1 subject, students undertake three or more practical skill building activities, one or two group activities and one folio and discussion.
The Stage 2 Integrated Learning subject has the same requirements as those at Stage 1, however, an externally assessed project must also be created. This project is a research-based or practical project-based task, or a combination of these.

School Assessment (70%)
- Assessment Type 1: Practical
- Assessment Type 2: Group Presentation
- Assessment Type 3: Folio and Discussion

External Assessment (30%)
- Assessment Type 4: Project
Legal Studies

Course Description:
Stage 2 Legal Studies is a 20-credit (full-year) subject. Students wishing to undertake a study of Legal studies at Stage 2 do not require any prerequisite knowledge. The Australian legal system is constantly evolving and has strengths and weaknesses. Students analyse the Australian legal, constitutional, and justice systems and explore the different legal perspectives and priorities held by diverse cultural and interest groups. This includes the extent to which the legal system influences, and is influenced by, Indigenous Australians and global contexts.

Learning Requirements:
In this subject, students are expected to:
• display knowledge and understanding of the influences that have shaped the Australian legal system
• know, understand, and analyse legal principles, processes and structures
• recognise ways in which the Australian legal system responds to diverse groups in the community
• demonstrate civic literacy through inquiry into the legal system
• analyse the Australian legal, constitutional and justice systems
• communicate informed observations and opinions on contemporary legal issues and debates, using legal terminology and appropriate acknowledgement of sources.

Course Content:
Topic 1: The Australian Legal System
Topic 2: Constitutional Government
Topic 3: Law-making
Topic 4: Justice systems

Assessment:
School Assessment (70%)
• Assessment Type 1: Folio (50%)
• Assessment Type 2: Inquiry (20%)
External Assessment (30%)
• Assessment Type 3: Examination (30%)
All assessment will be marked against performance standards with reference to the following assessment design criteria:
• Knowledge and understanding
• Inquiry
• Analysis and Evaluation
• Communication
Mathematical Methods

Course Description:
Mathematical Methods is taken as a 20-credit subject for a full year. Satisfactory completion of Stage 1 Mathematics is required to enrol in this subject. Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation. Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

Learning Requirements:
In this subject, students are expected to:
- understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
- investigate and analyse mathematical information in a variety of contexts
- think mathematically by posing questions, solving problems, applying models, and making, testing, and proving conjectures
- interpret results, draw conclusions, and determine the reasonableness of solutions in context
- make discerning use of electronic technology to solve problems and to refine and extend mathematical knowledge
- communicate mathematically and present mathematical information in a variety of ways.

Course Content:
Stage 2 Mathematical Methods consists of the following six topics:
Topic 1: Further Differentiation and Applications
Topic 2: Discrete Random Variables
Topic 3: Integral Calculus
Topic 4: Logarithmic Functions
Topic 5: Continuous Random Variables and the Normal Distribution
Topic 6: Sampling and Confidence Intervals

Assessment:
School Assessment (70%)
- Assessment Type 1: Skills and Applications Tasks 50%
- Assessment Type 2: Mathematical Investigation 20%

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

Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:
- six skills and applications tasks
- one mathematical investigations
- one examination

SACE Assessment:
Student’s school-based assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-. Mathematical Methods undergoes external moderation for final grade determination.
Modern History

Course Description:
20 credits. Students wishing to undertake a study of Modern History at Stage 2 do not require any prerequisite knowledge, although successful completion of Stage 1 Modern History is an advantage. In the study of Modern History at Stage 2, students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations. Students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world.

Learning Requirements:
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Modern History.
In this subject, students are expected to:
• understand and explore historical concepts
• understand and explore the role of ideas, people and events in History
• analyse ways in which the development of the modern world has been shaped by both internal and external forces and challenges
• analyse interactions and relationships in the modern world, and their short-term and long-term impacts on national, regional, and/or international development
• apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments
• draw conclusions and communicate reasoned historical arguments.

Course Content:
Students will study one topic from ‘Modern Nations’ and one topic from ‘The World since 1945’, selected from the following list of topics:

Modern Nations

| Topic 2: United States of America (1914–45) | Topic 8: Australia’s Relationship with Asia and the South Pacific Region (1945- ) |

The World Since 1945

Assessment:
Internal Assessment (70%)
• Assessment Type 1: Historical Skills (50%)
• Assessment Type 2: Historical study on a topic chosen by each student (20%)

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

All assessment will be marked against the following performance standards:
• Understanding and exploration
• Application and Evaluation
• Analysis
Music

Course Description:
Students choose 1 or more of the 10 point units outlined below. Some units may be offered off line. All units run for the whole year and cannot be undertaken in only one semester.

Learning Requirements:
The study of this subject will:
• provide opportunities for students to pursue a range of studies in music
• encourage the pursuit of excellence in these studies
• enable students to acquire skills and knowledge which they may be able to use in the further pursuit of music as a career, in a course of study or as a leisure activity
• encourage students to value and enjoy music and to develop confidence in their ability to engage in music by extending their musical understanding, knowledge and skills
• encourage students to communicate their ideas and the ideas of others about music.

Course Content:
• Musicianship
  This unit is offered for students who want to further their understanding of music through the development of aural awareness and related theoretical skills, together with a study of harmony and arranging. Students should have a sound knowledge of fundamental theory.

• Solo Performance
  This unit is offered for students who want to develop their performance skills on their instrument or voice and to further their understanding of music. In addition to musical outcomes, the study of Solo Performance encourages the development of personal characteristics such as confidence and the ability to communicate sensitively with others.

• Performance Special Study
  This unit allows advanced instrumentalists and vocalists to address the technical and musical demands of the performance of an extended work, either as a soloist or as a member of a chamber ensemble. A detailed analytical essay of the extended work performed for this unit is also required for the folio.

• Composing and Arranging
  Each student must submit one major work and a folio of minor works between 3 and 5 minutes in length each (either a composition or an arrangement) and complete an analysis of their composition/arrangement.

• Ensemble Performance
  This unit allows Instrumental and or Vocal students to develop confidence as an ensemble performer by presenting a repertoire of contrasting works totalling a minimum of 20 minutes of performance time. Performances will be assessed against the criteria of accuracy, technique and musicianship in a total of 3 assessments.

Assessment:
Assessment is based on approximately 3 tasks that are assessed internally or externally.
Nutrition

Course Description:
Nutrition is a 20-credit Stage 2 full year subject. Good nutrition is integral to the healthy and active lives of all people. Research has highlighted the need for more accurate information to be generally available, and for behaviour to be modified appropriately so that trends in food-related health problems can be reversed. Students of Stage 2 Nutrition are presented with up-to-date information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between food, health and diet-related diseases. Students have the opportunity to examine factors that influence food choices and reflect on local, national, indigenous and global concerns. They investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods 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. Students integrate scientific knowledge and skills gained in their study of nutrition and apply them to designing and carrying out investigations that explore the links between food, health and diet-related diseases. The study of Nutrition encourages students to think about the role of nutrition in their own futures and, more broadly, about its importance in social, economic and cultural development in Australia and the rest of the world.

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, 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
- demonstrate knowledge and understanding of, and respect for, varying cultural influences on diet and lifestyle decisions.

Course Content:
Nutrition consists of four compulsory core topics and two option topics, of which students study one.
Compulsory Core Topics
- Core Topic 1: The Fundamentals of Human Nutrition
- Core Topic 2: Diet, Lifestyle, and Health
- Core Topic 3: Food Selection and Dietary Evaluation
- Core Topic 4: Food, Nutrition, and the Consumer.
Option Topics
- Option Topic 1: Global Nutrition and Ecological Sustainability OR
- Option Topic 2: Global Hunger

Assessment:
Students will demonstrate evidence of their learning through the following assessment types:
School based assessment: Investigation Folio 40%
(1 issues investigation and at least 3 practical investigations)
Skills and Applications Tasks 30%
(consisting of 2-3 tests and one assignment)
External Assessment: Examination 30%
Student’s school-based assessment and external assessment are combined for a final result which is reported as a grade between A+ and E−.
Physical Education

Course Description:
Students wishing to undertake a study of Physical Education at Stage 2 as a 20 credit (full year) subject do not require any prerequisite knowledge, but successful completion of Stage 1 Physical Education is an advantage. Students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. They explore their own physical capacities and analyse performance, health, and lifestyle issues. Students develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

Learning Requirements:
- Students to achieve a level of proficiency in performance of physical activities with reference to three separate 18 hour practicals
- Be able to demonstrate knowledge and understanding of exercise physiology, biomechanics of human movement, the acquisition of skills 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
- Demonstrate initiative, self-reliance, collaborative skills, leadership and effective interpersonal skills.

Course Content:

Exercise Physiology and Physical Activity
- Sources of energy affecting physical performance
- The effects of training and evaluation on physical performance
- The specific physiological factors affecting performance

The Acquisition of Skills and the Biomechanics of movement
- Skill Acquisition
- Specific factors affecting learning
- The effects of psychology of learning on the performance of physical skills
- The ways in which Biomechanics improve skilled performance

Issues Analysis
The issues analysis enables students to investigate a chosen issue that is related to physical activity and relevant to local, regional, national or global communities. Students are expected to analyse critically and interpret their findings and experiences.

Assessment:
School Based Assessment (70%)
- Practical based assessment (50%)
- Folio – coursework (10%)
- Issues Analysis (10%)

External Assessment - Examination (30%)

Student’s school-based assessment and external assessment are combined for a final result which is reported as a grade between A+ and E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding, on the basis of the evidence provided, how well a student has demonstrated his or her learning. During the teaching and learning program the teacher gives students feedback on, and makes decisions about, the quality of their learning, with reference to the performance standards. Students can also refer to the performance standards to identify the knowledge, skills, and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.
Physics

Course Description:
This is 20 credit (full year) subject is for those interested in the fundamental processes in nature. The study of Physics provides an understanding of the processes which determine the behaviour of systems from the very small (atoms and nuclei) to the very large (the solar system and the universe). An understanding of these processes has had an enormous impact on civilisation. Physics therefore is relevant to people living in the twenty-first century. It contributes to an understanding and appreciation of the natural world and to an ability to make informed decisions about technological applications.

