Senior Studies

Curriculum Handbook

Australian International School

SENIOR STUDIES AT AIS

AIS offers various paths for matriculation, including the International Baccalaureate Diploma Programme (IBDP) 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 decisions on which pathway to choose.

The Careers team will meet with every Year 10 student following the Curriculum Night. Parents are encouraged 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 decision making.

Both the IBDP (and its ATAR equivalent) and the HSC (once translated into an ATAR) allow students to apply for entry to 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. (In most cases students applying to the USA are strongly encouraged to take the SAT or ACT assessment.)

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 and subjects offered/ mandated
- Methods of assessment
- Time management skills and ability to meet deadlines

The information contained in this document should assist students and parents in their decision making process. We 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 these important decisions.

Please note that subject selection is subject to the AIS timetable. All efforts are made to provide a timetable aimed at maximising student choice.

THE NEW SOUTH WALES HIGHER SCHOOL CERTIFICATE (HSC)

WHAT IS THE HSC?

The Higher School Certificate (HSC) curriculum allows students either to study a broad range of subjects or to narrow their study by specialising in certain disciplines. They can, for instance, study all three of the Sciences or choose to study mostly Humanities or Arts or Technology subjects. Further, students can elect to study mainstream Mathematics or English, as well as Extension Mathematics or English. HSC students wishing to apply for university placement and an ATAR are required to complete at least 12 units of board-developed curriculum in year 11, and at least 10 units of board-developed curriculum in year 12.

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 secondary matriculation credential. HSC results are used to calculate an Australian Tertiary Admissions Rank (ATAR) which is used for entry to Australian and overseas universities.

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 contributes towards ATAR if selected. There are many reasons to consider studying VET subjects. Vet subjects:

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

Framework

- Build key industry skills as well as employability skills in: taking initiative, problem solving and communication, as well as working independently and in teams
- Allow students to 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

WHICH HSC SUBJECTS ARE ON OFFER?

At AIS, students will be offered the following choices:

English	Maths	Commerce	Humanities	The Arts
• Standard • Advanced • Extension 1 • Extension 2	• Standard • Advanced • Extension 1 • Extension 2	• Business Studies • Economics	• Legal Studies • Modern/ Ancient History • Geography	• Music • Drama • Visual Arts
Science	**Language**	**PDHPE**	**Technology**	**Vocational Education and Training (VET)**
• Biology • Chemistry • Physics	• French Continuers	• PDHPE	• Design & Technology • Software Engineering • Food Technology • Industrial Technology	• Certificate II in Hospitality • Certificate II in Construction

HOW IS THE HSC MARKED?

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 to NESA. 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 final 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.

Please refer to the NESA guide for more information.

THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

WHAT IS THE IBDP?

The International Baccalaureate (IB) created the Diploma Programme (DP) 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 curriculum, and international-mindedness is explored through all parts of the Diploma. Designed as an accessible and holistic pre-tertiary experience, the IBDP is recognised internationally by leading universities. Students choosing the IBDP are required to study a broad range of subjects from six curriculum groupings: Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, and The Arts (optional). 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 prerequisites required by universities they are considering attending prior to making their choices.

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

All three components are highly valued by tertiary institutions and employers alike, and both TOK and the EE contribute to the final Diploma score.

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 them 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 an independent 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.

WHICH IBDP SUBJECTS ARE ON OFFER?

At AIS, students will be offered the following choices:

GROUP 1: STUDIES IN LANGUAGE & LITERATURE	GROUP 2: LANGUAGE ACQUISITION	GROUP 3: INDIVIDUALS & SOCIETIES
• Language A - Literature: English OR Self-Taught (SL only) • Language A - Language & Literature: • English • Mandarin Chinese	• Mandarin Chinese B • English B • French B • Spanish ab initio (SL only)	• Business Management • Economics • Geography • History • Psychology • Environmental Systems and Societies (SL only)
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 SL	• Music • Theatre • Visual Arts

How is it graded?

Each subject is graded out of 7, according to grade descriptors and grade boundaries set by the IB. A further 3 bonus points are awarded based on a students' performance in TOK and the EE. This totals a maximum score of 45.

