

2022

Curriculum Handbook

Year 9 - 10

New //////////////////////////////////////



Australian International School

“Intelligence plus character
- that is the goal of true education”

Martin Luther King Jr



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INTRODUCTION

The Australian International School aims to provide a well-rounded program of instruction appropriate to the diverse needs of its international student body. For Year 9 and Year 10 students, the School offers a broad and balanced program delivered mainly through the Cambridge IGCSE curriculum.

To ensure the personal, social and emotional development of our Year 9 and 10 students, they will be required to take the following two subjects:

- Physical Education / Sport
- STRIVE as part of the Welfare program

In addition there will be school based courses in:

- EAL Support (English as an additional language) for students requiring additional support in English
- Additional Studies for students requiring Learning Support
- Culture and Language Course (Chinese or Spanish) for students who have not been exposed to a second language
- Certificate | Construction/Certificate | Hospitality

The Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds. It attracts almost 500,000 entries from 144 different countries every year. The IGCSE is designed to be taught as a two-year curriculum beginning in Year 9 and culminating in external examinations in Year 10. In some subjects there is a choice between core and extended curricula, making the IGCSE suitable for a wide range of abilities. Students can enter examinations for the level that is most appropriate for them and this need not be the same across all subjects. The core curriculum is based on an overview of the subject and is suitable for students expected to achieve grades C to G. The extended curriculum is more challenging and designed for students who are expected to achieve grades A* to C. Heads of Department will advise students and parents on appropriate subjects.

The IGCSE curriculum gives candidates the freedom to choose subjects that are right for them, while providing them with a broad knowledge base and lifelong skills. It develops learner knowledge, understanding and skills in:

- Subject content
- Applying knowledge and understanding to familiar and new situations
- Intellectual enquiry
- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes
- Cultural awareness

The IGCSE provides the perfect springboard to the International Baccalaureate Diploma Programme and the Higher School Certificate in Years 11 and 12.

MR SEÁN BEGLEY

IGCSE Coordinator

Year 9 and 10 Curriculum Coordinator

ADVICE ON SUBJECT SELECTION

It is important for students and their parents to have a full understanding of the syllabi and course requirements as students will be studying the subjects they choose for a two- year period. There will be a limited window during which they will be able to change courses, if deemed necessary.

These are some criteria that can be used to guide subject selection.

- Check previous reports to see the progress the student has made in the courses they are choosing.
- Discuss what the student's strengths and weaknesses are.
- Is their interest in the subject strong enough to want to study it for two years?
- Try not to make a course selection simply because the student likes a teacher or the student's friend is doing the course.
- Assessment patterns differ slightly from subject to subject so please read the subject description in this booklet before making your choice.
- Students in EAL and who are currently studying a mother tongue course privately are recommended to continue with these private arrangements.

ACCESS ARRANGEMENTS

Access arrangements are pre-exam arrangements made on behalf of a candidate with particular needs. For example, the use of a scribe, modified papers or extra time. There are three different groups of access arrangements, each with their own application form and set of deadlines. The Learning Enrichment team will make contact with relevant students and parents regarding eligibility by mid-Term 1 for the May/June series and mid-Term 2 for the November series.

Applications to CIE require relevant documentation which may include additional specialist reports and internal testing. It is the student's responsibility to liaise with teachers and the Learning Enrichment Department regarding their provisions, upon receiving their assessment notifications. The Examination Officer will oversee the arrangements and coordination of staff for examinations.

COMPULSORY SUBJECT GROUPS

At AIS, all students will be allocated to: **English, Mathematics, Science and a Language elective.**

In addition to these subjects, and to ensure personal, social and emotional development, students also take courses in Sport/Health and STRIVE.

ENGLISH

- English as a First Language
- English as a Second Language
- English Literature

FOREIGN LANGUAGE & MOTHER TONGUE

- Chinese Foreign Language
- French Foreign Language
- Chinese as a First Language
- Chinese as a Second Language
- Culture and Language Course (Chinese or Spanish) for students with no exposure to a second language

For all languages (other than English), the Head of LOTE will determine the placements of students within their language.

The School also offers a Mother Tongue Program that provides quality language education that allows mother tongue students to be immersed in the language and culture of his/her origins. The Mother Tongue program currently includes students

studying Korean, Spanish, Japanese, Italian and German, but further languages may be catered for. Please be advised there may be additional costs in joining the Mother Tongue program.

MATHEMATICS

- Core
- Extended
- International Mathematics (by invitation only)
- Additional Mathematics*

*Students will be invited to join the Additional Mathematics class at the end of Year 9 only. This decision will be based on performance throughout Year 9 on internal assessments as well as external testing.

Students accepting the invitation to study for Additional Mathematics will be required to attend two extra lessons in Year 10, placed either before or after the normal school day.

SCIENCE

- Coordinated Science

Please note that Additional Studies (Learning Enrichment) is available in replacement of studying a Foreign Language. Students in Additional Studies are assessed and placed by the Head of Learning Enrichment.

THE ELECTIVE GROUPS

Students will need to choose one subject from each of the Elective Groups, for a total of three Elective subjects.

ELECTIVE 1

Business Studies*

Economics*

Visual Arts***

Computer Science

Design and Technology

Geography*

Global Perspectives*

History*

Physical Education

VET. Hospitality

ELECTIVE 2

Business Studies

Economics

Visual Arts***

Computer Science

Drama**

Food Technology

Geography

Global Perspectives

History

Music**

Physical Education

ELECTIVE 3

Business Studies*

Economics*

Visual Arts***

Photography & Digital Media***

Drama**

Design and Technology

Food Technology

Global Perspectives*

Music**

Physical Education

VET. Hospitality

VET. Construction

To establish a well-rounded and balanced curriculum, there are a few restrictions on subject selection:

* Students can select a maximum of TWO Commerce or Humanities subjects, however they cannot choose BOTH Business Studies and Economics

** Students can select a maximum of TWO Arts subjects

*** Students are NOT allowed to choose BOTH Visual Arts and Photography and Digital Media

COMPULSORY SUBJECTS – ENGLISH

ENGLISH AS A FIRST LANGUAGE (0500)

WHAT IS THIS COURSE ABOUT?

First Language English is designed for learners whose first language is English. Cambridge IGCSE First Language English learners develop the ability to communicate clearly, accurately and effectively in both speech and writing. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

ASSESSMENT AT A GLANCE:

Cambridge IGCSE English First Language candidates study:
Paper 1 and Paper 2

PAPER 1: READING - 2 hours

Structured and extended writing questions	80 marks
Questions will be based on three reading texts	
This component is set and marked by Cambridge	
50% of the total marks	

WHO SHOULD DO THIS SUBJECT?

All Language A English Students.

THE AIMS OF ENGLISH AS A FIRST LANGUAGE ARE TO:

- Enable students to communicate accurately, appropriately and effectively in speech and writing.
- Enable students to understand and respond appropriately to what they hear, read and experience.
- Encourage students to enjoy and appreciate a variety of language.
- Complement students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences).
- Promote students' personal development and an understanding of themselves and others.

PAPER 2: DIRECTED WRITING AND COMPOSITION 2 hours

Extended writing question and a composition task	80 marks
This component is set and marked by Cambridge	
50% of the total marks	

For further discussion:

HEAD OF DEPARTMENT - ENGLISH

ENGLISH LITERATURE

WHAT IS THIS COURSE ABOUT?

The English Literature course has been designed by the AIS English Department as a bridge between the Australian Curriculum studied in Years 6-8 and the senior courses offered at the school. Students will develop fundamental skills in reading, writing, speaking and listening through engaging with complex literary texts from different countries and cultures, as well as practise responding personally and sensitively to the ideas, concepts, and themes presented in different ways by different authors.