The most common reason for choosing to study Physics at this level is because it is relevant to a university or TAFE course, or to a future occupation. Physics is a pre-requisite for entry into some university or TAFE courses and is recommended as background knowledge in many others. Hence it can open opportunities for further study in these areas, leading to interesting and rewarding careers in fields as diverse as electrical trades, engineering, architecture, applied sciences, medicine, dentistry and physiotherapy.

The satisfactory completion of Stage 1 Physics is expected before commencing this subject.

It is recommended that a student be studying either Mathematical Studies or Specialist Mathematics.

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 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 and decisions on contemporary physics applications which demonstrate the link between science and society
- communicate knowledge and understanding of the concepts and information of physics using appropriate physics terms and conventions
- demonstrate and apply knowledge and understanding of physics to a range of applications and problems.

Content:

**Topic 1: Motion and Relativity**
- Subtopic 1.1: Projectile Motion
- Subtopic 1.2: Forces and Momentum
- Subtopic 1.3: Circular Motion and Gravitation
- Subtopic 1.4: Relativity

**Topic 2: Electricity and Magnetism**
- Subtopic 2.1: Electric Fields
- Subtopic 2.2: Motion of Charged Particles in Electric Fields
- Subtopic 2.3: Magnetic Fields
- Subtopic 2.4: Motion of Charged Particles in Magnetic Fields
- Subtopic 2.5: Electromagnetic Induction

**Topic 3: Light and Atoms**
- Subtopic 3.1: Wave Behaviour of Light
- Subtopic 3.2: Wave-Particle Duality
- Subtopic 3.3: Structure of the Atom
- Subtopic 3.4: Standard Model

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

**School-based Assessment (70%)**
- Assessment Type 1: Investigations Folio (30%)
  Practical investigations including a practical design and one Science as a Human Endeavour task
- Assessment Type 2: Skills and Applications Tasks (40%)
  Tests

**External Assessment (30%)**
- Assessment Type 3: 2 hour examination (30%)
Spanish (beginners)

Course Description:
Stage 2 beginners Spanish is a 20-credit subject and satisfactory completion of the study of Spanish at Stage 1 is a prerequisite. In interstate assessed languages at beginners level, students develop their skills to communicate meaningfully with people across cultures. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language. Students develop their language skills and intercultural understanding at an intensive rate.

At beginners level, students develop and apply linguistic and intercultural knowledge, understanding, and skills by:

8. interacting with others in Spanish in interpersonal situations
9. creating texts in Spanish for specific audiences, purposes, and contexts
10. analysing texts that are in Spanish to interpret meaning
11. comparing languages and how they work as a system
12. reflecting on the ways in which culture is created, expressed and communicated through language.

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 in Spanish in interpersonal situations
• create texts in Spanish for specific audiences, purposes and contexts
• analyse texts that are in Spanish to interpret meaning.

Course Content:
A Stage 2 interstate assessed language at beginners level is a 20 credit subject. The prescribed themes and topics should be studied from two interdependent perspectives: The Personal World and the Spanish-speaking Communities. Through the perspective ‘The Personal World’, students use Spanish to express and share ideas about their own activities and those of others relating to daily life and transactions in their own context.

Through the perspective ‘The Spanish-speaking Communities’, students enquire about and express ideas in Spanish. This enables them to participate appropriately and understand a range of values, attitudes, and practices in communities where Spanish is spoken. There are three interconnected prescribed themes: Relationships, Lifestyles, Experiences. Students study prescribed topics within the themes. These topics provide the contexts for a range of assessments related to the learning requirements of interacting, creating texts, and interpreting texts. Not all topics will require the same amount of study time. A number of subtopics are also suggested.

Students should study a range of spoken, written, visual, and multimodal texts in Spanish in their treatment of themes and topics.

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 2 interstate assessed languages at beginners level:

School Assessment (70%)
- Assessment Type 1: Interaction (30%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Text Analysis (20%)

External Assessment (30%)
- Assessment Type 4: Examination (30%)
Specialist Mathematics

Course Description:
Specialist Mathematics is taken as a 20-credit subject for a full year that must be taken in conjunction with Mathematical Methods. Satisfactory completion of Stage 1 Mathematics and Specialist Mathematics is required to enrol in this subject. Specialist Mathematics draws on and deepens students’ mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences.

Learning Requirements:
In this subject, students are expected to:
• understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
• investigate and analyse mathematical information in a variety of contexts
• think mathematically by posing questions, solving problems, applying models, and making, testing, and proving conjectures
• interpret results, draw conclusions, and determine the reasonableness of solutions in context
• make discerning use of electronic technology to solve problems and refine and extend mathematical knowledge
• communicate mathematically and present mathematical information in a variety of ways.

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 Content:
Stage 2 Specialist Mathematics consists of the following six topics:
Topic 1: Mathematical Induction
Topic 2: Complex Numbers
Topic 3: Functions and Sketching Graphs
Topic 4: Vectors in Three Dimensions
Topic 5: Integration Techniques and Applications
Topic 6: Rates of Change and Differential Equations.

Assessment:
School Assessment (70%):
• Assessment Type 1: Skills and Applications Tasks 50%
• Assessment Type 2: Mathematical Investigation 20%

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

Students provide evidence of their learning through eight assessments, including the external assessment component. Students complete:
• six skills and applications tasks
• one mathematical investigation
• one examination.

SACE Assessment:
Student’s school-based assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E-. Specialist Mathematics undergoes external moderation for final grade determination.
Visual Arts – Art or Design

Course Description:
Stage 2 Visual Arts-Art or Stage 2 Visual Arts-Design is studied as a 20-credit subject (full year). Visual Arts is categorised into the two 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 exploration, experimentation with media and technique, 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.

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
- develop inquiry skills to explore visual arts issues, ideas, concepts, processes, techniques, and questions.

Content:
The following three areas of study are covered:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment:
For this subject, the SACE assessment design criteria are:
- practical application
- knowledge and understanding
- analysis and response
- inquiry and exploration

Assessment Type 1: Folio - 40% (central moderation)
Students produce a folio, consisting of 40 A3 pages, that documents their visual learning, in support of their two works of art or design. The folio documents the development and refinement of ideas leading up to decisions about the final resolved works.

Assessment Type 2: Practical – 30% (central moderation)
All practicals are resolved from visual thinking and learning documented in the folio. The practical consists of two parts:
- Two resolved art or design practical works
- the practitioner’s statements (500 words for each piece)

Assessment Type 3: Visual Study (20 A3 pages with embedded 2000 words) – 30% (external assessment)
A visual study is an exploration of, and/or experimentation with, a style, an idea, a concept, media, materials, methods, techniques, and/or technologies. Students base their exploration and/or experimentation on analysis of the work of other practitioners, individual research, and the development of visual thinking and/or technical skills. They present the findings of their visual study as well as their conclusions, insights, and personal opinions about aesthetics. Students develop an idea for a visual study that may:
- answer a question about a practical application
- explore and/or experiment with concepts, ideas, media, materials, techniques, technologies, and/or processes;
- support or refute a statement.
International Baccalaureate Diploma Program

The International Baccalaureate Organisation’s Diploma Program (DP), created in 1968, is a pre-university course of study that culminates in examinations. It is designed for highly motivated secondary school students aged 16 to 19 years. The program has earned a reputation for rigorous assessment, giving IB diploma holders access to the world’s leading universities. The IBO has shown that students are well prepared for university work.

The Diploma Program’s grading system is criterion referenced: each student’s performance is measured against well-defined levels of achievement consistent from one examination session to the next. Grades reflect attainment of knowledge and skills relative to set standards that are applied equally to all schools. Top grades are not, for example, awarded to a certain percentage of students.

The program is a comprehensive two-year international curriculum, available in English, French and Spanish, that generally allows students to fulfil the requirements of their national or state education systems. The Diploma Program incorporates the best elements of national systems without being based on any one. Internationally mobile students are able to transfer from one IB school to another while students who remain closer to home benefit from a highly respected international curriculum.

The program was born of efforts to establish a common curriculum and university entry credential for students moving from one country to another. International educators were motivated by practical considerations but also by an idealistic vision: students should share an academic experience that would emphasise critical thinking, intercultural understanding and exposure to a variety of points of view.

Today there are equal numbers of students from international schools and state or national systems undertaking the diploma program. The idealism has remained unchanged, however. The IBO’s goal is to provide students with the values and opportunities that will enable them to develop sound judgment, make wise choices, and respect others in the global community. The Diploma Program equips students with the skills and attitudes necessary for success in higher education and employment.

The program has the strengths of a traditional liberal arts curriculum, but with three important additional features.

Theory of Knowledge (TOK) is an interdisciplinary requirement intended to stimulate critical reflection on knowledge and experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases and to develop the ability to analyse evidence. TOK is a key element in encouraging students to appreciate other cultural perspectives.

The course is unique to the International Baccalaureate Organisation which recommends at least 100 hours of teaching time spanning the program’s two years. Diploma candidates are encouraged to reflect on all aspects of their work throughout the program. They examine the grounds for the moral, political and aesthetic judgements that individuals must make in their daily lives.

Creativity, action, service (CAS) The IBO’s goal is to educate the whole person, to help students become responsible, compassionate citizens. The CAS requirement encourages students to share their energy and special talents with others: students may, for example, participate in theatre or musical productions, sports or community service activities. Students should, through these activities, develop greater awareness of themselves and concern for others, and the ability to work cooperatively with other people.

Creativity is interpreted broadly. It includes a wide range of arts activities but can also be defined as the creativity students show in designing and implementing service projects. Activity can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects. Service encompasses a host of community and social service activities, such as helping children with special needs, visiting hospitals and working with refugees or homeless people.

An extended essay (4000 words) Each student has the opportunity to investigate a topic of special interest. The essay requirement acquaints diploma candidates with the kind of independent research and writing skills expected by universities. The IBO recommends that a student devote a total of about 40 hours of private study and writing time to the essay, which may be written in one of 60 subjects, including many languages. The essay permits students to deepen their programs of study, for example by selecting a topic in one of their higher level (HL) courses. Or they might add breadth to their academic experience by electing to write in a subject not included in the program choices.

