


TGS

# SUBJECT SELECTION HANDBOOK

## YEARS 11-12 | 2027

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# SENIOR COURSE HANDBOOK

## YEARS 11 & 12

This booklet has been prepared to assist students in selecting subjects they wish to undertake in Years 11 and 12. Students (and their parents) will find that in most cases the selection process is relatively straightforward if careful thought is given to appropriate selection criteria.

We urge all students to read the contents of this booklet carefully, to seek as much advice as they can from a variety of sources, including their teachers, the Careers Advisor and the Director of Studies, and to then choose the subject options that best suit their individual abilities, hopes and ambitions.

Naomi Adams
**Director of Studies**

# CHOOSING SENIOR SUBJECTS

It is important to choose senior subjects carefully as your decisions may affect your success at School, your feelings about School, and also your level of preparedness or eligibility for particular training or tertiary study after School. Even though there are many factors to consider, choosing your program of study can be made easier if you go about the task logically, and follow a set of planned steps.

## OVERALL PLAN

As an overall plan, it is suggested that you choose subjects:

- You enjoy
- In which you have already had some success
- Which will help you achieve your chosen career goals, or at least keep your career options open and that will develop skills, knowledge and values useful throughout your life

This may sound difficult, but if you approach the task calmly, follow the guidelines provided, and ask for help, you should come up with a list of subjects that meets your needs.

## PROCESS TO FOLLOW

### 1. FIND OUT ABOUT OCCUPATIONAL PATHWAYS

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present, then select subjects that will keep several career options open to you. Your Careers Advisor will be able to help you get started.

You will also need to find out about the various pathways you can take to obtain the qualifications you will need to get a job in the occupational areas in which you are interested. Once you know about the different pathways, you can select the most appropriate one for you.

The following resources are available in Schools and give you information about occupations and the subjects and courses needed to gain entry to these occupations.

The QTAC Guide is useful for information on tertiary courses offered through the Queensland Tertiary

Admissions Centre (QTAC) at
**http://www.qtac.edu.au**.

QTAC's online Year 10 guide to career pathways and 2025 Tertiary prerequisites, provides information on subjects required for entry to tertiary courses. This document is constantly updated online and gives a guarantee of the prerequisites required for study at university.

The TAFE Queensland website provides details about courses at:
**tafeqld.edu.au/courses/ways-you-can-study/tafe-at- School.html**

Australia's national career information service, called Myfuture, at
**www.myfuture.edu.au**

The Australian job website, Job Outlook at
**joboutlook.gov.au/**
which shows prospects for the future.

University comparison guides:
**www.gooduniversitiesguide.com.au/** or
**www.qilt.edu.au**

The MyQCE website:
**myqce.qcaa.qld.edu.au/**

### 2. FIND OUT ABOUT SUBJECTS YOU ARE INTERESTED IN:

Townsville Grammar School offers two programs of Senior Study:

a) The International Baccalaureate Diploma (IB) Programme

b) The Queensland Curriculum & Assessment Authority – Senior Certificate (QCE)

### *a) IB Diploma Programme*

The IB Diploma Programme is a deliberate balance between the need for a broad education, and the need to allow some specialisation. In all subjects the emphasis is on the development of skills and learning how to learn, in addition to mastery of subject content. To achieve a broad and balanced programme the student must choose one subject from each of these six lines:

- **Line 1 - Studies in Language and Literature**
  The study of literature in the student's first language or the language of instruction of the School, including the study of world literature. At Townsville Grammar students study English at either Standard (SL) or Higher Level (HL).

- **Line 2 -Language Acquisition**
  A second language other than the student's first language. At Townsville Grammar we offer Spanish *Ab Initio* (Standard Level), French (Standard Level) and Japanese (Standard Level)
- **Line 3 - Individuals and Societies**
  Economics (Standard Level/Higher Level), Psychology (Standard Level/Higher Level).
- **Line 4 – Sciences**
  Biology, Chemistry and Physics (Standard Level/ Higher level for all Sciences).
- **Line 5 – Mathematics**
  Mathematics, Analysis and Approaches (Standard Level/Higher Level)
- **Line 6 – The Arts**
  Music (Standard Level/Higher Level), Visual Arts (Standard Level/Higher Level), Theatre Arts (Standard Level/Higher Level) or a second Science subject from Line 4, dependent upon student numbers.

The student must choose three subjects for study in greater depth at HIGHER LEVEL and three subjects for study in somewhat lesser depth at STANDARD LEVEL.

In addition, the Programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

**The Extended Essay** is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

**Theory of Knowledge** is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

**Creativity, Activity, Service** requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

Students take written examinations at the end of the Programme (in November Year 12), which are marked by external IB examiners. Students also complete assessment tasks in the School, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on Theory of Knowledge and the Extended Essay. The Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole Programme. The highest total that a Diploma Programme student can be awarded is 45 points. Over the time that Townsville Grammar has been offering the IB Programme, our candidates have achieved high levels of success including 2 perfect scores and an overall average ATAR of over 95.

Assessment is criterion based, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations.

## UNIVERSITY RECOGNITION

The IBDP is recognised by Universities in Australia and around the world. Most Australian Universities offer bonus point schemes and have approved credit and exemption arrangements. See University websites for specific and up-to-date information.

### *b) Queensland Curriculum & Assessment Authority – Queensland Certificate of Education*

**General Subjects**

- These subjects are offered statewide in Queensland secondary Schools and colleges. Achievements in these subjects are recorded on the Queensland Certificate of Education (QCE) and are used in the calculation of the ATAR (Australian Tertiary Admission Rank).
- Students who do not achieve Sound Achievement or better in a Year 10 subject may find the General subjects in Years 11 and 12 difficult.
- Many General subjects may be taken in Year 11 without prior study of similar subjects. It would be very difficult, however, to attempt subjects such as Mathematical Methods or Specialist Mathematics, Chemistry, Physics and Modern Languages without successful background study in related Year 10 subjects.
- Chinese native speakers studying at Townsville Grammar School may be offered the opportunity to study Chinese through Distance Education.

- Some subjects will provide adjustment factors to ATAR scores at certain universities in Queensland. Most universities accept Specialist Mathematics and the study of Languages as bonus point subjects. However, some universities offer adjustments for other subjects such as Physics, Chemistry and the Humanities. Please refer to individual University websites.

**Applied subjects**

- Achievements in Applied subjects are recorded on the Queensland Certificate of Education. A student is still eligible to receive an ATAR if completing one or two Applied subjects out of your 6 subject selections. These subjects emphasise practical skills and knowledge relevant to specific industries.

**University Subjects**

- High achieving students have the option to undertake University subjects online through CQ University or equivalent institutions over Year 11 and 12. University subjects are recorded on the Queensland Certificate of Education. This could also provide direct entry and credits towards future university study. Please refer to individual university websites.

**Vocational Education and Training (VET)**

- Student achievement in accredited vocational education modules is based on industry-endorsed competency standards and is recorded on the Queensland Certificate of Education. The Queensland Certificate of Education is recognised within the Australian Qualifications Framework (AQF), and this may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to courses at TAFE institutes and other registered training organisations. Courses at Certificate III and above may be used in the calculation of a student's ATAR.

## *3. Check Out Each Subject Extensively*

Take these steps to ensure you understand the content and requirements of each subject:

- Read subject descriptions and course outlines provided by the School.
- Talk to Curriculum Leaders and teachers of each subject.
- Look at books and materials used in the subject.
- Listen carefully at subject selection talks.
- Talk to students already studying the subject.
- Visit the MyQCE website: www.myqce.qcaa.qld.edu.au

**Traps to avoid:**

- Do not select subjects simply because someone has told you that they "will help you get a better ATAR".
- Consider other peoples' opinions of the subjects but do not make your decision on these only. Check the subjects out for yourself.

## *4. Choose a Combination of Subjects that Suits Your Needs and Abilities*

**Tertiary Entrance**

If you wish to study a degree or diploma courses at university or TAFE after Year 12:

- Ensure you select the prerequisite subjects required for your preferred courses. These are listed in QTAC's online Year 10 guide to career pathways and 2025 Tertiary prerequisites, located on the QTAC website.

- Most students gain entry to university on the basis of an ATAR. To be eligible for an ATAR, a student must have:

  Satisfactorily completed an English subject

  Completed five general subjects; or four general subjects plus one applied subject or VET course at AQF Certificate III or above

  While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

**VETiS (Vocational Education in School Program)**

Consider taking Certificate I or II courses from outside providers, such as the TAFE at School program if:

- The subject relates to or could provide a pathway to a job that attracts you.
- Success in the subject may give you advanced standing (credit) in a higher-level course in which you are interested.
- You are interested in the subject and think you would enjoy studying it.

