

2023

Curriculum Handbook

Senior Studies



Australian International School

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SENIOR STUDIES AT AIS

AIS offers various paths for matriculation, including the International Baccalaureate Diploma Programme (IBDP), International Baccalaureate Curriculum and the New South Wales Higher School Certificate (HSC).

Additionally, within the HSC there are options available in Vocational Education and Training (VET) subjects. All are highly regarded programs with integrity and rigour. While the HSC and the IBDP have much in common, there are important differences too. It is on the basis of these differences that students, with their parents, Curriculum Coordinators and Career Counsellors, should make their decision on which pathway to choose.

Careers will meet with every Year 10 student following the Curriculum Night. Parents are always welcome to attend. Each student will be expected to complete a Careers assigned Google Doc for that meeting using some information from the Morrisby Test, which should aid in decision making.

Both the IBDP (and its ATAR equivalent) and the HSC (once translated into an ATAR) allow students to apply for entry to both Australian and overseas universities. In addition, a Grade 6 or 7 at Higher Level in the IBDP may gain a student valuable credits or advanced standing in many universities in Australia and the USA*.

So which is better? Our experience of student choice at AIS has shown that students of higher academic ability in the school are equally as likely to select the NSW HSC as they are the IBDP, and are equally likely to be accepted into the university

of their choice (either in Australia or overseas).

The most important criterion that students and parents should bear in mind is what curriculum will suit them best. This can be focused on the following:

- Course structure
- Methods of assessment
- Time management skills
- Possible university prerequisite

The information contained in this document will assist students and parents in their decision making process. We would also encourage students and parents to take advantage of the knowledge and experience of the teaching team in the Secondary School, and the AIS Careers Office, who will be very happy to help answer any questions and support you as you make this important decision.

Each year some students are not able to be accommodated in their chosen courses and a small number have to replace one of their choices. If this is the case, students will be requested to re-select their subjects.

**In most cases students applying to the USA will also need to undertake their SAT or an ACT assessment regardless of which curriculum they choose (the AIS Careers Teams can assist in providing advice on the requirements at different universities).*

THE NEW SOUTH WALES HIGHER SCHOOL CERTIFICATE (HSC)

WHAT IS THE HSC?

The Higher School Certificate (HSC) curriculum allows students either to follow a broad program or to specialise the focus of their final two years of studies before university. They can, for instance, study all three of the Sciences. They can specialise in Mathematics or English undertaking four 'units' at Year 12. Students can also specialise in the Humanities or in the Arts or in Technology related subjects.

The NSW Education Standards Authority (NESA) is responsible for the development of curriculum documents and the development and conduct of examinations leading to the award of the Higher School Certificate (HSC).

The HSC is internationally recognised as a final year high school graduation credential. HSC results are used to calculate an Australian Tertiary Admissions Rank (ATAR), which is used for entry to Australian and overseas universities.

YEAR 11 (PRELIMINARY HSC)

To successfully complete Year 11 and progress to Year 12, students must satisfactorily complete at least 13 units (including a mandatory 2 units in English, and 1 unit in Research Studies). This will be 6 x 2-unit subjects plus Research Studies for most students. (Most subjects are worth 2 units.)

Extension subjects (offered in addition to a range of 2 unit subjects) are worth 1 unit. For example,

a student may elect to study Advanced English (2 units), English Extension 1 (1 unit) and Extension 2 (1 unit) in order to specialise by completing 4 units of English. Extension subjects are offered in English, Mathematics, History, Science, Music, and Languages.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

HSC students wishing to apply for university placement and an ATAR are required to complete at least 10 units of Board Developed curriculum. Of these 10 units, only 2 units of a Vocational Course may be included.

NON-ATAR OPTIONS

Students wishing to undertake a Non-ATAR pathway are advised to speak with the HSC Coordinator and the Careers Advisor. AIS will endeavour to cater for all students as they complete their senior studies.

NON-ATAR VOCATIONAL EDUCATION AT AIS (VET)

The VET curriculum plays an important role in helping students prepare for further education, training, employment and lifelong learning. The VET curriculum can contribute towards ATAR if selected. There are many reasons to consider studying VET subjects:

- Experience of the workplace, employer expectations and contact with key employers
- Provide focus and skills for career planning
- Receive recognition from industry and NESA for the HSC
- Acquire skills and competencies that are recognised all over Australia through the

Australian
Qualifications Framework

- Develop key industry skills as well as employability skills in taking initiative, problem solving and communication as well as working independently and in teams
- Begin preparation for a career in a chosen area while still at school
- Gain recognition for industry courses successfully completed at school when applying for study at TAFE
- Acquire general skills, which can be used in a wide range of employment and higher education settings.

Please refer to the NESA guide for more information.
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/moderation>

HOW IS THE HSC MARKED?

For most courses, students complete a program of assessment tasks that are set and marked at their school. Once the assessment program for a course is complete, the school submits total assessment marks for their students. Assessment marks for a course submitted from a particular school are produced under the same conditions so they can be compared. In this way, the submitted marks show both the rank order of students within a particular school/course group and the relative gaps between them.

It is important to note that all schools use different programs of assessment tasks and they all mark slightly differently. This means that students from different schools experienced different assessment conditions. For this reason, all HSC assessment marks that schools submit are adjusted by NESA using a process called moderation. This moderation process adjusts all of the school assessment marks in each course to a common scale: the examination. Once this is done, direct comparisons can be made between assessment marks awarded by different schools.

The final HSC mark is determined by both the final moderated school assessment mark and the final examination result.

THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

WHAT IS THE IBDP?

The International Baccalaureate (IB) created the Diploma Programme (IBDP) in 1968. It is one of two IB programmes taught at AIS, the other is the Primary Years Programme (PYP) taught in Elementary School. The language and philosophy of the Learner Profile underpins all of the IB curricula.

Designed as an accessible and holistic pre-tertiary experience, the IBDP is internationally recognised by leading universities. Students choosing the IBDP are challenged to maintain the study of a broad range of subjects from six curriculum groupings - helping to keep tertiary options open - at least three of these subjects are chosen for higher level study.

The central core of the IBDP is Creativity, Activity, Service (CAS), Theory of Knowledge (TOK) and the Extended Essay (EE). All three components are highly valued by tertiary institutions and employers alike.

CAS encourages students to remain physically active, to pursue a creative interest and to engage in service learning within the School and beyond. CAS helps to teach students the importance of balance in their lives and provides students with an avenue to reflect on other ways of learning.

TOK is an interdisciplinary critical thinking subject which encourages inquiry and intellectual curiosity within and between all Diploma subjects.

The EE is a tertiary level research paper of approximately 4000 words. Students are encouraged to use the EE as a tool to deepen their inquiry into a topic of special interest and work with a supervisor to help develop their line of investigation. Students can complete the EE in any one of their Diploma subjects.

International-mindedness is explored through all parts of the Diploma.

All IBDP students are required to successfully complete the core components of the Diploma – CAS, TOK and EE.

Students must also successfully complete the study of six subjects chosen from within the six groups of the IBDP Model (see next page). At least three subjects will be studied at Higher Level (HL) and the remaining will be studied at Standard Level (SL).

Students are advised to check the pre-requisites required by universities they are considering attending prior to making their choices.

All subjects, unless otherwise stated, are offered at both SL and HL.

WHICH SUBJECTS ARE ON OFFER?

AT AIS, STUDENTS WILL BE OFFERED THE FOLLOWING CHOICES:

Group 1 - Studies in Language and Literature	Group 2 - Language Acquisition	Group 3 - Individuals and Societies
Language A- Literature: • English OR • Self-Taught (SL only)	• Mandarin Chinese B • English B • French B • Mandarin Chinese ab initio (SL only) • Spanish ab initio (SL only)	• Business Management • Economics • Geography • History • Psychology • Environmental Systems and Societies (SL only)
Language A- Language & Literature: • English • Mandarin Chinese		

Group 4 - Experimental Sciences	Group 5 - Mathematics	Group 6 - The Arts
• Biology • Chemistry • Computer Science • Design Technology • Physics • Sports, Exercise and Health Science • Environmental Systems and Societies (SL only)	• Mathematics: Analysis and Approaches HL • Mathematics: Analysis and Approaches SL • Mathematics: Applications and Interpretation HL • Mathematics: Applications and Interpretation SL	• Music • Theatre • Visual Arts

Students should select a total of six subjects, one subject from each group.

Group 6 is optional, instead of choosing a subject from this group an additional subject from Groups 2, 3 or 4 may be selected.

A student may select two Group 6 subjects only if Environmental Systems and Societies (SL only) is selected to meet the requirements of both Groups 3 and 4.

A minimum of three HL subjects must be selected, four HL subjects are required if Mathematics HL is selected.

HOW IS IT GRADED?

The IBDP is specifically aimed towards providing entry to tertiary education. In order to receive an IB Diploma, candidates must receive a minimum of 24 points (or an average of four out of a possible seven points for six subjects).

Conditions that will prevent a student from being awarded an IB Diploma, regardless of points received, are:

1. Non-completion of Extended Essay (EE), Creativity, Activity, Service (CAS) or Theory of Knowledge (TOK) components
2. Not meeting the total points required for Higher Level (12) or Standard Level (9) subjects
 - A grade of 1 in any subject.
 - More than two grade 2's awarded (HL or SL)
 - More than three grade 3's awarded (HL or SL)
3. Academic Malpractice
4. A score of E on either the EE or TOK and less than 24 points overall

If the School is not confident in a student's ability to achieve the IBDP requirements, then further conversations will take place with the students and parents involved.

If a student in the two year IBDP curriculum shows signs of not meeting the requirements of the IBDP, alternative options will be determined by the IBDP Coordinator and Assistant Head of Secondary School (Academic).

The IBDP Coordinator can provide further guidance on this.

THE INTERNATIONAL BACCALAUREATE CURRICULUM:

COURSE OPTION

This is an alternative to the Diploma, for students who wish to target specific university entry by focusing on required IBDP subjects and achievements. The rigorous academic level and time management skills demanded by the full IB Diploma, as well as the breadth of compulsory subjects, does not suit every student.

For some it is strategically a better option to pursue IBDP subjects of strength and target individual result attainment that leads to a very precise university pathway. These include clear pathways for international students heading to Australia. The IB curriculum provides entry to foundation studies at top Australian Universities both at the end of Year 11 and Year 12 depending on attainment levels. The IB curriculum provides all students with pathways to direct entry into UK and US Universities. For more information please see the Careers Counsellors.

THE IBDP AND NSW HSC AT A GLANCE

CURRICULUM STRUCTURES

IBDP

Six academic subjects studied over two years, Theory of Knowledge (TOK), Extended Essay (EE), Creativity, Activity and Service (CAS).

Mandatory studies in a native language, an acquired language, individuals and societies, experimental science and Mathematics.

NSW HSC

Year 11 Preliminary curriculum: subjects studied to the value of a minimum of 12 units and possibly 13 units.

Year 12 HSC curriculum: a minimum of 4 subjects, representing a minimum of 10 units including mandatory study in English.

METHODS OF ASSESSMENT

IBDP

1. Up to 35% Internally and 80% Externally assessed components, depending on the subjects studied.
2. Internal assessments (subject specific coursework) are integrated into the teaching program and are completed by the middle of Term 3 Year 12.
3. Wide range of types of internal assessment which are internally marked and externally moderated.
4. Oral presentations in all language classes and TOK.
5. TOK essay and EE completed by mid-Year 12 to allow for maturity and experience to be incorporated into the finished works.
6. All subjects contribute equally to the final Diploma score allowing for a true measure of academic achievement.
7. Graded on a 45 point scale, a minimum requirement of 24 points for award of the IB Diploma, subject to additional requirements.
8. IBDP subjects marked on a scale of 1-7 with no internal rankings.

NSW HSC

1. HSC bands range from 1 to 6.
2. 50% School Based Assessment and 50% Final HSC examination/s in all subjects excluding English Extension.
3. The school based assessments are spread across Year 12 and encompass a wide range of types of assessment in every subject.
4. Oral/aural assessments in Continuers and Beginners languages.
5. Independent study is required in all subjects.
6. All subjects contribute equally according to their unit value to the HSC credential.
7. Final marks in each subject are standards referenced against defined levels of achievement consistent from one examination session to the next and applied equally to all schools.
8. The HSC credential is achieved by all candidates who have met the basic curriculum requirements and have satisfactorily completed at least 10 units of study including 2 units of English.

GUIDELINES FOR 2022

MATRICULATION CURRICULUMS AT AIS

In order to support student success at AIS there are a number of recommendations outlined below.

These recommendations ensure that students are properly prepared for the curriculum of study that they intend to embark upon. Students who do not meet the recommended guidelines for subject or curriculum will be subject to further review. Our aim is to ensure that each student is placed on the curriculum most suited to them, and which offers them the best opportunities for academic success. Please refer to the Curriculum Descriptions for subject specific criteria.

All final decisions for curriculum placement will be made by the respective Curriculum Coordinators. Appeals can be made to the Assistant Head of Secondary School. Secondary appeals can be made to the Head of Secondary School.

HSC RECOMMENDATIONS

A score of C or above is recommended in all subjects in the Year 10 Mock Exams. A B grade in the Year 10 Mock Exams is required in both Coordinated Science and Mathematics Extended to study Chemistry or Physics.

1. A consistent attendance rate of 90% for Years 9 and 10 (not including medical absences or granted leave requests).
2. A clear understanding of the need for academic

honesty - no record of plagiarism, collusion or cheating.

3. External applicants need to provide an academic transcript of their grades from their previous school that shows equivalent achievement levels to those stated above.
4. In most cases, the student wishing to enter the HSC should already be undertaking the subject or repeat equivalent at IGCSE (or equivalent program). i.e. for Physics, the student should be studying Coordinated Science. Skill-based subjects will be reviewed on entry (e.g. Music, Languages, etc.)
5. Levels of study for HSC English (Standard/Advanced/English Extension) will be recommended by the English Department using grades awarded to each student in their Year 10 internal and external assessments. It is recommended that an A grade in both IGCSE First Language and an A grade in the AIS Literature course is required for students wishing to study HSC Advanced English and HSC English Extension.
6. Levels of study for HSC Mathematics (Standard/Advanced/Extension) will be recommended by the Mathematics Department using grades awarded to each student in their Year 10 internal and external IGCSE assessments. It is recommended that a B grade in IGCSE Mathematics Extended is required for students wishing to study HSC Advanced Mathematics.

A minimum A grade in IGCSE Mathematics Extended is recommended for students wishing to study HSC Mathematics Extension.

7. HSC students wanting to undertake any language course must meet strict NESA eligibility criteria and NESA will require students and parents to sign a declaration.
8. Non-native English speakers (ESL) students need to provide evidence of English capability (a WIDA score of 5+ or a C in IGCSE EAL English) at the end of Year 10. Please refer to the section in this handbook relating to Post-ESSPP Pathway at AIS, for more information on post Year 10 ESL pathways.