ASSESSMENT AT A GLANCE:

Cambridge Literature Candidates Study:

Portfolio of tasks completed throughout the course
- 70%

Final written exam- 30%

WHO SHOULD DO THIS SUBJECT?

All Language A English Students.

THE AIMS OF ENGLISH LITERATURE ARE TO ENSURE STUDENTS:

- Enjoy the study of literature
- Communicate effectively and confidently
- Read and respond to texts critically
- Appreciate media texts and use media literacy skills effectively
- Develop personal responses to texts that reflect confidence and a sense of ownership



ENGLISH AS A SECOND LANGUAGE (ESL) (0510)

WHAT IS THIS COURSE ABOUT?

English as a Second Language is designed for learners whose first language is not English but who use it as a lingua franca or language of study, as is the case at AIS.

Cambridge IGCSE English as a Second Language offers learners the opportunity to gain better communicative ability in English, improve their ability to understand English in a range of everyday situations in formal and informal situations, and further develop their awareness of the nature of language and language-learning across the four macro-skills of reading, writing, speaking and listening. Learners are encouraged to read widely

and regularly at the appropriate level, both for their own enjoyment and to further their awareness of the ways in which English can be used.

WHO SHOULD DO THIS SUBJECT?

Selected EAL and ESSPP students (WIDA <5.0)

THE AIMS OF ENGLISH AS A SECOND LANGUAGE ARE TO ENSURE STUDENTS:

- Better communicative ability in English.
- Improved ability to understand English in a range of everyday situations and in a variety of social registers and styles.
- Greater awareness of the nature of language and language-learning skills.
- Wider international perspective.

ASSESSMENT AT A GLANCE:

For year 9 grading and reporting purposes, students will complete internal assessments towards the end of each term, which will be graded according to AIS ESL assessment criteria and include Reading, Writing, Speaking and Listening components. Furthermore, exams will be constructed from selected IGCSE past paper questions to suit both; the thematic material covered during class and the need to familiarise students with the IGCSE exams.

Students will take an external CIE IGCSE exam for this course at the end of grade 10. The exam can be taken at Core level for which grades C-G can be awarded or at Extended level for which grades A*- E can be awarded. The CIE IGCSE 0510 English as a Second Language external examination is comprised of the following papers:

READING AND WRITING	Paper 1 (core) or Paper 2 (extended)	• 70% Weighting
LISTENING	Paper 3 (core) or Paper 4 (extended)	• 30% Weighting
SPEAKING	Paper 5: (core & extended)	*Separate endorsement Range 1- 5 (high – low)

For further discussion:

HEAD OF DEPARTMENT - ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

COMPULSORY SUBJECTS – MOTHER TONGUE & FOREIGN LANGUAGE

CHINESE AS A FIRST LANGUAGE (0509)

WHAT IS THIS COURSE ABOUT?

First Language Chinese syllabus is designed for learners whose first language is Chinese. The syllabus develops learners' ability to communicate clearly, accurately and effectively. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Learners are also encouraged to read widely, both for their own enjoyment and in order to develop an appreciation of how writers achieve their effects. The syllabus also complements other areas of study by encouraging skills of more general application.

WHO SHOULD DO THIS SUBJECT?

Students studying Chinese as a mother tongue.

THE AIMS OF CHINESE AS A FIRST LANGUAGE ARE TO:

- Enable students to communicate accurately, appropriately and effectively in writing.
- Enable students to understand and respond appropriately to what they read.
- Encourage students to enjoy and appreciate the variety of language.
- Complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences).
- Promote the students' personal development and an understanding of themselves and others.

ASSESSMENT AT A GLANCE:

Cambridge IGCSE First Language Chinese comprises two papers. All candidates take Papers 1 and 2 and are eligible for the award of grades A* to G.

PAPER 1: READING - 2 hours 15 minutes

PAPER 2: WRITING - 2 hours

For further discussion:

HEAD OF MOTHER TONGUE

MANDARIN (FOREIGN LANGUAGE) (0547)

WHAT IS THIS COURSE ABOUT?

This syllabus is designed for learners who are learning Mandarin Chinese as a foreign language. The aim is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies. The syllabus also aims to offer insights into the culture and civilisation of countries where Mandarin Chinese is spoken, encouraging positive attitudes towards language learning and towards speakers of foreign languages.

WHO SHOULD DO THIS SUBJECT?

Students need to have two to three years previous study of the language before starting the IGCSE course and they need to have their teacher's recommendation and HoD's approval.

THE AIMS OF MANDARIN FOREIGN LANGUAGE ARE TO ENSURE STUDENTS:

- Develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all countries where the language is spoken.
- Form a sound base of the skills, language and

attitudes required for further study, work and leisure.

- Develop insights into the culture and civilisation of countries where the language is spoken.
- Encourage fuller integration into the local community, where relevant.
- Develop a fuller awareness of the nature of language and language learning.
- Encourage positive attitudes toward language learning and towards speakers of other languages and a Sympathetic approach to other cultures and civilisations.
- Provide enjoyment and intellectual stimulation.
- Complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising and drawing of inferences).

ASSESSMENT AT A GLANCE:

Cambridge IGCSE Foreign Language Chinese comprises four papers. All candidates take the following four components:

PAPER 1: LISTENING (40 minutes)

PAPER 2: READING (1 hour 15 minutes)

PAPER 3*: SPEAKING (10 minutes)

PAPER 4: WRITING (1 hour 15 minutes)

GRADES AVAILABLE: A*, A, B, C, D, E, F, G

For further discussion:

HEAD OF DEPARTMENT - LOTE/LANGUAGE B



CHINESE AS A SECOND LANGUAGE (0523)

WHAT IS THIS COURSE ABOUT?

Cambridge IGCSE Chinese as a Second Language is recognised by universities and employers as proof of knowledge and understanding of the language. Candidates studying the syllabus are often studying the language in order to promote their educational or employment prospects. They gain an understanding of a wide range of social registers and styles, and learn to communicate appropriately.

The topics selected relate to the interests and needs of the candidates using Chinese as a Second Language, e.g. education, the world of work, current affairs, health and welfare, travel, school affairs.

WHO SHOULD DO THIS SUBJECT?

Students studying Chinese as heritage.

THE AIMS OF CHINESE AS A SECOND LANGUAGE ARE TO ENSURE STUDENTS:

- Develop the ability to use Chinese effectively for the purpose of practical communication.
- Form a sound base for the skills required for further study or employment using Chinese as the medium.
- Develop an awareness of the nature of language and language-learning skills, along with skills of a more general application.
- Promote students’ personal development, particularly an awareness and appreciation of Chinese culture, history and society.

ASSESSMENT AT A GLANCE:

For Cambridge IGCSE Chinese as a Second Language all candidates take Papers 1 and 2, and are eligible for the award of grades A* to G.

Component 1 2 hours	Component 2 Approx 35-45 mins	Component 3 Approx 10-13 mins
Reading and Writing 60% 60 marks	Listening 20% 30 marks	Speaking 20% 60 marks
Written examination consisting of five exercises that test a range of reading and writing skills. Types of task include: information transfer, short-answer questions, multiple-matching, functional writing and extended writing.	Written examination consisting of four exercises that test listening skills. Candidates listen to recordings of short and longer spoken texts. Types of task include: short-answer questions, gap-fill sentences, information correction and multiple-choice questions. All listening materials is recorded in Mandarin Chinese.	The Speaking test is conducted in Mandarin Chinese. The Speaking test consists of three parts: candidates give a two-to three-minute presentation, followed by a short discussion with the examiner about the presentation, followed by a short conversation with the examiner about general topics.
Externally assessed	Externally assessed	Internally assessed and externally moderated

For further discussion:

HEAD OF MOTHER TONGUE

CULTURE AND LANGUAGE COURSE: CHINESE OR SPANISH (NON-IGCSE)

WHAT IS THIS COURSE ABOUT?