The EE is graded according to fixed criteria. There are 8 General Criteria that apply to all EEs and account for 24 marks. Each subject also has a set of Subject Specific Criteria that account for 12 marks. The EE is graded on a five-point scale (A to E) according to the total mark out of 36. This grade is combined with the TOK grade (also A to E) according to the matrix given in the General Guidelines. As a result, candidates can earn up to a maximum of 3 bonus points towards their Diploma score.
Students identify a subject area they are interested in and determine possible topics to investigate or research. Students will be supported by a supervisor who will be a teacher at the School with the appropriate experience or qualifications. Extended Essay subjects can be chosen from any of the subjects offered at Walford. However, Language B essays can only be written in a language that is being taken as a Language Acquisition subject and science essays require discussion of a project that involves experimental investigations.

The six academic subjects are studied concurrently; students are required to study both the humanities and the sciences. Diploma candidates must select one subject from each of the six subject areas. At least three but not more than four are taken at higher level (HL), while the others are standard level (SL). HL courses represent a minimum of 240 teaching hours; SL courses cover 150 hours. Students are thus able to explore some subjects in depth and others more broadly, a deliberate compromise between the early specialisation of some national systems and the breadth found in others. The science-oriented student is challenged to learn a foreign language and the natural linguist becomes familiar with laboratory procedures. The subjects are continually reviewed and revised to meet contemporary needs. The list below serves as a current guide only.

Studies in language and literature (the student’s first language): For the vast majority of students in Australia this will be English. (More than 80 languages have been offered for examination as part of the IBO’s policy of encouraging students to maintain strong ties to their own cultures.) Very good writing and oral skills and respect for the literary heritage of the student’s first language are complemented by the international perspective given through world literature studies.

Language acquisition: All diploma candidates are examined in a second language. Several options accommodate near-bilingual students with a very high level of fluency, genuine second language learners with previous experience learning the language, and beginners. The principal aim for the subjects in language acquisition is to enable students to use the language in a range of contexts and for many purposes. The courses focus on written and spoken communication.

Individuals and societies: Subjects included in this group are geography, history and psychology (standard level).

Sciences: The subjects available are: biology, chemistry, physics. Practical laboratory skills are developed and collaborative learning is encouraged through an interdisciplinary group project. Students develop an awareness of moral and ethical issues and a sense of social responsibility is fostered by examining local and global issues.

Mathematics: All candidates for a diploma are required to complete a mathematics course, and three options are available to cater for different abilities and levels of student interest. Each course aims to deepen a student’s understanding of mathematics as a discipline and to promote confidence and facility in the use of mathematical language.

The Arts: This includes visual arts, music and theatre arts, with emphasis placed on practical production by the student and exploration of a range of creative work in a global context. Students may elect certain subjects from language acquisition, individuals and societies or the sciences instead of an arts subject.

Assessing student work and awarding the Diploma

Classroom teachers and IB examiners work in partnership to ensure that students have ample opportunity to demonstrate what they have learned. Responsibility for all academic judgments about the quality of candidates’ work rests with some 3200 IB examiners worldwide, led by chief examiners with international authority in their fields. Nearly 30,000 students annually are assessed by the IBO. Each year approximately 80% of candidates in the world who attempt the Diploma succeed in earning it.
International Baccalaureate

Diploma Subjects

- Biology HL
- Biology SL
- Chemistry HL
- Chemistry SL
- Chinese A HL
- Chinese A SL
- Chinese B HL
- Chinese B SL
- English A HL
- English A SL
- English B HL
- English B SL
- French B HL
- French B SL
- Geography HL
- Geography SL
- History HL
- History SL
- Mathematics HL
- Mathematics SL
- Music HL
- Music SL
- Physics HL
- Physics SL
- Psychology SL
- Spanish (ab initio) SL
- Visual Arts HL
- Visual Arts SL
Biology Higher Level (HL)

Course Description:
The Biology HL course aims to:
• appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
• acquire a body of knowledge, methods and techniques which characterise science and technology
• apply and use a body of knowledge, methods and techniques that characterise 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 a global citizen, of the ethical implications of using science and technology
• develop an appreciation of the possibilities and limitations of science and technology
• develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Learning Requirements:
The assessment objectives for biology, chemistry and 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. It is the intention of these courses that students are able to fulfil the following assessment objectives:
1 Demonstrate knowledge and understanding of:
   a) facts, concepts and terminology
   b) methodologies and techniques
   c) communicating scientific information.
2 Apply
   a) facts, concepts and terminology
   b) methodologies and techniques
   c) methods of communicating scientific information.
3 Formulate, analyse and evaluate:
   a) hypotheses, research questions and predictions
   b) methodologies and techniques
   c) primary and secondary data
   d) scientific explanations
4 Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

Course Content:
The HL course will cover the following topics in addition to the SL course:
• Nucleic acids
• Metabolism, cell respiration and photosynthesis
• Plant biology
• Genetics and Evolution
• Animal Physiology
and one option topic to be selected by the teacher in year 12.

Assessment:
External assessment: 3 written papers, 80%
Internal assessment: A practical investigation, 20%
Biology Standard Level (SL)

Course Description:
The Biology SL course aims to:

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- acquire a body of knowledge, methods and techniques which characterise science and technology
- apply and use a body of knowledge, methods and techniques that characterise 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 a global citizen, of the ethical implications of using science and technology
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Learning Requirements:
The assessment objectives for biology, chemistry and 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. It is the intention of these courses that students are able to fulfil the following assessment objectives:

1. Demonstrate knowledge and understanding of:
   a) facts, concepts and terminology
   b) methodologies and techniques
   c) communicating scientific information.

2. Apply
   a) facts, concepts and terminology
   b) methodologies and techniques
   c) methods of communicating scientific information.

3. Formulate, analyse and evaluate:
   a) hypotheses, research questions and predictions
   b) methodologies and techniques
   c) primary and secondary data
   d) scientific explanations

4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

Course Content:
The HL course will cover the following topics in addition to the SL course:

- Nucleic acids
- Metabolism, cell respiration and photosynthesis
- Plant biology
- Genetics and Evolution
- Animal Physiology

and one option topic to be selected by the teacher in year 12.

Assessment:
External assessment: 3 written papers 80%
Internal assessment: A practical investigation 20%
Chemistry Higher Level (HL) and Standard Level (SL)

Course Description:
IB Chemistry is designed to develop the learner’s critical thinking skills, allow for the learner to become aware of the reactions and interactions of the environment, gain valuable knowledge on international science and use the scientific method for self-discovery. Students develop an awareness of moral and ethical issues and a sense of social responsibility is fostered by examining local and global issues.

Practical laboratory skills are developed and collaborative learning is encouraged through an interdisciplinary group project.

Learning Requirements:
In this subject, students are enabled to:
- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- acquire a body of knowledge, methods and techniques that characterise science and technology
- apply and use a body of knowledge, methods and techniques that characterise 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
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Course Content:
IB Chemistry is a two year course at either Standard Level (SL) or Additional Higher Level (HL).

<table>
<thead>
<tr>
<th>Component</th>
<th>Standard Level (SL)</th>
<th>Additional Higher Level (HL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Stoichiometric relationships</td>
<td>Atomic structure</td>
</tr>
<tr>
<td>2</td>
<td>Atomic structure</td>
<td>The periodic table – the transition metals</td>
</tr>
<tr>
<td>3</td>
<td>Periodicity</td>
<td>Chemical bonding and structure</td>
</tr>
<tr>
<td>4</td>
<td>Chemical bonding and structure</td>
<td>Energetics/thermochemistry</td>
</tr>
<tr>
<td>5</td>
<td>Energetics/thermochemistry</td>
<td>Chemical kinetics</td>
</tr>
<tr>
<td>6</td>
<td>Chemical kinetics</td>
<td>Equilibrium</td>
</tr>
<tr>
<td>7</td>
<td>Equilibrium</td>
<td>Acids and Bases</td>
</tr>
<tr>
<td>8</td>
<td>Acids and Bases</td>
<td>Redox processes</td>
</tr>
<tr>
<td>9</td>
<td>Redox processes</td>
<td>Organic Chemistry</td>
</tr>
<tr>
<td>10</td>
<td>Organic Chemistry</td>
<td>Measurement and data processing</td>
</tr>
<tr>
<td>11</td>
<td>Measurement and data processing</td>
<td></td>
</tr>
</tbody>
</table>

One option is also covered at both Standard Level (SL) or Additional Higher Level (HL).

Assessment:
External IB Assessment:
This will involve an external examination involving three papers:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting (%)</th>
<th>Duration (hours)</th>
<th>Weighting (%)</th>
<th>Duration (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>20</td>
<td>0.75</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>Paper 2</td>
<td>40</td>
<td>1.25</td>
<td>36</td>
<td>2.25</td>
</tr>
<tr>
<td>Paper 3</td>
<td>20</td>
<td>1</td>
<td>24</td>
<td>1.25</td>
</tr>
<tr>
<td>Internal assessment</td>
<td>20</td>
<td>10</td>
<td>20</td>
<td>10</td>
</tr>
</tbody>
</table>

Internal IB Assessment:
This internal assessment, worth 20% of the final assessment, consists of one scientific investigation involving a report on a purposeful research question and the scientific rationale for it. This is internally assessed by the teacher and externally moderated by the IB.

School Assessment:
Tests will assess each topic using questions similar to the style of the IB external examination papers. These will not count towards the IB assessment.
Chinese A Higher Level (HL)/Standard Level (SL)

Course Description:
Language A, language and literature comprises four parts – two relate to the study of language and two to the study of literature. The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the language A is to provide a language and literature course that encourages students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous.

Learning Requirements:
There are four assessment objectives at SL and at HL for the language A: language and literature course.
- Knowledge and understanding
- Application and analysis
- Synthesis and evaluation
- Selection and use of appropriate presentation and language skills.