IBDP RECOMMENDATIONS

1. A score of C or above in all courses in the Year 10 Mock Exams. Candidates should achieve at least 5 A* - C IGCSEs (or equivalent) and a B or above for HL courses (based on IGCSE transcript). The 5 A* - C grades must include Mathematics and English.
2. A consistent attendance rate of 90% for Year 9 and 10, not including medical absences or granted leave requests.
3. A clear understanding of the need for academic honesty - no record of plagiarism, collusion or cheating.
4. External applicants need to provide an academic transcript of their grades from their previous school that adheres to above/ or equivalent requirements.

5. Students eligibility for language courses (ab initio, Language A or B) must meet the AIS recommended requirements as per the course descriptions.
6. Levels of study for IBDP Mathematics will be recommended by the Mathematics Department using grades awarded to each student in their Year 10 internal and external IGCSE assessments. It is recommended that a minimum A grade in IGCSE Mathematics is required for students wishing to study Higher Level Mathematics. However, students will be reviewed on a case-by-case basis.
7. EAL students are required to demonstrate a WIDA of 5+ or a minimum of C in their IGCSE EAL English course at the end of Year 10 to be eligible for the IBDP.

PROVISIONS

INCLUSIVE ACCESS ARRANGEMENTS AND PROVISIONS

AIS has inclusive access arrangements to assist students to complete internal and external examinations and assessments. Student eligibility is dependent on evidence of need and will vary between Programmes. The School is unable to guarantee that the relevant Educational Board will approve the requested Provisions.

Provisions cover a range of medical, psychological and learning difficulties and are designed to address the functional impact of these difficulties as they relate to examinations and assessments.

Provisions include, but are not limited to, separate or small group supervision, rest breaks, extra time, reader, writer and computers.

It is the responsibility of the student to contact Learning Enrichment if they wish to access Provisions for in-school examinations and assessment tasks, when they receive their assessment notifications.

HSC (YEARS 11 - 12)

Disability provisions provide students who have additional educational, psychological or physical needs with practical support in the Higher School Certificate examinations. The provisions are aimed at providing students with reasonable adjustments so that they can access the Higher School Certificate on the same basis as students without a disability. Students are identified within the school and an application, incorporating relevant testing, psychometric reports and teacher comments

is lodged with NESA. NESA's criteria for the determination of provisions is unpublished.

IB DIPLOMA PROGRAMME (YEARS 11 - 12)

The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive assessment arrangements may be authorised in these circumstances. This policy applies to candidates with long-term or permanent challenges and a psychological/psycho-educational/medical report from a psychological or medical service dated no earlier than the previous academic year before the start of the candidate's study of the Diploma Programme will be required for submission to the IB.

For further information please contact the Head of Learning Enrichment

SUBJECT SELECTION PROCESS

In the first instance, students make an initial selection of the subjects which they wish to study. After all of the students' choices have been submitted, the subjects are grouped into 'lines' to enable a timetable to be developed and initial counselling of students to begin. The 'lines' are constructed in such a way as to maximise the number of students able to study their preferred subjects. Students should refer to the Matriculation Guidelines as part of their subject selection process.

Each year some students are not able to be accommodated on the 'lines' and a small number have to replace one of their choices. If this is the case, students will be requested to re-select their subjects once the lines have been created.

It is very important that students choose subjects wisely. There is little doubt that students' best results come from choosing the subjects they 'like and do best in'. Choosing a curriculum because other students have performed well in them or based on what friends are doing are poor guides to curriculum selection.

It is also important to investigate if there are prerequisites required for a student's preferred university or university course.

If a student chooses to change curriculum or subjects post timetabling, a conversation with the curriculum coordinator and/or the Career Counsellor is required

and enrolment will be based on availability.

NB: Classes will proceed subject to level of student interest.

NB: Subject combinations: some subjects may be offered as combined classes to best cater for students needs and interests.

POST EAL SENIOR STUDIES PREPARATION PROGRAM (ESSPP) PATHWAY AT AIS

AIS offers curriculums in Years 9 and 10 for students who are still developing their academic English proficiency skills in preparation for their final years of schooling. The EAL English Secondary School Preparation Program (ESSPP) focuses on the intensive development of academic English productive and receptive skills as part of the core compulsory subjects of IGCSE ESL English, IGCSE Mathematics, ESSPP Science, ESSPP Humanities, Sport, IGCSE Mother Tongue/LOTE and Music as well as the School's personal, social and growth development program.

During the two years of ESSPP, each student's academic progress is carefully monitored and regular feedback is provided to the students and their parents/guardians. During Year 10, students will be making important decisions regarding their courses of study for Years 11 and 12. AIS Careers will be meeting with all students to discuss the most appropriate pathway for each individual. Pathways on offer to each student will be determined based on their academic English proficiency levels (WIDA scores) and academic achievements in Year 10.

Students, parents and guardians must be aware that the student's course of study in their final two years of schooling will be largely determined by the School to ensure that each child achieves to the best of their ability and is provided with continued support in the development of their English skills.

EAL students must demonstrate an appropriate WIDA/IGCSE ESL English level. Careful consideration of the student's aptitude and attitude will be applied to determine the most suitable pathway. Certificate options and VET options are available for EAL students who have not demonstrated the required English requirements by the end of Year 10.

HSC CURRICULUM DESCRIPTIONS

BIOLOGY

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

A good general understanding of Year 10 Science or equivalent. Students should have sound comprehension skills and an ability to think logically and write clearly.

Potential students are expected to have previously studied Biology as a significant part of their prior education in Science, and attained a final IGCSE Double-Award grade of CC or higher.

ASSESSMENT FORMAT

In both Years 11 and 12 there are three assessment tasks, at least one of which will involve a practical task. In Year 11 two tasks will be depth studies, where students are able to explore an area of the syllabus in more detail, and one will be the final Year 11 Preliminary Exam. In Year 12, two tasks will be depth studies and one task will be the trial exam in Term 3.

MODULES COVERED:

PRELIMINARY CURRICULUM (YEAR 11)

Module 1: Cells as the basis of life (including cell survival, structure and reproduction, cell functioning)

Module 2: Organisation of living things (including organ systems and functions, disease and treatment)

Module 3: Biological diversity (including evolution, fossil records, diversity of life, adaptations and survival)

Module 4: Ecosystem dynamics (including living and non-living factors, energy flow, environmental changes)

HSC (YEAR 12)

Module 1: Heredity (including evolution, genetics and inheritance, DNA and reproductive technologies)

Module 2: Genetic change (including gene function and control, genetic engineering)

Module 3: Infectious disease (including history of micro organisms and hygiene, research of Pasteur and Koch, immune responses and control)

Module 4: Non-infectious disease and disorders (inc. biochemistry, metabolism, cell transport and homoeostasis)

WHO SHOULD DO THIS SUBJECT?

Students with a genuine interest in the living world and how it functions. Students looking at careers in science, paramedical areas or biological sciences, medicine, physiotherapy, nursing or sports medicine.

For further discussion:

HEAD OF DEPARTMENT - SCIENCE

BUSINESS STUDIES

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

Students should have sound comprehension skills, an ability to think critically and develop logical arguments. There is no requirement to have studied Business Studies at IGCSE level.

ASSESSMENT FORMAT

Class tests and exams, multiple-choice items, short answers, extended responses, oral presentation, analysis of stimulus material, case study analysis.

BUSINESS RESEARCH TASK

In Year 11, students are required to complete a Business Research Task. This task will be either an investigation of an existing small business or the development of a Business Plan for a hypothetical small business.

The nature of this task provides with a practical opportunity to combine their knowledge with the skills developed throughout the curriculum.

TOPICS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

- Nature of Business
- Business Management
- Business Planning

HSC (YEAR 12)

- Operations
- Marketing
- Finance
- Human Resources

WHO SHOULD DO THIS SUBJECT?

Students interested in the world of business, who wish to learn more about how businesses operate and how businesses are managed. Students who would like to explore the internal and external influences on business and what makes businesses succeed and fail.

For further discussion:

HEAD OF DEPARTMENT - COMMERCE

CHEMISTRY

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

A high level of achievement in Year 10 Science and a degree of proficiency in algebra is highly recommended. Students should have good comprehension skills, an ability to think logically and possess well-developed problem solving skills.

Potential students are expected to have previously studied Chemistry as a significant part of their prior education in Science, and attained a final IGCSE Double-Award grade of BB or higher.

ASSESSMENT FORMAT

In both Years 11 and 12 there are three assessment tasks, at least one of which will involve a practical task. In Year 11, two tasks will be depth studies where students are able to explore an area of the syllabus in more detail, and one will be the final Year 11 Preliminary Exam. In Year 12, two tasks will be depth studies and one task will be the trial exam in Term 3.

Modules Covered

In both Year 11 and 12 students will study four modules, all of which contain 3 – 5 Inquiry Questions that highlight the focus of the content.

PRELIMINARY CURRICULUM (YEAR 11)

Module 1: Properties and Structure of Matter

(including atomic and molecular structure, chemical formulae and calculations)

Module 2: Introduction to Quantitative Chemistry (including stoichiometry and reaction quantities)

Module 3: Reactive Chemistry (including bonding and structure, corrosion, uses of metals, properties)

Module 4: Drivers of Reactions (including combustion, fuels, the chemistry of carbon, rates of reaction)

HSC (YEAR 12)

Module 1: Organic Chemistry (including polymers, nuclear chemistry and electro-chemistry)

Module 2: Acid/Base Reactions (including everyday occurrences, acid/bases/salts, chemical equilibrium)

Module 3: Equilibrium and Acid Reactions (including the production of ammonia, the chemical composition of everyday chemicals, human activities)

Module 4 Applying Chemical Ideas (including synthesis and practical chemistry)

WHO SHOULD DO THIS SUBJECT?

Motivated students who wish to have a better understanding of everyday substances and phenomena. Chemistry is often a prerequisite course for many Science/Engineering/Medical courses at University and is an excellent choice for anyone interested in the STEM field.

For further discussion:

Head of Department - Science

CHINESE CONTINUERS

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

- Travel Experiences;
- Youth Issues;
- History and Culture.

AIS RECOMMENDATION

Students must have successfully completed Year 10 Chinese or equivalent. They must not be a background speaker as defined by The NSW Education Standards Authority (NESA).

All students must complete an eligibility form to gain entry into this course.

WHO SHOULD DO THIS SUBJECT?

Motivated students who have an interest in learning Mandarin. Students intending on pursuing a career in tourism and hospitality, foreign affairs, international business and banking, defence, education and the government service sector.

ASSESSMENT FORMAT

Students are assessed in all language skill areas: reading, writing, listening and speaking.

TOPICS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

- Personal Identity;
- Recreation and Leisure;
- Education and Aspirations;
- Lifestyles.

HSC (YEAR 12)

- World of Work;

For further discussion:

HEAD OF DEPARTMENT - LOTE/LANGUAGE B



CHINESE IN CONTEXT

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

Students must have successfully completed Year 10 Chinese or equivalent.

The subject recognises the varying degrees of affinity with the culture of Chinese-speaking communities and the diversity of knowledge and skills in Chinese that students will have acquired prior to enrolling in the In Context language subject. At entry level to the subject, students will have typically undertaken:

Some study of Chinese in a community, primary and/or secondary school in Australia, and/or

Formal education in a school where Chinese was the medium of instruction up to the age of ten (NESA).

All students must complete an eligibility form to gain entry into this subject.

ASSESSMENT FORMAT

Students are assessed in all language skill areas: reading, writing, listening and speaking.

TOPICS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

- Young People And Their Relationships;

- Traditions and Values

HSC (YEAR 12)

- The Changing Nature of Work;
- The Individual As A Global Citizen;
- Chinese Identity In The International Context

WHO SHOULD DO THIS SUBJECT?

Motivated students who have an interest in learning Mandarin. Students intending on pursuing a career in tourism and hospitality, foreign affairs, international business and banking, defence, education and the government service sector.

For further discussion:

HEAD OF DEPARTMENT - HEAD OF MOTHER TONGUE

CHINESE EXTENSION

(ONLY AVAILABLE IN YEAR 12)

YEAR 12 : 1 UNIT

AIS RECOMMENDATION

The Extension subject builds upon the body of knowledge and skills acquired in the Chinese Continuers subject. It provides students with opportunities to develop a greater competence and fluency in the language, and to explore contemporary issues relating to Chinese-speaking communities.

ASSESSMENT FORMAT

Students complete assessments across four components relative to the target language: speaking, analysis of written text, response to written text and writing. Please note: there is NO formal listening component for Chinese Extension.

TOPICS COVERED

The organisational focus of the Chinese Extension course is the theme – the individual and contemporary society.

A number of issues that exemplify aspects of the theme are prescribed for study. Students engage with the issues through the study of a prescribed text and related texts. The current text is a film study, “Together”.

Study of the issues and prescribed text will involve:

- Exploring the relationship between the issues and the prescribed text
- Creating original text in response to aspects of the prescribed text
- Identifying meaning and how it is conveyed in the prescribed text
- Evaluating linguistic and cultural features of the prescribed text
- Analysing the sociocultural context of the prescribed text.

To support the study of the issues and to further develop knowledge of Chinese and Chinese-speaking communities, students will be required to read, view and/or listen to a range of related texts. Study of related texts will involve evaluating how the issues are presented in these texts

WHO SHOULD DO THIS SUBJECT?

- Intrinsically motivated students with an interest in consolidating their Chinese through a deeper level of understanding
- Students with an interest in Chinese-speaking communities
- Students who enjoy deconstructing texts and related themes of contemporary issues in China
- Students who have a passion for independent, analytical research and a high level of skill in reading, comprehension, analysis and genre writing.

For further discussion:

HEAD OF DEPARTMENT - LOTE/LANGUAGE B

DESIGN AND TECHNOLOGY

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

Previous experience in Design and Technology or a similar project based subject is strongly recommended.

ASSESSMENT FORMAT

A variety of tasks including research assignments, class presentations, written examinations, group and/ or individual projects and a final Major Design Project (MDP) for the HSC.

TOPICS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

- Designing and Producing

The Preliminary curriculum will involve a design project which will develop skills and knowledge in Design and Technology. This project will place emphasis on the development of different skills and knowledge in designing and producing. The design projects will include a detailed design folio. Students also undertake a study of a designer in their preferred field of design.

HSC (YEAR 12)

- Innovation and Emerging Technologies
- Designing and Producing

- Project proposal and project management
- Project development and realisation
- Project evaluation

The HSC curriculum includes the development and realisation of the Major Design Project, a case study of an innovation and other teaching and learning activities.

The case study involves a critical analysis of an innovation. By conducting a detailed case study of an innovation, students will be able to identify the factors underlying the success of the innovation; analyse ethical issues in relation to the innovation, and discuss the impact of the innovation on Australian society. They may also be able to apply processes similarly in the exploration and development of the major design project.

The Major Design Project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity. This is a long term project which requires dedication and a degree of independence and organisation.

WHO SHOULD DO THIS SUBJECT?