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

1. Non-completion or a score of E in the Extended Essay (EE) or
2. Non-completion or a score of E in Theory of Knowledge (TOK)
3. Non-completion of CAS requirements
4. Not meeting the total points required for Higher Level subjects (12 points needed)
5. Not meeting the total points required for Standard Level subjects (9 points needed)
6. A grade of 1 in any subject
7. More than two grade 2s awarded (HL or SL)

8. More than three grade 3s awarded (HL or SL)
9. Academic Malpractice

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

The IB Course option is an alternative to the full Diploma, catering to students who wish to target specific tertiary entry by focusing on specific IBDP subjects.

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

1. 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

1. Year 11 Preliminary curriculum: subjects studied to the value of a minimum of 12 units (usually 6 subjects) and possibly 13 units (if including a single extension subject as well).

Year 12 HSC curriculum: a minimum of 5 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 set by the IB) 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. All subjects contribute equally to the final Diploma score allowing for a true measure of academic achievement.
5. IBDP subjects marked on a scale of 1-7 with no internal rankings.
6. TOK and EE graded on an A to E scale, and converted to up to 3 bonus points according to the Core Matrix.
7. Graded on a 45 point scale, a minimum requirement of 24 points for award of the IB Diploma, subject to additional requirements.

NSW HSC

1. 50% moderated School Based Assessment (set by individual schools according to certain NESA mandates) and 50% Final HSC examination/s in all subjects excluding English Extension 2.
2. Year 11 marks do not contribute to the final HSC result.
3. The 4 school-based assessments for each subject are spread across Year 12 and encompass a wide range of types of assessment in every subject, such as oral presentations, research projects, practical tasks, and reading and writing tasks.
4. Independent study is required in all subjects.
5. All subjects after moderation contribute equally according to their unit value to the HSC credential.
6. HSC bands range from 1 to 6.
7. Final marks in each subject are standards referenced against defined levels of achievement

GUIDELINES FOR 2024

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 upon which they intend to embark. Students who do not meet the recommended guidelines for subject or curriculum will be subject to further review. The school's aim is to ensure that each student is placed in 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

1. 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.
2. A consistent attendance rate of 90% for Years 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 shows equivalent achievement levels to those stated above.
5. In some 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.)
6. 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 AC Literature course is required for students wishing to study HSC Advanced English and HSC English Extension.
7. 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.
8. 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.
9. Non-native English speakers (EAL students) need to provide evidence of English capability (a CEFR score of B2+ 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 Pathways 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 CEFR score of B2+ or a C in the IGCSE EAL English course at the end of Year 10 to be eligible for the IBDP.

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, a reader, a 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 diagnosed 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

IB DIPLOMA PROGRAMME (YEARS 11 - 12)

Students submit their choice of subjects for each subject group. The timetable is built in order to maximise student choices. In some cases, students may need to make another choice if there is a timetable clash between the first preferences. This is a rarity, and will be addressed on a case by case basis. Subjects may not run if there is lack of demand. An example blocking grid is shown here. For more specific information about subjects, click the link here.

HSC PROGRAMME (YEARS 11 - 12)

The HSC 'blocking grid' is published at the time of subject selection, and students must base their choices around that availability. In the case that a student's first choices are not able to be accommodated on the 'blocks' the student would need to study their second choice. The timetable is built in order to maximise student choices. Subjects may not run due to lack of demand. An example blocking grid is shown here.

SUBJECT SELECTION ADVICE FOR IBDP AND HSC

It is very important that students choose subjects wisely. There is little doubt that students' best results come from choosing the subjects they are passionate about and do well 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, a conversation with the curriculum coordinator and/or the Career Counsellor is required and enrolment will be based on availability.

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, IGCSE Science, IGCSE Enterprise or IGCSE Global Perspectives, 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 Counsellors will meet 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 (SLATE scores) and academic achievements in Year 10.