Course Content:
Part 1: Language in cultural context
Texts are chosen from a variety of sources, genres and media
Part 2: Language and mass communication
Texts are chosen from a variety of sources, genres and media
Part 3: Literature – texts and contexts
SL: Two texts, one of which is a text in translation from the prescribed literature in translation (PLT) list and one, written in the language A studied, from the prescribed list of authors (PLA) for the language A studied, or chosen freely.
HL: Three texts, one of which is a text in translation from the prescribed literature in translation (PLT) list and one from the prescribed list of authors (PLA) for the language A studied. The other may be chosen freely.
Part 4: Literature – critical study
SL: Two texts, both of which are chosen from the prescribed list of Authors (PLA) for the language A studied
HL: Three texts, all of which are chosen from the prescribed list of authors (PLA) for the language A studied.

Assessment SL:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>External assessment (3 hours)</td>
<td>70%</td>
</tr>
<tr>
<td>Paper 1: Textual analysis (1 hour 30 minutes)</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2: Essay (1 hour 30 minutes)</td>
<td>25%</td>
</tr>
<tr>
<td>Written task</td>
<td>25%</td>
</tr>
<tr>
<td>Students produce at least three written tasks based on material studied in the course.</td>
<td>20%</td>
</tr>
<tr>
<td>Students submit one written task for external assessment (20 marks)</td>
<td>20%</td>
</tr>
<tr>
<td>This task must be 800-1000 words in length plus a rationale of 200-300 words.</td>
<td>20%</td>
</tr>
</tbody>
</table>

| Internal assessment                                       | 30%       |
| Individual oral commentary                                | 15%       |
| The mark of one further oral activity is submitted for final assessment. (30 marks) | 15%       |

Assessment HL:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>External assessment (4 hours)</td>
<td>70%</td>
</tr>
<tr>
<td>Paper 1: Comparative textual analysis (2 hours)</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2: Essay (2 hours)</td>
<td>25%</td>
</tr>
<tr>
<td>Written task</td>
<td>20%</td>
</tr>
<tr>
<td>Students produce at least four written tasks based on material studied in the course.</td>
<td>25%</td>
</tr>
<tr>
<td>Students submit two of these tasks for external assessment (20 marks for each task)</td>
<td>20%</td>
</tr>
</tbody>
</table>

| Internal assessment                                       | 30%       |
| Individual oral commentary                                | 15%       |
| The mark of one further oral activity is submitted for final assessment. (30 marks) | 15%       |
Chinese B Higher Level (HL)

Course Description:
Group 2 consists of three language courses accommodating the different levels of linguistic proficiency that students have when they begin. There is a single set of group 2 aims, which are common to all the courses, but the assessment objectives are differentiated according to what the students are expected to be able to demonstrate at the end of each course. Language B is a language acquisition course developed at two levels – standard level (SL) and higher level (HL) for students with some background in the target language. While acquiring a language, students will explore the culture(s) connected to it. The focus of these courses is language acquisition and intercultural understanding.

Learning Requirements:
There are six assessment objectives for the language B course. Students will be assessed on their ability to:

- communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- use language appropriate to a range of interpersonal and/or cultural contexts
- understand and use language to express and respond to a range of ideas with accuracy and fluency
- organise ideas on a range of topics, in a clear, coherent, and convincing manner
- understand, analyse and respond to a range of written and spoken texts
- understand and use works of literature written in the target language of study (HL only).

Course Content:
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 must 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>Technology and Communication</td>
</tr>
<tr>
<td></td>
<td>The movie industry</td>
</tr>
<tr>
<td>Global issues</td>
<td>Inequality</td>
</tr>
<tr>
<td></td>
<td>Environment</td>
</tr>
<tr>
<td>Social relationships</td>
<td>Family</td>
</tr>
<tr>
<td></td>
<td>Education</td>
</tr>
<tr>
<td>Customs and traditions</td>
<td>Etiquette</td>
</tr>
<tr>
<td></td>
<td>Festivals and Food</td>
</tr>
<tr>
<td>Leisure</td>
<td>Changing leisure activities</td>
</tr>
<tr>
<td></td>
<td>Travel</td>
</tr>
</tbody>
</table>

The core and the options at both levels, as well as literature at HL, must be studied within the context of the culture(s) of the target language. The order in which the components of both the core and the options are presented in this guide is not an indication of the sequence in which they should be taught.

Assessment:
Language acquisition will be achieved through the development of the receptive, productive and interactive skills and competencies that can be accomplished through a variety of activities in oral and/or written forms.

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>External assessment:</td>
<td></td>
</tr>
<tr>
<td>Paper 1: (1 hour 30 minutes): Receptive skills</td>
<td>70%</td>
</tr>
<tr>
<td>Text-handling exercises on five written texts, based on the core.</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2: (1 hour 30 minutes): Written productive skills</td>
<td>25%</td>
</tr>
<tr>
<td>Two compulsory writing exercises.</td>
<td></td>
</tr>
<tr>
<td>Section A: One task of 250—400 words, based on the option, selected from a choice of five.</td>
<td></td>
</tr>
<tr>
<td>Section B: Response of 150-250 words to a stimulus text, based on the core.</td>
<td></td>
</tr>
<tr>
<td>Written assignment: Receptive and written productive skills</td>
<td></td>
</tr>
<tr>
<td>Creative writing of 500-600 words plus a 150-200 word rationale, based on one of the literary texts read.</td>
<td>20%</td>
</tr>
<tr>
<td>Internal assessment</td>
<td></td>
</tr>
<tr>
<td>Internally assessed by the teacher and externally moderated by the IB.</td>
<td>30%</td>
</tr>
<tr>
<td>Individual oral (8-10 minutes)</td>
<td></td>
</tr>
<tr>
<td>Based on the options: 15 minutes’ preparation time and a 10-minute (maximum) presentation and discussion with the teacher.</td>
<td></td>
</tr>
<tr>
<td>Interactive oral activity</td>
<td></td>
</tr>
<tr>
<td>Based on the core: three classroom activities assessed by the teacher.</td>
<td>10%</td>
</tr>
</tbody>
</table>
Chinese B Standard Level (SL)

Course Description:
Group 2 consists of three language courses accommodating the different levels of linguistic proficiency that students have when they begin. There is a single set of group 2 aims, which are common to all the courses, but the assessment objectives are differentiated according to what the students are expected to be able to demonstrate at the end of each course. Language B is a language acquisition course developed at two levels – standard level (SL) and higher level (HL) for students with some background in the target language. While acquiring a language, students will explore the culture(s) connected to it. The focus of these courses is language acquisition and intercultural understanding.

Learning Requirements:
There are six assessment objectives for the language B course. Students will be assessed on their ability to:
• communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
• use language appropriate to a range of interpersonal and/or cultural contexts
• understand and use language to express and respond to a range of ideas with accuracy and fluency
• organise ideas on a range of topics, in a clear, coherent, and convincing manner
• understand, analyse and respond to a range of written and spoken texts

Course Content:
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 must 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>Technology and communication</td>
</tr>
<tr>
<td>Global issues</td>
<td>Community and housing</td>
</tr>
<tr>
<td>Social relationships</td>
<td>Family</td>
</tr>
<tr>
<td>Customs and Traditions</td>
<td>Etiquette</td>
</tr>
<tr>
<td>Leisure</td>
<td>Changing leisure activities</td>
</tr>
<tr>
<td></td>
<td>The movie industry</td>
</tr>
<tr>
<td></td>
<td>Environment</td>
</tr>
<tr>
<td></td>
<td>Education</td>
</tr>
<tr>
<td></td>
<td>Festivals and Food</td>
</tr>
<tr>
<td></td>
<td>Travel</td>
</tr>
</tbody>
</table>

The core and the options at both levels, as well as literature at HL, must be studied within the context of the culture(s) of the target language. The order in which the components of both the core and the options are presented in this guide is not an indication of the sequence in which they should be taught.

Assessment:
Language acquisition will be achieved through the development of the receptive, productive and interactive skills and competencies that can be accomplished through a variety of activities in oral and/or written forms.

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>External assessment:</td>
<td>70%</td>
</tr>
<tr>
<td>Paper 1: (1 hour 30 minutes): Receptive skills</td>
<td>25%</td>
</tr>
<tr>
<td>Text-handling exercises on four written texts, based on the core.</td>
<td></td>
</tr>
<tr>
<td>Paper 2: (1 hour 30 minutes): Written productive skills</td>
<td>25%</td>
</tr>
<tr>
<td>One writing exercise of 250-400 words from a choice of five, based on the options.</td>
<td></td>
</tr>
<tr>
<td>Written assignment: Receptive and written productive skills</td>
<td></td>
</tr>
<tr>
<td>Intertextual reading followed by a written exercise of 300-400 words plus a 100-150 word rationale, based on the core.</td>
<td>20%</td>
</tr>
<tr>
<td>Internal assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Internally assessed by the teacher and externally moderated by the IB.</td>
<td></td>
</tr>
<tr>
<td>Individual oral (8-10 minutes)</td>
<td>20%</td>
</tr>
<tr>
<td>Based on the options: 15 minutes’ preparation time and a 10-minute (maximum) presentation and discussion with the teacher.</td>
<td></td>
</tr>
<tr>
<td>Interactive oral activity</td>
<td>10%</td>
</tr>
<tr>
<td>Based on the core: three classroom activities assessed by the teacher.</td>
<td></td>
</tr>
</tbody>
</table>
English A Literature Higher Level (HL)

Course Description:
The aims of the HL Language A1 course 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 recognise the importance of the contexts in which 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 students an understanding of the techniques involved in literary criticism
• develop the students’ ability to form independent literary judgements and to support those ideas.

Learning Requirements:
Students will be expected to demonstrate their understanding of English through the following:
• knowledge and understanding
• analysis, synthesis and evaluation
• selection and use of appropriate presentation and language skills.

Course Content:
Part 1: Works in translation
HL: Three works: All works are chosen from the titles in the prescribed literature in translation (PLT) list.
This part of the course is a literary study of works in translation, based on close reading of the works themselves. Students are encouraged to appreciate the different perspectives of people from other cultures and to consider the role that culture plays in making sense of literary works. Part 1 of the course aims to deepen students’ understanding of work as being products of a time and place. Artistic, philosophical, sociological, historical and biographical considerations are possible areas of study to enhance understanding of the works.