Students with an interest in Design and Technology, who have well developed verbal and written skills, can work independently on long-term projects and who are logical and creative thinkers.

For further discussion:

HEAD OF TECHNOLOGY & VET

DRAMA

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

Previous experience in Drama is desirable but not essential.

ASSESSMENT FORMAT

The Internal Assessment program for both the Preliminary and HSC curriculum will include:

- Workshop and practical activities to the value of 60%
- Written tasks including logbooks, essay, criticism, research and reflection to the value of 40%

TOPICS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

- Improvisation
- Play building and Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

HSC (YEAR 12)

Australian Drama and Theatre (contemporary) and Approaches to Acting explore the work of significant playwrights. This involves theoretical understanding

through practical exploration of themes, issues, styles and movements within specific theatrical traditions. Students will explore relevant acting techniques, performance styles and spaces.

The Group Performance involves creating a piece of original theatre. It provides an opportunity for each student to demonstrate their grasp of the skills required to create and present a live performance. For the Individual Project, students demonstrate their expertise in an area of their choice. They may choose one project from Critical Analysis; Design; Performance; Script-writing; or Video Drama

WHO SHOULD DO THIS SUBJECT?

Students who undertake the curriculum are:

- Creatively motivated and wish to develop skills and confidence in a collaborative environment
- Able to work effectively and engage on an intellectual and artistic level with their peers to problem solve
- Keen to develop their physical, emotional, intellectual, social, creative and expressive capabilities and talents
- Keen to develop self-confidence, self-esteem and clear communication skills
- Willing to think critically about contemporary issues and draw on their own social awareness

For further discussion:

HEAD OF DEPARTMENT - DRAMA

“I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being”

Oscar Wilde



ECONOMICS

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

Students should have sound comprehension and numeracy skills, an ability to think critically and develop logical arguments. There is no requirement to have studied Economics at IGCSE level.

ASSESSMENT FORMAT

Assessment tasks may take the form of multiple choice tests, calculations and graphing, analysis of current economic issues, oral presentations, essays and examinations.

Examinations consist of multiple choice, short answer questions, stimulus based essays and topic essays.

TOPICS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government and the Economy

HSC (YEAR 12)

- The Global Economy
- Australia's Place in the Global Economy
- Economic Issues
- Economic Policies and Management

WHO SHOULD DO THIS SUBJECT?

Students who have an interest in current global and Australian economic events and issues. Students who are considering a career in management, marketing, finance, human resources, law, accounting, industrial relations or journalism.

For further discussion:

HEAD OF DEPARTMENT - COMMERCE

ENGLISH STANDARD

YEAR 11 : 2 UNITS (COMPULSORY)

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

ASSESSMENT FORMAT

- Three to four assessment tasks per year
- One task may be a formal written examination
- One task must be a multimedia presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- Year 12 also mandates a 25% task in response to the Craft of Writing module

TOPICS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

- Common Module: Reading to Write
- Module A: Contemporary Possibilities

- Module B: Close Study of Literature

HSC (YEAR 12)

- Common Module: Texts and Human Experiences
- Module A: Language, Identity and Culture
- Module B: Close Study of Literature
- Module C: The Craft of Writing

Texts (to be advised) but will include:

- Australian and other texts
- Text types drawn from prose fiction, poetry, film, drama, and multimedia
- Some texts will include those prescribed by NESA

WHO SHOULD DO THIS SUBJECT?

All students not enrolled in Advanced English.

For further discussion:

HEAD OF DEPARTMENT - ENGLISH

ENGLISH ADVANCED

YEAR 11 : 2 UNITS (COMPULSORY)

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts. Students wishing to study Advanced English are required to submit a written application at the end of Year 10 outlining the reasons for their choice.

ASSESSMENT FORMAT

- Three to four assessment tasks per year
- One task may be a formal written examination
- One task must be a multi modal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- Year 12 also mandates a 25% task in response to the Craft of Writing module.

TOPICS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

- Common Module: Reading to Write
- Narratives that Shape Our World
- Critical Study of Literature

HSC (YEAR 12)

- Common Module: Texts and Human Experiences
- Module A: Textual Conversations
- Module B: Critical Study of Literature
- Module C: The Craft of Writing

Texts (to be advised) but will include:

- Australian and other texts
- Text types drawn from prose fiction, poetry, film, drama, multimedia
- Some texts will include those prescribed by NESA.

WHO SHOULD DO THIS SUBJECT?

Students who would like opportunities to explore challenging texts, investigate complex and evocative ideas, and experiment with creative and sophisticated ways to use language to make meaning and find enjoyment in literature.

For further discussion:

HEAD OF DEPARTMENT - ENGLISH

ENGLISH EXTENSION 1 AND 2

YEAR 11 : 1 UNIT

YEAR 12 : 1 UNIT

AIS RECOMMENDATION

English (Extension 1) is designed for students undertaking English (Advanced) who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

ASSESSMENT FORMAT

- 3 assessment tasks
- 1 task may be a formal written examination
- 1 task must be a multi modal presentation about the Independent Related Project (year 11 only)
- 1 task must be a creative response (year 12 only)
- At least 1 task must integrate student selected related material (year 12 only)

TOPICS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

Module: Texts, Culture and Value

Teachers prescribe one text from the past and its manifestations in one or more recent cultures.

Students select one text and its manifestations in one or more recent cultures. Students complete an independent project.

HSC (YEAR 12)

In this module, students evaluate the ways texts illuminate the complexity of individual and collective lives in literary worlds. They experiment with critical and creative compositions to express complex ideas.

WHO SHOULD DO THIS SUBJECT?

Extension 1 English is far more than an additional unit of Stage 6 English. It should not be viewed as a course that merely caters to students who enjoy English or who have an interest in reading. The intent of Extension 1 is to examine, explore and critique complex critical concepts in a manner that requires independent research and the ability to demonstrate a sense of initiative and take responsibility for their own learning.

This course is designed for students who are willing to read a variety of challenging texts. Ideally, they will be interested in exploring and locating a variety of critical sources to help them understand the potential ways of thinking surrounding their prescribed texts.

continue on next page

For further discussion:

HEAD OF DEPARTMENT - ENGLISH

ENGLISH EXTENSION 1 AND 2 (CONT.)

EXTENSION 2 (OFFERED IN YEAR 12 ONLY)

In HSC, English Extension 2 students develop an extended composition, and document and reflect on this process. The course requires students to independently plan, research and complete a Major Work. It allows students to select an area based on their personal interests and abilities from their study of English and develop their work in this area to a level of distinction.

ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT (EAL/D)

YEAR 11 : 2 UNIT

- Close study of text

YEAR 12 : 2 UNIT

- Focus on writing

AIS RECOMMENDATION

Students must have been instructed in English (i.e. the main medium of instruction) for five years or less, or be deemed to have language proficiency needs requiring the EAL/D course (based on an assessment).

Note: The EAL/D Course has three papers including a listening paper as part of the Trial and HSC Examinations.

WHO SHOULD DO THIS SUBJECT?

Students who have been in a school for less than five years where English has been the medium of instruction.

ASSESSMENT FORMAT

Varied – Essays, speaking tasks, listening tasks, visual representations, examinations, multi-model presentations, reading and response tasks.

TOPICS COVERED

PRELIMINARY COURSE (YEAR 11)

- Language and texts in context
- A Close study of text
- Texts in society

HSC (YEAR 12)

- Texts and the human experiences
- Language, identity and culture

For further discussion:

HEAD OF DEPARTMENT - EAL

FOOD TECHNOLOGY

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

Previous experience in Food Studies is desirable but not essential.

ASSESSMENT FORMAT

A variety of tasks including research assignments, class presentations, food design, production, presentation and testing, written examinations.

TOPICS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

- Food Availability and Selection
- Food Quality
- Nutrition

The Preliminary Curriculum will develop knowledge and understanding about food nutrients and diets for optimum nutrition, the functional properties of food, safe preparation, presentation and storage of food, sensory characteristics of food, the influences on food availability and factors affecting food selection. Practical skills in planning, preparing and presenting food are integrated throughout the content areas.

HSC (Year 12)

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Nutrition Issues

The HSC curriculum involves the study of sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preservation, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status.

The mandatory practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

WHO SHOULD DO THIS SUBJECT?

Students with an interest in the provision and consumption of food, being significant activities of human endeavour, with vast resources being expended across domestic, commercial and industrial settings. Food issues have a constant relevance to life.

For further discussion:

HEAD OF TECHNOLOGY & VET

FRENCH CONTINUERS

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

Students must have successfully completed Year 10 French.

ASSESSMENT FORMAT

Students undergo assessment in all language skills areas i.e. reading, writing, listening and speaking.

TOPICS COVERED

Topics are presented under three broad themes:

- The Individual
- French-Speaking Communities
- The Changing World

WHO SHOULD DO THIS SUBJECT?

Motivated students who have a strong interest in developing communication, cross-cultural understanding, literacy and general knowledge. Students who study French develop an awareness of French-speaking communities around the world and are better equipped to access and pursue a career in tourism and hospitality, foreign affairs, international business, banking, defence, immigration and education.

Note: Intending students should be willing to apply themselves diligently to frequent vocabulary learning and practice. Learning a language requires a strong commitment to building on firm foundations.

A positive attitude combined with consistent effort will ensure success. The study of French is the most satisfying and rewarding experience.

For further discussion:

HEAD OF DEPARTMENT - LOTE/LANGUAGE B

FRENCH EXTENSION

(ONLY AVAILABLE IN YEAR 12)

YEAR 12 : 1 UNIT

AIS RECOMMENDATION

The Extension course builds upon the body of knowledge and skills acquired in the French Continuers course. It provides students with opportunities to develop a greater competence and fluency in the language, and to explore contemporary issues in French speaking communities.

ASSESSMENT FORMAT

Students complete assessments across four components relative to the target language: speaking, analysis of written text, response to written text and writing. Note: there is NO formal listening component for French Extension.

TOPICS COVERED

The following themes are the focus of the course;

- Belonging and the power of attachment,
- The outsider versus the social order,
- Our environment.

A number of issues that exemplify aspects of the theme are prescribed for study. Students engage with the issues through the study of a prescribed text and related texts. The current text is a book study, “Jean de Florette” by Marcel Pagnol.

Study of the issues and prescribed text will involve:

- Exploring the relationship between the issues and the prescribed text
- Creating original text in response to aspects of the prescribed text
- Identifying meaning and how it is conveyed in the prescribed text
- Evaluating linguistic and cultural features of the prescribed text
- Analysing the sociocultural context of the prescribed text.

To support the study of the issues and to further develop knowledge of French and French-speaking communities, students will be required to read, view and/or listen to a range of related texts. Study of related texts will involve evaluating how the issues are presented in these texts.

WHO SHOULD DO THIS SUBJECT?

- Intrinsically motivated students with an interest in consolidating their French through a deeper level of understanding.
- Students with an interest in French-speaking communities
- Students who enjoy deconstructing texts and related themes of contemporary issues in French
- Students who have a passion for independent, analytical research and a high level of skill in reading, comprehension, analysis and genre writing.

For further discussion:

HEAD OF DEPARTMENT - LOTE/LANGUAGE B

GEOGRAPHY

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

Students should have good comprehension skills and an ability to think logically and to write clearly and informatively.

ASSESSMENT FORMAT

Field work, research assignments, geographic skills e.g. maps and photographs, essays, short answers based on stimulus material.

TOPICS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

- Biophysical Interactions: Investigate how the different parts of the natural environment work and interact with each other. Examine issues arising from the human interaction with the environment. Case studies may include; mangroves, coasts, rivers, forests and deserts.
- Global Challenges: Investigating the social, cultural, political, economic and environmental challenges which occur at a global scale.
- Case studies may include the use of resources, population issues and global inequalities.

- Senior Geography Project: Students identify a local area research topic of their choice, devise and carry out a plan of investigation. Examples of topics include; the future of the Singapore River, the impact of casino developments, patterns of Dengue in Singapore.

HSC (YEAR 12)

- Ecosystems at Risk: Investigating the functioning of ecosystems at risk, their management and protection. Case-studies may include coral reefs, rainforests, and wetlands.
- Urban Places: Investigating world cities, mega cities and the urban dynamics of large cities.
- People and Economic Activity: Investigating economic activity at both a global and local level. Case studies will include: Global Tourism and the Marina Bay Sands Integrated Resort.

WHO SHOULD DO THIS SUBJECT?

Geography is for students who have an interest in current events and global issues. This course will suit students who enjoy a mixture of class and field based activities.

For further discussion:

HEAD OF DEPARTMENT - HUMANITIES

HISTORY – ANCIENT

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

Students should have sound comprehension skills, an ability to think critically and develop logical arguments. There is no requirement to have studied History at IGCSE level.

ASSESSMENT FORMAT

Formal essay writing, oral presentations, independent research, document studies, source analysis.

TOPICS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

The Nature of Ancient History: Ancient Sites and Sources and Historical Authentication and Reliability

- Case Studies: City of Rome and Persepolis
- Feature of Ancient Societies: Warfare in Ancient Greece and Women in Ancient Greece and Rome.

HISTORICAL INVESTIGATION

This requires students to investigate a topic of their own choice. Students are encouraged to select a topic that reflects their own interests and abilities. It requires investigative, research and presentation skills.

HSC (YEAR 12)

- Core Study: Cities of Vesuvius – Pompeii and Herculaneum.
- Historical Periods: 4th Century Greece to Death of Philip II
- Personalities in their Times: Alexander the Great
- Ancient Societies: Spartan society to the Battle of Leuctra 371 BC

WHO SHOULD DO THIS SUBJECT?

Students with an interest in antiquity and investigating the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Student interested in analysing the different constructions and representations of antiquity, in ancient literary, documentary, archaeological sources and modern film, games, and museum displays. Students who enjoy challenging accepted theories and interpretations to develop their own view of the past.

For further discussion:

HEAD OF DEPARTMENT - HUMANITIES

HISTORY – MODERN

YEAR 11 : 3 UNITS

YEAR 12 : 4 UNITS

AIS RECOMMENDATION

Students should have sound comprehension skills, an ability to think critically and develop logical arguments. There is no requirement to have studied History at IGCSE level.

ASSESSMENT FORMAT

Formal essay writing, oral presentations, independent research, document studies, source analysis.

TOPICS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

- The Nature of Modern History: The Rise of Donald Trump and the Challenge of History and Contestability of Pearl Harbor
- Case Studies: Meiji Restoration and Australia and the Rise of Communism
- Shaping of the Modern World: World War I

HISTORICAL INVESTIGATION

This requires students to investigate a topic of their own choice. Students are encouraged to select a topic that reflects their own interests and abilities. It requires investigative, research and presentation skills.

HSC (YEAR 12)

- Core Study: Power and Authority in the Modern World 1919-46.
- National Studies: Japan 1904-1937
- Peace and Conflict: Conflict in the Pacific 1937-1951
- Change in the Modern World: The Nuclear Age 1945-2011

WHO SHOULD DO THIS SUBJECT?