This subject option is designed for new students to AIS who are commencing their studies of either Chinese (Mandarin) or Spanish for the first time, without prior experience in the subject. The aim is to develop an insight into the language, culture and civilisation of countries where the language is spoken, encouraging positive attitudes towards language learning and towards speakers of foreign languages.

WHO SHOULD DO THIS SUBJECT?

This introductory culture and language subject is for **new** students to AIS who do not have any prior knowledge of or experience in the subject.

THE AIMS OF THE CULTURE AND LANGUAGE COURSE IS TO ENSURE STUDENTS:

- Form a sound base of the skills, language and attitudes required for further study, work and leisure.
- Develop insights into the culture and civilisation

of countries where the language is spoken.

- Encourage fuller integration into the local community, where relevant.
- Develop a fuller awareness of the nature of language and language learning.
- Encourage positive attitudes toward language learning and towards speakers of other languages and a sympathetic approach to other cultures and civilisations.
- Provide enjoyment and intellectual stimulation.
- Complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising and drawing of inferences).

ASSESSMENT AT A GLANCE:

Both Spanish and Chinese Culture courses are an internally assessed AIS- based course.

GRADES AVAILABLE: A*, A, B, C, D, E, F, G

For further discussion:

HEAD OF DEPARTMENT - LOTE/LANGUAGE B

FRENCH (0520)

WHAT IS THIS COURSE ABOUT?

This syllabus is designed for learners who are learning French as a foreign language.

The syllabus content is organised around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these Topic areas, candidates gain insight into target language countries and communities.

The Topic areas are:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

WHO SHOULD DO THIS SUBJECT?

Students need to have two to three years previous study of the language before starting the IGCSE course and they need to have their teacher's recommendation and Head of Department's approval.

THE AIMS OF FRENCH ARE TO ENSURE STUDENTS:

- Develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all countries where the language is spoken.
- Form a sound base of the skills, language and attitudes required for further study, work and leisure.
- Offer insights into the culture and civilisation of countries where the language is spoken.
- Encourage fuller integration into the local community, where relevant.
- Develop a fuller awareness of the nature of language and language learning.
- Encourage positive attitudes toward language learning and towards speakers of other languages and a sympathetic approach to other cultures and civilisations.
- Provide enjoyment and intellectual stimulation.
- Complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising and drawing of inferences).

ASSESSMENT AT A GLANCE:

All candidates have access to all elements of the examination.

Paper 1	Paper 2	Paper 3*	Paper 4
Listening	Reading	Speaking	Writing
50 minutes	1 hour	10 minutes	1 hour

Grades available: A*, A, B, C, D, E, F, G

* Individual Centres are responsible for conducting the tests and for the initial assessment, which is then subject to moderation by Cambridge.

For further discussion:

HEAD OF DEPARTMENT - LOTE/LANGUAGE B

COMPULSORY SUBJECTS - MATHEMATICS

MATHEMATICS EXTENDED (0580)

WHAT IS THIS COURSE ABOUT?

An essential subject for all learners, IGCSE Mathematics encourages the development of mathematical knowledge as a key life skill, and as a basis for more advanced study. The syllabus aims to build learners' confidence by helping them develop a feel for numbers, patterns and relationships, and places a strong emphasis on solving problems and presenting and interpreting results. Learners also gain an understanding of how to communicate and reason using mathematical concepts.

WHO SHOULD DO THIS SUBJECT?

The successful completion of the Extended course will better prepare students who wish to study an Intermediate level of Mathematics in Senior Years (e.g HSC Advanced or Standard, DP Standard Level).

THE AIMS OF EXTENDED ARE TO ENSURE STUDENTS:

- Develop their mathematical knowledge

and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment.

- Read mathematics, and write and talk about the subject in a variety of ways.
- Develop a feel for numbers, carry out calculations and understand the significance of the results obtained.
- Apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them.
- Solve problems, present the solutions clearly, check and interpret the results.
- Develop an understanding of mathematical principles.
- Recognise when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem.
- Use mathematics as a means of communication with emphasis on the use of clear expression.
- Develop an ability to apply mathematics in other subjects, particularly science and technology.
- Develop the abilities to reason logically, to classify, to generalise and to prove.

MATHEMATICS CORE (0580)

WHAT IS THIS COURSE ABOUT?

An essential subject for all learners, IGCSE Mathematics encourages the development of mathematical knowledge as a key life skill, and as a basis for more advanced study. The syllabus aims to build learners' confidence by helping them develop a feel for numbers, patterns and relationships, and places a strong emphasis on solving problems and presenting and interpreting results. Learners also gain an understanding of how to communicate and reason using mathematical concepts.

The Core Mathematics course is assessed using alternative criteria to the Extended Course and a grade C is the maximum grade that a student can attain. This grade is considered the pass grade at IGCSE, being the grade required for entrance into British Universities.

WHO SHOULD DO THIS SUBJECT?

The Core course will prepare students to study at a Standard Level of Mathematics in Senior Years (HSC Standard Mathematics or the IB Mathematics Applications and Interpretations - Standard Level course)

THE AIMS OF CORE ARE TO ENSURE STUDENTS:

- Appreciate patterns and relationships in mathematics.
- Produce and appreciate imaginative and creative work arising from mathematical ideas.
- Develop their mathematical abilities by considering problems and conducting individual and co-operative enquiry and experiment, including extended pieces of work of a practical and investigative kind.
- Appreciate the interdependence of different branches of mathematics.
- Acquire a foundation appropriate to their further study of mathematics and of other disciplines.

ASSESSMENT AT A GLANCE:

The table summarises the key information about each component for each syllabus. You can find details and advice on how to approach each component on the following pages.

COMPONENT		HOW LONG AND HOW MANY MARKS	SKILLS ASSESSED	DETAILS	PERCENTAGE OF THE QUALIFICATION
Core	Paper 1 (short answer)	1 hour 56 marks	Mathematical techniques, applying mathematical techniques to solve problems.	You are assessed on the Core syllabus content using short-answered questions	35%
	Paper 3 (structured questions)	2 hours 104 marks		You are assessed on the Core syllabus content using structured questions	65%
Extended	Paper 2 (short answer)	1 hour 30 mins 70 marks		You are assessed on the Extended syllabus content using short-answered questions	35%
	Paper 4 (structured questions)	2 hours 30 mins 130 marks		You are assessed on the Extended syllabus content using short-answered questions	65%

For further discussion:

HEAD OF DEPARTMENT - MATHEMATICS

INTERNATIONAL MATHEMATICS (0607)

WHAT IS THIS COURSE ABOUT?

Cambridge IGCSE International Mathematics has been developed for schools offering an international curriculum. Cambridge International Mathematics reflects the way today's learners like to learn: they will acquire a solid foundation of mathematical skills and learn how to develop strategies for solving open-ended problems.

The course also allows learners to develop and sharpen their investigation and modelling skills, and introduces them to the use of graphical calculators.

WHO SHOULD DO THIS SUBJECT?

This course is offered by invitation only and will prepare students to study at a Higher Level of Mathematics in Senior Years (e.g. HSC Extension Mathematics, DP Higher Level Mathematics).

THE AIMS OF INTERNATIONAL MATHEMATICS ARE TO ENSURE STUDENTS:

- Acquire a foundation of mathematical skills appropriate to further study and continued learning in mathematics.
- Develop a foundation of mathematical skills and apply them to other subjects and to the real world.
- Develop methods of problem solving.
- Interpret mathematical results and understand their significance.
- Develop patience and persistence in solving problems.
- Develop a positive attitude towards mathematics which encourages enjoyment, fosters confidence and promotes enquiry and further learning.
- Appreciate the beauty and power of mathematics.
- Appreciate the difference between mathematical proof and pattern spotting.
- Appreciate the interdependence of different branches of mathematics and the links with other disciplines.
- Appreciate the international aspect of mathematics, its cultural and historical significance and its role in the real world.
- Read mathematics and communicate the subject in a variety of ways.