Part 2: Detailed Study
HL: Three works: All works are chosen from the prescribed list of authors (PLA) each from a different literary genre and by a different author.
In Part 2 the focus is on detailed analysis of a work, both in terms of content and technique. The detailed study is best achieved through approaches that ensure close reading and in-depth analysis of the significant elements of the works involved.

Part 3: Literary Genres
HL: Four works: All works must be chosen from the same literary genre from the prescribed list of authors (PLA).
In Part 3 a group of works selected from the same literary genre is studied in depth. Each genre has recognisable techniques, referred to as literary conventions, and writers use these conventions, along with other literary features, in order to achieve particular artistic ends. The grouping of works by genre is intended to provide a framework for the comparative study of the selected works through an exploration of the literary conventions and features associated with that genre.

Part 4: Options
HL: Three works
Closely related works to allow comparative study. It may be a study of works in a particular genre or period, or from particular countries.

Assessment:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>External assessment</td>
<td></td>
</tr>
<tr>
<td>Paper 1 – Literary Commentary</td>
<td>70%</td>
</tr>
<tr>
<td>Paper 2 – Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>25%</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>25%</td>
</tr>
<tr>
<td>Internal assessment</td>
<td></td>
</tr>
<tr>
<td>Individual Oral Commentary and discussion</td>
<td>30%</td>
</tr>
<tr>
<td>Individual Oral Presentation</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>15%</td>
</tr>
</tbody>
</table>
English A Literature Standard Level (SL)

Course Description:
The aims of the SL Language A1 course 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 recognise the importance of the contexts in which 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

Learning Requirements:
Students will be expected to demonstrate their understanding of English through the following:

- knowledge and understanding
- analysis, synthesis and evaluation
- selection and use of appropriate presentation and language skills.

Course Content:
Part 1: Works in translation
SL: Two works: All works are chosen from the titles in the prescribed literature in translation (PLT) list.

This part of the course is a literary study of works in translation, based on close reading of the works themselves. Students are encouraged to appreciate the different perspectives of people from other cultures and to consider the role that culture plays in making sense of literary works. Part 1 of the course aims to deepen students’ understanding of work as being products of a time and place. Artistic, philosophical, sociological, historical and biographical considerations are possible areas of study to enhance understanding of the works.

Part 2: Detailed Study
SL: Two works: All works are chosen from the prescribed list of authors (PLA) each from a different literary genre and by a different author.

In Part 2 the focus is on detailed analysis of a work, both in terms of content and technique. The detailed study is best achieved through approaches that ensure close reading and in-depth analysis of the significant elements of the works involved.

Part 3: Literary Genres
SL: Three works: All works must be chosen from the same literary genre from the prescribed list of authors (PLA).

In Part 3 a group of works selected from the same literary genre is studied in depth. Each genre has recognisable techniques, referred to as literary conventions, and writers use these conventions, along with other literary features, in order to achieve particular artistic ends. The grouping of works by genre is intended to provide a framework for the comparative study of the selected works through an exploration of the literary conventions and features associated with that genre.

Part 4: Options: Three works
Closely related works to allow comparative study. It may be a study of works in a particular genre or period, or from particular countries.

Assessment:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>External assessment</td>
<td>70%</td>
</tr>
<tr>
<td>Paper 1 – Guided Literary Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Paper 2 – Essay</td>
<td>25%</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>25%</td>
</tr>
<tr>
<td>Internal assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Individual Oral Commentary and discussion</td>
<td>15%</td>
</tr>
<tr>
<td>Individual Oral Presentation</td>
<td>15%</td>
</tr>
</tbody>
</table>
English B Higher Level (HL)

Course Description:
Group 2 consists of three language courses accommodating the different levels of linguistic proficiency that students have when they begin. There is a single set of group 2 aims, which are common to all the courses, but the assessment objectives are differentiated according to what the students are expected to be able to demonstrate at the end of each course. Language B is a language acquisition course developed at two levels – standard level (SL) and higher level (HL) for students with some background in the target language. While acquiring a language, students will explore the culture(s) connected to it. The focus of these courses is language acquisition and intercultural understanding.

Learning Requirements:
There are six assessment objectives for the language B course. Students will be assessed on their ability to:

• communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
• use language appropriate to a range of interpersonal and/or cultural contexts
• understand and use language to express and respond to a range of ideas with accuracy and fluency
• organise ideas on a range of topics, in a clear, coherent, and convincing manner
• understand, analyse and respond to a range of written and spoken texts
• understand and use works of literature written in the target language of study (HL only).

Course Content:
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 must 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>

The core and the options at both levels, as well as literature at HL, must be studied within the context of the culture(s) of the target language. The order in which the components of both the core and the options are presented in this guide is not an indication of the sequence in which they should be taught.

Assessment:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External assessment:</strong></td>
<td>70%</td>
</tr>
<tr>
<td>Paper 1: (1 hour 30 minutes): Receptive skills Text-handling exercises on five written texts, based on the core.</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2: (1 hour 30 minutes): Written productive skills Two compulsory writing exercises.</td>
<td>25%</td>
</tr>
<tr>
<td>Section A: One task of 250—400 words, based on the options, selected from a choice of five.</td>
<td></td>
</tr>
<tr>
<td>Section B: Response of 150-250 words to a stimulus text, based on the core.</td>
<td></td>
</tr>
<tr>
<td>Written assignment: Receptive and written productive skills Creative writing of 500-600 words plus a 150-250 word rationale, based on one of the literary texts read.</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Internal assessment</strong></td>
<td>30%</td>
</tr>
<tr>
<td>Internally assessed by the teacher and externally moderated by the IB.</td>
<td>20%</td>
</tr>
<tr>
<td>Individual oral (8-10 minutes)</td>
<td>10%</td>
</tr>
<tr>
<td>Based on the options: 15 minutes’ preparation time and a 10-minute (maximum) presentation and discussion with the teacher.</td>
<td></td>
</tr>
<tr>
<td>Interactive oral activity</td>
<td></td>
</tr>
<tr>
<td>Based on the core: three classroom activities assessed by the teacher.</td>
<td></td>
</tr>
</tbody>
</table>
English B Standard Level (SL)

Course Description:
Group 2 consists of three language courses accommodating the different levels of linguistic proficiency that students have when they begin. There is a single set of group 2 aims, which are common to all the courses, but the assessment objectives are differentiated according to what the students are expected to be able to demonstrate at the end of each course. Language B is a language acquisition course developed at two levels – standard level (SL) and higher level (HL) for students with some background in the target language. While acquiring a language, students will explore the culture(s) connected to it. The focus of these courses is language acquisition and intercultural understanding.

Learning Requirements:
There are six assessment objectives for the language B course. Students will be assessed on their ability to:

- communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- use language appropriate to a range of interpersonal and/or cultural contexts
- understand and use language to express and respond to a range of ideas with accuracy and fluency
- organise ideas on a range of topics, in a clear, coherent, and convincing manner
- understand, analyse and respond to a range of written and spoken texts.

Course Content:
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 must 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</td>
</tr>
<tr>
<td></td>
<td>Bias in media</td>
</tr>
<tr>
<td>Global issues</td>
<td>Global warming</td>
</tr>
<tr>
<td></td>
<td>Migration</td>
</tr>
<tr>
<td>Social relationships</td>
<td>Language and identity</td>
</tr>
<tr>
<td></td>
<td>Social structures</td>
</tr>
<tr>
<td>Health</td>
<td>Diet and nutrition</td>
</tr>
<tr>
<td></td>
<td>Drug abuse</td>
</tr>
<tr>
<td>Science and technology</td>
<td>Ethics and science</td>
</tr>
<tr>
<td></td>
<td>Impact of IT on society</td>
</tr>
</tbody>
</table>

The core and the options at both levels, as well as literature at HL, must be studied within the context of the culture(s) of the target language. The order in which the components of both the core and the options are presented in this guide is not an indication of the sequence in which they should be taught.

Assessment:
Language acquisition will be achieved through the development of the receptive, productive and interactive skills and competencies that can be accomplished through a variety of activities in oral and/or written forms.

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>External assessment:</td>
<td>70%</td>
</tr>
<tr>
<td>Paper 1: (1 hour 30 minutes):</td>
<td>25%</td>
</tr>
<tr>
<td>Receptive skills</td>
<td></td>
</tr>
<tr>
<td>Text-handling exercises on four</td>
<td></td>
</tr>
<tr>
<td>written texts, based on the core.</td>
<td></td>
</tr>
<tr>
<td>Paper 2: (1 hour 30 minutes):</td>
<td>25%</td>
</tr>
<tr>
<td>Written productive skills</td>
<td></td>
</tr>
<tr>
<td>One writing exercise of 250-400</td>
<td></td>
</tr>
<tr>
<td>words from a choice of five, based on the options.</td>
<td></td>
</tr>
<tr>
<td>Written assignment: Receptive</td>
<td>20%</td>
</tr>
<tr>
<td>and written productive skills</td>
<td></td>
</tr>
<tr>
<td>Intertextual reading followed</td>
<td></td>
</tr>
<tr>
<td>by a written exercise of 300-400</td>
<td></td>
</tr>
<tr>
<td>words plus a 150-200-word</td>
<td></td>
</tr>
<tr>
<td>rationale, based on the core.</td>
<td></td>
</tr>
<tr>
<td>Internal assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Internally assessed by the</td>
<td></td>
</tr>
<tr>
<td>teacher and externally</td>
<td>20%</td>
</tr>
<tr>
<td>moderated by the IB.</td>
<td></td>
</tr>
<tr>
<td>Individual oral (8-10 minutes)</td>
<td></td>
</tr>
<tr>
<td>Based on the options: 15 minutes’</td>
<td></td>
</tr>
<tr>
<td>preparation time and a 10-minute (maximum) presentation</td>
<td></td>
</tr>
<tr>
<td>and discussion with the teacher.</td>
<td></td>
</tr>
<tr>
<td>Interactive oral activity</td>
<td>10%</td>
</tr>
<tr>
<td>Based on the core: three</td>
<td></td>
</tr>
<tr>
<td>classroom activities assessed</td>
<td></td>
</tr>
<tr>
<td>by the teacher.</td>
<td></td>
</tr>
</tbody>
</table>
French B Higher Level (HL)

Course Description:
Group 2 consists of three language courses accommodating the different levels of linguistic proficiency that students have when they begin. There is a single set of group 2 aims, which are common to all the courses, but the assessment objectives are differentiated according to what the students are expected to be able to demonstrate at the end of each course. Language B is a language acquisition course developed at two levels – standard level (SL) and higher level (HL). While acquiring a language, students will explore the culture(s) connected to it. The focus of these courses is language acquisition and intercultural understanding.