*Note: Courses at Certificate I or II level are NOT eligible to be included in the ATAR calculation, however they will be included as credits for the QCE (Queensland Certificate of Education). These options are not available to student visa holders under the conditions of their visa.*

**School-Based Apprenticeship/Traineeship**

It is possible to commence an Apprenticeship or Traineeship whilst attending School and undertaking Years 11 and/or 12. By undertaking the School-based Apprenticeship or Traineeship you are able to obtain both a Queensland Certificate of Education and a Vocational Education and Training (VET) qualification simultaneously. Students who wish to apply for this option will need to see the Director of Curriculum or Careers Advisor so arrangements can be made to accommodate both your Employer and Training Organisation requirements in your course of study.

*Note: These options are not available to student visa holders under the conditions of their visa.*

To apply for a School-based Apprenticeship or Traineeship the student needs to:

1. Notify the Director of Curriculum and Careers Advisor of their interest in this option, preferably before the end of the current School year, as there is a lot of organisation involved between TAFE, the Employer and the School. It is preferable this is done at the end of Year 10 so students start Year 11 with the apprenticeship or traineeship organised.
2. The onus is on the student and their parent to find an employer willing to sign up an apprentice or trainee. Once this opportunity has been confirmed please contact the Careers Advisor in order to initiate the necessary protocols.
3. The time commitment involved in this course means the School will modify the student's timetable to allow time for training and one day per week release with the employer.
4. Employers may be reluctant to sign up an apprentice, however, may be willing to agree to a School-based traineeship, which is of a shorter duration, or be willing to provide opportunities for students through Work Experience. Contact the Careers Advisor should this option appeal, as many employers make their selection for apprenticeships based on student's Work Experience. The School does actively support students engaging in Work Experience.

*Points to note:*

- Not all students will be successful in securing apprenticeships.
- Often Traineeships or Apprenticeships are gained through Work Experience.
- Certificate III qualifications or higher may be included in the ATAR calculation.

## *5. Create a Set Plan*

**What is a SET plan?**

A SET plan is a confidential document that a student develops, in consultation with their parents/carers and their School, to map their learning and career pathways.

**What is the purpose of a SET plan?**

The purpose of a SET plan is to help students:

- Set and achieve their learning goals in Years 11 and 12
- Include flexible and coordinated pathway options in their course of senior study
- Think about their education, training and career options after Year 12 and make decisions about their learning pathways
- Structure their learning around their abilities, interests and ambitions
- Communicate with their parents, teachers and career guidance officers about their learning pathways and post-School plans.

In their SET plan, students will be able to list a variety of different learning pathways, some of which may be accessed outside the current formal structure of School. This provides more options and flexibility in learning.

Once a student's SET plan has been developed, everyone involved in developing the plan should sign and date the plan to show agreement.

The student's course is registered with QCAA and students can access this information at the MyQCE website using their LUI number to login.

## *6. Glossary of Terms*

The following brief explanation of terms may help make subject selection easier.

### IN REFERENCE TO IB THE FOLLOWING TERMS DESCRIBE THE QUALITIES WHICH THE PROGRAMME SEEKS TO DEVELOP IN THE LEARNER:

| | |
|---|---|
| **Inquirers** | Their natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research and become independent learners. They actively enjoy learning, and this love of learning will be sustained throughout their lives. |
| **Knowledgeable** | They explore concepts, ideas and issues which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines. |
| **Critical Thinkers** | Critical Thinkers They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions. |
| **Communicators** | They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. |
| **Risk-takers** | They approach unfamiliar situations with confidence and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe. |
| **Principled** | They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual. |
| **Caring** | They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to make a positive difference to the environment and to the lives of others. |
| **Open-minded** | Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view. |
| **Well-balanced** | They understand the importance of physical and mental balance and personal well-being for themselves and others. They demonstrate perseverance and self-discipline. |
| **Reflective** | They give thoughtful consideration to their own learning and personal development. They are able to analyse their strengths and weaknesses in a constructive manner. |

### IN REFERENCE TO QCAA:

| | |
|---|---|
| **Advanced standing** | Refers to the credit granted to a student towards an accredited course or training program on the basis of previous study, experience or competencies held. |
| **Articulation** | The process used to progress from one level of qualification to another |
| **The Australian Qualifications Framework (AQF)** | Shows all the qualifications issued in post compulsory education in Australian and how these qualifications relate to each other. |
| **Credit Transfer** | Recognises previous formal study or training based on documented evidence of achievement. For instance, modules assessed as competent in Authority and Authority-registered subjects may attract credit towards study in a TAFE qualification. |
| **ATAR** | The ATAR is the standard measure of overall School achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students. The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'. |

| | |
|---|---|
| **Queensland Certificate of Education (QCE)** | A School-based qualification awarded to young people at the completion of the senior phase of learning, usually at the end of Year 12. It confirms a student's achievement of:<br>• A significant amount of learning<br>• A set standard of achievement<br>• Meeting literacy and numeracy requirements. |
| **Prerequisite** | A subject or qualification required for eligibility for entry to a particular course of study or employment |
| **Queensland Tertiary Admissions Centre** | (QTAC) Acts on behalf of universities, institutes and some private institutions to publish course information and to receive and process TAFE applications. QTAC also calculates the ATAR based on the results provided by the QCAA. |
| **Recognition of Prior Learning (RPL)** | The process used to assess the competencies a person has gained from past experience and training. RPL is a form of assessment and each person is treated individually. |

# RECOMMENDED PREREQUISITE LEVELS FOR SENIOR SUBJECTS IN QCAA

Results from Year 10 do provide a useful guide when selecting subjects for senior study. Students who have achieved the suggested prerequisite Level of Achievement have demonstrated their performance and appear able to put the necessary study into the subject. Therefore, these qualities suggest they will cope with the extension of the subject throughout Years 11 and 12.

The following table is a guide for parents and students to enable them to gauge whether the student possesses the required skills and competencies to proceed with a particular subject.

| YEAR 11 SUBJECT | YEAR 10 PREREQUISITE |
|---|---|
| **English** | Sound Achievement or better |
| **Literature** | Sound Achievement or better |
| **Essential English** | Applied course |
| **Modern Languages: French, Japanese and on-line Chinese*** <br> *** native speakers only** | Language studied in Year 10, High Achievement or better at Year 10 level recommended OR demonstrated commitment and interest in continuing |
| **Accounting** | Sound Achievement in Mathematical Methods and English, Business Studies is not a prerequisite |
| **Digital Solutions** | High Achievement in Mathematical Methods and English |
| **General Mathematics** | Sound Achievement in Mathematical Methods, Very High Achievement or High Achievement in General Mathematics |
| **Mathematical Methods** | Very High Achievement or High Achievement in Year 10 Mathematical Methods |
| **Essential Mathematics** | Applied Course |
| **Specialist Mathematics** | Very High Achievement in Year 10 Mathematical Methods |
| **Chemistry/Physics** | High or Very High in Mathematical Methods and Physical Sciences |
| **Biology/Agricultural Science** | Sound Achievement or better in either Physical or Natural Sciences |
| **Drama** | Sound Achievement or better in English |
| **Visual Art** | Sound Achievement or better in English |
| **Music** | Sound Achievement Plus or better in English with a High or Very High Achievement in Year 9/10 Music, and/or a demonstrated aptitude for music performance, composition and musicology, and determination to learn. |
| **Physical Education** | Sound Achievement or better in Year 10 PE and/or Sound Achievement or better in Year 10 English |
| **Design** | Sound Achievement or better in Year 10 Design Technology |
| **Furnishing Skills** | Sound or better in Year 10 Applied Design |

# ACCOUNTING

## GENERAL SENIOR SUBJECT

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that accounting involves processing transactions to develop financial statements and reports to stakeholders. Digital technologies are integral to accounting, enabling real-time access to vital financial information.

When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise data and other financial information, evaluate practices of financial management, solve authentic accounting problems and make and communicate recommendations.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students. Problem-solving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

### PATHWAYS

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Comprehend accounting concepts, principles and processes
- Synthesise accounting principles and processes
- Analyse and interpret financial data and information
- Evaluate practices of financial management to make decision and propose recommendations
- Create responses that communicate meaning

### STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Real world accounting**<br>• Introduction to accounting<br>• Accounting for today's businesses | **Financial Reporting**<br>• End-of-period reporting for today's businesses<br>• Performance analysis of a sole trader business |

| UNIT 3 | UNIT 4 |
|---|---|
| **Managing Resources**<br>• Cash management<br>• Managing resources for a sole trader business | **Accounting — the big picture**<br>• Fully classified financial statement reporting and analysis for a sole trader business<br>• Complete accounting process for a sole trader business<br>• Performance analysis of a public company |

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Project - cash management | 25% |
| **Summative internal assessment 2 (IA2):** Examination — combination response | 25% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Examination – Combination Response | 25% |
| **Summative external assessment (EA):** Examination — Combination Response | 25% |

# AGRICULTURAL SCIENCE

## GENERAL SENIOR SUBJECT

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future. Agricultural Science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers.