ASSESSMENT AT A GLANCE:

Extended curriculum
Grades available A*-E

PAPER 2

45 mins

Short response questions.

No calculators are permitted.

Designed to assess knowledge and use of basis skills and methods.

Any part of the syllabus content may be present in this paper but questions will focus on concepts which can be assessed without access to a calculator.

40 marks: 20% of assessment

PAPER 4

2 hours 15 minutes

11–15 medium to extended response questions.

A graphics calculator is required.

Any area of the syllabus may be assessed.

Some of the questions will particularly assess the use of the graphics calculator functions.

120 marks: 60% of assessment

PAPER 6

1 hour 40 minutes

One investigation and one modelling question.

A graphics calculator is required.

Any area of the syllabus may be assessed.

Candidates are assessed on their ability to investigate, model, and solve more open-ended problems.

Clear communication and full reasoning are especially important and mark schemes reflect this.

The time allowance given for this paper allows students to explore and communicate their ideas fully.

60 marks: 20% of assessment

Total marks: 220 marks: 100% of assessment

ADDITIONAL MATHEMATICS (0606)

WHAT IS THIS COURSE ABOUT?

This syllabus is intended for high ability learners who have achieved, or are likely to achieve, grade A*, A or B in the Cambridge IGCSE International Mathematics examination (0607). Cambridge IGCSE Additional Mathematics enables learners to extend the mathematical skills, knowledge and understanding developed in the Cambridge IGCSE Mathematics course and use skills in the context of more advanced techniques. The syllabus has a Pure Mathematics only content which enables learners to acquire a suitable foundation in mathematics for further study in the subject. Knowledge of the content of the Cambridge IGCSE Mathematics syllabus (or an equivalent syllabus) is assumed.

This course is by invite only and will prepare students to study at a Higher Level of Mathematics in Senior Years (e.g. HSC Extension Mathematics, DP Higher Level Mathematics).

WHO SHOULD DO THIS SUBJECT?

This course is offered by invitation only.

THE AIMS OF ADDITIONAL MATHEMATICS ARE TO ENSURE STUDENTS:

- Consolidate and extend their elementary mathematical skills, and use these in the context of more advanced techniques.
- Further develop their knowledge of mathematical concepts and principles, using this knowledge for problem solving.
- Appreciate the interconnectedness of mathematical knowledge.
- Acquire a suitable foundation in mathematics for further study in the subject or in mathematics related subjects.
- Devise mathematical arguments and use and present them precisely and logically.
- Integrate information technology (IT) to enhance the mathematical experience.
- Develop the confidence to apply their mathematical skills and knowledge in appropriate situations.
- Develop creativity and perseverance in the approach to problem solving.
- Derive enjoyment and satisfaction from engaging in mathematical pursuits, and gain an appreciation of the beauty, power and usefulness of mathematics.

ASSESSMENT AT A GLANCE:

PAPER	DURATION	MARKS
PAPER 1 10–12 questions of various lengths	2 hours	80
PAPER 1 10–12 questions of various lengths	2 hours	80

Grades A* to E will be available for candidates who achieve the required standards. Since there is no Core Curriculum for this syllabus, Grades F and G will not be available. Therefore, candidates who do not achieve the minimum mark for Grade E will be unclassified.

*Students will be invited to join the International Mathematics (0607) class at the end of Yr 8. This decision will be based on performance throughout Year 7 and 8 in internal assessments.

Students studying the International Mathematics Extended course may also then be invited to join the Additional Mathematics (0606) class at the end of Year 9. This will again be based on performance throughout Year 9.

Students accepting the invitation to study for Additional Mathematics will be required to attend two extra lessons in Year 10, placed either before or after the normal school day.

For further discussion:

HEAD OF MATHEMATICS



COMPULSORY SUBJECTS - SCIENCE

COORDINATED SCIENCE (0654)

WHAT IS THIS COURSE ABOUT?

Coordinated Science gives learners the opportunity to study Biology, Chemistry and Physics within a cross-referenced, scientifically coherent syllabus. It is a double award, earning two grades. Learners gain an understanding of the basic principles of each subject through a mix of theoretical and practical studies, while also developing an understanding of the scientific skills essential for further study. The syllabus provides an ideal foundation for further study of Science at HSC or DP level. Students learn how science is studied and practised, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment. As well as focusing on the individual sciences, the syllabus helps learners to understand the technological world in which they live, and take an informed interest in science and scientific developments.

WHO SHOULD DO THIS SUBJECT?

All students are required to take this subject.

THE AIMS OF SCIENCE ARE TO ENSURE STUDENTS:

- Become confident citizens in a technological world, able to take or develop an informed interest in matters of scientific importance.
- Recognise the usefulness, and limitations, of scientific method and appreciate its applicability in other disciplines and in everyday life.
- Be suitably prepared for studies beyond Cambridge IGCSE in pure science, in applied sciences or in science-dependent vocational courses.
- Promote interdisciplinary enquiry through practical investigations and through the coordination of the subject matter of the three separate sciences.

ASSESSMENT AT A GLANCE:

All candidates must enter for three papers.

CORE CANDIDATES TAKE:

Paper 1 (45 minutes)

A multiple-choice paper consisting of 40 items of the four-choice type.

This paper will test assessment objectives AO1 and AO2. Questions will be based on the Core syllabus content.

This paper will be weighted at 30% of the final total mark.

AND

Paper 3 (2 hours)

A written paper consisting of short-answer and structured questions. This paper will test assessment objectives AO1 and AO2.

Questions will be based on the Core syllabus content.

120 marks

This paper will be weighted at 50% of the final total mark

EXTENDED CANDIDATES TAKE:

Paper 2 (45 minutes)

A multiple-choice paper consisting of 40 items of the four-choice type.

This paper will test assessment objectives AO1 and AO2. Questions will be based on the Extended syllabus content (Core and Supplement).

This paper will be weighted at 30% of the final total mark.

AND

Paper 4 (2 hours)

A written paper consisting of short-answer and structured questions.

This paper will test assessment objectives AO1 and AO2. Questions will be based on the Extended syllabus content (Core and Supplement).

120 marks

This paper will be weighted at 50% of the final total mark.

ALL CANDIDATES TAKE:

EITHER

Paper 5 (2 hours)

Practical Test

This paper will test assessment objective AO3.

Questions will be based on the experimental skills in Section 7.

The paper is structured to assess grade ranges A*A*–GG.

45 marks

This paper will be weighted at 20% of the final total mark.

EITHER

Paper 6 (90 minutes)

Alternative to Practical

This paper will test assessment objective AO3.

Questions will be based on the experimental skills in Section 7.

The paper is structured to assess grade ranges A*A*–GG.

60 marks

This paper will be weighted at 20% of the final total mark.

For further discussion:

HEAD OF SCIENCE



ELECTIVES - COMMERCE

BUSINESS STUDIES (0450)

WHAT IS THIS COURSE ABOUT?

The Business Studies syllabus develops learners' understanding of business activity in the public and private sectors, and the importance of innovation and change. Learners find out how the major types of business organisation are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence. Learners not only study business concepts and techniques but also enhance related skills such as numeracy and enquiry. The syllabus provides both a foundation for further study at HSC or DP level and an ideal preparation for the world of work.

WHO SHOULD DO THIS SUBJECT?

This subject can be studied without any prior knowledge, but students should have an interest in the business world, along with strong literacy skills.