Learning Requirements:
There are six assessment objectives for the language B course. Students will be assessed on their ability to:
- communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- use language appropriate to a range of interpersonal and/or cultural contexts
- understand and use language to express and respond to a range of ideas with accuracy and fluency
- organise ideas on a range of topics, in a clear, coherent, and convincing manner
- understand, analyse and respond to a range of written and spoken texts
- understand and use works of literature written in the target language of study (HL only).

Course Content:
The course comprises five topics: the first three from the core and the next 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 must 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>Television and advertising, The world seen through media</td>
</tr>
<tr>
<td>Global issues</td>
<td>Environment, Fair trade</td>
</tr>
<tr>
<td>Social relationships</td>
<td>Family, friends and love, Social structures and young people</td>
</tr>
<tr>
<td>Health</td>
<td>Diet, nutrition and mental health, Health and society</td>
</tr>
<tr>
<td>Leisure</td>
<td>Cultural leisure activities, The role of holidays</td>
</tr>
</tbody>
</table>

The core and the options at both levels, as well as literature at HL, must be studied within the context of the culture(s) of the target language. The order in which the components of both the core and the options are presented in this guide is not an indication of the sequence in which they should be taught.

Assessment:
Language acquisition will be achieved through the development of the receptive, productive and interactive skills and competencies that can be accomplished through a variety of activities in oral and/or written forms.

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>External assessment:</td>
<td>70%</td>
</tr>
<tr>
<td>Paper 1: (1 hour 30 minutes): Receptive skills</td>
<td>25%</td>
</tr>
<tr>
<td>Text-handling exercises on five written texts, based on the core.</td>
<td></td>
</tr>
<tr>
<td>Paper 2: (1 hour 30 minutes): Written productive skills</td>
<td>25%</td>
</tr>
<tr>
<td>Two compulsory writing exercises.</td>
<td></td>
</tr>
<tr>
<td>Section A: One task of 250-400 words, based on the options, selected from a choice of five.</td>
<td>20%</td>
</tr>
<tr>
<td>Section B: Response of 150-250 words to a stimulus text, based on the core.</td>
<td></td>
</tr>
<tr>
<td>Written assignment: Receptive and written productive skills</td>
<td></td>
</tr>
<tr>
<td>Creative writing of 500-600 words plus a 150-250 word rationale, based on one of the literary texts read.</td>
<td></td>
</tr>
<tr>
<td>Internal assessment - Internally assessed by the teacher and externally moderated by the IB.</td>
<td>30%</td>
</tr>
<tr>
<td>Individual oral (8-10 minutes)</td>
<td>20%</td>
</tr>
<tr>
<td>Based on the options: 15 minutes’ preparation time and a 10-minute (maximum) presentation and discussion with the teacher.</td>
<td></td>
</tr>
<tr>
<td>Interactive oral activity - Based on the core: three classroom activities assessed by the teacher.</td>
<td>10%</td>
</tr>
</tbody>
</table>
French B Standard Level (SL)

Course Description:
Group 2 consists of three language courses accommodating the different levels of linguistic proficiency that students have when they begin. There is a single set of group 2 aims, which are common to all the courses, but the assessment objectives are differentiated according to what the students are expected to be able to demonstrate at the end of each course. Language B is a language acquisition course developed at two levels – standard level (SL) and higher level (HL). While acquiring a language, students will explore the culture(s) connected to it. The focus of these courses is language acquisition and intercultural understanding.

Learning Requirements:
There are six assessment objectives for the language B course. Students will be assessed on their ability to:

- communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- use language appropriate to a range of interpersonal and/or cultural contexts
- understand and use language to express and respond to a range of ideas with accuracy and fluency
- organise ideas on a range of topics, in a clear, coherent, and convincing manner
- understand, analyse and respond to a range of written and spoken texts
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Course Content:
The course comprises five topics: the first three from the core and the next two chosen from the five options. At least two aspects must be covered in each of the five topics that make up the course. For example, a course could be structured as follows:

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The core and the options at both levels, as well as literature at HL, must be studied within the context of the culture(s) of the target language. The order in which the components of both the core and the options are presented in this guide is not an indication of the sequence in which they should be taught.

Assessment:
Language acquisition will be achieved through the development of the receptive, productive and interactive skills and competencies that can be accomplished through a variety of activities in oral and/or written forms.

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<tr>
<th>Assessment component</th>
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</thead>
<tbody>
<tr>
<td>External assessment:</td>
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</tr>
<tr>
<td>Paper 1: (1 hour 30 minutes): Receptive skills</td>
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</tr>
<tr>
<td>Text-handling exercises on four written texts, based on the core.</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2: (1 hour 30 minutes): Written productive skills</td>
<td>25%</td>
</tr>
<tr>
<td>One writing exercise of 250-400 words from a choice of five, based on the options.</td>
<td></td>
</tr>
<tr>
<td>Written assignment: Receptive and written productive skills</td>
<td></td>
</tr>
<tr>
<td>Intertextual reading followed by a written exercise of 300-400 words plus a 150-200 word rationale, based on the core.</td>
<td>20%</td>
</tr>
<tr>
<td>Internal assessment</td>
<td></td>
</tr>
<tr>
<td>Internally assessed by the teacher and externally moderated by the IB.</td>
<td>30%</td>
</tr>
<tr>
<td>Individual oral (8-10 minutes)</td>
<td>20%</td>
</tr>
<tr>
<td>Based on the options: 15 minutes’ preparation time and a 10-minute (maximum) presentation and discussion with the teacher.</td>
<td></td>
</tr>
<tr>
<td>Interactive oral activity</td>
<td>10%</td>
</tr>
<tr>
<td>Based on the core: three classroom activities assessed by the teacher.</td>
<td></td>
</tr>
</tbody>
</table>
Geography Higher Level (HL)
(2018 will be last year of the 2011 – 2018 syllabus for Year 12)

Course Description:
The course in Geography is intended to give a global perspective, and to lead to the understanding of interrelationships of people, places and environment. It develops a concern for the environment and for social justice. The relevance of geography in analysing contemporary world issues is kept to the forefront. The aims of the HL geography course are to:

- develop an understanding of the interrelationships between people, places, spaces and the environment
- develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

Learning Requirements:
Students will be expected to demonstrate their understanding of geography through the following:

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

Course Content:
Core Topic – Patterns and Changes
- Populations in transition
- Disparities in wealth and development
- Patterns in environmental quality and sustainability
- Patterns in resource consumption

Part 2: Optional themes may include (3 studied):
- Oceans and their coastal margins
- Hazards and disasters – risk assessment and response
- The geography of food and health
- Urban environments

Part 3: HL Extension – Global interactions
- Measuring global interactions
- Changing space – the shrinking world
- Economic interactions and flows
- Environmental change
- Sociocultural exchanges
- Political outcomes
- Global interactions at the local level

Assessment:
Assessment is broken up as follows:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal assessment:</td>
<td></td>
</tr>
<tr>
<td>Written report based on fieldwork</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>External assessment:</td>
<td></td>
</tr>
<tr>
<td>Paper 1</td>
<td>80%</td>
</tr>
<tr>
<td>Paper 2</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 3</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>20%</td>
</tr>
</tbody>
</table>
Geography Higher Level (HL)
First taught 2018 (Year 11 only)

Course Description:
Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space (IBDP geography course guide, 2016). It is a discipline that allows students to develop life skills and gain an appreciation for the world in which they live, as they explore current issues, evaluate ways to manage change and examine relevant ideas and concepts that allow them to grow in their respect for different people and places.

Aims:
The aims of the geography course at HL are to enable students to:

1. Develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales.
2. Develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including:
   - acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes
   - synthesizing diverse geographic knowledge in order to form viewpoints about how these issues could be resolved
3. Understand and evaluate the need for planning and sustainable development through the management of resources at varying scales.

Assessment Objectives / Learning Requirements:
Students who follow the HL course will be expected to do the following:
- Demonstrate knowledge and understanding of specified content
- Demonstrate application and analysis of knowledge and understanding
- Demonstrate synthesis and evaluation
- Select, use and apply a variety of appropriate skills and techniques

Course Content:
1. Part 1: – Geographic themes
   - Three of the following options are studied at HL
     - Freshwater – drainage basins
     - Oceans and coastal margins
     - Extreme environments
     - Geophysical hazards
     - Leisure, tourism and sport
     - Food and health
     - Urban environments

2. Part 2: HL Core:
   - Geographic perspectives – global change

3. Part 2: HL Core extension:
   - Global perspectives – global interactions

4. Internal assessment – fieldwork report

Assessment:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>HL Weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Assessment:</td>
<td></td>
</tr>
<tr>
<td>Fieldwork report</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>20%</td>
</tr>
<tr>
<td><strong>External assessment:</strong></td>
<td>80%</td>
</tr>
<tr>
<td>Paper 1</td>
<td>35%</td>
</tr>
<tr>
<td>Paper 2</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 3</td>
<td>20%</td>
</tr>
</tbody>
</table>
Geography Standard Level (SL)
(2018 will be last year of current syllabus - Year 12 only)

Course Description:
The course in Geography is intended to give a global perspective, and to lead to the understanding of interrelationships of people, places and environment. It develops a concern for the environment and for social justice. The relevance of geography in analysing contemporary world issues is kept to the forefront. The aims of the SL geography course are to:

- develop an understanding of the interrelationships between people, places, spaces and the environment
- develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

Learning Requirements:
Students will be expected to demonstrate their understanding of geography through the following:

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

Course Content:
Core Topic – Patterns and Changes
- Populations in transition
- Disparities in wealth and development
- Patterns in environmental quality and sustainability
- Patterns in resource consumption

Part 2: Optional themes may include:
- Oceans and their coastal margins
- Hazards and disasters – risk assessment and response
- The geography of food and health
- Urban environments

Assessment:
Assessment is broken up as follows:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal assessment:</td>
<td>25%</td>
</tr>
<tr>
<td>Written report based on fieldwork</td>
<td>25%</td>
</tr>
<tr>
<td>External assessment:</td>
<td>75%</td>
</tr>
<tr>
<td>Paper 1</td>
<td>40%</td>
</tr>
<tr>
<td>Paper 2</td>
<td>35%</td>
</tr>
</tbody>
</table>
Geography Standard Level (SL)
First taught 2018 (Year 11 only)

Course Description:
Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space (IBDP geography course guide, 2016). It is a discipline that allows students to develop life skills and gain an appreciation for the world in which they live, as they explore current issues, evaluate ways to manage change and examine relevant ideas and concepts that allow them to grow in their respect for different people and places.