A study of Agricultural Science can allow students to transfer learned skills to studies of other subject disciplines in the school environment. The primary industries sector of the Australian economy is facing many challenges, and the ability of Australia to meet these challenges depends on a well-informed community and highly skilled people working in all sectors of primary industries.

### PATHWAYS

A course of study in Agricultural Science can establish a basis for further education and employment in the fields of veterinary science, agronomy, agricultural advising, farming, crop management, agricultural engineering, environmental rehabilitation, animal technician, biosecurity, quarantine, conservation and sustainability.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Describe and explain scientific concepts, theories,models and systems and their limitations
- Apply understanding of scientific concepts,theories, models and systems within their limitations
- Analyse data
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions

### STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Agricultural systems**<br>• Agricultural enterprises<br>• Animal production A<br>• Plant production A | **Resources**<br>• Management of renewable resources<br>• Physical resource management<br>• Agricultural research, management and innovation |

| UNIT 3 | UNIT 4 |
|---|---|
| **Agricultural Production**<br>• Animal production B<br>• Plant production B<br>• Agricultural enterprises B | **Agricultural Management**<br>• Enterprise management<br>• Evaluation of an agricultural enterprise's sustainability |

### ASSESSMENT

Units 1 and 2 will be assessed internally with an Unsatisfactory/Satisfactory grade reported to QCAA.

In Units 3 and 4 students complete four summative assessments, all of which contribute to the students ATAR. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Data Test | 10% |
| **Summative internal assessment 2 (IA2):** Student experiment | 20% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Research investigation | 20% |
| **Summative external assessment (EA):** Examination | 50% |

# ANCIENT HISTORY

## GENERAL SENIOR SUBJECT

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments.

Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing and evaluating textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

### PATHWAYS

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Devise historical questions and conduct research
- Comprehend terms, concepts and issues
- Analyse evidence from historical sources
- Evaluate evidence from historical sources
- Synthesise evidence from historical sources
- Communicate to suit purpose.

### STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Investigating the Ancient world**<br>• Digging up the past<br>• Features of ancient societies - The Spartan Family | **Personalities in their time**<br>• Personality from the Ancient World 1 - Hatshepsut<br>• Personality from the Ancient World 2 - Perikles |

| UNIT 3 | UNIT 4 |
|---|---|
| **Reconstructing the Ancient World**<br>• The Bronze Age Aegean<br>• The Medieval Crusades | **People, power and authority**<br>• Ancient Rome — Civil War and the breakdown of the Republic<br>Schools select one of the personality options that has been nominated by the QCAA for the external assessment.<br>• Julius Caesar |

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context. Assessments in Year 11 mirror the summative assessment tasks for Year 12.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Examination — extended response – essay in response to historical sources | 25% |
| **Summative internal assessment 2 (IA2):** Investigation – independent source investigation | 25% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Investigation — historical essay based on research | 25% |
| **Summative external assessment (EA):** Examination — short response | 25% |

# BIOLOGY

## GENERAL SENIOR SUBJECT

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

### PATHWAYS

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse data
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions

### STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Cells and multicellular organisms**<br>• Cells as the basis of life<br>• Exchange of nutrients and waste<br>• Cellular energy, gas exchange and plant physiology | **Maintaining the internal environment**<br>• Homeostasis - thermoregulation and osmoregulation<br>• Infectious diseases and epidemiology |

| UNIT 3 | UNIT 4 |
|---|---|
| **Biodiversity and the interconnectedness of life**<br>• Describing biodiversity and populations<br>• Functioning ecosystems and succession | **Heredity and continuity of life**<br>• Genetics and heredity<br>• Continuity of life on Earth |

### ASSESSMENT

Units 1 and 2 will be assessed internally with an Unsatisfactory/Satisfactory grade reported to QCAA.

In Units 3 and 4 students complete four summative

assessments, all of which contribute to the students ATAR. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Data test | 10% |
| **Summative internal assessment 2 (IA2):** Student experiment | 20% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Research investigation | 20% |

| UNIT 3+4 | |
|---|---|
| **Summative external assessment (EA):** Examination | 50% |

# CHEMISTRY

## GENERAL SENIOR SUBJECT

Chemistry is the study of materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. Processes including equilibrium and redox reactions are explored with real world immersive experiences. Student's also explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

### PATHWAYS

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, veterinary sciences, dentistry, physiotherapy, environmental science, engineering, medicine, pharmacy, teaching and sports science.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific
- concepts, theories, models and systems within their limitations
- Analyse data
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions

### STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Chemical fundamentals — structure, properties and reactions**<br>• Properties and structure of atoms<br>• Properties and structure of materials<br>• Chemical reactions — reactants, products and energy change | **Molecular interactions and reactions**<br>• Intermolecular forces and gases<br>• Aqueous solutions and acidity<br>• Rates of chemical reactions |

| UNIT 3 | UNIT 4 |
|---|---|
| **Equilibrium, acids and redox reactions**<br>• Chemical equilibrium systems<br>• Oxidation and reduction | **Structure, synthesis and design**<br>• Properties and structure of organic materials<br>• Chemical synthesis and design |

### ASSESSMENT

Units 1 and 2 will be assessed internally with an Unsatisfactory/Satisfactory grade reported to QCAA. In Units 3 and 4 students complete four summative assessments, all of which contribute to the students ATAR. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).Summative assessments

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Data test | 10% |
| **Summative internal assessment 2 (IA2):** Student experiment | 20% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Research investigation | 20% |

| UNIT 3+4 | |
|---|---|
| **Summative external assessment (EA):** Examination | 50% |

# CHINESE (ONLINE)

## GENERAL SENIOR SUBJECT

NOTE: The School offers native Chinese speakers the opportunity to study Chinese on-line with Chinese School of Distance Education (CSDE). On-line lessons may be scheduled before School or during regular class times. Students have proved very capable of working independently and achieving academic success in this external course. As the subject is delivered by an external provider, the School cannot guarantee

placement in the course. Eligible Hong Kong/Chinese students should see the Director of Curriculum in the first instance, to discuss this option.

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Chinese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as Chinese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

### PATHWAYS

A course of study in Chinese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses, could be of value, such as business, hospitality, law, science, technology, sociology and education.

### OBJECTIVES

By the conclusion of the course of study, students will:

- comprehend Chinese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of Chinese to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Chinese.

## STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| 我的世界<br>**My world**<br>• Family/carers<br>• Peers<br>• Education | 探索世界<br>**Exploring our world**<br>• Travel and exploration<br>• Social customs<br>• Chinese influences around the world |

| UNIT 3 | UNIT 4 |
|---|---|
| 社会现象<br>**Our society; culture and identityy**<br>• Lifestyles and leisure<br>• The arts, entertainment and sports<br>• Groups in society | 我的未来<br>**My present; my future**<br>• The present<br>• Future choices |

## ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Examination — Short response | 20% |
| **Summative internal assessment 2 (IA2):** Examination — Extended response | 25% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Multimodal presentation and interview | 30% |
| **Summative external assessment (EA):** Examination — combination response | 25% |

# DANCE

## GENERAL SENIOR SUBJECT

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement.

It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

### PATHWAYS

As more organisations value work-related creativity and diversity, the processes and practices of dance develop transferable 21st century skills essential for many areas of employment. As people are asked to think innovatively and differently, unconventionally and from new perspectives, the role of 'the creative' across many workplaces is increasingly in demand.