THE AIMS OF BUSINESS STUDIES ARE TO ENSURE STUDENTS:

- Make effective use of relevant terminology, concepts and methods and recognise the strengths and limitations of the ideas used.
- Apply their knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts.
- Distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements.
- Appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, society, government and enterprise.
- Develop knowledge and understanding of the major groups and organisations within and outside business and consider ways in which they are able to influence objectives, decisions and activities.
- Develop knowledge and understanding of how the main types of businesses and commercial institutions are organised, financed and operated and how their relations with other organisations, consumers, employees, owners and society are regulated.
- Develop skills of numeracy, literacy, enquiry, selection and employment of relevant sources of information, presentation and interpretation.
- Develop an awareness of the nature and significance of innovation and change within the context of business activities.

ASSESSMENT AT A GLANCE:

PAPER 1

1 hour 30 minutes

Short-answer questions and structured/data response questions. There will be no choice of questions.

50% of total marks.

PAPER 2

1 hour 30 minutes

Questions arising from a given case-study (not pre-released). There will be no choice of questions.

50% of total marks.

For further discussion:

HEAD OF DEPARTMENT - COMMERCE

ECONOMICS (0455)

WHAT IS THIS COURSE ABOUT?

The Economics syllabus develops an understanding of economic terminology and principles and of basic economic theory. Learners study the economics of developed and developing nations and how these interrelate. They also learn to handle simple data and undertake economic analysis, evaluate information and discriminate between facts and value judgements in economic issues. A foundation for further study at HSC or DP level, the syllabus also encourages a better understanding of the world in which learners live, and helps them play an active part in the decision-making process, whether as consumers, producers or citizens of the local, national and international community.

WHO SHOULD DO THIS SUBJECT?

This can be studied without any prior knowledge but students should have an interest in national and global economic issues and good numeracy skills.

THE AIMS OF ECONOMICS ARE TO ENSURE STUDENTS:

- Develop candidates' knowledge and understanding of economic terminology, principles and theories.
- Develop candidates' basic economic numeracy and literacy and their ability to handle simple data including graphs and diagrams.
- Develop candidates' ability to use the tools of economic analysis in particular situations.
- Show candidates how to identify and discriminate between different sources of information and how to distinguish between facts and value judgements in economic issues.
- Develop candidates' ability to use economic skills (with reference to individuals, groups and organisations) to understand better the world in which they live.
- Develop candidates' understanding of the economies of developed and developing nations and of the relationships between them; and to develop their appreciation of these relationships from the perspective of both developed and developing.

ASSESSMENT AT A GLANCE:

Paper 1 Multiple choice

45 minutes

Candidates answer 30 multiple choice questions. **Weighted at 30% of total available marks.**

Paper 2 Structured questions

2 hour 15 minutes

Candidates answer one compulsory question and three questions from a choice of four.
Weighted at 70% of total available marks.

For further discussion:

HEAD OF DEPARTMENT - COMMERCE

ELECTIVES - HUMANITIES

GEOGRAPHY (0460)

WHAT IS THIS COURSE ABOUT?

Through the Cambridge IGCSE Geography syllabus, learners will develop a sense of place by looking at the world around them on a local, regional and global scale. Learners will examine a range of natural and man-made environments, and study some of the processes which effect their development. They will also look at the ways in which people interact with their environment and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world.

WHO SHOULD DO THIS SUBJECT?

There is no requirement for prior knowledge; however, a good general knowledge, particularly of places in the world is recommended.

THE AIMS OF GEOGRAPHY ARE TO ENSURE STUDENTS GAIN:

- An understanding of location on a local, regional and global scale.
- An awareness of the characteristics, distribution and processes affecting contrasting physical and human environments.
- An understanding of the ways in which people interact with each other and with their environment.
- An awareness of the contrasting opportunities and constraints presented by different environments.
- An appreciation of and concern for the environment.
- An appreciation of the earth including its people, places, landscapes, natural processes and phenomena.
- The changes which occur through time in places, landscapes and spatial distribution.

ASSESSMENT AT A GLANCE:

Cambridge IGCSE syllabuses are designed for examination at age 16-plus. This syllabus is available for examination in both the June and November exam series.

ALL CANDIDATES TAKE:	WEIGHTING
Paper 1 1 hour 45 minutes Geographical Themes Candidates answer three questions, each worth 25 marks. The paper has three sections and each section will be based on Themes 1, 2 or 3. Candidates must answer one question from each section: Theme 1: Population and settlement Theme 2: The natural environment Theme 3: Economic development (75 marks, weighted to 100 marks)	45%
AND	
Paper 2 1 hour 30 minutes Geographical Skills Candidates answer all the questions. The paper is based on testing the interpretation and analysis of geographical information, decision making and the application of graphical and other techniques as appropriate. The questions will not require specific information about places but will require the use of a 1:25 000 or 1:50 000 map with a key. (60 marks)	27.5%
AND EITHER/OR	
Paper 3 Coursework (Centre-based assessment*) Teachers set one school-based assignment of up to 2000 words. (60 marks)	
Paper 4 1 hour 30 minutes Alternative to Coursework Candidates answer two compulsory questions, completing a series of written tasks. The field work scenarios for the two questions will be taken from different aspects of the Syllabus content (see section 5). The questions involve an appreciation of a range of techniques used in fieldwork studies. (60 marks)	27.5%

* Centre-based assessments require the written approval of Cambridge. This will only be given to teachers who satisfy Cambridge requirements concerning moderation or who have undertaken training in assessment before entering candidates. Cambridge offers schools in-service training. Courses are held in Cambridge and elsewhere and also via coursework training handbooks.

For further discussion:

HEAD OF DEPARTMENT - HUMANITIES

HISTORY (0470)

WHAT IS THIS COURSE ABOUT?

Through study of Cambridge IGCSE History, students will investigate some of the major international issues of the twentieth century, as well as covering the history of particular regions in more depth. Through written arguments, source analysis, debate, and independent research, students will develop both historical knowledge and critical thinking. Learners develop an understanding of the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. Cambridge IGCSE History will stimulate any learner already interested in the past, providing a basis for further study, and also encouraging a lifelong interest in the subject.

WHO SHOULD DO THIS SUBJECT?

There is no requirement for prior knowledge; however, an understanding of the past and its interrelationship with the present and future is advisable.

THE AIMS OF HISTORY ARE TO ENSURE STUDENTS:

- Develop an interest in and enthusiasm for learning about and understanding the past
- Acquire knowledge and an understanding of individuals, people and societies in the past
- Explore history from a diversity of perspectives, including social, economic, cultural and political
- Explore historical concepts such as cause and consequence, change and continuity, and similarity and difference
- Develop an understanding of the nature and use of historical evidence
- Gain a greater understanding of international issues and inter-relationships
- Develop and deploy historical skills, knowledge and understanding in order to provide historical explanations.
- Learn how to present clear, logical arguments.

ASSESSMENT AT A GLANCE:

Cambridge IGCSE History candidates take three components. All candidates at AIS take Component 1 and Component 2, and Component 4.

ALL CANDIDATES TAKE:

WEIGHTING

Component 1 - 2 hours

2 hours Written paper

Candidates answer two questions from Section A (Core Content) and one question from Section B (Depth Study).

All questions are in the form of structured essays, split into three parts: (a), (b) and (c).

60 marks

Externally marked

40%

Component 2 - 1 hour 45 minutes

2 hours Written paper

Candidates answer six questions on one prescribed topic taken from the Core Content. There is a range of source material relating to each topic.

For the examination in 2024, the prescribed topics are:

33%

Who was to blame for the Cold War?

Externally marked

AND EITHER/OR

Component 3

Coursework

Candidates produce one piece of extended writing based on a Depth Study from the syllabus or a Depth Study devised by the Centre.

40 marks

Internally marked/externally moderated

27%

Component 4

1 hour Written paper – Alternative to Coursework

Candidates answer one question on a Depth Study.

40 marks Externally marked

For further discussion:

HEAD OF DEPARTMENT - HUMANITIES

GLOBAL PERSPECTIVES (0457)

WHAT IS THIS COURSE ABOUT?