Students, parents, and guardians must be aware that the student's course of study in the 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 SLATE/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 microorganisms 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 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 – SCIENCE

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 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 accessed 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 – MOTHER TONGUE

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 project 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 DEPARTMENT – 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)

- Collaborative Devised Theatre
- Theatrical Traditions
- Performance and Production Elements
- Play Texts

HSC (Year 12)

Australian Drama and Theatre (contemporary) explores the work of significant playwrights in an Australian context. 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.

Multi-Disciplinary Theatre explores text and live performance material that draws on contemporary practices to challenge traditional staging and address global issues. Students will apply their understanding through the creation of original, devised performance work.

The Group Performance involves creating a piece of original theatre to be performed in a live external examination. It provides an opportunity for each student to demonstrate their grasp of the skills required to create and present a live performance.

For the externally assessed 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

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?

Students who would like to have the opportunity to study English texts that are fairly accessible and with a reasonably high degree of support so as to enjoy making creative and evaluative responses to literature.

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 & 2

YEAR 11 : 1 UNIT

YEAR 12 : 1 UNIT

NESA REQUIREMENT

For Extension 1: Concurrent enrollment in English Advanced.

For Extension 2: Concurrent enrollment in English Advanced and English Extension 1.

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.

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.

For further discussion: HEAD OF DEPARTMENT - ENGLISH

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

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

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).

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
- Close study of text
- Focus on writing

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 fewer than five years where English has been the medium of instruction.

For further discussion: HEAD OF DEPARTMENT – ENGLISH

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 DEPARTMENT – 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)

Earth's natural systems: investigate the diverse landscapes of the Earth's surface and its distinctive physical features. They examine the cycles, circulations, interconnections and spatial patterns that combine to form the Earth's integrated system, and investigate natural processes, cycles and circulations that change the Earth's land and water cover.

People, patterns and processes: investigate evidence of human diversity across the Earth's surface, examining the spatial patterns and extent of the human footprint, and the human transformations shaping those patterns.

Human–environment interactions: investigate the global nature of land cover change, from temporal and spatial perspectives, as they examine the long-term development of natural systems compared to the short time frame of human activity including evidence for, and causes of, climate change, as well as the role of humans in contributing to land cover change.

Geographical Investigation: Students plan and conduct one geographical investigation to develop their understanding of the nature of geographical inquiry through practical research and applying geographical concepts, skills and tools.

HSC (Year 12)

Global sustainability: investigate sustainability in the contemporary world, including principles of, and actions for, sustainability. Case studies will include global tourism.

Rural and urban places: investigate the spatial characteristics of diverse types of settlements, and the process of urbanisation and urban growth influencing rural and urban places at a global scale.

Ecosystems and global biodiversity: investigate the functioning of ecosystems, their value, the roles of natural and human stresses, and trends in global biodiversity.

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 : 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 Ancient History: Ancient Sites and
- Sources and Historical Authentication and Reliability
- Case Studies: City of Rome and Persepolis

- Feature of Ancient Societies: 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: The Fall of the Roman Republic 78 BCE - 31 BCE
- Personalities in their Times: Julius Caesar
- 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:

1. Industry Study
2. Design, Management and Communication
3. Production
4. 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 DEPARTMENT – 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, Financial Mathematics, 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.

NESA REQUIREMENT

Concurrent enrollment in Mathematics Advanced.

ASSESSMENT FORMAT

Class tests and examinations, investigation-style tasks, short answers and extended responses.

TOPICS COVERED

Preliminary Curriculum (Year 11)

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

HSC (Year 12)

As per HSC Mathematics Advanced (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

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.

NESA REQUIREMENT

Students must have completed, or be studying concurrently, Year 12 Mathematics and Mathematics Extension 1.

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. It is an expectation that students who study the HSC Music 1 course participate in one or more of the many ensembles at the AIS Music Department. 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 Head of Department 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 a 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 one or more of the many ensembles at the AIS Music Department. 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

HEALTH AND MOVEMENT SCIENCE (replaces PDHPE in 2025)

YEAR 11 : 2 UNITS YEAR 12 : 2 UNITS

AIS RECOMMENDATION

The ability to work independently and collaboratively in teams, using both verbal and written communication skills effectively. Students with a keen interest in Sports Science and Health Studies.