Students with an interest in investigating the forces that have shaped the twentieth century. Inquisitive students who enjoy exploring the origin, possible motivations and impact of the people, ideas and developments that have transformed societies. Students interested in reading, researching and evaluating sources (both primary and secondary) in the pursuit of a deeper understanding of the historical background of contemporary issues of today.

For further discussion:

HEAD OF DEPARTMENT - HUMANITIES

HISTORY EXTENSION

(ONLY AVAILABLE IN YEAR 12)

YEAR 12 : 1 UNIT

AIS RECOMMENDATION

Students who have successfully completed the outcomes of the Preliminary Modern History or Ancient History Course.

ASSESSMENT FORMAT

Oral presentation, independent research project, and examination.

TOPICS COVERED

Constructing History

- Part 1 – What is History?

An exploration of historians' purpose, methodology, presentation, and perspective. Students will trace the evolution of approaches to History from ancient to present, investigating how history has been constructed, recorded and presented over time.

- Part 2 – Case Study

An investigation of the changing interpretations of western imperialism in the 19th century. Students will examine the origins, aims, policies, methods and nature of imperialism through an assessment on the impact on colonising and Indigenous nations.

History Project

This provides students with the opportunity to design and conduct an investigation in an area of changing historical interpretation of their own choice.

WHO SHOULD DO THIS SUBJECT?

Students currently studying Ancient or Modern History who are interested in historiographical debates about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. History Extension appeals to students who appreciate the intellectual challenge of grappling with an area of debate and constructing and defending a position through a reasoned and cohesive argument. Students who relish independent research and want to apply the historiographical understanding developed through the course to an individual project of personal interest.

For further discussion:

HEAD OF DEPARTMENT - HUMANITIES

INDUSTRIAL TECHNOLOGY

(TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES)

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

Previous experience in Design and Technology is desirable but not essential.

ASSESSMENT FORMAT

A variety of tasks including research assignments, written examinations, group and/or individual projects and a Final Major Project for the HSC.

TOPICS COVERED

Both the Preliminary and HSC curriculums are organised around four sections:

- Industry Study
- Design, Management and Communication
- Production
- Industry Related Manufacturing Technology

PRELIMINARY CURRICULUM (YEAR 11)

The Preliminary Curriculum will consist of both project work and an industry study that provide a broad range of skills and knowledge related to timber products and furniture technologies. Students will be introduced to processes, skills and practices relevant

to the design, management, communication and construction of practical projects.

HSC (YEAR 12)

The HSC curriculum includes a study of industry, as well as the development, management and communication of a major practical project and folio that contribute to the development of knowledge, skills and understanding related to timber products and furniture technologies. This is a long term project which requires dedication and a degree of independence and organisation.

WHO SHOULD DO THIS SUBJECT?

- Students with an interest in solving problems through the design and production of functional products.
- Students interested in any number of design related careers, such as engineering, product design, industrial design, manufacturing, furniture design.

For further discussion:

HEAD OF TECHNOLOGY & VET

LEGAL STUDIES

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

Students should have sound comprehension skills, an ability to think critically and develop logical arguments.

ASSESSMENT FORMAT

Assessment tasks may take the form of multiple choice or short answer tests, analysis of current legal issues, oral presentations, essays and examinations.

TOPICS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

- The Legal System
- The individual and the law
- Law in practice

HSC (YEAR 12)

- Crime
- Human Rights
- Family law
- World Order

WHO SHOULD DO THIS SUBJECT?

Students interested in legal concepts and who wish to learn more about how society resolves disputes and organises human interaction. Students who have a keen awareness of justice and equity in human affairs are encouraged to consider Legal Studies.

For further discussion:

HEAD OF DEPARTMENT - COMMERCE

MATHEMATICS STANDARD

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

Mathematics Standard is designed to promote the development of skills, knowledge and understanding in areas of Mathematics that have direct application to the broad range of human activity. Students need a solid background in basic mathematical skills and a committed approach to homework.

ASSESSMENT FORMAT

Class tests and examinations, multiple-choice items, short answers, extended responses, assignments.

TOPICS COVERED

Students will learn to use a range of techniques and tools to develop solutions to a wide variety of problems related to their present and future needs and aspirations. Topics include Earning and Managing Money, Formulae and Equations, Measurement and Energy, Probability, Handling Data, Linear Relationships, Financial Literacy.

WHO SHOULD DO THIS SUBJECT?

Students who have an interest in applying Mathematics to everyday life. This course provides a strong foundation for vocational pathways, in the workforce and in further training, and for some university courses such as humanities.

The Head of Department will recommend a course level suitable for each student based on their performance in internal and external testing, and input from Year 10 Teachers.

For further discussion:

HEAD OF DEPARTMENT - MATHEMATICS

MATHEMATICS ADVANCED

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

This is an academic course with a strong focus on abstract concepts.

Students who are strong mathematically and who have a proven commitment to homework.

ASSESSMENT FORMAT

Class tests and examinations, short answers, extended responses, assignments.

TOPICS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

Functions, Trigonometric Functions, Calculus, Statistical Analysis

HSC (YEAR 12)

Trigonometric Functions, Calculus, Modelling Financial Situations, Statistical Analysis

WHO SHOULD DO THIS SUBJECT?

Students who have demonstrated a strong understanding of mathematical concepts. Students

who require a Mathematics background for tertiary study in areas such as science, engineering, commerce and computer science. The Head of Department will recommend a course level suitable for each student based on their performance in internal and external testing, and input from Year 10 Teachers.

As a general rule, students expecting to get a minimum IGCSE Mathematics grade B are considered for this course.

For further discussion:

HEAD OF DEPARTMENT - MATHEMATICS

MATHEMATICS EXTENSION 1

YEAR 11 : 1 UNIT

YEAR 12 : 1 UNIT

AIS RECOMMENDATION

Students who are very strong mathematically, who are inquisitive and insightful thinkers and have demonstrated a thorough and regular commitment to homework.

Concurrent enrolment in Mathematics Advanced.

ASSESSMENT FORMAT

Class tests and examinations, short answers and extended responses.

TOPICS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

As per Preliminary Mathematics (2 units) plus extensions in Functions, Trigonometric Functions and Calculus plus Combinatorics.

HSC (YEAR 12)

As per HSC Mathematics (2 units) plus extensions in trigonometric equations, calculus and statistical analysis. Extra topics include Proof and Vectors.

WHO SHOULD DO THIS SUBJECT?

Students who are very strong in Mathematics and intend to study science, engineering, or Computer Science at university level. Students who exhibit a natural mathematical curiosity and a strong commitment to the completion of work.

The Head of Department will recommend a course level suitable for each student based on their performance in internal and external testing, and input from Year 10 Teachers. As a general rule, students expecting to get a minimum IGCSE Mathematics grade A are considered for this course.

For further discussion:

HEAD OF DEPARTMENT - MATHEMATICS

MATHEMATICS EXTENSION 2 (ONLY AVAILABLE IN YEAR 12)

YEAR 12 : 1 UNIT

AIS RECOMMENDATION

Students must have completed, or be studying concurrently, Year 12 Mathematics and Mathematics Extension 1. Exceptional students of Mathematics who have completed Year 11 Extension 1 are invited to apply for this course, covering Proof, Vectors, Complex Numbers, Calculus and Mechanics.

For further discussion:

HEAD OF DEPARTMENT - MATHEMATICS



MUSIC 1

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

Students should have preferably completed Elective Music to Year 10 level and play an instrument.

If students have not completed elective music they must play an instrument/voice competently and have a good knowledge of music theory. Students do not need to be able to read music fluently in this course. It is an expectation that students who study the HSC Music 1 course participate in the Senior Choir. This expectation is in place to assist students to improve aural skills, music theory skills, and enhance their understanding of a variety of musical contexts. Participation also enhances abstract thinking skills which will, in turn, boost a student's academic potential in all their subjects.

ASSESSMENT FORMAT

Students are assessed in the area of performance, aural skills, musicology and composition.

TOPICS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

There are 21 topics of which the class chooses three. The topics could include Rock, Jazz,

Technology, Classical, Music of a Culture, Film Music. See Mrs Hughes for a full list of topics.

HSC (YEAR 12)

The same 21 topics are offered as in Year 11 and students choose another 3 to study individually. Students may continue to study ONE topic from Year 11 but they must demonstrate a more detailed study of this topic.

Students can choose electives in Performance, Composition or Musicology. If you are a good performer you can choose to perform as your main assessment. If you are interested in composing you can choose to write music. If you like analysing music then you can choose musicology (research). An advantage to studying HSC Music 1, with its practical component, is that in Year 12 most of your work is assessed well before the actual HSC.

There is only one exam in the HSC examination period, a 1 hour listening exam. All performance and musicology coursework for external assessment are examined in late September by a team of examiners from New South Wales.

WHO SHOULD DO THIS SUBJECT?

Any student who has an interest in Music and is learning an instrument or undertaking vocal tuition.

For further discussion:

HEAD OF DEPARTMENT - MUSIC

MUSIC 2

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

Students should have completed Elective Music to Year 10 level, be proficient at composing and play an instrument or voice to a high standard. As a guide, a minimum standard of Grade/ Level 5 on an instrument or voice is desirable. If students have not completed Elective Music, they must play an instrument to a high standard, be proficient at composing and have an extremely good knowledge of Music Theory. As a guide, a minimum standard of Grade/Level 3 theory is necessary.

The Head of Music will assess students on a case by case basis to ascertain if the student is a suitable candidate for Music 2. Any student wishing to pursue Music at a university level should consider Music 2. Students need to be self motivated and independent learners.

It is an expectation that students who study the HSC Music 2 course participate in the Senior Choir. This expectation is in place to assist students to improve aural skills, music theory skills, and enhance their understanding of a variety of musical contexts. Participation also enhances abstract thinking skills which will, in turn, boost a student's academic potential in all their subjects.

ASSESSMENT FORMAT

Students are assessed in the areas of performance, aural skills, musicology and composition.

TOPICS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

There is a mandatory unit Music 1600 – 1900. An additional topic is chosen for study from a list of 6 topics which include Australian Music, Jazz, Music of a Culture, Medieval Music, Renaissance Music, Music 1900-1945 and Music 1945 to Music 25 years ago.

HSC (YEAR 12)

There is a mandatory topic "Music of the Last 25 years (Australian Focus)". An additional topic is chosen from a list of 8 topics. An advantage to studying HSC Music 2, with its practical component, is that in Year 12 most of your work is assessed well before the actual HSC.

There is only one exam in the HSC examination period, a 1 and 1/2 hour aural and musicology exam. All performance and composition coursework for external assessment are examined in late September by a team of examiners from New South Wales.

WHO SHOULD DO THIS SUBJECT?

Any student who has an interest in Music and is learning an instrument or undertaking vocal tuition, and who is interested in pursuing Music study at a tertiary level.

For further discussion:

HEAD OF DEPARTMENT - MUSIC

MUSIC EXTENSION (ONLY AVAILABLE IN YEAR 12)

YEAR 12 : 1 UNIT

AIS RECOMMENDATION

Students must study Music 2 to do this course.

The aim of the Music Extension course is to provide challenging and rigorous opportunities for musically and academically talented students to assist them in the realisation of their potential as performers, composers or musicologists.

As an extension of studies in Music 2, students will develop and expand aural awareness and understanding through their specialisation in Performance or Composition or Musicology. Each student will follow an individual program of study which will be negotiated between the teacher and student. Students who undertake this course must be advanced musicians who are motivated and skilled at self directed study.



PERSONAL DEVELOPMENT/HEALTH/PHYSICAL EDUCATION (PDHPE)

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

The ability to work independently and communicate effectively through written responses.

ASSESSMENT FORMAT

Formal tests, assignments, laboratory reports, research reports, oral tasks and analysis essays.

TOPICS COVERED

The aim of PDHPE is to develop in each student a capacity to think about key health issues and physical activity in order to make informed decisions that support and contribute to a healthy active individual and community lifestyle. All students will study core studies related to:

- Personal health
- Community health
- The moving body
- The factors that affect performance
- Training and skill development
- Health priority areas in Australia
- Nutrition

PRELIMINARY CURRICULUM (YEAR 11)

- Better Health for Individuals
- The Body in Motion

Options- Select 2 of the following options:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

HSC (YEAR 12)

- Health Priorities in Australia
- Factors Affecting Performance

Options- Select 2 of the following options:

- The Health of Young People
- Sport and Physical Activity in Australian Society
- Medicine
- Improving Performance
- Equity and Health

WHO SHOULD DO THIS SUBJECT?

Students wishing to pursue a career in the health, recreational and physical activity field, e.g. physiotherapy, nursing, occupational therapy, teaching, coaching, fitness leader and sports trainer. Students who are interested in developing a healthy lifestyle.

For further discussion:

HEAD OF PDHPE

PHYSICS

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

A high level of achievement in Year 10 Science and a degree of proficiency in algebra is highly recommended. Students should have good comprehension skills, an ability to think logically and possess well-developed problem solving skills.

Potential students are expected to have previously studied Physics as a significant part of their prior education in Science, and attained a final IGCSE Double-Award grade of BB or higher.

ASSESSMENT FORMAT

In both Years 11 and 12 there are three assessment tasks, at least one of which will involve a practical task. In Year 11 two tasks will be depth studies where students are able to explore an area of the syllabus in more detail, and one will be the final Year 11 Preliminary Exam. In Year 12, two tasks will be depth studies and one task will be the trial exam in Term 3.

MODULES COVERED

PRELIMINARY CURRICULUM (YEAR 11)

- Module 1: Kinematics (including Newton's Laws and momentum)

- Module 2: Dynamics (including gravitational fields and relativity)
- Module 3: Waves and thermodynamics (including energy transfers and energy transformations, waves, radiation and energy)
- Module 4: Electricity and magnetism (including circuits, force and energy fields)

HSC (YEAR 12)

- Module 1: Advanced mechanics (including the models, theories and laws in physics and their impact on society and the environment)
- Module 2: Electromagnetism (including (inc. electric and magnetic fields, transformers)
- Module 3: The nature of light (including the properties and behaviour of light and its applications)
- Module 4: From the universe to the atom (including space science and quantum mechanics)

WHO SHOULD DO THIS SUBJECT?

Students interested in fields of Science such as medicine, optometry, physiotherapy, sports therapy, engineering, design and students who are interested in knowing why and how things happen.

For further discussion:

HEAD OF SCIENCE

SOFTWARE DESIGN AND DEVELOPMENT

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

A keen interest in the concepts of programming and software design is recommended. Experience in computing is desirable but not essential.

ASSESSMENT FORMAT

A variety of tasks including written examinations, practical tasks and group and individual projects will be used to assess students in this course.

TOPICS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

- Concepts and Issues in the Design and Development of Software
- Introduction to Software Development
- Developing Software Solutions

HSC (YEAR 12)

- Development and Impact of Software Solutions
- Software Development Cycle
- Developing a Solution Package

One of the following options:

- Programming Paradigms
- The Interrelationship Between Software and Hardware

WHO SHOULD DO THIS SUBJECT?