Cambridge IGCSE Global Perspectives is a ground-breaking new course that is cross-curricular, stretching across traditional subject boundaries. It is best described as 'How the world works'. Global Perspectives looks at current issues ranging from Law and Criminality, Fuel and Energy to Education for All. Global Perspectives taps into the way learners of today enjoy learning, including a major group project, an individual research project, and working with other learners around the world to gain a national and global perspective on various issues. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view. It is an excellent pre-cursor to the DP Theory of Knowledge course.

WHO SHOULD DO THIS SUBJECT?

This syllabus will appeal to candidates not simply because it will extend their understanding of the world, but also because it will develop their potential to understand different perspectives and to make reasoned responses; skills which will be useful in their study of other disciplines and for their life-long learning. It appeals to students who are open minded and enjoy research and class discussions.

Candidates examine a range of global issues from a variety of different perspectives, drawing on a variety of subjects. Global issues should be explored from a personal, local/ national and

global perspective, and could include almost any discipline, but should include a cross- cultural perspective (understanding/being open to the views of others).

THE AIMS OF GLOBAL PERSPECTIVES ARE TO ENSURE STUDENTS:

- Are independent and empowered to take their place in an ever-changing, information-heavy, interconnected world.
- Have an analytical, evaluative grasp of global issues and their causes, effects and possible solutions.
- Enquire into and reflect on issues independently and in collaboration with others from a variety of different cultures, communities and countries.
- Can communicate sensitively with people from a variety of backgrounds.
- Work independently as well as part of a team, directing much of their own learning with the teacher as facilitator.
- Consider important issues from personal, local/national and global perspectives and understand the links between them.
- Critically assess the information available to them and make judgements.
- Can support judgements with lines of reasoning.
- Have a sense of their own, active place in the world.
- Can empathise with the needs and rights of others.

ASSESSMENT AT A GLANCE:

COMPONENT	WEIGHTING
Component 1 Written Examination Candidates answer four compulsory questions based on a range of sources provided with the paper. Questions 1-4 are worth 12, 14, 20 and 24 marks. Sources will present a global issue from a range of perspectives, personal, local and/or national, global and will be drawn from a list of eight topics. This component is externally assessed. 70 marks	1 hour 15 minutes 35%
Component 2 Individual Report Candidates research one topic area (from a choice of eight) of personal, local and/or national and global significance and submit one report based on their research. The title is devised by candidates themselves. The report must be 1500-2000 words and written in continuous prose. This component is internally set and externally marked. 60 marks	 30%
Component 3 Team Project Candidates devise and develop a collaborative project into an aspect of one topic (from a choice of eight). This choice of project must allow for the exploration of different cultural perspectives. The Team Project comprises two elements. Team Element Candidates produce as a team one Outcome and one Explanation as a Collaboration. The Explanation must be 200-300 words. (10 marks) Personal Element Candidates each write a Reflective Paper on their research, contribution and personal learning. The paper must be 750-1000 words. (60 marks) This component is internally assessed and externally moderated 70 marks.	 35%

For further discussion:

HEAD OF DEPARTMENT - HUMANITIES

ELECTIVES - TECHNOLOGY

DESIGN AND TECHNOLOGY

WHAT IS THIS COURSE ABOUT?

Design and Technologies will enable learners to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials and tools. Candidates gain technical and design awareness as a result, and develop skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to design making and evaluation.

In the production of their solutions, students are able to utilise available technologies such as laser cutters, 3D printers, digital design tools and other workshop equipment.

WHO SHOULD DO THIS SUBJECT?

This course is suited to the practical minded student who enjoys solving problems and working with mixed materials (such as timber/plastics/metals and textiles.) to manufacture functional products. Students should possess an interest in design and sustainability and the impact on society.

This course provides an ideal basis for further study and prepares learners for their future within a rapidly changing technological society.

ASSESSMENT AT A GLANCE:

Students complete Design Projects and related portfolios- 100%.

THE AIMS OF DESIGN AND TECHNOLOGY ARE TO ENSURE STUDENTS:

- Develop creative thinking in areas relevant to design and technology.
- Apply problem-solving skills to practical and technological problems.
- Develop the communication skills central to design, realization and evaluation.
- Gain knowledge and understanding of design and technology.
- Develop skills in research and investigation.
- Design and make products, taking into consideration sustainability and the wider impact on society.
- Develop the ability to make aesthetic, economic, ethical and technical value judgements.
- Engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
- Critique, analyse and evaluate problems, needs or opportunities to identify and create solutions.

For further discussion:

HEAD OF DEPARTMENT - DESIGN & TECHNOLOGY

COMPUTER SCIENCE (0478)

WHAT IS THIS COURSE ABOUT?

By following the Computer Science syllabus, learners develop their understanding of the principles of problem solving using computers and software. They can apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. Learners also develop a range of technical skills, as well as being able to effectively test and evaluate computing solutions.

Cambridge IGCSE Computer Science learners consider a broad range of technical topics, developing an understanding of the current and automated computing technologies, the benefits of their use and recognise their potential risks. Cambridge IGCSE Computer Science is an ideal foundation for further study, and the skills learnt can also be used in other areas of study and in everyday life.

WHO SHOULD DO THIS SUBJECT?

Those who are interested in developing a sound understanding of how computer systems and computer software are created and successfully implemented would be fascinated by this subject. Students learn correct system and problem analysis techniques and sound software development skills. This course is project-based where theory and practical skills are used to create a variety of

software products, learning to write code using suitable high-level languages.

Students undertaking this course will have a firm background for NSW HSC courses in Software Design and Development and Information Processing and Technology; and the IB courses of Computer Science and Information Technology in a Global Society. Students are expected to be comfortable doing basic calculations with using a calculator.

THE AIMS ARE TO ENABLE STUDENTS TO DEVELOP:

- Computational thinking skills
- An understanding of the main principles of solving problems using computers
- The skills necessary to solve computer-based problems using a high-level programming language
- An understanding of the component parts of computer systems and how they interrelate
- An understanding of the internet as a means of communication and its associated risks
- An understanding of the development and use of automated and emerging technologies.

ASSESSMENT AT A GLANCE:

For Cambridge IGCSE Computer Science, candidates take two components: Paper 1 and Paper 2.

COMPONENT	WEIGHTING
Paper 1 Computer Systems 1 hour 45 minutes This written paper contains short-answer and structured questions. All questions are compulsory. No calculators are permitted in this paper, and it is externally assessed.	75 marks 50% of total
Paper 2 Problem-solving and Programming 1 hour 45 minutes This written paper contains short-answer and structured questions and a scenario-based question. All questions are compulsory. No calculators are permitted in this paper, and it is externally assessed.	75 marks 50% of total

For further discussion:

HEAD OF TECHNOLOGY AND VET

FOOD TECHNOLOGY

WHAT IS THIS COURSE ABOUT?

Food Technology gives students the chance to develop their knowledge and skills in an area that is relevant to their own lives and also through understanding where food and nutrition fits in the modern, changing, multi-cultural society.

Students will apply knowledge gained from the Food Technology syllabus and use practical skills in a way that keeps in mind factors such as nutritional needs, personal/family needs and lifestyles, available money and foodstuffs, and how diet relates to health.

TOPICS AND ASSESSMENT STYLES

This course includes a mixture of learning tasks including:

- research assignments, class presentations, food design and production, presentation and testing, and portfolios.

YEAR 9 UNITS BEING RUN INCLUDE:

- Australian Food Adventures
- Food Selection and Health
- Food Development
- Food Equity and Access

YEAR 10 UNITS BEING RUN INCLUDE:

- Food Service and Catering
- Food for Specific Needs
- Food for Special Occasions

WHO SHOULD DO THIS SUBJECT?

This would be suitable for the practically-minded student, who wants to know more about what we eat and what goes into our food. Some prior cooking experience would be beneficial.