Diverse pathways may include fields such as arts administration and management, psychology, social work, counselling, dance health and specialist medical training, journalism, education, research and human relations.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Demonstrate an understanding of dance concepts and skills
- Apply literacy skills
- Organise and apply the dance concepts
- Analyse and interpret dance concepts and skills
- Apply technical skills
- Realise meaning through expressive skills
- Create dance to communicate meaning
- Evaluate dance, justifying the use of dance concepts and skills

### STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Moving bodies**<br>How does dance communicate meaning for different purposes and in different contexts?<br>Genres:<br>• Contemporary<br>• At least one other genre<br>Subject matter:<br>• Meaning, purpose and context<br>• Historical and cultural origins of focus genres | **Moving through environments**<br>How does the integration of the environment shape dance to communicate meaning?<br>Genres:<br>• Contemporary<br>• At least one other genre<br>Subject matter:<br>• Physical dance environments including site-specific dance<br>• Virtual dance environments |
| **UNIT 3** | **UNIT 4** |
| **Moving statements**<br>How is dance used to communicate viewpoints?<br>Genres:<br>• Contemporary<br>• At least one other genre<br>Subject matter:<br>• Social, political and cultural influences on dance | **Moving my way**<br>How does dance communicate meaning for me?<br>Genres:<br>• Fusion of movement styles<br>Subject matter:<br>• Developing a personal movement style<br>• Personal viewpoints and influences on genre |

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Performance | 20% |
| **Summative internal assessment 2 (IA2):** Choreography | 20% |
| **UNIT 4** | |
| **Summative internal assessment 3 (IA3):** Project - Dance work | 35% |
| **UNIT 3+4** | |
| **Summative external assessment (EA):** Examination - Extended response | 25% |

# DESIGN

## GENERAL SENIOR SUBJECT

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas. Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

### PATHWAYS

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Describe design problems and design criteria
- Represent ideas, design concepts and design information using visual representation skills.
- Analyse needs, wants and opportunities using data
- Devise ideas in response to design problems
- Evaluate ideas to make refinements
- Propose design concepts in response to design problems.
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

### STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Stakeholder-centred design**<br>• Designing for others | **Commercial design Influence**<br>• Responding to needs and wants |

| UNIT 3 | UNIT 4 |
|---|---|
| **Human-centred design**<br>• Designing with empathy | **Sustainable design Influence**<br>• Responding to opportunities |

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Examination — design challenge | 20% |
| **Summative internal assessment 2 (IA2):** Project | 30% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Project | 25% |
| **Summative external assessment (EA):** Examination — extended response | 25% |

# DIGITAL SOLUTIONS

## GENERAL SENIOR SUBJECT

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to generate digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

Learning in Digital Solutions provides students with opportunities to develop, generate and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions with users and within systems; and affect people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

### PATHWAYS

Digital Solutions is ideal for students interested in software development, programming, cybersecurity, artificial intelligence, data science and emerging technologies. The subject develops highly transferable problem-solving and analytical skills that are valued across a broad range of industries and professions.

Examples of future employment options include:

- Software Developer
- Data Analyst
- Cybersecurity Specialist
- Systems Analyst
- Game Developer
- Web Developer
- Network Administrator
- Artificial Intelligence Specialist
- Engineer
- ICT Project Manager

### OBJECTIVES

By the conclusion of the course of study, students will:

- Recognise and describe elements, components, principles and processes
- Symbolise and explain information, ideas and interrelationships
- Analyse problems and information
- Determine solution requirements and criteria
- Synthesise information and ideas to determine possible digital solutions
- Generate components of the digital solution
- Evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Creating with code**<br>• Understanding digital problems<br>• User experiences and interfaces<br>• Algorithms and programming<br>• Programmed solutions | **Application and data solutions**<br>• Data-driven problems and solution requirements<br>• Data and programming techniques<br>• Prototype data solutions |

| UNIT 3 | UNIT 4 |
|---|---|
| **Digital innovation**<br>• Interactions between users, data and digital systems<br>• Real-world problems and solution requirements<br>• Innovative digital solutions | **Digital impacts**<br>• Digital methods for exchanging data<br>• Complex digital data exchange problems and solution requirements<br>• Prototype digital data exchanges |

## ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Technical proposal | 25% |
| **Summative internal assessment 2 (IA2):** Digital solution | 30% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Digital Solution | 25% |
| **Summative external assessment (EA):** Examination - combination response | 25% |

# DRAMA

## GENERAL SENIOR SUBJECT

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

### PATHWAYS

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

### OBJECTIVES

By the conclusion of the course of study, students will:

- demonstrate skills of drama
- apply literacy skills
- interpret purpose, context and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages.

### STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Share**<br>How does drama promote shared understandings of the human experience? | **Reflect**<br>How is drama shaped to reflect lived experience? |

| UNIT 3 | UNIT 4 |
|---|---|
| **Challenge**<br>How can we use drama to challenge our understanding of humanity? | **Transform**<br>How can you transform dramatic practice? |

### ASSESSMENT

Units 1 and 2, in Year 11 are formative and encourage students to reach their potential.

In Units 3 and 4, students in year 12 complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Performance | 20% |
| **Summative internal assessment 2 (IA2):** Project — dramatic concept | 20% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Project — practice-led project | 35% |

| UNIT 3+4 | |
|---|---|
| **Summative external assessment (EA):** Examination - Extended response | 25% |

# ECONOMICS

## GENERAL SENIOR SUBJECT

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

### PATHWAYS

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Comprehend economic concepts, principles and models
- Analyse economic issues
- Evaluate economic outcomes
- Create responses that communicate economic meaning.

### STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Markets and models**<br>• The basic economic problem<br>• Economic flows<br>• Market forces | **Modified markets**<br>• Markets and efficiency<br>• Case options of market measures and strategies |

| UNIT 3 | UNIT 4 |
|---|---|
| **International economics**<br>• International Trade<br>• Global economic issues | **Contemporary macroeconomics**<br>• Macroeconomic objectives and theory<br>• Economic management<br>• Economic indicators and past budget stances |

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Examination — combination response | 25% |
| **Summative internal assessment 2 (IA2):** Investigation — research report | 25% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Examination — extended response to stimulus | 25% |
| **Summative external assessment (EA):** Examination — combination response | 25% |

# ENGLISH

## GENERAL SENIOR SUBJECT

The subject, English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster; communication skills and Standard Australian English for the purposes of responding to literary and non-literary texts; skills to make choices about structures, language, textual features and technologies for participating actively in literary analysis; enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style; critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences; empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts from First Nations authors.

Students also develop skills for the creation of texts in a range of modes, mediums and forms. This will develop their creative thinking and imagination by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others; and the ability to make purposeful choices about structures, language, textual features and technologies when crafting their own literary and non-literary works.

### PATHWAYS

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Use patterns and conventions of genres to
- achieve particular purposes in cultural contexts and social situations
- Establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- Create and analyse perspectives and representations of concepts, identities, times and places
- Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- Select and synthesise subject matter to support perspectives
- Organise and sequence subject matter to achieve particular purposes
- Use cohesive devices to emphasise ideas and connect parts of texts
- Make language choices for particular purposes and contexts
- Use grammar and language structures for particular purposes
- Use mode-appropriate features to achieve particular purposes.

### STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Perspectives and texts**<br>• Texts in contexts<br>• Language and textual analysis<br>• Responding to and creating texts | **Texts and culture**<br>• Texts in contexts<br>• Language and textual analysis<br>• Responding to and creating texts |

| UNIT 3 | UNIT 4 |
|---|---|
| **Textual connections**<br>• Conversations about issues in texts<br>• Conversations about concepts in text | **Close study of literary texts**<br>• Creative responses to literary texts<br>• Critical responses to literary texts |

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Spoken persuasive response | 25% |
| **Summative internal assessment 2 (IA2):** Written response for a public audience | 25% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Examination — extended response | 25% |
| **Summative external assessment (EA):** Examination — extended response | 25% |

# FRENCH

## GENERAL SENIOR SUBJECT

Studying the French language is rooted in the need to communicate, with the primary goal being to exchange and interpret meanings in various forms of texts. This process involves more than just learning the language; it's about participating in interactions that allow students to become active participants in understanding and constructing written, spoken, and visual texts in French. This learning process allows students to reflect on their understanding of the French language and its community, negotiate experiences across cultures, and foster intercultural understanding.

To make the learning experience relevant and personalized, students are placed at the center of their own learning, communicating their aspirations, values, opinions, ideas, and relationships in French. This approach expands students' horizons as global citizens and contributes to their intellectual, educational, linguistic, metacognitive, personal, social, and cultural development.

### PATHWAYS

A course of study in French can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Comprehend French to understand information, ideas, opinions and experiences
- Identify tone, purpose, context and audience to infer meaning
- Analyse and evaluate information and ideas to draw conclusions
- Apply knowledge of language elements of French to construct meaning
- Structure, sequence and synthesise information to justify opinions, ideas and perspectives
- Communicate using contextually appropriate French.

### STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Ma vie**<br>**My world**<br>• Family/carers and friends<br>• Peers<br>• Education | **L'exploration du monde**<br>**Exploring our world**<br>• Travel and exploration<br>• Social customs<br>• French influences around the world |

| UNIT 3 | UNIT 4 |
|---|---|
| **Notre société; culture et identité - Our society; culture and identity**<br>• Lifestyles and leisure<br>• The arts, entertainment and sport<br>• Groups in society | **Mon présent; mon avenir — My present; My Future**<br>• The present<br>• Future choices |

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Examination — short response | 20% |
| **Summative internal assessment 2 (IA2):** Examination — extended response | 25% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Multimodal presentation and interview | 30% |
| **Summative external assessment (EA):** Examination — combination response | 25% |

Townsville Grammar School offers an optional bi-annual School Tour to France.

# GENERAL MATHEMATICS

## GENERAL SENIOR SUBJECT

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum.

Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

### PRE-REQUISITE KNOWLEDGE

- Solve a range of problems using percentages, rates and ratios, surface area and volume,
- Pythagoras' Theorem, simple algebraic fractions, linear and quadratic equations.
- Understand the connection between algebraic and graphical representations, using appropriate technology when necessary
- Calculate and compare measures of central tendency (mean, median and mode) and measures of spread
- Determine quartiles, interquartile range (IQR) and range
- Construct and interpret box plots and use them to compare datasets; compare shapes of box plots to corresponding histograms and dot plots
- Use scatter plots to investigate and comment on relationships between two numerical variables
- Understand bivariate numerical data where the independent variable is time
- Solve right-angled triangle problems, using trigonometric ratios
- Solve simultaneous equations
- Construct back-to-back stem-and-leaf plots and histograms
- Solve linear equations
- Understand the difference between numerical and categorical variables
- Solve basic problems involving simple and compound interest

### PATHWAYS

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

### OBJECTIVES

By the conclusion of the course of study, students will:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

## STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Money, measurement, algebra and linear equations**<br>• Consumer arithmetic<br>• Shape and measurement<br>• Similarity and scale<br>• Algebra<br>• Linear equations and their graphs | **Applications of linear equations and trigonometry, matrices and univariate data analysis**<br>• Applications of linear equations and their graphs<br>• Applications of trigonometry<br>• Matrices<br>• Univariate data analysis 1<br>• Univariate data analysis 12 |

| UNIT 3 | UNIT 4 |
|---|---|
| **Bivariate data and time series analysis, sequences and Earth geometry**<br>• Bivariate data analysis 1<br>• Bivariate data analysis 2<br>• Time series analysis<br>• Growth and decay in sequences | **Investing and networking**<br>• Loans, investments and annuities 1<br>• Loans, investments and annuities 2<br>• Graphs and networks<br>• Network and decision mathematics 1<br>• Network and decision mathematics 2 |

## ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Problem-solving and modelling task | 20% |
| **Summative internal assessment 2 (IA2):** Examination - short response | 15% |
| **UNIT 4** | |
| **Summative internal assessment 3 (IA3):** Examination - short response | 15% |
| **UNIT 3+4** | |
| **Summative external assessment (EA):** Examination - combination response | 50% |

## PREREQUISITES

| YEAR 11 2022 | 10 MATHEMATICAL METHODS HL + SL | 10 GENERAL MATHEMATICS |
|---|---|---|
| General Mathematics | ≥SA | ≥HA |

# GEOGRAPHY

## GENERAL SENIOR SUBJECT

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

### PATHWAYS

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Explain geographical processes
- Comprehend geographic patterns
- Analyse geographical data and information
- Apply geographical understanding
- Propose actions to address challenges
- Communicate geographical understanding

### STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Responding to risk and vulnerability in hazard zones**<br>• Natural hazard zones<br>• Ecological hazard zones | **Planning sustainable places**<br>• Responding to challenges facing a place in Australia<br>• Managing the challenges facing a megacity |

| UNIT 3 | UNIT 4 |
|---|---|
| **Responding to land cover transformations**<br>• Land cover transformations and climate change<br>• Responding to local land cover transformations | **Managing population change**<br>• Population challenges in Australia<br>• Global population change |

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Examination — combination response | 25% |
| **Summative internal assessment 2 (IA2):** Investigation — field report | 25% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Investigation — data report | 25% |
| **Summative external assessment (EA):** Examination — combination response | 25% |

# JAPANESE

## GENERAL SENIOR SUBJECT

Studying the Japanese language is rooted in the need to communicate, with the primary goal being to exchange and interpret meanings in various forms of texts. This process involves more than just learning the language; it's about participating in interactions that allow students to become active participants in understanding and constructing written, spoken, and visual texts in Japanese. This learning process allows students to reflect on their understanding of the Japanese language and its community, negotiate experiences across cultures, and foster intercultural understanding.

To make the learning experience relevant and personalized, students are placed at the center of their own learning, communicating their aspirations, values, opinions, ideas, and relationships in Japanese. This approach expands students' horizons as global citizens and contributes to their intellectual, educational, linguistic, metacognitive, personal, social, and cultural development.

### PATHWAYS

A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Comprehend Japanese to understand information, ideas, opinions and experiences
- Identify tone, purpose, context and audience to infer meaning
- Analyse and evaluate information and ideas to draw conclusions
- Apply knowledge of language elements of Japanese to construct meaning
- Structure, sequence and synthesise information to justify opinions and perspectives
- Communicate using contextually appropriate Japanese.

### STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| 私のくらし<br>**My world**<br>• Family/carers<br>• Peers<br>• Education | 私達のまわり<br>**Exploring our world**<br>• Travel and exploration<br>• Social customs<br>• Japanese influence around the world |

| UNIT 3 | UNIT 4 |
|---|---|
| 私達の社会<br>**Our society; culture and identity**<br>• Lifestyles and leisure<br>• The arts, entertainment and sports<br>• Groups in society | 私の将来<br>**My present; My future**<br>• The present<br>• Future choices |

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Examination — short response | 20% |
| **Summative internal assessment 2 (IA2):** Examination — extended response | 25% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Multimodel presentation and interview | 30% |
| **Summative external assessment (EA):** Examination — combination response | 25% |

Townsville Grammar School offers an optional bi-annual School Tour to Japan (numbers pending).

# LEGAL STUDIES

## GENERAL SENIOR SUBJECT

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

### PATHWAYS

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Comprehend legal concepts, principles and processes
- Select legal information from sources
- Analyse legal issues
- Evaluate legal situations
- Create responses that communicate meaning to suit the intended purpose.

### STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Beyond reasonable doubt**<br>• Legal foundations<br>• Criminal investigation process<br>• Criminal trial process<br>• Punishment and sentencing | **Balance of probabilities**<br>• Civil law foundations<br>• Contractual obligations<br>• Negligence and the duty of care |

| UNIT 3 | UNIT 4 |
|---|---|
| **Law, governance and change**<br>• Governance in Australia<br>• Law reform within a dynamic society | **Human rights in legal contexts**<br>• Human rights<br>• Australia's legal response to international law and human rights<br>• Human rights in Australian contexts |

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Examination — combination response | 25% |
| **Summative internal assessment 2 (IA2):** Investigation — inquiry report | 25% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Investigation — analytical essay | 25% |
| **Summative external assessment (EA):** Examination — combination response | 25% |

# LITERATURE

## GENERAL SENIOR SUBJECT

Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster: skills to communicate effectively in Standard Australian English for the purposes of responding to literary texts; skills to make choices about structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis; enjoyment and appreciation of literary texts and the aesthetic use of language, and style; critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences; empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by First Nations authors.

Students also develop skills for the creation of imaginative and analytical texts in a range of modes, mediums and forms. They develop their creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others.