ASSESSMENT FORMAT

Formal tests, assignments, collaborative investigations and depth studies, reports, oral tasks and analysis essays.

Course Overview and Structure

The Year 11 and 12 course is structured to provide students with opportunities to develop and apply their knowledge, understanding and skills of health and movement concepts.

The Health and Movement Science 11–12 Syllabus is shaped by the 5 propositions.

They include:

- Focus on educative purpose
- A strengths-based approach
- Value movement
- Develop health literacy
- Include a critical inquiry approach

Year 11 is organised into 2 focus areas:

- Health for individuals and communities
- The body and mind in motion

Year 12 is organised into two focus areas:

- Health in an Australian and global context
- Training for improved performance

Depth studies are also to be embedded in Years 11 and 12

Collaborative Investigation embedded in Year 11.

SKILLS RECOMMENDED

The skills of collaboration, analysis, communication, creative thinking, problem-solving and research underpin the syllabus content.

Year 11 course structure and requirements (120 hours)

- The Year 11 course comprises 4 components. Students are required to study all 4 components of the course.

Health and Movement Science Indicative hours

- Health for individuals and communities: 40
- The body and mind in motion: 40
- Collaborative Investigation: 20
- Depth studies (a minimum of 2): 20

Year 12 course structure and requirements (120 hours)

- The Year 12 course comprises 3 components. Students are required to study all 3 components of the course.

Health and Movement Science	Indicative hours
Health in an Australian and global context	45
Training for improved performance	45
Depth studies (a minimum of 2)	30

WHO SHOULD DO THIS SUBJECT?

Students wishing to pursue a career in the Health Science, Education, Sports Science and the Fitness industry e.g. physiotherapy, nursing, occupational therapy, teaching, coaching, fitness leader and sports trainer.

For further discussion: HEAD OF DEPARTMENT – PHYSICAL EDUCATION / 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 DEPARTMENT – SCIENCE

SOFTWARE ENGINEERING

YEAR 11 : 2 UNITS

YEAR 12 : 2 UNITS

AIS RECOMMENDATION

A keen interest in the concepts of programming and developing software solutions 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)

- Programming Fundamentals
- The Object-Oriented Paradigm
- Programming Mechatronics

HSC (Year 12)

- Secure Software Architecture
- Programming for the Web
- Software Automation
- Software Engineering Project

WHO SHOULD DO THIS SUBJECT?

Students who have a keen interest in developing a deeper understanding of fundamental concepts, programming languages and innovative technologies, leading to greater flexibility when developing software solutions. 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 perform project work and apply their knowledge and skills in: programming fundamentals, the object-oriented paradigm, programming mechatronics, secure software architecture, programming for the web and software automation, and use the acquired knowledge and skills to develop a software engineering project. Project work enables students to collaborate on problems and develop team and communication skills that are highly valued in the industry.

Software Engineering encourages students to explore the impact of innovations in computing technology on society and the environment. They engage with technologies that improve access to, and participation in, a range of industries.

For further discussion: HEAD OF DEPARTMENT – TECHNOLOGY & 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 two 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 – 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.

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 – TECHNOLOGY & VET

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)

- Prepare to Work Safely in the construction industry(White card
- 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
- Apply basic levelling produces

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 requires a mandatory 70 hours of work placement in the construction industry. To be completed in Singapore or Australia.

Students need to buy Steel capped boots

This course can contribute to your ATAR.

For further discussion: HEAD OF DEPARTMENT – TECHNOLOGY & VET

IBDP CURRICULUM DESCRIPTIONS

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

GROUP 1 – STUDIES IN LANGUAGE AND LITERATURE

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

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 (as approved by the School).

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 text's 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.

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: EXTERNAL LEARNING COORDINATOR

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

GROUP 2 – LANGUAGE ACQUISITION

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%

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%

TOPICS COVERED

Year 11

- Identity
- Experiences
- Human Ingenuity

Year 12

- Social Organisation
- Sharing the Planet

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.