THE AIMS OF FOOD TECHNOLOGY ARE TO ENSURE STUDENTS DEVELOP:

- Knowledge, understanding and skills related to food hygiene, safety and the provision of quality food;
- Knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food;
- Knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health;
- Skills in researching, evaluating and communicating issues in relation to food
- Skills in designing, producing and evaluating solutions for specific food purposes
- Knowledge, understanding and appreciation of the significant role of food in society.

For further discussion:

HEAD OF TECHNOLOGY AND VET



ELECTIVES - PHYSICAL EDUCATION

PHYSICAL EDUCATION (0413)

WHAT IS THIS COURSE ABOUT?

Candidates should, through the knowledge they gain, develop an understanding of effective and safe physical performance. Candidates should be encouraged to improve:

Their ability to plan, perform, analyse and improve, and evaluate physical activities

Their knowledge, skills and understanding of a range of relevant physical activities.

The syllabus provides learners with an opportunity to study both the practical and theoretical aspects of physical education.

It is designed to encourage enjoyment in physical activity by providing learners with an opportunity to take part in a range of physical activities and develop an understanding of effective and safe physical performance. This helps learners to develop an appreciation of the necessity for sound understanding of the principles, practices and training that underpin improved performance, better health and well-being. It provides an excellent foundation for the study of PDHPE in the HSC and in the Diploma Programme, with Sport Exercise and Health Science.

WHO SHOULD DO THIS SUBJECT?

Students should choose this subject if they have an enthusiasm and curiosity regarding learning about a wide range of topics in Physical Education and Sports Science.

THE AIMS OF PHYSICAL EDUCATION ARE TO ENSURE STUDENTS:

- Learn about; factors affecting performance, health, safety and training and reasons and opportunities for participation in physical activity.
- Engage in a variety of physical activities, aiming to improve and excel in four sporting areas.

ASSESSMENT AT A GLANCE:

The syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of Physical Education. It is also designed to foster enjoyment in physical activity. The knowledge gained should enable candidates to develop an understanding of effective and safe physical performance.

COMPONENT 1	COMPONENT 2
<p>Paper 1 1 hour 45min</p> <p>Section A: Candidates answer short answer questions on the three units they have studied: Factors affecting performance, Health, safety and training, Reasons and opportunities for participation in physical activity.</p> <p>Section B: Candidates answer four structured questions, one from each of the four units they have studied.</p> <p>50% of total marks</p>	<p>Coursework Centre-based assessment</p> <p>Candidates choose to undertake four practical activities from at least two of the seven categories listed (50% of total marks). Candidates must show the ability to analyse and improve practical performance in one of their four chosen practical activities (10% of marks).</p> <p>50% of total marks</p>

For further discussion:

HEAD OF DEPARTMENT - PHYSICAL EDUCATION

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

Oscar Wilde



ELECTIVES - THE ARTS

DRAMA (0411)

WHAT IS THIS COURSE ABOUT?

Through practical and theoretical study, learners develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. They learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Learners also develop their performance skills, the demonstration of which will form part of the final assessment.

WHO SHOULD DO THIS SUBJECT?

Students who are considering pursuing a career in theatre or the Performing Arts beyond performing in areas such as Stage Management, Set Design, Technical Support and Marketing.

Students who are considering pursuing careers in Law, Media and Communications, Sales and Marketing, Public Relations and Teaching.

Students who are looking for academic and physical challenges and enjoy interpreting ideas and text.

Students who want to improve their research and writing skills; skills that are used in a wide range of university courses and careers.

Students who enjoy exploring ways to connect with the world intellectually, culturally and socially through performance, design and a relationship with an audience.

Students who are keen to develop creativity, confidence and the skills of negotiation and collaboration.

THE AIMS OF DRAMA ARE TO ENSURE STUDENTS:

- Understanding of Drama through practical and theoretical study.
- Realise the performance possibilities of text and other stimuli.
- Use dramatic forms and structures to communicate feelings and ideas to an audience.
- Work collaboratively and independently.
- Understand the processes leading to performance and the elements involved in creating a performance.
- Evaluate the various stages of performance work.

ASSESSMENT AT A GLANCE:

There are two assessment components in this course. All candidates take a written examination and submit practical performance coursework.

COMPONENT	WEIGHTING	DESCRIPTION
Written Examination	40%	Candidates answer questions relating to a pre-release text and three stimuli.
Coursework	60%	A solo performance of a scripted extract from a piece of repertoire. An original devised piece created and performed in small groups. A group performance of a scripted extract from a piece of repertoire.

For further discussion:

HEAD OF DEPARTMENT - DRAMA

ELECTIVE MUSIC

WHAT IS THIS COURSE ABOUT?

The Elective Music curriculum in Years 9 & 10 is a rigorous course designed to build a depth of understanding of the Elements of Music in a wide range of Musical Contexts and Genres. The focus of this program is to develop a skill set for Elective Music Students that will prepare them for success in both the IBDP and HSC Music programs.

This course offers students the opportunity to develop their own practical musical skills through performing and composing as well as in-depth analysis of a wide variety of musical contexts. The Listening component of the course will serve to prepare students for the deep, abstract, analytical thinking and contextual links required of the IBDP and HSC Music courses. Students will learn how to draw conclusions and make links through reasoned arguments and in depth analysis of how the Musical Elements are treated in a variety of contexts.

Musical contexts studied will include the main historical periods and styles of Western music as well as from selected non-Western traditions and contemporary Rock, Pop, Jazz, and Blues.

WHO SHOULD DO THIS SUBJECT?

This course is open to any students with some experience of music making and a desire to further their passion and understanding of Music. Students must be actively involved in all classroom music-making activities. They should be able to manage their own learning and engage in activities that reflect the real world practice of performers, composers, and audiences.

Students are expected to learn an instrument as performance is a crucial component of the Music course. Students are highly encouraged to take private individual lessons on their instrument. AIS employs a number of highly qualified instrumental and vocal teachers who can assist in this matter. In addition, students are expected to participate in one or more of the many ensembles at the AIS Music Department.

It is an expectation that students who study 9 & 10 Elective Music participate in the Senior Choir. This expectation is in place to assist students to improve aural skills, music theory skills, and enhance their understanding of a variety of musical contexts. Participation also enhances abstract thinking skills which will, in turn, boost student's academic potential in all their subjects.

An ability to read and write traditional music notation is an advantage but not mandatory. Students will be taught an appropriate level of music theory in order to access listening and score reading activities as well as creating original compositions. Over the duration of the course, students will build music literacy whilst learning about the Elements of Music.

THE AIMS OF MUSIC ARE TO ENSURE STUDENTS:

- Provide a strong foundation of skills and knowledge in listening, performance and

composition that are directly linked to the prerequisites required for academic success in both IBDP and HSC Music

- Help candidates develop a perceptive, sensitive and critical response to a wide range of Musical Contexts and Genres including Classical Art Music, World Music, Film Music, Rock, Pop, Jazz, and Blues.
- Help students learn how to draw conclusions through reasoned arguments and deep analysis of how the Musical Elements are treated in a variety of contexts.

ASSESSMENT AT A GLANCE:

ASSESSMENT COMPONENTS AT THE END OF THE TWO-YEAR COURSE

Listening	40%	<ul style="list-style-type: none"> • In-class listening exam (10%) • Yearly Exam (25%) • Musical Investigation research project (5%)
Performing	30%	<ul style="list-style-type: none"> • Performance Submission Semester 1 solo (15%) • Submitted performance Semester 2 solo or ensemble (15%)
Composing	30%	<ul style="list-style-type: none"> • Original composition submission Semester 1 (15%) • Original composition submission Semester 2 (15%)

For further discussion:

HEAD OF DEPARTMENT - MUSIC

**“Music gives a soul to the universe, wings to the mind,
flight to the imagination and life to everything.”**

Plato



VISUAL ARTS

WHAT IS THIS COURSE ABOUT?