### PATHWAYS

A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- Establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- Create and analyse perspectives and representations of concepts, identities, times and places
- Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- Select and synthesise subject matter to support perspectives
- Organise and sequence subject matter to achieve particular purposes
- Use cohesive devices to emphasise ideas and connect parts of texts
- Make language choices for particular purposes and contexts
- Use grammar and language structures for particular purposes
- Use mode-appropriate features to achieve particular purposes

### STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Introduction to literary studies**<br>• Ways literary texts are received and responded to<br>• How textual choices affect readers<br>• Creating analytical and imaginative texts | **Texts and culture**<br>• Ways literary texts connect with each other — genre, concepts and contexts<br>• Ways literary texts connect with each other — style and structure<br>• Creating analytical and imaginative texts |
| **UNIT 3** | **UNIT 4** |
| **Literature and identity**<br>• Relationship between language, culture and identity in literary texts<br>• Power of language to represent ideas, events and people<br>• Creating analytical and imaginative texts | **Independent explorations**<br>• Dynamic nature of literary interpretation<br>• Close examination of style, structure and subject matter<br>• Creating analytical and imaginative texts |

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Examination — extended response | 25% |
| **Summative internal assessment 2 (IA2):** Imaginative response | 25% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Imaginative response | 25% |
| **Summative external assessment (EA):** Examination — extended response | 25% |

# MATHEMATICAL METHODS

## GENERAL SENIOR SUBJECT

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P– 10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

### OBJECTIVES

By the conclusion of the course of study, students will:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

### PRE-REQUISITE KNOWLEDGE

- Factorising, expanding and simplifying algebraic expressions including monic quadratic expressions using a variety of strategies
- Applying the four operations to simple algebraic fractions with numerical denominators
- Substituting values into formulas to determine an unknown
- Solving problems involving linear equations, including those derived from formula and those that involve simple algebraic fractions
- The equation of a line in the form y=mx+c
- Parallel and perpendicular lines
- Exploring the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate
- Solving simple quadratic equations using a range of strategies
- Solving linear simultaneous equations, using algebraic and graphical techniques, including using digital technology
- Solving linear inequalities and graphing their solutions on a number line
- Solving right-angled triangle problems using trigonometric skills
- Describing the results of two- and three-step chance experiments to determine probabilities of events and investigating the concept of independence and conditional probability
- Obtaining simple statistics from discrete and continuous data, including mean, median, mode, quartiles, range and interquartile range
- Using scatterplots to investigate and comment on relationships between two numerical variables
- Investigating and describing bivariate numerical data where the independent variable is time
- Translating word problems to mathematical form

### PATHWAYS

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

## STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Surds, algebra, functions and probability**<br>• Surds and quadratic functions<br>• Binomial expansion and cubic functions<br>• Functions and relations<br>• Trigonometric functions<br>• Probability | **Calculus and further functions**<br>• Exponential functions<br>• Logarithms and logarithmic functions<br>• Introduction to differential calculus<br>• Applications of differential calculus<br>• Further differentiation |

| UNIT 3 | UNIT 4 |
|---|---|
| **Further calculus and introduction to statistics**<br>• Differentiation of exponential and logarithmic functions<br>• Differentiation of trigonometric functions and differentiation rules<br>• Further applications of differentiation<br>• Introduction to integration<br>• Discrete random variables | **Further calculus, trigonometry and statistics**<br>• Further integration<br>• Trigonometry<br>• Continuous random variables and the normal distribution<br>• Sampling and proportions<br>• Interval estimates for proportions |

## ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Problem-solving and modelling task | 20% |
| **Summative internal assessment 2 (IA2):** Extended - short response | 15% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Examination - Short response | 15% |

| UNIT 3+4 | |
|---|---|
| **Summative external assessment (EA):** Examination - combination response | 50% |

## PREREQUISITES

| YEAR 11 2022 | 10 MATHEMATICAL METHODS HL+ SL | 10 GENERAL MATHEMATICS |
|---|---|---|
| Mathematical Methods | ≥HA | N/A |

# MODERN HISTORY

## GENERAL SENIOR SUBJECT

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

### PATHWAYS

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Devise historical questions and conduct research
- Comprehend terms, concepts and issues
- Analyse evidence from historical sources
- Evaluate evidence from historical sources
- Synthesise information from historical sources
- Communicate to suit purpose

### STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Ideas in the modern world**<br>• Industrial Revolution, 1760s–1890s<br>• Age of Imperialism, 1848–1914 (British Imperialism, including in Australia and India) | **Movements in the modern world**<br>• Independence movement in India, 1857–1947 (Amritsar Massacre of 1919- Salt March of 1930)<br>• Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) |

| UNIT 3 | UNIT 4 |
|---|---|
| **National experiences in the modern world**<br>• Germany, 1914–1945 (Nazis, Anti-Semitism and the Holocaust)<br>• Israel, 1948–1993 (Remaking Nations) | **International experiences in the modern world**<br>• Australian engagement with Asia since 1945 - The Vietnam War<br>• Cold War and its aftermath, 1945-2014 (Yalta Conference begins - Russo-Ukraine War begins)<br>QCAA will nominate one topic that will be the basis for an external examination (2025/2026):<br>Reasons for the end of the Soviet Union, 1980s-1990s |

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context. Assessments in Year 11 will be based on the Summative assessment types for Year 12.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Examination —extended response | 25% |
| **Summative internal assessment 2 (IA2):** Investigation | 25% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Investigation | 25% |
| **Summative external assessment (EA):** Examination — short responses | 25% |

# MUSIC

## GENERAL SENIOR SUBJECT

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

### PATHWAYS

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Demonstrate technical skills
- Use music elements and concepts
- Analyse music
- Apply compositional devices
- Apply literacy skills
- Interpret music elements and concepts
- Evaluate music
- Realise music ideas
- Resolve music ideas.

### STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Designs**<br>Through inquiry learning, the following is explored:<br>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition? | **Identities**<br>Through inquiry learning, the following is explored:<br>How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music? |

| UNIT 3 | UNIT 4 |
|---|---|
| **Innovations**<br>Through inquiry learning, the following is explored:<br>How do musicians incorporate innovative music practices to communicate meaning when performing and composing? | **Narratives**<br>Through inquiry learning, the following is explored:<br>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music? |

## ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Performance | 20% |
| **Summative internal assessment 2 (IA2):** Composition | 20% |
| **UNIT 4** | |
| **Summative internal assessment 3 (IA3):** Integrated Project | 35% |
| **UNIT 3+4** | |
| **Summative external assessment (EA):** Examination | 25% |

# MUSIC EXTENSION (COMPOSITION)

(YEAR 12 ONLY)

## GENERAL SENIOR SUBJECT

Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

### PATHWAYS

A course of study in Music Extension can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Analyse music
- Apply literacy skills
- Evaluate music
- Apply compositional devices
- Manipulate music elements and concepts
- Resolve music ideas.

### STRUCTURE

| UNIT 3 | UNIT 4 |
|---|---|
| **Explore**<br>• Key idea 1: Initiate best practice<br>• Key idea 2: Consolidate best practice | **Emerge**<br>• Key idea 3: Independent best practice |

### ASSESSMENT

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Composition 1 | 20% |
| **Summative internal assessment 2 (IA2):** Composition 2 | 20% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Composition project | 35% |

| UNIT 3+4 | |
|---|---|
| **Summative external assessment (EA):** Examination - extended response | 25% |

# MUSIC EXTENSION (MUSICOLOGY)

(YEAR 12 ONLY)

## GENERAL SENIOR SUBJECT

Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

### PATHWAYS

A course of study in Music Extension can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Analyse music
- Apply literacy skills
- Evaluate music
- Express meaning or ideas about music
- Investigate music and ideas about music
- Synthesise information.

### STRUCTURE

| UNIT 3 | UNIT 4 |
|---|---|
| **Explore**<br>• Key idea 1: Initiate best practice<br>• Key idea 2: Consolidate best practice | **Emerge**<br>• Key idea 3: Independent best practice |

### ASSESSMENT

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Investigation 1 | 20% |
| **Summative internal assessment 2 (IA2):** Investigation 2 | 20% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Musicology project | 35% |

| UNIT 3+4 | |
|---|---|
| **Summative external assessment (EA):** Examination - extended response | 25% |

# MUSIC EXTENSION (PERFORMANCE)

(YEAR 12 ONLY)

## GENERAL SENIOR SUBJECT

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and realise music ideas to realise their performances.

### PATHWAYS

A course of study in Music Extension can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Analyse music
- Apply literacy skills
- Evaluate music
- Apply technical skills
- Interpret music elements and concepts
- Realise music ideas

### STRUCTURE

| UNIT 3 | UNIT 4 |
|---|---|
| **Explore**<br>• Key idea 1: Initiate best practice<br>• Key idea 2: Consolidate best practice | **Emerge**<br>• Key idea 3: Independent best practice |

### ASSESSMENT

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Performance 1 | 20% |
| **Summative internal assessment 2 (IA2):** Performance 2 | 20% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Performance project | 35% |

| UNIT 3+4 | |
|---|---|
| **Summative external assessment (EA):** Examination - extended response | 25% |

# PHYSICAL EDUCATION

## GENERAL SENIOR SUBJECT

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts.