Students who have a keen interest in software design and programming and who are motivated to develop software solutions to a variety of problems will benefit from undertaking this course. Students should have good analytical and logical thinking skills to cope with the variety of tasks, both problem solving and design situations that are encountered in this course. Students will complete an independent software design project where they design a program to solve a contemporary need. The course not only builds up the team and collaborative skills that are essential in many occupations that a student may undertake in the future, but also explores the ethical and social concepts related to the use of software in today's society.

For further discussion:

HEAD OF TECHNOLOGY AND VET

VISUAL ARTS

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

Students who have completed Visual Arts up to Year 10 will find this course interesting and challenging. Students who have not previously taken art as an elective course will find that they can complete the course successfully if they have a strong interest in creating artworks and learning about art theory. Students who attempt the Visual Arts course must have a sense of self-motivation to complete the art making and research components. At times, this course can be demanding on personal time, so good organisational skills are recommended.

ASSESSMENT FORMAT

Visual Arts involves students in artmaking, art criticism and art history.

Students develop their own artworks culminating in a “Body of Work” in the HSC curriculum which demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as other cultures, traditions and times. The Preliminary Curriculum is broad, while the HSC curriculum provides for deeper, increasingly more independent investigations.

TOPICS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

- Artworks in at least 2 forms and use of a Visual Art Process Diary.
- Each term students have the chance to explore different media and techniques. AIS offers all traditional media areas including film and video, computer assisted design, ceramics, painting, drawing and printmaking.
- The theoretical study will be linked to the practical themes.

HSC (YEAR 12)

- Development of their own Body of Work and use of a Visual Art Process Diary.
- A minimum of five Case Studies (4-10 hours each).
- Deeper and more complex investigations of ideas in art criticism and art history.

WHO SHOULD DO THIS SUBJECT?

Students interested in career options related to Visual Arts such as advertising, illustration, interior design, art directing, photographic and film fields, furniture design, computer graphics, teaching, town planning, architecture, poster design and production, animation, drama fields and fashion design.

For further discussion:

HEAD OF DEPARTMENT - HEAD OF VISUAL ARTS

HOSPITALITY (VOCATIONAL EDUCATION & TRAINING)

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

TAFE Subject Code: SIT20136, Certificate II in Hospitality

WHAT IS THIS COURSE ABOUT?

This qualification is a nationally recognised course in all states of Australia and reflects the role of individuals who participate in a range of routine and predictable hospitality work activities. They work under close supervision and are given clear directions to complete tasks. This qualification provides a clear pathway to work in various hospitality settings such as restaurants, hotels, motels, catering operations, cafes and coffee shops.

ASSESSMENT FORMAT

Practical application, portfolios, quizzes, case studies, multimedia presentations, work placement journal, reporting and evaluations.

COURSE UNITS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

- Use hygienic practices for food safety
- Prepare and serve espresso coffee
- Prepare and serve non-alcoholic beverages
- Participate in safe work practices

- Prepare and present simple dishes
- Use food preparation equipment
- Communicate in the workplace and interact with customers
- Show social and cultural sensitivity

HSC (Year 12)

- Work effectively with others
- Serve food and beverage
- Prepare and present sandwiches
- Source and use information on the hospitality industry
- Use Hospitality skills effectively

WHO SHOULD DO THIS SUBJECT?

This qualification is recommended for students who have a keen interest in working with others while providing a high quality service and experience to customers. Hospitality is one of the most varied, exciting and vibrant industries to work in. Completing a Hospitality qualification assists in providing an abundance of employment opportunities post schooling and well as professional career paths. Graduates of these courses can gain employment in restaurants, cafes, resorts, theme parks whilst working around the world or local destinations.

For further discussion:

HEAD OF DEPARTMENT - VOCATIONAL EDUCATION AND TRAINING

This subject involves out of class hours activities to gain industry experience. It will also require a mandatory 70 hours of work placement in the hospitality industry.

This course can contribute to your ATAR

For further discussion:

HEAD OF DEPARTMENT - VOCATIONAL EDUCATION AND TRAINING

CONSTRUCTION (VOCATIONAL EDUCATION & TRAINING)

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

Subject Codes: CPC20220 & CPC20120, Certificate II in Construction Pathways & SOA Certificate II in Construction.

AIS RECOMMENDATION

An interest in the Construction industry and the ability to work as a team.

Assessment Format

Practical application, quizzes, case studies, multimedia presentation, work placement journal and report.

TOPICS COVERED

PRELIMINARY CURRICULUM (YEAR 11)

- Work Safely in the construction industry
- Apply WHS requirements, policies and processes on the construction industry
- Use construction tools and equipment Work effectively and sustainably in the construction industry
- Plan and organise work
- Conduct workplace communication
- Carry out measurements and calculations

- Read and interpret plans and specifications

HSC (YEAR 12)

- Carry out concreting to simple forms
- Handle construction materials
- Use carpentry tools and equipment
- Handle carpentry materials
- Handle wall and floor tiling materials
- Use wall and floor tiling tools and equipment

WHO SHOULD DO THIS SUBJECT?

Students who would like the experience of the workplace, employer expectations and contact with key employers, provide focus and skills for career planning, develop industry skills as well as employability skills in taking initiative, problem solving and communication as well as working independently and in teams, begin preparation for a career while still at school.

This subject require a mandatory 70 hours of work placement in the construction industry.

This course can contribute to your ATAR.

For further discussion:

HEAD OF DEPARTMENT - VOCATIONAL EDUCATION AND TRAINING

RESEARCH STUDIES

YEAR 11: 1 UNIT

TOPICS COVERED

There are three core modules for the Research Studies course. The modules follow the steps of the research process, particularly the work of Carol Kuhlthau (2004, 2012 & 2015) and Ross Todd (2007 & 2010).

ASSESSMENT FORMAT

Module one explores the process of developing a research focus and question. At the end of module one, students submit for assessment a process diary and annotated bibliography.

Module two focuses on collecting and using evidence, and includes finding and evaluating information and the ethical use of this information. At the end of module two, students submit for assessment a symposium paper on their topic, detailing their current state of research and future direction.

Module three focuses on academic writing and includes the synthesis of the analysed information, and the presentation of cogent arguments with valid and reliable supporting evidence. At the end of module three, students submit for assessment their final research report on their topic.

WHO SHOULD DO THIS SUBJECT?

This is a compulsory subject for all Year 11 HSC students at AIS.

For further discussion:

HSC CURRICULUM COORDINATOR

ADDITIONAL STUDIES

AIS RECOMMENDATION

This program aims to cater for students who have additional learning needs. Students will be invited to join Additional Studies by the Head of Secondary Learning Enrichment. This program aims to assist students with their coursework, assessment tasks, time management and study skills.

ASSESSMENT FORMAT

No formal assessment

TYPE OF LESSONS

Supportive, small group interactions, allowing for intensive student assistance. Provides students with an opportunity to seek assistance and revise course work with a learning support specialist. Teachers will assist students with time management, scaffolding tasks and encouraging them to be self-advocates for their own learning.

WHO SHOULD DO THIS SUBJECT?

Students who have been identified by the school as requiring additional support. Students will be invited to participate in this program.

For further discussion:

HEAD OF DEPARTMENT - LEARNING ENRICHMENT

THEORY OF KNOWLEDGE (TOK)

WHAT IS THIS COURSE ABOUT?

Theory of Knowledge (TOK) lies at the very heart of the Diploma Programme. Students learn to justify knowledge in their academic subjects and in the wider world, learning to understand how knowledge is filtered and how it can be biased. It therefore, encourages critical thinking, a reflective interest in people's points of view and a sense of responsibility to act ethically as a global citizen. TOK helps to link all IBDP subjects and along with Creativity, Activity and Service (CAS) and the Extended Essay (EE) it is explored by all IBDP students.

AIS RECOMMENDATION

An open mind!

ASSESSMENT FORMAT

Semester grades will be determined through termly assessments that link directly to developing skills for the final TOK essay and Exhibition.

Internal and final assessments.

Internal Assessment (33%)

Students are individually required to create an exhibition that explores how TOK manifests in the world around them. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Students will select three objects, or images of objects, that connect to one of 35 IA prompts provided by the IB. They will write a commentary on each object that identifies its specific real-world context, justifies its inclusion in the exhibition and links to the IA prompt.

The exhibition task will be completed by the end of the first year of the TOK course and will be marked using a global impression marking approach.

External assessment (66%)

Essay on a prescribed title (1,200-1,600 words).

One essay on a title chosen from a list of six titles prescribed by the IB for each examination session.

The essay will be completed in Term 2 of Year 12, and will reflect the student's personal engagement with TOK.

TOPICS COVERED

YEAR 11

- Introduction to TOK
- Knowledge questions
- Areas of Knowledge
- TOK exhibition

YEAR 12

- TOK essay writing and conferencing
- Final essay drafting

For further discussion:

IBDP COORDINATOR

LANGUAGE A: LITERATURE (ENGLISH)

WHAT IS THIS COURSE ABOUT?

The Literature course aims to broaden the students' perspectives through the study of literary works from a range of cultures.

It seeks to develop the students' powers of expression, both in written and oral communication, and provide the opportunity of practising and developing these skills in a variety of styles and situations. It encourages a personal appreciation of literature and develops an understanding of the techniques in literary criticism through the study of individual texts and the relationships between groups of works that reflect different times and cultures.

AIS RECOMMENDATION

This is a literature course designed for students with a high level of mother tongue proficiency and a strong academic background studying the chosen language as a mother tongue.

ASSESSMENT FORMAT

- Extended reading, writing, listening and speaking tasks which will determine semester and predicted grades.
- Each unit will engage students in a range of short and extended reading, writing, listening and

speaking tasks which will enable the teacher to give students feedback on their learning.

- Internal and final assessments.

Internal Assessment

- Individual Oral 30% for SL, 20% for HL (10 mins with 5 mins discussion for both HL and SL)
- Learner Portfolio (school based assessment components may be taken from this mandated component although it is not formally assessed either internally or externally)

External Assessment

- Paper 1 (SL) - guided literary analysis (prose or poetry) 35%
- Paper 1 (HL)- two guided literary analyses (prose and poetry) 35%
- Paper 2 (HL 25% and SL 35%)- Comparative Essay based on texts studied anywhere in the course, from any literary form.
- Higher Level Essay (HL only) 20%

TOPICS COVERED OVER TWO YEAR COURSE

- Readers, Writers and Texts
- Time and Space
- Intertextuality: Connecting texts

For further discussion:

HEAD OF DEPARTMENT - ENGLISH
HEAD OF DEPARTMENT - MOTHER TONGUE

LANGUAGE A:

LITERATURE SELF-TAUGHT (SL ONLY)

WHAT IS THIS COURSE ABOUT?

This course has the same aims as the Literature course. However, it is not a regularly scheduled classroom course, and is only offered in a language that is not taught as a regularly scheduled mother-tongue language course at AIS. Students will be given time in school to meet with tutors (usually 1-2 periods per week) who will help them develop skills in a variety of styles and situations and in both oral and written communication.

Recently, Literature Self-Taught has been offered in Korean, Indonesian, Japanese, French, Afrikaans, Spanish and Dutch but any language is possible.

AIS RECOMMENDATION

This is a literature course designed for students with a high level of mother-tongue proficiency and a strong academic background. Students should also have a good sense of time-management and be able to work independently.

TOPICS COVERED

The course is organised into three areas of exploration which blend together while each providing a focus for investigation:

- **Readers, writers and texts** introduces the notion

of literature, its purposes and the ways in which texts can be read, interpreted and responded to.

- **Time and space** draws attention to the fact that texts are not isolated entities, but are connected to space and time.
- **Intertextuality: connecting texts** focuses on the connections between and among diverse texts, traditions, creators and ideas.

You will study nine works written by authors on the Prescribed reading list (set by the IBO), of which:

- A minimum of four must be written originally in the language studied, and
- A minimum of three must be works in translation.

Works must be selected to cover three literary forms, three periods and three countries or regions in at least two continents

NB: This course is only offered at SL, and it carries additional costs to pay for external tutors.

continue next page.

For further discussion:

HEAD OF DEPARTMENT - MOTHER TONGUE

LANGUAGE A:

LITERATURE SELF-TAUGHT (SL ONLY) (CONT.)

ASSESSMENT FORMAT

Assessment Details

ASSESSMENT COMPONENT	WEIGHTING	EXTERNAL/ INTERNAL	TYPE OF TEXT
Paper 1: guided literary analysis (1 hour 15 minutes)			
The paper consists of two passages, from two different literary forms, each accompanied by a question. Students will be asked to choose one of the passages and write an analysis of it focusing on the technical or formal aspect the question proposes of another similar aspect of the student's choice. (20 marks)	35%	External	Unseen, two different literary forms
Paper 2: comparative essay (1 hour 45 minutes)			
The paper consists of four general questions. In response to one of those questions, students will be asked to write a comparative essay based on two works studied in the course. (30 marks)	35%	External	Any two works studied (with the exception of those used for the individual oral assessment).
Individual oral (15 minutes)			
This component consists of a prepared individual oral. Students will be asked to discuss two of the works studied in relation to a global issue present in both of them. The delivery of the oral must not take more than 15 minutes. (40 marks)	30%	External	A work originally written in the language studied and one studied in translation.

For further discussion:

HEAD OF DEPARTMENT - MOTHER TONGUE

LANGUAGE A: LANGUAGE AND LITERATURE (ENGLISH OR MANDARIN CHINESE)

WHAT IS THIS COURSE ABOUT?

The aim of the Language and Literature course is to broaden students' perspectives through the study of how language, culture and context determine the ways meaning is constructed in text. It seeks to develop the students' powers of expression, both in written and oral communication, and provide the opportunity for practising and developing these skills involved in a variety of styles and situations.

It encourages a personal appreciation of language, literature and mass communication, whilst also developing an understanding of the techniques in literary criticism.

AIS RECOMMENDATION

This is a language analysis course designed for students with a strong academic background studying English or Chinese as a mother tongue.

ASSESSMENT FORMAT

- Extended reading, writing, listening and speaking tasks which will determine semester and predicted grades.
- Each unit will engage students in a range of short

and extended reading, writing, listening and speaking tasks which will enable the teacher to give students feedback on their learning.

- Internal and final assessments.

Internal Assessment

- Individual Oral 20% for HL, 30% for SL (10 mins with 5 mins discussion for both HL and SL)
- Learner Portfolio (school based assessment components may be taken from this mandated component although it is not formally assessed either internally or externally)

External Assessment

- Paper 1 (SL)- guided analysis 35%
- Paper 1 (HL)- guided analysis 35%
- Paper 2 (HL and SL)- Comparative Essay- HL 25%, SL 35%
- Higher Level Essay (HL only) 20%

TOPICS COVERED OVER TWO YEAR COURSE

- Readers, Writers and Texts
- Time and Space
- Intertextuality: Connecting texts

For further discussion:

HEAD OF DEPARTMENT - ENGLISH
HEAD OF DEPARTMENT - MOTHER TONGUE

LANGUAGE B (MANDARIN CHINESE, ENGLISH OR FRENCH)

WHAT IS THIS COURSE ABOUT?