Aims:
The aims of the geography course at SL are to enable students to:
4. Develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales
5. Develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including:
   o acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes
   o synthesizing diverse geographic knowledge in order to form viewpoints about how these issues could be resolved
6. Understand and evaluate the need for planning and sustainable development through the management of resources at varying scales.

Learning Requirements:
Students who follow the SL course will be expected to do the following:
• Demonstrate knowledge and understanding of specified content
• Demonstrate application and analysis of knowledge and understanding
• Demonstrate synthesis and evaluation
• Select, use and apply a variety of appropriate skills and techniques

Course Content:
5. Part 1: – Geographic themes
   - Two of the following options are studied at SL
     • Freshwater – drainage basins
     • Oceans and coastal margins
     • Extreme environments
     • Geophysical hazards
     • Leisure, tourism and sport
     • Food and health
     • Urban environments
6. Part 2: SL Core:
   • Geographic perspectives – global change

7. Internal assessment – fieldwork report

Assessment:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>SL Weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal assessment:</td>
<td>25%</td>
</tr>
<tr>
<td>Fieldwork report</td>
<td>25%</td>
</tr>
<tr>
<td>External assessment:</td>
<td>75%</td>
</tr>
<tr>
<td>Paper 1</td>
<td>40%</td>
</tr>
<tr>
<td>Paper 2</td>
<td>35%</td>
</tr>
</tbody>
</table>
History Higher Level (HL)  
(2018 will be last year of current syllabus - Year 12 only)

Course Description:

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

Aims:
The aims of the HL History course are to:
• promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations  
• encourage an understanding of the present through critical reflection upon the past  
• encourage an understanding of the impact of historical developments at national, regional and international levels  
• develop an awareness of one’s own historical identity through the study of the historical experiences of different cultures.

Learning Requirements:
Students will be expected to demonstrate their understanding of history through the following:
• knowledge and understanding  
• application and interpretation  
• synthesis and evaluation  
• use of historical skills

Course Content:
1. Prescribed subject  
   • The move to global war  
2. World history topics  
3. Causes and effects of 20th century wars  
4. Authoritarian states  
   • History of Europe  
4. Imperial Russia, revolution and the establishment of the Soviet Union (1855-1924)  
5. Europe and the First World War (1871-1918)  
6. European states in the interwar years (1918-1939)  
7. Versailles to Berlin: Diplomacy in Europe (1919-1945)  
1. Internal assessment –historical investigation

Assessment:
Assessment is broken up as follows:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal assessment:</td>
<td>20%</td>
</tr>
<tr>
<td>Historical investigation</td>
<td>20%</td>
</tr>
<tr>
<td>External assessment:</td>
<td>80%</td>
</tr>
<tr>
<td>Paper 1</td>
<td>20%</td>
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<tr>
<td>Paper 2</td>
<td>25%</td>
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<tr>
<td>Paper 3</td>
<td>35%</td>
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</table>
History Standard Level (SL)
(2018 will be last year of current syllabus - Year 12 only)

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

Aims:
The aims of the SL history course are to:
• promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
• encourage an understanding of the present through critical reflection upon the past
• encourage an understanding of the impact of historical developments at national, regional and international levels
• develop an awareness of one’s own historical identity through the study of the historical experiences of different cultures.

Learning Requirements:
Students will be expected to demonstrate their understanding of history through the following:
• knowledge and understanding
• application and interpretation
• synthesis and evaluation
• use of historical skills

Course Content:
1. Prescribed subject
   • The move to global war
2. 20th century world history topics
   • Causes and effects of 20th century wars
   • Authoritarian states
3. Internal assessment –historical investigation

Assessment:
Assessment is broken up as follows:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Internal assessment:</td>
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<tr>
<td>Historical investigation</td>
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<td></td>
<td>25%</td>
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<tr>
<td>External assessment:</td>
<td></td>
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<tr>
<td>Paper 1</td>
<td>75%</td>
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<td>Paper 2</td>
<td>30%</td>
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<td>45%</td>
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</table>
Mathematics Higher Level (HL)

Course Description:
This course 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 be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

Learning Requirements:
The aims of all Mathematics courses are to enable students to:
• enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
• develop an understanding of the principles and nature of mathematics
• communicate clearly and confidently in a variety of contexts
• develop logical, critical and creative thinking, and patience and persistence in problem-solving
• employ and refine their powers of abstraction and generalisation
• apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
• appreciate how developments in technology and mathematics have influenced each other
• appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
• appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
• appreciate the contribution of mathematics to other disciplines, and as a particular ‘area of knowledge’ in the TOK course.

Course Content:
• Algebra
• Functions and equations
• Circular functions and trigonometry
• Vectors
• Statistics and probability
• Calculus
• Option Topic

Assessment:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Weighting</th>
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<tbody>
<tr>
<td><strong>External assessment:</strong></td>
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<tr>
<td>Examination Paper 1 – no calculator</td>
<td>80%</td>
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<tr>
<td>Examination Paper 2</td>
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<tr>
<td>Examination Paper 3</td>
<td>20%</td>
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<tr>
<td><strong>Internal assessment:</strong></td>
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</tr>
<tr>
<td>Mathematical Exploration</td>
<td>20%</td>
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</table>

The Mathematical Exploration is an individual piece of written work that involves investigating an area of mathematics.
Mathematics Standard Level (SL)

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

The course focuses on introducing important mathematical concepts through the development of mathematical techniques. Students should apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

Learning Requirements:
The aims of all mathematics courses are to enable students to:
• enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
• develop an understanding of the principles and nature of mathematics
• communicate clearly and confidently in a variety of contexts
• develop logical, critical and creative thinking, and patience and persistence in problem-solving
• employ and refine their powers of abstraction and generalisation
• apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
• appreciate how developments in technology and mathematics have influenced each other
• appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
• appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
• appreciate the contribution of mathematics to other disciplines, and as a particular ‘area of knowledge’ in the TOK course.

Course Content:
• Algebra
• Functions and equations
• Circular functions and trigonometry
• Vectors
• Statistics and probability
• Calculus

Assessment:

<table>
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<tr>
<th>Assessment component</th>
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<tbody>
<tr>
<td>External assessment:</td>
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</tr>
<tr>
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<tr>
<td>Examination Paper 2</td>
<td>40%</td>
</tr>
<tr>
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<td>40%</td>
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<tr>
<td>Internal assessment:</td>
<td></td>
</tr>
<tr>
<td>Mathematical Exploration</td>
<td>20%</td>
</tr>
<tr>
<td>Mathematical Exploration</td>
<td>20%</td>
</tr>
</tbody>
</table>

The Mathematical Exploration is an individual piece of written work that involves investigating an area of mathematics of a student’s own choosing.
Music Higher Level (HL) and Standard Level (SL)

Course Description:
Through studying any of the Group 6 subjects, the arts, students become aware of how artists work and communicate and enable students to:

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in music
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skill

Course Content:
This course provides students the opportunity to explore and enjoy the diversity of music throughout the world. Students are encouraged to develop perceptual skills through a breadth of musical experiences where they will learn to recognise, speculate, analyse, identify, discriminate and hypothesise in relation to music. Opportunities are offered to students to creatively develop their musical knowledge, abilities, confidence and understanding. Music can assist students to develop their skills individually and collaboratively.

- **Listening Paper – Perception and Analysis (standard and higher level) 30%**
  All students pursue studies in musical perception and analysis. This will require study of 2 set pieces of music. In addition to the prescribed works by JS Bach and Kodály, students listen to a wide variety of medieval, renaissance, baroque, classical, modern and world music and develop understanding of the technical, structural, musical, and contextual basis of music. Students complete a research assignment – the musical investigation that compares and contrasts music a two musical cultures. In addition to attending class lessons students will need to attend weekly individual lessons on their instrument.

- **Musical Links Investigation (standard and higher level) 20%**
  A written media script of 2000 words investigating the relations between two musical cultures.

- **Solo Performance (higher level) 25%**
  This is designed for the student who has a background in musical performance.

- **Composition (higher level) 25%**
  Create a composition folio.

- **Standard level options 50%**
  Students will select one of the following to pursue throughout the course:
  - Solo performance
  - Composition
  - Group performance.
Physics Higher Level (HL) and Standard Level (SL)

Course Description:
Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself, from the very smallest particles – quarks (perhaps $10^{-17}$ m in size), which may be truly fundamental – to the vast distances between galaxies ($10^{24}$ m).

Physics is a stimulating science for people who like to think laterally and analytically. It challenges many of the normal assumptions that exist to explain how the world works. It is recommended study for students interested in pursuing any of the sciences, engineering, architecture, metallurgy, any of the health sciences, astronomy, aviation etc.

The IB physics course is a two year course taken in Years 11 and 12. It can be taken at either standard level or higher level. All students undertake a common core syllabus and a common internal assessment scheme. The higher level course is an extension of the standard level, with some topics taken further or in greater depth and some topics additional to the standard level.

Students studying Physics at Walford are not required to decide between the standard and the higher level course until the end of the first year.

Learning Requirements:
In this subject, students are expected to be:
- inquirers, developing their natural curiosity and acquiring skills necessary to conduct inquiry and research
- knowledgeable, exploring concepts, ideas and issues and acquiring an in-depth knowledge and understanding of the subject matter
- thinkers, exercising initiative and applying thinking skills
- communicators, understanding and expressing ideas and information confidently, with a variety of communication modes and in collaboration with others.