The Elective Visual Arts curriculum in Years 9 & 10 is a rigorous course designed to build a depth of understanding of the historical art as well as Practical artmaking. The focus of this program is to develop a skill set for Elective Visual Arts Students that will prepare them for success in both the IBDP and HSC Visual Arts course.

There are two tiers to the program, a practical artmaking (70%) and a critical and historical study component (30%). The practical component offers students the opportunity to develop their own practical artmaking skills through a variety of media, such as painting and drawing, digital photography, time based art, as well as ceramic and sculptural installations. While, the research and written component of the course will serve to prepare students for the deep, abstract, analytical thinking and contextual links required of the IBDP and HSC Visual Art courses.

WHO SHOULD DO THIS SUBJECT?

This course is open to any student with some experience of art with a desire to further their passion and understanding. Students must be actively involved in all classroom activities and tutorials to improve their ability and understanding. The students will need to be motivated and organised to optimise their time inside and outside of classes.

It is an expectation that students who study will provide at least one piece of art work to be displayed in the Annual Art exhibition.

Students will be taught an appropriate level of art theory in order to access the content needed for HSC and IBDP.

THE AIMS OF ART AND DESIGN IS TO ENSURE STUDENTS:

- Have a strong foundation of skills and knowledge in a wide variety of media both traditional and contemporary that are directly linked to the required prerequisites (making and theory) for academic success in both IBDP and HSC
- Develop a perceptive, sensitive and critical response to a wide range of artist movements and what impact they had on historical contexts, society and cultural significance.
- Learn how to draw conclusions through reasoned arguments and deep analysis of how the Art Elements are treated in a variety of contexts, and any links that may be drawn as such.

ASSESSMENT AT A GLANCE:

Practical Art Making weighted at 70%, and Responding Component (art appreciation) weighted at 30%.



ESSPP SCIENCE & HUMANITIES (EAL SENIOR STUDIES PREPARATION PROGRAM)

WHAT IS THIS COURSE ABOUT?

These full two (2) year courses comprehensively cover Physics, Chemistry and Biology, as well as Economics, Business Studies, Geography and Environmental Science. These courses use IGCSE textbooks and content, but are taught by EAL language teaching specialists with strong backgrounds in Science and Humanities. These courses maximise teaching and learning time, especially in Semester 2 Year 10 when mainstream IGCSE courses are doing practice papers in preparation for external examinations.

ASSESSMENT AT A GLANCE:

Assessment is ongoing, with internal examinations at end of Year 9 & 10. Students sit one summative assessment tasks each term in ESSPP Science and ESSPP Humanities, as well as ongoing formative assessments each week around academic vocabulary acquisition and academic reading and writing homework and in-class tasks.

WHO SHOULD DO THIS SUBJECT?

EAL students who have been in Year 8 EAL and whose latest WIDA Academic English Proficiency Score is less than 5.0.

THE AIMS OF ESSPP SCIENCE & HUMANITIES:

To prepare EAL students for Year 11 IBDP or HSC studies in any of the following subjects : Psychology, Physics, Chemistry and Biology, Economics, Business Studies, Geography and Environmental Science.

For further discussion:

HEAD OF DEPARTMENT - EAL

IGCSE ENTERPRISE (0454)

WHAT IS THIS COURSE ABOUT?

Cambridge IGCSE Enterprise is a unique syllabus that brings the world of business into the classroom and gives learners a clear insight into what it means to think like an entrepreneur. Learners are asked to adopt the thoughts and actions of entrepreneurs, developing their knowledge and understanding of the practicalities of setting up and running their own new enterprise. Cambridge IGCSE Enterprise equips learners with a range of vital life skills for use in planning and organisation, communication and financial management.

WHO SHOULD DO THIS SUBJECT?

EAL students who have been in Year 8 EAL and have moved into the Year 9/10 IGCSE/ESSPP Combined Course. (generally WIDA <5.0)

THE AIMS OF ESSPP SCIENCE & HUMANITIES:

The aims are to enable students to:

- understand what it means to be enterprising, and the skills required to be enterprising
- develop the ability to work in an enterprising and independent way
- develop and apply knowledge, understanding and skills to contemporary enterprise issues in a range of local, national and global contexts

- appreciate the roles and perspectives of a range of other people and organisations involved in enterprise
- investigate the world of work and entrepreneurial organisations
- develop the ability to communicate effectively, in a variety of situations

ASSESSMENT AT A GLANCE:

There are two major assessment components for IGCSE Enterprise:

Component 1: 1 hour 30 minute externally assessed written paper - worth 50% of final grade. This paper is based on a pre-released case study and comprises of short answer, structured and open ended questions

Component 2: Portfolio of evidence from tasks based on the student's own enterprise project - worth 50% of final grade. This component is internally assessed and externally moderated.

For further discussion:

HEAD OF DEPARTMENT - EAL

HOSPITALITY (VOCATIONAL EDUCATION AND TRAINING)

WHAT IS THIS COURSE ABOUT?

Certificate I in Hospitality (Course Code: SIT10216)

Year 9/10

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, theme parks while working around the world or in local destinations.

THE AIMS OF HOSPITALITY (VET):

Introductory units (Year 9)

- SITXFSA001 Use hygienic practices for food safety
- SITXWHS101 Participate in safe work practices
- SITHFAB005 Prepare and serve espresso coffee
- SITHCCC002 Prepare and present simple dishes

Further Study (Year 10)

- BSBWOR203 Work effectively with others
- SITHCCC003 Prepare and present sandwiches
- SITXCCS001 Provide customer information and assistance
- To further their experience and qualifications, students can then enrol in Certificate II in Hospitality in Year 11 and 12.

For further discussion:

HEAD OF VOCATIONAL EDUCATION AND TRAINING

CONSTRUCTION (VOCATIONAL EDUCATION AND TRAINING)

Certificate I in Construction **Course code CPC 10111**

WHAT IS THIS COURSE ABOUT?

This qualification is a Nationally recognised course in all States of Australia and is designed for students who have an interest in working in the Building Construction Industry.

The course aims to develop strong practical skills and knowledge with the ability to apply those skills. The course is competency based, so it is assessed by a number Units of Competency. These include the completion of a vast array of practical tasks, quizzes, case studies, multimedia presentation, work placement journal reports.

WHO SHOULD DO THIS SUBJECT?

Any student who has an interest in the Construction industry and has a strong desire to develop their practical skills and working knowledge of the Construction industry.

Students will have the opportunity to experience the workplace, employer expectations and contact with key employers. The course will provide focus and skills for career planning, develop industry skills as well as employability skills. Students will also develop problem solving and communication skills, and will have opportunities to work independently as well as part of a team.

Students will have the opportunity to build a

number of practical projects and be involved in larger projects around the school. It will be strong preparation for a career while still at school.

THE AIMS OF CONSTRUCTION (VET): INTRODUCTORY UNITS (YEAR 9)

The units of competency are studied over the 2 years.

- WHS1001 Prepare Work Safely in the construction industry
- OHS2001A Apply OHS requirements, policies and processes on the construction industry
- CM1012A Work effectively and sustainably in the construction industry
- M1013A Plan and organise work
- CM1014A Conduct workplace communication
- CM1011A Undertake basic estimation and costing

Further Study (Year 10)

- CM2004A Handle construction materials
- CM2005M Use construction tools and equipment
- CM2004A Handle carpentry materials
- CM2001A Read and interpret plans and specifications
- VE1002B Undertake a basic computer design project

To further their experience and qualifications, students can then enrol in Certificate II in Construction in Year 11 and 12.

For further discussion:

HEAD OF DEPARTMENT - VOCATIONAL EDUCATION AND TRAINING



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