The Language B course gives students the opportunity to reach a high degree of competence in the language skills of listening, speaking, reading and writing. This level of proficiency will enable students to gain the necessary confidence to explore the culture(s) of their second language in relation to their own. An increasing emphasis is placed on cultural discovery and comparison as the course progresses to ensure students can make opinions and draw conclusions about the world of their second language in an informed way. Students will therefore learn to value the link between language and culture, and language and knowledge through links beyond the Language B classroom to TOK and other subject areas.

AIS RECOMMENDATION

Language B: Appropriate level of proficiency achieved through previous study of the language.

ASSESSMENT FORMAT

- Each unit will have extended reading, writing, listening and speaking tasks which will determine semester and predicted grades.
- Each unit will engage students in a range of short reading, writing, listening and speaking tasks

which will enable the teacher to give students feedback on their learning.

- Internal and final assessments.

Internal Assessment SL & HL

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment. A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks) 25%

External assessment (3 hours) 75%

Paper 1 SL (1 hour 15 minutes)

- Productive skills—writing (30 marks)
- One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. 25%

Paper 2 SL (1 hour 45 minutes)

- Receptive skills—separate sections for listening and reading (65 marks)
- Listening comprehension (45 minutes) (25 marks)
- Reading comprehension (1 hour) (40 marks)
- Comprehension exercises on three audio passages and three written texts. 50%

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LANGUAGE B (MANDARIN CHINESE, ENGLISH OR FRENCH) (CONT.)

External assessment (3 hours 30 minutes) 75%

Paper 1 (1 hour 30 minutes)

- Productive skills—writing (30 marks)
- One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. 25%

Paper 2 (2 hours)

- Receptive skills—separate sections for listening and reading (65 marks)
- Listening comprehension (1 hour) (25 marks)
- Reading comprehension (1 hour) (40 marks)
- Comprehension exercises on three audio passages and three written texts 50%

NB: SL and HL topics are common. However, HL students will be given supplementary material on each topic from Semester 2 of Year 11. HL students will also explore two works of literature

TOPICS COVERED

YEAR 11

- Identity
- Experiences
- Human Ingenuity

YEAR 12

- Social Organization
- Sharing the Planet

For further discussion:

HEAD OF DEPARTMENT - LOTE/LANGUAGE B
HEAD OF DEPARTMENT - EAL

LANGUAGE AB INITIO (SL ONLY): MANDARIN CHINESE OR SPANISH

WHAT IS THIS COURSE ABOUT?

The Ab Initio course gives students the opportunity to further their linguistic skills by taking up a second foreign language, or to learn a foreign language for the first time.

AIS currently offers Ab Initio Spanish and Mandarin.

Language Ab Initio aims to develop interactive, receptive and productive skills. Students should begin to understand the differences between their own culture and that of the language they are learning. The aim is to promote the idea that a second language is more than a school subject and that, after two years, students will be able to carry on learning the language more independently if they wish to do so.

The course focuses on everyday situations and aspects of the culture related to them. This ensures that appropriate emphasis is placed on communication to ensure students can communicate successfully in an environment where the language is spoken.

Students will also learn to value the link between language and culture, and language and knowledge through links beyond the Language classroom to TOK and other subject areas.

AIS RECOMMENDATION

For students with no prior experience of the target language. A student who is able to understand and

respond to spoken and written language on a range of common topics should select Language B instead.

ASSESSMENT FORMAT

- Each unit will have extended reading, writing, listening and speaking tasks which will determine semester grades.
- Each unit will engage students in a range of short reading, writing, listening and speaking tasks which will enable the teacher to give students feedback on their learning.
- Internal and final assessments.

Internal Assessment (25%)

Individual oral assessment

A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)

External Assessment (75%)

Paper 1 (1 hour)

- Productive skills—writing (30 marks)
- Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions. (25%)

continue on next page.

LANGUAGE AB INITIO (SL ONLY): MANDARIN CHINESE OR SPANISH (CONT.)

Paper 2 (1 hour 45 minutes)

- Receptive skills—separate sections for listening and reading (65 marks)
- Listening comprehension (45 minutes) (25 marks)
- Reading comprehension (1 hour) (40 marks)
- Comprehension exercises on three audio passages and three written texts, drawn from all five themes. (50%)

TOPICS COVERED

YEAR 11

- Identity
- Experiences
- Human Ingenuity

YEAR 12 (CULTURAL DIVERSITY)

- Social Organization
- Sharing the Planet

For further discussion:

HEAD OF DEPARTMENT - LOTE/LANGUAGE B

BUSINESS MANAGEMENT

WHAT IS THIS COURSE ABOUT?

The Business Management course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective of business and to promote their appreciation of cultural diversity through the study of topics such as international marketing, human resource management, growth and business strategy. The course encourages the appreciation of ethical concerns and issues of social responsibility in the global business environment. The Business Management course will contribute to students' development as critical and effective participants in local and world affairs.

AIS RECOMMENDATION

Students interested in the world of business, who wish to learn more about how businesses are operated and managed.

Students should have sound comprehension and literacy skills, and an ability to think critically and develop logical arguments. There is no requirement to have studied Business Studies at IGCSE level.

ASSESSMENT FORMAT

- Semester examinations, tests, assignments and case studies will be used to determine semester grades.
- Assessment for learning such as tests, assignments and case studies will also be set as part of each unit to give students feedback on

their learning.

- Internal and final assessments.

Internal Assessment (25%)

SL: Written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. (Maximum 1,500 words) (25%)

HL: Report that addresses an issue facing an organization or analyses a decision to be made by an organization. (Maximum 2,500 words) (25%)

External Assessment (75%)

SL: Paper 1 (1hr 15mins) Case study (30%)

Paper 2 (1hr 45mins) Extended response (45%)

HL: Paper 1 (2hrs 15 mins) Case study (35%)

Paper 2 (2hrs 15 mins) Extended Response (40%)

TOPICS COVERED

YEAR 11

- Business organisation and environment
- Finance and accounts
- Marketing

YEAR 12

- Operations management
- Human resource management

For further discussion:

HEAD OF DEPARTMENT - COMMERCE

ECONOMICS

WHAT IS THIS COURSE ABOUT?

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

The DP economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not studied in a vacuum - rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability. The economics course encourages students to develop international perspectives, fosters a concern for global issues and raises students' awareness of their own responsibilities at a local, national and international level.

AIS RECOMMENDATION

Students who have a keen interest in how economies operate. Students should have sound comprehension literacy and numeracy skills, and an ability to think critically and develop

logical arguments. There is no requirement to have studied Economics at IGCSE level.

ASSESSMENT FORMAT

- Each section will have extended response, data response and short answer question tasks which will determine semester grades. In addition, internal examinations will be held at the end of each semester.
- Each section/topic will engage students in a range of practice tasks which will enable the teacher to give students feedback on their learning. These will include short answer questions, data responses, extended responses and group work.

Internal Assessment

Students produce a portfolio of three commentaries, based on different units of the syllabus and on published extracts from the news media. 800 words for each commentary.

SL: 30%

HL: 20%

continue on next page.

ECONOMICS (CONT.)

External Assessment

YEAR 12

SL (70%)

- Macroeconomics
- The global economy

Paper 1 (1 hour and 15 minutes) worth 30% of the final grade.

Extended Response style essay questions.

Paper 2 (1 hour and 45 minutes) worth 40% of the final grade. A data response paper including some quantitative style questions.

HL (80%)

Paper 1 (1 hour and 15 minutes) worth 20% of the final grade. Extended Response style essay questions.

Paper 2 (1 hour and 45 minutes) worth 30% of the final grade.

A data response paper including some quantitative style questions.

Paper 3 (1 hour and 45 minutes) worth 30% of the final grade.

A policy paper where students apply knowledge and skills to make a recommendation.

TOPICS COVERED

YEAR 11

- Introduction to economics
- Microeconomics

For further discussion:

HEAD OF DEPARTMENT - COMMERCE

GEOGRAPHY

WHAT IS THIS COURSE ABOUT?

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. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change.

Geography describes and helps to explain the similarities and differences between different places. These may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision-making processes.

The course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies. Furthermore, Geography adopts an interdisciplinary approach to topics with the aim of developing students' appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

AIS RECOMMENDATION

IBDP Geography should be studied by students who are interested in global contemporary issues and are keen to propose solutions to create a better world. There is no requirement to have studied Geography at IGCSE level.

ASSESSMENT FORMAT

- Semester examinations, tests, assignments and case studies will be used to determine semester grades.
- Assessment for learning such as tests, assignments and case studies will also be set as part of each unit to give students feedback on their learning.

Internal Assessment: 25% (SL) and 20% (HL)

Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation.

External Assessment

Paper 1: 35% (SL/HL)

Paper 2: 40% (SL) and 25% (HL)

Paper 3 20% (HL)

Topics Covered

Geographic Themes

- Leisure, Tourism and Sport
- Oceans and Coastal Margins
- Food and Health (HL only)

continue on next page.

GEOGRAPHY (CONT.)

Geographic Perspectives- Global Change

- Population distribution- changing population
- Global climate- vulnerability and resilience
- Global resource consumption and security

Geographic Perspectives- Global interactions

- Power, places and networks
- Human development and diversity
- Global risks and resilience

For further discussion:

HEAD OF DEPARTMENT - HUMANITIES

PSYCHOLOGY

WHAT IS THIS COURSE ABOUT?

Psychology is the rigorous and systematic study of behaviour and mental processes. Since the course examines the interaction of biological, cognitive and sociocultural influences on human behaviour, students are exposed to a multidisciplinary approach of how psychological knowledge is generated, developed and applied. This allows them to recognise and understand that behaviour is not a static phenomenon rather is adaptive to the changes in the society.

The integrated approach to studying psychology is the basis for understanding that mental processes and behaviour are complex and a dynamic phenomena. Through the critical analysis and evaluation of concepts, theories and research, students appreciate the commonality as well as the diversity between their behaviours and that of others.

AIS RECOMMENDATION

There are no pre-requisites to studying DP Psychology although an interest in human behaviour and mental process is essential.

ASSESSMENT FORMAT

- Formative assessments at the end of each topic to feedback on learning
- Summative assessments which are similar to the format of the external examinations to determine semester grades

- A written report of a simple experimental study to assess research skills.

Internal Assessment

A report on an experimental study undertaken by the student

SL: 25%, HL: 20%

External Assessment

Open-ended assessment tasks that shall measure knowledge, understanding and critical thinking

SL: Paper 1 (50%), Paper 2 (25%)

HL: Paper 1 (40%), Paper 2 (20%), Paper 3 (20%)

TOPICS COVERED

YEAR 11

- Research methods
- Biological approaches to understanding human behaviour
- Cognitive approaches to understanding human behaviour
- Sociocultural approaches to understanding human behaviour

YEAR 12

- Experimental study on human behaviour
- Abnormal psychology
- Psychology of human relationships

NB: HL students will complete the SL core, additions to the core and an extra unit of work.

For further discussion:

HEAD OF DEPARTMENT - HUMANITIES

HISTORY

WHAT IS THIS COURSE ABOUT?

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. The IBDP History course aims to promote an understanding of History as a discipline, including the nature and diversity of its sources, methods and interpretations. It also helps students to gain a better understanding of the present through critical reflection upon the past. It is hoped that many students who follow the course will become fascinated with the discipline, developing a lasting interest in it whether or not they continue to study it formally.

AIS RECOMMENDATION

IBDP History should be studied by students that are interested in the past, and how it informs current global issues, in addition to those who are seeking to develop the skills of critical thinking and argumentative writing.

ASSESSMENT FORMAT

- Examinations, timed extended responses and source based tests will be used to determine semester grades.

- On-going class tasks, source work, extended responses, group tasks will be used to give students feedback on their learning.

Internal Assessment: 25% SL, 20% HL

1500-2200 word essay on any suitable topic the student is interested in. Must be approved by class teacher.

External Assessment (Final Exams):

75% SL, 80% HL

- SL students will sit Paper 1 and 2
- HL students will sit Paper 1, 2 and 3

TOPICS COVERED ACROSS YEAR 11 AND 12

Paper 1 - The Move to Global War

- Japanese Expansion 1931-41
- German and Italian Expansion 1933-40

Paper 2 - Authoritarian States/Cold War

- Hitler's Germany 1919-45
- Mao's China 1921-76
- The Cold War: Superpower tensions and rivalries

Paper 3 - History of Asia and Oceania

- China 1910-2005
- Japan 1912-1990

For further discussion:

HEAD OF DEPARTMENT - HUMANITIES

ENVIRONMENTAL SYSTEMS AND SOCIETIES (SL ONLY)

WHAT IS THIS COURSE ABOUT?

Environmental Systems and Societies is a interdisciplinary subject, designed to combine the techniques and knowledge associated with the subjects of Group 4 (Experimental Sciences) with those associated with Group 3 (Individuals and Societies), affording students an opportunity to fulfil the requirements for both subject Groups 3 and 4.

The primary aim of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will come to face. Students' attention will be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives.

AIS RECOMMENDATION

A passion for engaging with environmental challenges and a desire to learn more about how choices made at a local and international level influence wider societies and systems.

ASSESSMENT FORMAT

- Each unit will have a range of practical activities, field work, laboratory work, case studies and essay responses, providing opportunities to determine semester grades. Students will also sit internal examinations.

- Each unit will give students the opportunities to develop, practise, refine and to show their understanding through written and practical assessments. Students will gain feedback from these opportunities.
- Internal and final assessments.

Internal Assessment (25%) (10 hrs)

Individual Investigation Students will carry out a series of practical investigations to acquire the skills and understanding with which they will employ for their summative individual investigation. The task involves the completion of an investigation, designed and implemented by the student and submitted as a written report.

External Assessment (75%)

Paper 1 (1hr) Case study analysis (25%)

Paper 2 (2hrs) short answer and structured essay responses (50%)

TOPICS COVERED

YEAR 11

- Systems and Models
- The Ecosystem
- Human Population, Carrying Capacity and Resource Use

YEAR 12

- Pollution Management Global Warming
- Environmental Value Systems
- Conservation and Biodiversity (including an external field trip)

For further discussion:

HEAD OF DEPARTMENT - SCIENCE

BIOLOGY

WHAT IS THIS COURSE ABOUT?

The IB DP Biology course provides opportunities for scientific study within a global context that will stimulate and challenge students. It aims to enable students to apply and use a body of knowledge, methods and techniques and to develop an ability to analyse, evaluate and synthesize scientific information. The areas of study encompass the following topics: structure and function, universality versus diversity, equilibrium within systems and evolution.

AIS RECOMMENDATION

Year 10 IGCSE Double-Award Science or equivalent, minimum grade BB.