For further discussion: HEAD OF DEPARTMENT – LANGUAGES OTHER THAN ENGLISH (LOTE) & 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

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

External Assessment

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%)

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 Organisation
- Sharing the Planet

For further discussion: HEAD OF DEPARTMENT – LANGUAGES OTHER THAN ENGLISH (LOTE)

GROUP 3 – INDIVIDUALS AND SOCIETIES

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

SL : Students produce a research project about a real business issue or problem facing a particular organisation using a conceptual lens. (Maximum 1,800 words) (30%)

HL: Students produce a research project about a real business issue or problem facing a particular

organisation using a conceptual lens. (Maximum 1,800 words) (20%)

External Assessment

SL:

- Paper 1 (1hr 30mins) Case study (35%)
- Paper 2 (1hr 30mins) Extended response (35%)

HL:

- Paper 1 (1hr 35mins) Case study (25%)
- Paper 2 (1hr 45mins) Extended Response (30%)
- Paper 3 (1hr 15mins) (25%)

TOPICS COVERED

Year 11

- Introduction to Business Management
- Finance and accounts
- Marketing

Year 12

- Operations management
- Human resource management

For further discussion: HEAD OF DEPARTMENT – COMMERCE

ECONOMICS

WHAT IS THIS COURSE ABOUT?

The Economics course emphasises 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. 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%

External Assessment

- SL (70%)
    - Paper 1 (1 hr 15 mins) Extended Response (30%)
    - Paper 2 (1 hr 45 mins) Data Response (40%)
- HL (80%)
    - Paper 1 (1 hr 15 mins) Extended Response (20%)

- Paper 2 (1 hr 45 mins) Data Response (30%)
- Paper 3 (1 hr 45 mins) Policy Response (30%)

TOPICS COVERED

Year 11

- Introduction to Economics
- Microeconomics

Year 12

- Macroeconomics
- The Global Economy

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
- Food and Health
- Oceans and Coastal Margins
- Geographical Hazards (HL only)
- 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

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 the 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

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 prerequisites 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%) (2hrs), Paper 2 (25%) (1hr)
- HL: Paper 1 (40%) (2hrs), Paper 2 (20%) (2hrs), Paper 3 (20%) (1hr)

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

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

GROUP 4 – EXPERIMENTAL SCIENCES

BIOLOGY

WHAT IS THIS COURSE ABOUT?

The IBDP 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

Scientific Investigation (20%)

The scientific investigation, which carries 20% of the final assessment score, will include 10 hours of practical time. This 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.

External Assessment (80%)

- SL
    - Paper 1 (45 mins) Multiple choice (36%)
    - Paper 2 (1hr 15 mins) Database and extended response (44%)
- HL
    - Paper 1 (1hr) Multiple choice (36%)
    - Paper 2 (2hrs 15 mins) Database and extended response (44%)

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.

Scientific Investigation (20%)

The scientific investigation, which carries 20% of the final assessment score, will include 10 hours of practical time. This 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.

External Assessment (80%)

- SL

- Paper 1 (45 mins) Multiple choice (36%)
- Paper 2 (1hr 15 mins) Database and extended response (44%)

- HL
  - Paper 1 (1hr) Multiple choice (36%)
  - Paper 2 (2hrs 15 mins) Database and extended response (44%)

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

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:

1. Planning
2. Solution overview
3. Development
4. Functionality and extensibility of product
5. 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.
- 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.

TOPICS COVERED

Year 11

- System fundamentals
- Computer organisation
- Networks
- Computational thinking, problem-solving and programming
- Abstract data structures (HL)
- Object-oriented programming

Year 12

- Computational thinking, problem-solving and programming
- Abstract data structures (HL)
- Object-oriented programming (HL)
- Advanced program development (HL)
- Resource management (HL)
- Control (HL)

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

For further discussion: HEAD OF DEPARTMENT – TECHNOLOGY & VET

DESIGN TECHNOLOGY

Design Technology practical skills:

“I hear and I forget. I see and I remember.

I do and I understand”.

- Confucius -

The course is 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 – TECHNOLOGY & VET

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 interrelationship 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.

Scientific Investigation (20%)

The scientific investigation, which carries 20% of the final assessment score, will include 10 hours of practical time. This 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.