Students recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

### PATHWAYS

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Recognise and explain concepts and principles about movement
- Demonstrate specialised movement sequences and movement strategies
- Apply concepts to specialised movement sequences and movement strategies
- Analyse and synthesise data to devise strategies about movement
- Evaluate strategies about and in movement
- Justify strategies about and in movement
- Make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

### STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Motor learning, functional anatomy, biomechanics and physical activity**<br>• Motor learning in physical activity<br>• Functional anatomy and biomechanics in physical activity | **Sport psychology, equity and physical activity**<br>• Sport psychology in physical activity<br>• Equity — barriers and enablers |

| UNIT 3 | UNIT 4 |
|---|---|
| **Tactical awareness, ethics and integrity and physical activity**<br>• Tactical awareness in physical activity<br>• Ethics and integrity in physical activity | **Energy, fitness and training and physical activity**<br>• Energy, fitness and training integrated in physical activity |

### ASSESSMENT

Schools devise assessments in Units 1 and 2 (Year 11) to suit their local context. Assessment will include two folios, an exam and a report. In Units 3 and 4 (Year 12) students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## SUMMATIVE ASSESSMENTS (YEAR 12)

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Project – folio | 25% |
| **Summative internal assessment 2 (IA2):** Investigation – report | 25% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Project – folio | 25% |
| **Summative external assessment (EA):** Examination – combination response | 25% |

# PHYSICS

## GENERAL SENIOR SUBJECT

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects.

Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

### PATHWAYS

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Describe ideas and findings
- Apply understanding
- Analyse data
- Interpret evidence
- Investigate phenomena

### STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Thermal, nuclear and electrical physics**<br>• Heating processes<br>• Ionising radiation and nuclear reactions<br>• Electrical circuits | **Linear motion and waves**<br>• Linear motion and force<br>• Waves |

| UNIT 3 | UNIT 4 |
|---|---|
| **Gravity and electromagnetism**<br>• Gravity and motion<br>• Electromagnetism | **Revolutions in modern physics**<br>• Special relativity<br>• Quantum theory<br>• The Standard Model |

### ASSESSMENT

Units 1 and 2 will be assessed internally with an Unsatisfactory/Satisfactory grade reported to QCAA. In Units 3 and 4 students complete four summative assessments, all of which contribute to the student ATAR. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Data test | 10% |
| **Summative internal assessment 2 (IA2):** Student experiment | 20% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Research investigation | 20% |

| UNIT 3+4 | |
|---|---|
| **Summative external assessment (EA):** Examination - combination response | 50% |

# SPECIALIST MATHEMATICS

## GENERAL SENIOR SUBJECT

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

### PATHWAYS

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems

### PRE-REQUISITE KNOWLEDGE

- Factorising, expanding and simplifying algebraic expressions including monic quadratic expressions using a variety of strategies
- Applying the four operations to simple algebraic fractions with numerical denominators
- Substituting values into formulas to determine an unknown
- Solving problems involving linear equations, including those derived from formulas and those that involve simple algebraic fractions
- The equation of a line in the form y=mx+c
- Parallel and perpendicular lines
- Exploring the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate
- Solving simple quadratic equations using a range of strategies
- Solving linear simultaneous equations, using algebraic and graphical techniques, including using digital technology
- Solving linear inequalities and graphing their solutions on a number line
- Describing the results of two- and three-step chance experiments to determine probabilities of events and investigating the concept of independence and conditional probability
- Obtaining simple statistics from discrete and continuous data, including mean, median, mode, quartiles, range and interquartile range
- Using scatterplots to investigate and comment on relationships between two numerical variables
- Investigating and describing bivariate numerical data where the independent variable is time
- Determine probabilities of events
- Substitute values into formulas to determine an unknown
- Solve right-angled and non-right angled triangle problems
- Translate word problems to mathematical form
- Rational and irrational numbers
- Properties of circles
- Sketching functions
- Factor and remainder theorem

## STRUCTURE

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

| UNIT 1 | UNIT 2 |
|---|---|
| **Combinatorics, proof, vectors and matrices**<br>• Combinatorics<br>• Vectors in the plane<br>• Introduction to proof<br>• Algebra of vectors in two dimensions<br>• Matrices | **Complex numbers, further proof, trigonometry, functions and transformations**<br>• Complex numbers<br>• Complex arithmetic and algebra<br>• Circle and geometric proofs<br>• Trigonometry and functions<br>• Matrices and transformations |

| UNIT 3 | UNIT 4 |
|---|---|
| **Further complex numbers, proof, vectors and matrices**<br>• Further complex numbers<br>• Mathematical induction and trigonometric proofs<br>• Vectors in 2 and 3 dimensions<br>• Vector calculus<br>• Further matrices | **Further calculus and statistical inference**<br>• Integration techniques<br>• Applications of integral calculus<br>• Rates of change and differential equations<br>• Modelling motion<br>• Statistical inference |

## ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Problem-solving and modelling task | 20% |
| **Summative internal assessment 2 (IA2):** Examination - short response | 15% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Examination - short response | 15% |

| UNIT 3+4 | |
|---|---|
| **Summative external assessment (EA):** Examination - combination response | 50% |

## PREREQUISITES

| YEAR 11 | 10 MATHEMATICAL METHODS | 10 GENERAL MATHEMATICS |
|---|---|---|
| Specialist Mathematics | ≥VHA- | N/A |

# VISUAL ART

## GENERAL SENIOR SUBJECT

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

### PATHWAYS

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Implement ideas and representations
- Apply literacy skills
- Analyse and interpret visual language, expression and meaning in artworks and practices
- Evaluate influences
- Justify viewpoints
- Experiment in response to stimulus
- Create visual responses using knowledge and understanding of art media
- Realise responses to communicate meaning

### STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Art as lens**<br>Through inquiry learning, the following are explored:<br>• Concept: lenses to explore the material world<br>• Contexts: personal and contemporary<br>• Focus: People, place, objects<br>• Media: 2D, 3D, and time-based | **Art as code**<br>Through inquiry learning, the following are explored:<br>• Concept: art as a coded visual language<br>• Contexts: formal and cultural<br>• Focus: Codes, symbols, signs and art conventions<br>• Media: 2D, 3D, and time-based |

| UNIT 3 | UNIT 4 |
|---|---|
| **Art as knowledge**<br>Through inquiry learning, the following are explored:<br>• Concept: constructing knowledge as artist and audience<br>• Contexts: contemporary, personal, cultural and/or formal<br>• Focus: student- directed<br>• Media: student- directed | **Art as alternate**<br>Through inquiry learning, the following are explored:<br>• Concept: evolving alternate representations and meaning<br>• Contexts: contemporary and personal, cultural and/or formal<br>• Focus: continued exploration of Unit 3 student-directed focus<br>• Media: student- directed |

## ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

## SUMMATIVE ASSESSMENTS

| UNIT 3 | |
|---|---|
| **Summative internal assessment 1 (IA1):** Investigation — inquiry phase 1 | 20% |
| **Summative internal assessment 2 (IA2):** Project — inquiry phase 2 | 25% |

| UNIT 4 | |
|---|---|
| **Summative internal assessment 3 (IA3):** Project — inquiry phase 3 | 30% |

| UNIT 3+4 | |
|---|---|
| **Summative external assessment (EA):** Examination - extended response | 25% |

# ESSENTIAL ENGLISH

## APPLIED SENIOR SUBJECT

The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster: skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts; skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts; active and critical interaction with a range of texts, and an awareness of how language positions both them and others; empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by First Nations' authors and enjoyment of contemporary literary and non-literary texts, including digital texts.

Students will also develop: skills to choose generic structures, language, language features and technologies to best convey meaning; effective use of language to produce texts for a variety of purposes and audiences; and creative and imaginative thinking to explore their own world and the worlds of others.

### PATHWAYS

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Use patterns and conventions of genres to suit particular purposes and audiences
- Use appropriate roles and relationships with audiences
- Construct and explain representations of identities, places, events and/or concepts
- Make use of and explain opinions and/or ideas in texts, according to purpose
- Explain how language features and text structures shape meaning and invite particular responses
- Select and use subject matter to support perspectives
- Sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- Make language choices according to register informed by purpose, audience and context
- Use mode-appropriate language features to achieve particular purposes across modes.

| UNIT 1 | UNIT 2 |
|---|---|
| **Language that works**<br>• Responding to texts<br>• Creating texts | **Texts and human experiences**<br>• Responding to texts<br>• Creating texts |

| UNIT 3 | UNIT 4 |
|---|---|
| **Language that influences**<br>• Creating and shaping perspectives on community, local and global issues in texts<br>• Responding to texts that seek to influence audiences | **Representations and popular culture texts**<br>• Responding to popular culture texts<br>• Creating representations of Australian identities, places, events and concepts |

### STRUCTURE

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the Common Internal Assessment (CIA) is developed by the QCAA.