ASSESSMENT FORMAT

- Each unit will have a range of practical activities, field work, laboratory work, case studies and essay responses, which will contribute to semester grades. Students will also sit internal examinations.
- Each unit will give students the opportunities to develop, practise and to show their understanding through written and practical assessments. Students will gain feedback from these opportunities.
- Internal and final assessments. Students will sit for three internal examinations as mock assessments for the terminal examinations

Internal Assessment (20%)

The internal assessment, which carries 20% of the final assessment score, consists of one scientific investigation that will include 10 hours of practical time. The individual investigation should cover a topic that is commensurate with the level of the course of study.

Student work is internally assessed by the teacher and externally moderated by the IBO. The performance in internal assessments at both SL and HL is marked against common assessment criteria, with a total mark out of 24.

External Assessment (80%)

SL

- Paper 1 (45 mins) Multiple choice (20%)
- Paper 2 (1hr 15 mins) Database and extended response (40%)
- Paper 3 (1hr) Short answers on required experiments and options (20%)

HL

- Paper 1 (1hr) Multiple choice (20%)
- Paper 2 (2hrs 15 mins) Database and extended response (36%)
- Paper 3 (1hr 15mins) Short answers on required experiments and one extended question on option material (24%)

continues on next page.

BIOLOGY (CONT.)

TOPICS COVERED

YEAR 11

- Cell Biology
- Molecular Biology
- Plant Biology
- Metabolism
- Cell Respiration and Photosynthesis
- Option C: Ecology and Conservation (SL and HL)
- Human Physiology
- Genetics

YEAR 12

- Ecology
- Evolution and Biodiversity (including an external field trip)
- Nucleic Acids
- Genetics And Evolution
- Animal Physiology

For further discussion:

HEAD OF DEPARTMENT - SCIENCE

CHEMISTRY

WHAT IS THIS COURSE ABOUT?

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigation skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, Chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment. The IBDP Chemistry course includes the essential principles of the subject, but also, through the selection of an option, allows teachers some flexibility to tailor the course to meet the needs of their students.

AIS RECOMMENDATION

Year 10 IGCSE Double-Award Science or equivalent, minimum grade BB.

ASSESSMENT FORMAT

- Each unit will have quizzes, topic tests, practical write-ups to determine semester grades.
- Each unit, students will be given quizzes, tests and practical tasks to be given feedback.
- Internal and final assessments. Students will sit for three internal examinations as mock assessments for the terminal examinations.

Internal Assessment (20%)

The internal assessment, worth 20% of the final assessment consists of one scientific investigation that will include 10 hours of practical time. The individual investigation should cover a topic that is commensurate with the level of the course of study.

Student work is internally assessed by the teacher and externally moderated by the IB. The performance in internal assessment at both SL and HL is marked against common assessment criteria, with a total mark out of 24.

External Assessment (80%)

SL

- Paper 1 (45mins) Multiple choice (20%)
- Paper 2 (1hr 15mins) Data based and extended response (40%)
- Paper 3 (1hr) Short answers on options (20%)

HL

- Paper 1 (1hr) Multiple choice (20%)
- Paper 2 (2hrs 15mins) Data based and extended response (40%)
- Paper 3 (1hr 15mins) Short answers and one extended question on option material (20%)

continue on next page.

CHEMISTRY (CONT.)

TOPICS COVERED

YEAR 11

Measurement and Data Processing, Atomic Structure, Periodicity, Chemical Bonding, Stoichiometric Relationships, Redox Processes Energetics/ Thermochemistry

YEAR 12

Chemical Kinetics, Equilibrium, Acids and Bases, Organic Chemistry, One Optional Topic (Materials and Energy, Biochemistry or Medicinal Chemistry)

For further discussion:

HEAD OF DEPARTMENT - SCIENCE



PHYSICS

WHAT IS THIS COURSE ABOUT?

The IBDP Physics course provides a systematic introduction to the main principles of Physics and emphasises the development of conceptual understanding and problem solving ability using algebra and trigonometry. The course includes topics in both classical and modern Physics. The inter-relationship of Physics and technology is explored, and the global impact of technology on society and the environment is studied. Knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in the theoretical development of some physical concepts, such as acceleration and work. Understanding the basic principles of Physics and applying these principles to the solution of problems are the major goals of the course.

AIS RECOMMENDATION

Year 10 IGCSE Double-Award Science or equivalent, minimum grade BB. Students will need good mathematical and algebraic skills.

ASSESSMENT FORMAT

- During each topic, students will complete quizzes, summative tests and reports on practical investigations which will inform teaching and give valuable feedback to students. Students will also sit for three internal examinations.
- Internal and final assessments.

Internal Assessment (20%)

The internal assessment, worth 20% of the final assessment, consists of one scientific investigation that will include 10 hours of practical time. The individual investigation will cover a topic that is commensurate with the level of the course of study. Student work is internally assessed by the teacher and externally moderated by the IB. The performance in internal assessment at both SL and HL is marked against common assessment criteria, with a total mark out of 24.

External Assessment (80%)

SL

- Paper 1 (45mins) Multiple choice (20%)
- Paper 2 (1hr 15mins) Data based and extended response (40%)
- Paper 3 (1hr) Short answers on prescribed practicals and options (20%)

HL

- Paper 1 (1hr) Multiple choice (20%)
- Paper 2 (2hrs 15mins) Data based and extended response (36%)
- Paper 3 (1hr 15mins) Short answers on prescribed practicals and options (24%)

continue on next page.

PHYSICS (CONT.)

TOPICS COVERED

YEAR 11

- Measurement and Uncertainties
- Mechanics
- Thermal Physics
- Waves
- Electricity and Magnetism
- Circular Motion and Gravitation
- Wave Phenomena (HL only)
- Electromagnetic Induction (HL only)
- Fields (HL only)

YEAR 12

- Atomic, Nuclear and Particle Physics
- Energy Production
- Quantum and Nuclear Physics (HL only)
- Option: Astrophysics (SL and HL)

DESIGN TECHNOLOGY

Design technology practical skills-
“I hear and I forget. I see and I remember.
I do and I understand”.

- Confucius -

WHAT IS THIS COURSE ABOUT?

The IBDP Design Technology course aims to develop internationally-minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world.

It focuses on analysis, design development, synthesis and evaluation. The creative tension between theory and practice is what characterizes design technology within the DP sciences subject group.

Inquiry and problem-solving are at the heart of the subject. IBDP Design Technology requires the use of the DP design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. In IBDP Design Technology, a solution can be defined as a model, prototype, product or system that students have developed independently.

IBDP Design Technology achieves a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective

application of knowledge within an ethical framework.

AIS RECOMMENDATION

IBDP Design Technology will appeal to students interested in entering professions based on design problem-solving such as engineering, architecture or industrial design. A study of Year 9 & 10 Design & Technology is not necessary but would be highly advantageous.

Who is this course designed for?

Students who

- have a keen interest in the Design field
- have creative flair
- are interested in further enhancing and applying a plethora of quality technical drawing and production skills
- enjoy hands on designing, making and testing products or systems
- possess effective written communication skills, including critical analysis

KEY FEATURES

Common core

All standard and higher level students complete a common core.

continue on next page.

DESIGN TECHNOLOGY (CONT.)

- Human factors and ergonomics
- Resource management and sustainable production
- Modelling
- Raw material to final product
- Innovation and design
- Classic design

HL EXTENSION

Higher level students examine four further topics designed to extend and deepen their understanding of the subject. The four additional higher level topics aim to introduce aspects of innovation.

- User-centred design (UCD)
- Sustainability
- Innovation and markets
- Commercial production

ASSESSMENT FORMAT

All standard and higher level students complete a design project as an internal assessment task. This design project allows them to demonstrate their investigative, analytical, design thinking, design development, prototyping, testing and evaluation skills and mirrors the design processes used across the various industries that integrate design practice.

At SL, the design project requires students to identify a problem and develop a solution. It is assessed against four common criteria:

- Analysis of a design opportunity
- Conceptual design
- Development of a detailed design
- Testing and evaluation

At HL, the design project is extended to include aspects of innovation. The design project is assessed against two additional criteria:

- Detailed development of a commercial product
- Making choices for commercial production

Internal Assessment (40%)

SL- Design Project- 40%

HL- Design Project- 40%

External Assessment (60%)

SL

- Paper 1 - (45mins) 30 x Multiple choice (30%) (30 marks)
- Paper 2- (1hr 30mins) Data based and extended response (30%)(50 marks)

HL

- Paper 1 - (1hr) 40 x Multiple choice (20%)(40 marks)
- Paper 2- (1hrs 30mins)- Data based and extended response (20%)(50 marks)
- Paper 3- (1hr 30mins) - Data based and extended response (20%)(40 marks)

For further discussion:

HEAD OF DEPARTMENT - DESIGN & TECHNOLOGY



SPORTS, EXERCISE AND HEALTH SCIENCE (SEHS)

WHAT IS THIS COURSE ABOUT?

This is an innovative course that enables students to investigate the scientific background to success in sport. The curriculum has been heavily influenced by Sports Science degree courses and is designed to allow investigation of moral, ethical, social, economic and environmental implications within Sports Science and related fields. The course provides excellent opportunities for scientific study and creativity within a global context that will stimulate and challenge students.

Key features:

- Involves the study of the science that underpins physical performance.
- Incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition.
- Students carry out practical (experimental) investigations in both laboratory and field settings, thus giving them an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance.
- Where relevant, the course will address issues of internationalism and ethics by considering sport, exercise and health relative to the individual and in a global context.

AIS RECOMMENDATION

SEHS will appeal to students with an interest in sports or health education. Science students with

an interest in Sports Science at BSc level, physiology, physiotherapy, Sports Psychology, or professions allied to medicine (PAMs) such as Physiotherapy.

Arts/Humanities focused students looking for an applied alternative to a pure science discipline at standard level, or any student looking for an applied second science option. Completion of IGCSE Physical Education in Year 10 is not necessary but will be advantageous.

ASSESSMENT FORMAT

The standard level course requires students to study a core syllabus of six topics; Anatomy, Exercise Physiology, Energy Systems, Movement Analysis, Skill in Sport and Measurement and Evaluation of Human Performances. Supplemented by the study of two optional topics from:

Option A: Optimising physical performance

Option B: Psychology of sport

Option C: Physical activity and health

Option D: Nutrition for sport exercise and health

The higher level course requires students to study 7 additional topics; Further Anatomy, The Endocrine System, Fatigue, Friction and Drag, Skill Acquisition and Analysis, Genetics and Athlete Performance, and Exercise and Immunity. In addition to the requirements above.

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SPORTS, EXERCISE AND HEALTH SCIENCE (SEHS) (CONT.)

Internal Assessment / Practical work (20%)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Investigation (SL and HL) : An individual investigation taking approximately 10 hours to complete. (24 marks)

Group 4 Project (10 hours): Interdisciplinary project. Assessed for personal engagement only (2 marks)

External Assessment (3 hours)

Paper 1 SL (45 minutes) HL (1hour)

Syllabus content: Core

Assessment objective 1 and 2, 30 multiple choice questions on the core syllabus (30 marks) - SL

Assessment objective 1 and 2, 40 multiple choice questions on the core (40 marks) _ HL

Paper 2 SL (1hr 15mins) HL (2hr 15mins)

Syllabus content: Core Assessment objectives 1-3

Section A: Students answer data-based questions and short-answer questions on the core (all compulsory) (30 marks- SL) (40 marks- HL)

Section B: Students answer on extended- response question on the core (from a choice of three) (20 marks) (50 marks)

Paper 3 SL (1 hour) HL (1hr 15mins)

Syllabus content: Options Assessment objectives 1-3. Several short-answer questions (all compulsory)

in each of the two options studied. (40 marks- SL (50 marks- HL)

Topics Covered

Year 11

1. Anatomy
2. Exercise Physiology
3. Energy Systems
4. Option C: Physical Activity and Health (SL, HL)
Further Anatomy (HL)
5. The Endocrine System (HL)
6. Skill Acquisition and Analysis (HL)
7. Exercise and Immunity (HL)

Year 12

1. Movement Analysis
2. Skill in Sport
3. Measurement and Evaluation of Human Performance
4. Option B: Psychology of Sport (SL, HL) Fatigue (HL)
5. Friction and Drag (HL)
6. Genetics and Athlete Performance (HL)

For further discussion:

HEAD OF DEPARTMENT - PHYSICAL EDUCATION

COMPUTER SCIENCE

WHAT IS THIS COURSE ABOUT?

Are you interested in developing your analytical and problem-solving skills? Are you looking to pursue a career in the 21st century industry? Computer Science offers you the opportunity to develop your logical thinking, create programming code, and solve a wide variety of computer-based challenges. The IBDP Computer Science course develops essential skills that will be useful in a wide range of industries, from business through to engineering, as well as software/computing careers. A range of programming languages will be used throughout this course, including Java and Python as well as other suitable languages that can be used to develop solutions, and for demonstrating practical problem-solving skills.

AIS RECOMMENDATION

The Computer Science course would appeal to those who are interested in developing logical problem solving skills. No formal computer science experience is required to study this course, however students who have completed the IGCSE Computer Science course would find this course most suitable, as would those who have developed an interest in computing.

ASSESSMENT FORMAT

- Unit quizzes, topic tests, and practical problem-solving tasks where appropriate
- Internal and external assessment tasks

- Development of a computational solution supported by programming code

Internal Assessment (30 hours- SL 30%, HL 20%)

This computational solution component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

The solution is assessed using five criteria:

- Planning
- Solution overview
- Development
- Functionality and extensibility of product
- Evaluation

(Total 34 marks)

External Assessment (SL 70%, HL 80%)

SL Paper 1 (70 marks - 1 hour 30 mins) (45%)

Examination paper consisting of two compulsory sections:

- Section A consists of several compulsory short answer questions.
- Section B consists of three compulsory structured questions.

SL Paper 2 (45 marks - 1 hour) (25%)

Examination paper linked to the option studied. The paper consists of between two and five compulsory questions.

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COMPUTER SCIENCE (CONT.)

HL Paper 1 (100 marks- 2 hours 10 mins) (40%)

Examination paper consisting of two compulsory sections.

- Section A consists of several compulsory short answer questions.
- Section B consists of five compulsory structured questions.

HL Paper 2 (65 marks- 1 hour 20 mins) (20%)

Examination paper linked to the option studied. The paper consists of between three and seven compulsory questions.

HL Paper 3 (30 marks- 1 hour) (20%)

Examination paper of 1 hour consisting of four compulsory questions based on a pre-seen case study.

YEAR 12

1. Computational thinking, problem-solving and programming
2. Abstract data structures (HL)
3. Object-oriented programming (HL)
4. Advanced program development (HL)
5. Resource management (HL)
6. Control (HL)

NB: HL students will complete the SL core and additions to the SL core.