External Assessment (80%)

- SL
    - Paper 1 (45 mins) Multiple choice (36%)
    - Paper 2 (1hr 15 mins) Database and extended response (44%)
- HL
    - Paper 1 (1hr) Multiple choice (36%)
    - Paper 2 (2hrs 15 mins) Database and extended response (44%)

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)

For further discussion: HEAD OF DEPARTMENT – SCIENCE

SPORTS, EXERCISE AND HEALTH SCIENCE (SEHS)

WHAT IS THIS COURSE ABOUT?

SEHS is a human science driven by curiosity about what makes humankind flourish, both physically and mentally. Spanning multiple disciplines, it is the formal study of the impacts of physiology, biomechanics and psychology on human health and athletic performance. Its most prominent advances have occurred from the late 19th century onwards, in tandem with similar advances in other scientific and technological fields.

Key features:

Like other DP sciences, SEHS is also an experimental science that combines academic study with the

acquisition of practical and investigative skills. Students undertake practical experimental investigations in both laboratory and field settings. This helps them to acquire the knowledge and understanding necessary to apply scientific principles to the critical analysis of humankind and its sporting endeavours.

Three key themes

The course is divided into three themes: "Exercise physiology and nutrition of the human body", "Biomechanics" and "Sports psychology and motor learning". Each of these themes is explored through the dual lenses of health and performance.

In "Exercise physiology and nutrition of the human body", students explore three topics:

- Communication
- Hydration and nutrition
- Response

They may explore guiding questions such as: "How does our body respond to changes in lifestyle, environment and qualities of training?"

In "Biomechanics", students delve into three topics:

- Generating movement in the body
- Forces, motion and movement
- Injury

Guiding questions include: "What are the primary causes of musculoskeletal injury?" and "How can they be prevented and treated?"

The third theme is "Sports psychology and motor learning", where students probe five topics:

- Individual differences
- Motor learning
- Motivation
- Stress and coping
- Psychological skills

Guiding questions may include: "What characteristics explain how and why some individuals succeed and experience well-being in sport and health contexts more than others?"

Distinction between SL and HL

Students at SL and HL share the following.

- An understanding of science through a stimulating experimental programme
- The nature of science as an overarching theme
- The study of a concept-based syllabus

- One piece of internally assessed work, the scientific investigation
- The collaborative sciences project

The SL course provides students with a fundamental understanding of SEHS and experience of the associated skills. The HL course requires students to increase their knowledge and understanding of the subject, and so provides a solid foundation for further study at university level.

The SL course has a recommended 150 teaching hours, compared to 240 hours for the HL course. This difference is reflected in the additional content studied by HL students. Some of the HL content is

conceptually more demanding and explored in greater depth. The distinction between SL and HL is therefore one of both breadth and depth. The increased breadth and depth at HL result in

ASSESSMENT FORMAT

increased networked knowledge, requiring the student to make more connections between diverse areas of the syllabus.

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.

First assessment 2026

Assessment component	Weighting
External assessment (3 hours)	**76%**
Paper 1 (1 hour and 30 minutes) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (Total 55 marks)	36%
Paper 2 (1 hour and 30 minutes) Short-answer and extended-response questions (Total 50 marks)	40%
Internal assessment (10 hours)	**24%**
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	

First assessment 2026

Assessment component	Weighting
External assessment (4 hours and 15 minutes)	**76%**
Paper 1 (1 hour and 45 minutes) Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (Total 65 marks)	36%
Paper 2 (2 hours and 30 minutes) Short-answer and extended-response questions (Total 80 marks)	40%
Internal assessment (10 hours)	**24%**
The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	

For further discussion: HEAD OF DEPARTMENT – PHYSICAL EDUCATION

GROUP 5 – MATHEMATICS

MATHEMATICS: ANALYSIS AND APPROACHES

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 generalisation. 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.

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

MATHEMATICS: APPLICATIONS & INTERPRETATION (SL ONLY)

WHAT IS THIS COURSE ABOUT?

Mathematics: Applications and Interpretation SL 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

The SL course is allocated 10-15 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%

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 explore one or more areas of mathematics in an area of personal interest.