The IB also requires students to act with integrity and honesty, to be open-minded and caring, to be risk-takers in their approach to unfamiliar situations, to be intellectually, physical and emotionally balanced and to give thoughtful consideration to their own learning and experience.

Course Content:
Core (SL and HL)
- Topic 1: Measurements and uncertainties
- Topic 2: Mechanics
- Topic 3: Thermal Physics
- Topic 4: Waves
- Topic 5: Electricity and magnetism
- Topic 6: Circular motion and gravitation
- Topic 7: Atomic, nuclear and particle physics
- Topic 8: Energy production

AHL
- Topic 11: Wave phenomena
- Topic 12: Fields
- Topic 13: Electromagnetic induction
- Topic 14: Quantum and nuclear physics

Option will be decided during the teaching of the course

Assessment:
Assessment is based on an external examination (80%) and internal assessment of student practical work (20%), all undertaken in the second year.

The external examination consists of 3 papers. Paper 1 consists of multiple choice questions, paper 2 tests knowledge of the core topics and additional higher-level topics for higher level students, and paper 3 addresses knowledge of practical skills and the option.

There is also school formative assessment undertaken in both years throughout the course based on assignments, tests, practical work and practice examinations.
IB Psychology Standard Level (SL)

Course Description:
Psychology is the systematic study of behaviour and mental processes and the factors which influence them. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. IB psychology uses an integrative approach to examine the interaction of biological, cognitive and sociocultural influences on human behaviour, while reflecting on research methodology and ethical considerations.

Aims:
The aims of the SL psychology course are to:
7. develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour
8. apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study
9. understand diverse methods of inquiry
10. understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
11. ensure that ethical practices are upheld in all psychological inquiry and discussion
12. develop an awareness of how psychological research can be applied to address real-world problems and promote positive change.

Learning Requirements:
Students will be expected to demonstrate their understanding of psychology through the following:
• Knowledge and comprehension of specified content
• Application and analysis
• Synthesis and evaluation
• Selection and use of skills appropriate to psychology

Course Content:
8. Part 1: - SL Core
   • The biological approach to understanding behaviour
   • The cognitive approach to understanding behaviour
   • The sociocultural approach to understanding behaviour

9. Part 2: SL Option Topics include: (selection is based on teacher discretion)
   • Abnormal psychology
   • Psychology of human relationships
   • Developmental psychology
   • Health psychology

10. Simple Experimental Study
    • Introduction to experimental research methodology

Assessment:
Assessment is broken up as follows:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>SL Weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Assessment:</td>
<td>25%</td>
</tr>
<tr>
<td>A report of a simple experimental study conducted by the student.</td>
<td>25%</td>
</tr>
<tr>
<td>External Assessment (external examination):</td>
<td>75%</td>
</tr>
<tr>
<td>Paper 1 (2 hours)</td>
<td>50%</td>
</tr>
<tr>
<td>Paper 2 (1 hour)</td>
<td>25%</td>
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</tbody>
</table>
IB Psychology Standard Level (SL)
*(2018 will be last year of current syllabus - Year 12 only)*

Course Description:
Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. IB psychology uses an integrative approach to examine the interaction of biological, cognitive and sociocultural influences on human behaviour, while reflecting on research methodology and ethical considerations.

Aims:
The aims of the SL psychology course are to:
13. develop an awareness of how psychological research can be applied for the benefit of human beings
14. ensure that ethical practices are upheld in psychological inquiry
15. develop an understanding of the biological, cognitive and sociocultural influences on human behaviour
16. develop an understanding of alternative explanations of behaviour
17. understand and use diverse methods of psychological inquiry.

Learning Requirements:
Students will be expected to demonstrate their understanding of psychology through the following:
- Knowledge and comprehension of specified content
- Application and analysis
- Synthesis and evaluation
- Selection and use of skills appropriate to psychology

Course Content:
11. Part 1: – SL Core
   - Biological level of analysis
   - The cognitive level of analysis
   - The sociocultural level of analysis

12. Part 2: SL Option Topics include: (selection is based on teacher discretion)
   - Abnormal psychology
   - Psychology of human relationships
   - Developmental psychology
   - Health psychology
   - Sport psychology

13. Simple Experimental Study
   - Introduction to experimental research methodology

Assessment:
Assessment is broken up as follows:

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<td>Paper 2 (1 hour)</td>
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Spanish ab initio Standard Level (SL)

Course Description:
The Spanish ab initio program is a foreign language learning program designed to be studied over 2 years at standard level by students who have no previous experience of learning Spanish. The program meets the needs of IB students who have had little or no opportunity for foreign language study in the earlier education and who would otherwise be unable to fulfil IB Diploma requirements for Group 2. The ab initio program is communicative in that it focuses principally on interaction between speakers and writers of the target language. The aim of the program is to prepare the learner to use the language appropriately in a range of situations and contexts and for a variety of purposes. Students will be given maximum exposure to the target language and, as far as possible, communication in class will take place in Spanish.

Learning Requirements:
There are five assessment objectives for the language ab initio course. Students will be assessed on their ability to:
• demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics
• communicate clearly and effectively in a range of situations
• understand and use accurately the basic structures of the language
• understand and use an appropriate range of vocabulary
• use a register and a format that are appropriate to the situation.

Course Content:
The core syllabus consists of three topics.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Aspects covered</th>
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<tbody>
<tr>
<td>Individual and society</td>
<td>Daily routine</td>
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<tr>
<td></td>
<td>Relationship</td>
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<td></td>
<td>Physical health</td>
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<td></td>
<td>Appearance and character</td>
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<td>Personal details</td>
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<tr>
<td>Leisure and work</td>
<td>Employment</td>
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<td>Transport</td>
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<td>Media</td>
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<td>Entertainment</td>
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<td></td>
<td>Technology</td>
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<tr>
<td>Urban and Rural Environment</td>
<td>Environmental concerns</td>
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<td>Town and Services</td>
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<td>Physical geography</td>
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<td>Neighbourhood</td>
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<td>Global issues</td>
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<td></td>
<td>Weather</td>
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</table>

Cultural awareness: During the Spanish ab initio course students are expected to become familiar with aspects of the everyday life and culture of the countries in which the language is spoken.

Assessment:

<table>
<thead>
<tr>
<th>Assessment component</th>
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</thead>
<tbody>
<tr>
<td>External assessment (Written component):</td>
<td></td>
<td>75%</td>
</tr>
<tr>
<td>Paper 1: (1 hour 30 minutes): Receptive skills</td>
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<td>30%</td>
</tr>
<tr>
<td>Text handling exercises based on four written texts. All texts are related to the list of topics specified in the core syllabus and are varied in terms of length, register, style, topic and level of difficulty. Question types include multiple choice, true/false, gap-filling, chart-filling, matching items, sentence completion, short answers, re-ordering sentences or paragraphs. Dictionaries are not permitted and all responses must be written in Spanish.</td>
<td>25%</td>
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<tr>
<td>Paper 2: (1 hour): Written Productive skills</td>
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<tr>
<td>The examination paper consists of two sections involving a series of writing tasks. Section A: one short writing task from a choice of two (minimum 50 words). Section B: one extended writing task. Candidates are required to complete one task from a choice of three (minimum 100 words). Tasks offered are related to the list of topics specified in the core syllabus. The tasks are varied and each one required a response which uses a specific type of text such as a letter or a report. Dictionaries are not permitted. All tasks are written in Spanish and all responses must be written in Spanish.</td>
<td>20%</td>
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</tr>
<tr>
<td>Written assignment (2 hours): Receptive and written productive skills</td>
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<tr>
<td>A piece of writing, 200-300 words in Spanish, carried out in class under teacher supervision.</td>
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<tr>
<td>Internal assessment (oral component)</td>
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<td>25%</td>
</tr>
<tr>
<td>Individual Oral: Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course</td>
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<tr>
<td>• Part 1: Presentation of a visual stimulus (from a choice of two) by the student.</td>
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<tr>
<td>• Part 2: Follow-up Questions on the visual stimulus.</td>
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<tr>
<td>• Part 3: General conversation including at least two questions on the written assignment.</td>
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</table>
Visual Arts Higher Level (HL)/Standard Level (SL)

Course Description:
The aims of the Visual Arts course are to:

- provide students with opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art
- exemplify and encourage an inquiring and integrated approach towards visual arts in their various historical and contemporary forms
- promote visual and contextual knowledge of art forms from various cultures
- encourage the pursuit of quality through experimentation and purposeful creative work in various expressive media
- enable students to learn about themselves and others through individual and, where appropriate, collaborative engagement with the visual arts.

Learning Requirements:
Candidates who have completed the selected two year course will be expected to:

- demonstrate through purposeful exploration an inquiring and integrative approach to a variety of visual phenomena
- synthesise art concepts and skills in works that are personally, socioculturally and aesthetically meaningful
- solve formal and technical problems encountered in studio practice
- exhibit technical skills and an appropriate use of media
- show an informed, reflective judgement that challenges and extends personal boundaries
- demonstrate confidence and inventiveness
- produce works of art with imagination and creativity through individual and, where appropriate, collaborative work
- examine and compare works of art
- develop an informed response to works and exhibitions
- to formulate personal intentions for creating and displaying their own art works.

Course Content:
The Visual Arts course consists of three parts.

Part 1: Comparative study 20% - externally assessed
Students analyse and compare art works by artists in different contexts. This is an independent, critical and contextual investigation.

Part 2: Process portfolio 40% - externally assessed
Students submit selected pages from their portfolio which demonstrates evidence of experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two year course.

Part 3: Exhibition 40% - internally assessed and externally moderated
Students submit for assessment a selection of resolved art works for the exhibition. This is supported by a curatorial rationale.

Assessment:
For both HL and SL courses, a specified number of screens/pages/works are selected that address the criteria. All work requirements are submitted electronically. This quality assurance system ensures that all examiners see the same material throughout the assessment, moderation and grade awarding process.
Senior School Curriculum Information

IB DIPLOMA + SACE
YEARS 10 11 12