TOPICS COVERED

YEAR 11

1. System fundamentals
2. Computer organization
3. Networks
4. Computational thinking, problem-solving and programming
5. Abstract data structures
6. Object-oriented programming

For further discussion:

HEAD OF DEPARTMENT - DESIGN & TECHNOLOGY

MATHEMATICS: APPLICATIONS AND INTERPRETATION (SL AND HL)

WHAT IS THIS COURSE ABOUT?

Mathematics: Applications and Interpretation SL and HL is an appropriate course of study for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing technology alongside exploring mathematical models.

Mathematics: Applications and Interpretation emphasises the applied nature of the subject, and also that interpretation of results in context is an important element of the subject.

Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example.

AIS RECOMMENDATION

The Head of Department will recommend a course level suitable for each student based on their performance in internal and external testing; and input from the current Year 10 teachers.

ASSESSMENT FORMAT

Both courses at SL and HL share the same common core of 120 hours. The SL option will be a complete subset of the HL option. HL then takes each topic and

adds more depth of analysis, adding an extra 90 hours in total. Both SL and HL courses are also allocated 30 hours to write up and develop the skills needed for internally assessed coursework—The Mathematical Exploration. This focuses on investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.

SL: Two Written Papers – 80%

(all papers with a graphical calculator)

- Paper 1 (1 hour 30 minutes) short questions – 40%
- Paper 2 (1 hour 30 minutes) long questions – 40%

HL: Three Written Papers – 80%

(all papers with graphical calculator)

- Paper 1 (2 hours) short questions – 30%
- Paper 2 (2 hours) long questions – 30%
- Paper 3 (1 hour) – 20%

problem solving paper; two extended questions leading to generalisations or interpretations.

SL and HL Mathematical Exploration – 20%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course; this is a piece of written work that gives

continue on next page.

MATHEMATICS: APPLICATIONS AND INTERPRETATION (SL AND HL) (CONT.)

students the opportunity to appreciate a wider range of mathematics, as well as applying mathematical concepts to real life situations

TOPICS COVERED

This course has an emphasis on technology, practical problem solving, statistics and modelling. There will be more time spent on the units of Functions and Statistics and Probability.

- Topic 1: Number and Algebra
- Topic 2: Functions
- Topic 3: Geometry and trigonometry
- Topic 4: Statistics and probability
- Topic 5: Calculus
- The toolkit and Mathematical Exploration:

Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.

For further discussion:

HEAD OF DEPARTMENT - MATHEMATICS

MATHEMATICS: ANALYSIS AND APPROACHES (SL AND HL)

WHAT IS THIS COURSE ABOUT?

Mathematics: Analysis and Approaches at SL and HL is an appropriate course of study for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology.

Mathematics: Analysis and Approaches reflects an emphasis on calculus and on algebraic, graphical and numerical approaches.

Students who take Mathematics: Analysis and Approaches will be those who enjoy mathematical problem solving and generalization. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example.

AIS RECOMMENDATION

The Head of Department will recommend a course level suitable for each student based on their performance in internal and external testing; and input from the current Year 10 teachers.

ASSESSMENT FORMAT

Both courses at SL and HL share the same common core of 120 hours. The SL option will be a complete

subset of the HL option. HL then takes each topic and adds more depth of analysis, adding an extra 90 hours in total. Both SL and HL courses are also allocated 30 hours to write up and develop the skills needed for internally assessed coursework—The Mathematical Exploration. This focuses on investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.

SL: Two Written Papers – 80%

(Section A short questions; Section B long questions)

- Paper 1 (1 hour 30 minutes) – 40%, without technology
- Paper 2 (1 hour 30 minutes) – 40%, with a graphical calculator

HL: Three Written Papers – 80%

(section A short questions; section B long questions)

- Paper 1 (2 hours) – 30%, without technology
- Paper 2 (2 hours) – 30%, with a graphical calculator
- Paper 3 (1 hour) – 20%, problem solving paper; with a graphical calculator; two extended questions leading to generalisations or interpretations (same weightings as current papers).

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MATHEMATICS: ANALYSIS AND APPROACHES (SL AND HL) (CONT.)

SL and HL Mathematical Exploration – 20%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course; this is a piece of written work that gives students the opportunity to appreciate a wider range of mathematics, as well as applying mathematical concepts to real life situations

TOPICS COVERED

This course has an emphasis on generalisation, proof and calculus. There will be more time spent on the units of Number, Algebra, Geometry, Trigonometry and Calculus.

- Topic 1: Number and Algebra
- Topic 2: Functions
- Topic 3: Geometry and trigonometry
- Topic 4: Statistics and probability
- Topic 5: Calculus
- The toolkit and Mathematical Exploration:

Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.

For further discussion:

HEAD OF DEPARTMENT - MATHEMATICS



MUSIC

WHAT IS THIS COURSE ABOUT?

The IBDP Music course aims to foster student's musicianship and shape their musical identities as researchers, creators, and performers. Students will develop their musicianship through exploring, experimenting and presenting a diverse range of musical material and contexts.

Students will broaden their knowledge by engaging with diverse musical material from personal, local and global contexts. These contexts will be balanced by four areas of inquiry.

1. Music for sociocultural and political expression (e.g. protest songs, liturgical music, nationalist music)
2. Music for listening and performance ("absolute music" that communicates intrinsic aesthetic values, e.g. chamber music of the Western Art Music tradition, cool jazz, experimental music)
3. Music for dramatic impact, movement and entertainment (e.g. film music, ballet, musical theatre, opera)
4. Music Technology in the electronic and digital age (e.g. Elektronische Musik, electronic dance music, technology in popular music production)

AIS RECOMMENDATION

Students who have completed Elective Music to Year 10 level at the Australian International School Singapore will be able to access this course. Students who have not completed this course and/

or are new to the school must be interviewed by the Head of Music- Secondary Curriculum, undertake an online assessment and performance submission to ascertain suitability for studying IBDP Music.

All students should have a solid foundation of general Western Music theory, be competent at composition, and play an instrument to a high standard (grade/level 5 as a guide).

Students must be self-motivated, independent learners and possess open-mindedness and passion towards music from a range of cultural contexts.

It is an expectation that students will continue with individual instrumental lessons in addition to the classroom program, as this is a crucial component of any successful practical Music course. The School has many ensembles in which elective Music students are expected to participate and perform. There is also a private instrumental and vocal lesson tuition program to assist students.

It is an expectation that students who study Elective Music participate in the Senior Choir. This expectation is in place to assist students to improve aural skills, music theory skills, and enhance their understanding of a variety of musical contexts.

Participation also enhances abstract thinking skills which will, in turn, boost student's academic potential in all their subjects.

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MUSIC (CONT.)

ASSESSMENT FORMAT

Semester grades will be determined, as appropriate, by student submissions from their music journal of the following Musical processes:

Exploring Music in Context

- Written submissions demonstrating engagement with, and understanding of diverse music material
- Creating exercises (score and/or audio)
- Performed adaption of music from a local or global context on their own instrument

Experimenting with Music

Submissions of experimentation reports with their evidence of their musical processes in creating and performing, including excerpts of both creating and performing

Presenting Music

Submissions of compositions and/or improvisations, performances, program notes representing the four areas of inquiry

The Contemporary Music Maker (HL only)

Submissions evidencing the different stages of this project including the proposal, process and evaluation, and curated selections of the final project

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IBDP MUSIC HL/SL ASSESSMENT OUTLINE		EXTERNAL/ INTERNAL	SL	HL
Exploring Music in context				
Portfolio submission (maximum 2400 words)				
a. Written work demonstrating engagement with and understanding of, diverse musical material				
b. Practical exercises:				
<ul style="list-style-type: none"> Creating- one creating exercise (score maximum of 32 bars and/or audio 1 minute as appropriate to style) Performing- one performed adaption of music from a local or global context for the student's own instrument 		External	30%	20%
c. Supporting audio material (not assessed)				
Experimenting with music				
Experimentation report with evidence of musical processes in creating and performing in two areas of inquiry in a local and/or global context				
a. A written report that supports the experimentation (maximum 1500 words)		Internal	30%	20%
b. Practical musical evidence of the experimentation process				
<ul style="list-style-type: none"> Three related excerpts of creating (total maximum 5 minutes) Three related excerpts of performing (total maximum 5 minutes) 				
Presenting music				
A collection of works demonstrating engagement with diverse musical material from 4 areas of inquiry.				
a. Presenting as a researcher				
<ul style="list-style-type: none"> Program notes (maximum 600 words) 				
b. Presenting as a creator		External	40%	30%
<ul style="list-style-type: none"> Composition and/or improvisation (maximum 6 minutes) 				
c. Presenting as a performer				
<ul style="list-style-type: none"> Solo and/or ensemble (maximum 12 minutes) Excerpts where applicable (maximum 2 minutes) 				
The contemporary music-maker (HL only)				
Submission of a continuous multimedia presentation (maximum 15 minutes) documenting their real-life project , evidencing:				
a. The project proposal		Internal		30%
b. The process and evaluation				
c. The realized project, or curated sections of it				
			100%	100%

For further discussion:

THEATRE

WHAT IS THIS COURSE ABOUT?

The IBDP Theatre course is designed to encourage students to examine theatre in its diversity of forms from around the world. This involves a critical study of the theory, history and culture of theatre through work-shopping, devised work and scripted performance.

Students will imagine, create, present and critically reflect on the form and function of theatre in its past and present contexts.

AIS RECOMMENDATION

It is recommended that a student has previous experience in the study of Drama, although this is not a requirement. This course will benefit those students who enjoy working independently and in groups.

ASSESSMENT FORMAT

- Semester grades will be determined by extended writing, research papers, rationales and proposals, reflective journals, and practical performance tasks. Similar tasks will be used to provide feedback on learning
- Internal and external assessments.
- All assessment tasks are project based with no summative examinations.

Internal Assessment

(SL 35%- HL 25%)

Collaborative project

A collaboratively created and presented an original piece of theatre

External Assessment

Solo Theatre Piece (SL 35%- HL 30%)

Research of a theatre theorist and creation of a solo theatre piece (4-8 mins) based on aspects of theory.

Director's Notebook (SL 35%- HL 20%)

Development and communication of how a chosen play text ideas could be staged for an audience.

Research Presentation (SL 30%- HL 20%)

Planning and delivering an individual presentation that demonstrates research into a convention of a theatre tradition.

TOPICS COVERED

- Theatrical Traditions and Performance Styles - World Theatre Study
- Theatrical Traditions and Performance Styles - Directing Theatre
- Collaboratively Creating Original Theatre
- Creating Theatre Based on Theatre Theory- Solo Performance

For further discussion:

HEAD OF DEPARTMENT - DRAMA



VISUAL ARTS

WHAT IS THIS COURSE ABOUT?

IBDP Visual Arts is recommended for those students who have had experience and success in making art independently.

An interest in the study of the art of the world, and an ability to work consistently is essential. It is designed to offer students the opportunity to build on prior experience while encouraging them to develop and use new skills, techniques and ideas. It has a practical component and a research component where the investigation of past, present and emerging forms of visual arts will help the engagement in the production, appreciation and evaluation of these. Each student will be responsible for researching, developing and resolving a diverse, yet individualised body of work for public exhibition.

AIS RECOMMENDATION

Grade C and above in Year 10 Visual Arts/ Photography. Students not having studied art at Year 10 will be judged on merit, in discussion with staff.

ASSESSMENT FORMAT

Assessment in the Visual Arts consists of an evaluation of the student's body of work as a whole. The finished collection of artwork as an exhibition, a process portfolio, and a written critical analysis supported by practical experimentation.

Ongoing internal formative and summative external assessments form the basis of assessment structures.

Internal Assessment

Exhibition (SL – 4-7 artworks, HL – 8-11 artworks)

- Artist statement for each work with a curatorial rationale for exhibition (SL- 400 words, HL- 700 words)
- Consider the coherence of the work in its arrangement
- Technical accomplishments
- Conceptual strengths and interrelation of the body of work is clear.

External Assessment

Comparative Study

- Visual document revealing awareness of artworks.
- At least 3 works by 2 artists that reveals awareness of the artworks contexts and function
- Shows insights of the significance of the work in multiple dimensions.
- Uses subject specific language
- (HL only) connections to own arts practice Process Portfolio (SL- 9-18 screens, HL- 13-25 screens)

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VISUAL ARTS (CONT.)

TOPICS COVERED

YEAR 11

The development of skills through teacher directed experiments, refinements, and production of media based artworks. Drawing, printmaking, photography, and sculptural media are explored within those fields.

Students chose to develop artworks for assessment from these class activities. The documentation of the arts practice of related artists and their own discoveries guide the development of a Process Portfolio. Initial research for a Comparative Study and appropriate formats are explored.

YEAR 12

Student's development of a personal aesthetic for responding to their world and the issues it Presents. Further demonstrating the exploration and refinement of skills and concepts with similar requirements to Year 11's structures. Brainstorms, research, concepts, techniques, exploration of mediums/ artists and progress as completing final artworks, any added adjustments. The support for the completion of the Comparative Study drives a written component throughout the year.

NB: HL students have specific requirements for the diversity of media and an extension of their Critical Analysis responsive to include a practical artwork for this task also.

For further discussion:

HEAD OF DEPARTMENT - VISUAL ARTS

GLOSSARY OF TERMS

ATAR	Australian Tertiary Admissions Rank – used to determine entry to tertiary institutions
CAS	Creativity, Activity, Service – part of the core requirements of the Diploma; ensuring students have a holistic approach to their studies
Distance Education	Courses not offered at AIS but available through correspondence
EE	Extended Essay – part of the core requirements of the Diploma; a research essay
English Support	Extra classes available to ESL, EAL/D students or Additional Studies students
Extension Course	Course designed for students wishing to study at a higher level (1 unit of an extension course = 50 marks)
External examination	Examinations set and marked by the NESA/IB
HL	Higher Level
HSC	Higher School Certificate
IBDP	International Baccalaureate Diploma Programme
IB	International Baccalaureate Organisation. May refer to the organisation itself, or any of the four programmes.
IELTS	International English Language Testing System – testing of English proficiency for entry to Australian universities
Internal assessment (IA)	School based assessment tasks (for IBDP these are moderated by the IB)
LOTE	Languages other than English- French, Chinese and Indonesian (offered at AIS)
NESA	NSW Education Standards Authority (NESA)
Prerequisite	Academic requirements required for entry to a university course
Revision	Revising/re-visiting already learnt content in preparation for a test, assessment or examination. Can be done as a class, as a small group or by a student on their own.
SAT	SAT-Scholastic Assessment Test given by the US based College Board
SL	Standard Level
TAFE	Technical and Further Education- technical colleges in Australia designed for students interested in skills based employment
Tutoring	This is almost always individual, one-on-one teaching between a teacher/ tutor and a student. This is in addition to regular school based lessons and is facilitated by a third party who is not associated with the school.
TOK	Theory of Knowledge – part of the core requirements of the IBDP; a critical thinking course
Units	Measurement of the marks possible in a HSC subject (2 units = 100 marks)
VET	Vocational Education and Training



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