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

GROUP 6 – THE ARTS

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 one or more of the ensembles at the AIS Music Department. 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.

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

For further discussion: HEAD OF DEPARTMENT – MUSIC

THEATRE

WHAT IS THIS COURSE ABOUT?

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through practical inquiry, experimentation, risk taking and the presentation of ideas to others. The course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasises the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating. Students are encouraged to work as inquisitive and

imaginative artists, transforming ideas into action and communicating these to an audience.

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

Assessment covers four skill areas:

Inquiry

- Carry out academic and physical research and identify valuable information and resources to support work in theatre
- Inquire into, and contextualise, the theatrical work and ideas of others

Development

- Develop informed and imaginative theatre-maker intentions for making and staging theatre
- Practically and collaboratively explore how performance and production elements combine in practice to create effective moments of theatre

Presentation

- Present theatre work to others in order to fulfil theatre-maker intentions
- Communicate theatrical ideas in a variety of forms, formats and contexts

Evaluation

- Reflect on feedback from others and consider their own development as theatre-makers
- Evaluate the effectiveness of theatre work.

TOPICS AND ASSESSMENT

Production proposal (SL & HL)

Students choose a published play text and create a proposal of a vision for the design and theoretical staging of the entire play text for an audience.

Research presentation (SL & HL)

Students plan, deliver and video record an individual research presentation in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition.

Collaborative project (SL & HL)

Students collaboratively create and perform an original piece of theatre created from a starting point of their choice.

Solo theatre piece (HL only)

Students research a theatre theorist, identify an aspect of theory and create and present a solo theatre piece that demonstrates the practical application of this theory.

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)

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

CONSTRUCTION

WHAT IS THIS COURSE ABOUT?

Students should do this subject if they would like experience of the workplace and employer expectations and contact with key employers. This course provides focus and skills for career planning, develops industry skills as well as employability skills in taking initiative, problem solving and

communication, as well as working independently and in teams.

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

This course can contribute to your ATAR.

- YEAR 11 and 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

For further discussion: HEAD OF DEPARTMENT – TECHNOLOGY & VET

HOSPITALITY

Certificate II in Hospitality

Course Code: SIT20322

VOCATIONAL EDUCATION AND TRAINING

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 pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

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 as well as professional career paths. Graduates of these courses can gain employment in restaurants, cafes, resorts, and theme parks while working around the world or in local destinations.

ASSESSMENT FORMAT

Assessment is competency based and can include:

Observation during class time and work placement, written tasks, practical tasks, Scenario and Roll Play, skills tests, presentations and competency tests.

To be assessed as competent, a student must demonstrate to a qualified assessor that they can

effectively carry out various tasks to industry standard in an industry time frame.

Content for Hospitality is organised around core units and a selection of elective units. Here at AIS we do the following 12 units of study, The core units have been underlined

- Work effectively with others
- Participate in safe work practices
- Source and use information on the hospitality industry
- Interact with customers
- Show Social and cultural sensitivity
- Use hospitality skills effectively
- Use hygienic practices for food safety
- Prepare and serve non-alcoholic beverages
- Receive, Store and Maintain Stock
- Prepare and serve espresso coffee
- Serve food and beverage
- Participate in Safe Food Handling Practices

Students are also required to complete 70 hours of Work Placement.

QUALIFICATION ELIGIBILITY

Students who are assessed as competent (through integrated competency assessment) in the units listed above may be eligible for an Australian Qualifications Framework (AQF) qualification in SIT20322 Certificate II in Hospitality

Students who only complete some of the units may be eligible for a "Statement of Attainment" towards this qualification

For further discussion: HEAD OF DEPARTMENT – TECHNOLOGY & VET

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
EAL/D	English as an Additional Language or Dialect (a NESA term)
EE	Extended Essay – part of the core requirements of the Diploma; a research essay
Extension Course	Course designed for students wishing to study at a higher level
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. Refers to the organisation itself.
IELTS	International English Language Testing System – testing of English proficiency for entry to Australian universities
Internal assessments (IAs)	Refers to DP school-based assessment tasks that contribute to the final results as opposed to internal AIS assessments used for tracking purposes.

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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