Common Internal Assessment (CIA)

In Essential English, while the school devises 3 of the summative internal assessment pieces, the fourth summative pieces is a Common Internal Assessment (CIA) developed by the QCAA.

The CIA for Essential English is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- Developed by the QCAA
- Common to all schools
- Delivered to schools by the QCAA
- Administered flexibly in Unit 3
- Administered under supervised exam conditions
- Marked by the school according to a common marking scheme, developed by the QCAA

### SUMMATIVE ASSESSMENTS

| UNIT 3 |
|---|
| **Summative internal assessment 1 (IA1):** Spoken response |

| UNIT 4 |
|---|
| **Summative internal assessment 3 (IA3):** Multimodal response |
| **Summative internal assessment 4 (IA4):** Written response |

# ESSENTIAL MATHEMATICS

## APPLIED SENIOR SUBJECT

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.

Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

### PATHWAYS

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

### OBJECTIVES

By the conclusion of the course of study, students will:

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions

### STRUCTURE

| UNIT 1 | UNIT 2 |
|---|---|
| **Number, data and graphs**<br>• Fundamental topic: Calculations<br>• Number<br>• Representing data<br>• Managing money | **Data and travel**<br>• Fundamental topic: Calculations<br>• Data collection<br>• Graphs<br>• Time and motion |

| UNIT 3 | UNIT 4 |
|---|---|
| **Measurement, scales and chance**<br>• Fundamental topic: Calculations<br>• Measurement<br>• Scales, plans and models<br>• Probability and relative frequencies | **Graphs, data and loans**<br>• Fundamental topic: Calculations<br>• Bivariate graphs<br>• Summarizing and comparing loans<br>• Loans and compound interest |

### ASSESSMENT

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

### SUMMATIVE ASSESSMENTS

| UNIT 3 |
|---|
| **Summative internal assessment 1 (IA1):** Problem-solving and modelling task |
| **Summative internal assessment 2 (IA2):** Common internal assessment (CIA) |

| UNIT 4 |
|---|
| **Summative internal assessment 3 (IA3):** Problem-solving and modelling task |
| **Summative internal assessment (IA4):** Examination - short response |

# FURNISHING SKILLS

## APPLIED SENIOR SUBJECT

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

### PATHWAYS

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

### OBJECTIVES

By the conclusion of the course of study, students should:

1. Demonstrate practices, skills and procedures.
2. Interpret drawings and technical information.
3. Select practices, skills and procedures.
4. Sequence processes.
5. Evaluate skills, procedures and products.
6. Adapt plans, skills and procedures.

### STRUCTURE

The Furnishing Skills course is designed around core and elective topics.

| CORE TOPICS | UNIT TOPICS |
|---|---|
| • Industry practices<br>• Production processes | • Unit A - Furniture making<br>• Unit B - Cabinet making<br>• Unit C - Interior furnishings<br>• Unit E - Production in the commercial furniture industry |

### ASSESSMENT

For Furnishing Skills, assessment from Units A, B, C and E is used to determine the student's exit result, and consists of four instruments, including:

- At least two projects
- A least two practical demonstrations (separate to the assessable component of a project).
- Multimodal documentation of the finished product.

| PROJECT |
|---|
| Students manufacture a product and document the manufacturing process. |
| A project consists of a product component and at least one of the following components:<br>• Multimodal<br>• On-presentation: eight A4 pages max (or equivalent digital media).<br>• Presentation: 5 minutes<br>• Product: 20 hours of class time. |

| PRACTICAL DEMONSTRATION |
| --- |
| 1. Students perform a practical demonstration when manufacturing a product and reflect on industry practices, production skills and processes. |
| 2. Multimodal up to three minutes, six A4 pages or equivalent digital media. |

# HOSPITALITY PRACTICES

## APPLIED SENIOR SUBJECT

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

### PATHWAYS

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

### OBJECTIVES

By the conclusion of the course of study, students should:

- Demonstrate practices, skills and processes
- Interpret briefs
- Select practices, skills and procedures
- Sequence processes
- Evaluate skills, procedures and products
- Adapt production plans, techniques and procedures.

### STRUCTURE

The Hospitality Practices course is designed around four units of work studied over two years.

| UNIT OPTION AND TITLE |
| --- |
| • UNIT A - Culinary Trends<br>• UNIT B - Bar and Barista Basics<br>• UNIT D - Casual Dining<br>• UNIT E - Formal Dining |

### ASSESSMENT

Students complete two assessments tasks for each unit. The assessment techniques used in Hospitality Practices are:

## ASSESSMENT

Students complete two assessments tasks for each unit.
The assessment techniques used in Hospitality Practices are:

| TECHNIQUE | DESCRIPTION | RESPONSE REQUIREMENTS |
|---|---|---|
| Practical demonstration | Students produce and present an item related to the unit context in response to a brief. | **Practical demonstration**<br>Practical demonstration: menu item<br>**Planning and evaluation**<br>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |
| Project | Students plan and deliver an event incorporating the unit context in response to a brief. | **Practical demonstration**<br>Practical demonstration: delivery of event<br>**Planning and evaluation**<br>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |
| Investigation | Students investigate and evaluate practices, skills and processes. | **Investigation and evaluation**<br>One of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media<br>• Written: up to 1000 words |

# INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

The International Baccalaureate Diploma Programme (IBDP) is a highly regarded two-year pre-university course that is offered to students around the world. The IBDP not only provides students with an enhanced academic focus but also provides a curriculum with an international perspective. The IBDP suits highly motivated senior students and is designed to equip them with the skills and attitudes necessary for success in higher education and life. The IBDP is an academically challenging and balanced programme of education for students in Year 11 and 12 with final examinations, in most subjects, that prepare students for success at university. The programme has gained recognition and respect from the world's leading universities and is offered by over 5000 IB World Schools in 156 different countries.

The IBDP curriculum offers a broad range of subjects. At Townsville Grammar School we aim to offer the following subjects (subject to demand):

| | |
|---|---|
| English A: Language and Literature (HL or SL) | Chemistry (HL or SL), Biology (HL or SL), Physics (HL or SL) |
| French (SL), French ab initio (SL)<br>Japanese (SL), Spanish *ab initio* (SL) | Mathematics: Analysis and Approaches (HL or SL) |
| Business Management (HL or SL), Psychology (HL or SL) | Visual Arts (HL or SL), Music (HL or SL), Theatre (HL or SL) |

Students study six subjects, three at the higher level (HL) and three at the standard level (SL). Students choose one subject from each of Groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics.

At Townsville Grammar the sixth subject may be an arts subject, or a second science subject.

The subjects are largely externally assessed through examinations in November of the second year, Year 12.

In addition, the IBDP has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding: Theory of Knowledge (TOK); Extended Essay (EE) and Creativity, Activity, Service (CAS).



# RECOMMENDED PREREQUISITE SUBJECTS

Demonstrated academic performance in Year 10 provides a guide when selecting the International Baccalaureate. Diploma Programme. The recommended prerequisites listed below provide a strong indication of success.

| IB GROUP | IB SUBJECT | LEVELS OFFERED | RECOMMENDED YEAR 10 PREREQUISITE |
|---|---|---|---|
| **Group 1** (Studies in Language and Literature) | English A: Language and Literature | SL & HL | High Level of Achievement in Semester 1 (Year 10 English or English Extension) |
| **Group 2** (Language Acquisition) | Spanish | (*ab initio*) SL | Not applicable although it is expected that students should have achieved a High Achievement in a previously studied language |
| | French | *(ab initio)* SL | Not applicable. Student must not have studied language at a Year 9 or Year 10 level previously. Enrolment is subject to minimum numbers being met |
| | French | SL | High Achievement in Year 10 French and recommendation of Head of Faculty (Modern Languages) |
| | Japanese | SL | High Achievement in Year 10 Japanese and recommendation of Head of Faculty (Modern Languages) |
| **Group 3** (Individuals and Societies) | Business Management | SL & HL | High Achievement in Year 10 English/English Extension |
| | Psychology | SL & HL | High Achievement in Year 10 English/ English Extension |
| **Group 4** (Sciences) | Biology | SL & HL | High Achievement in Year 10 Physical OR Natural Sciences |
| | Chemistry | SL & HL | High Achievement in Year 10 Physical Sciences |
| | Physics | SL & HL | High Achievement in Year 10 Physical Sciences |
| **Group 5** (Mathematics) | Mathematics: Analysis and Approaches | SL<br>HL | High Achievement in Year 10 Mathematical Methods<br>Very High Achievement in Year 10 in Mathematical Methods and recommendation of Head of Faculty (Mathematics) |
| **Group 6** (The Arts) | Visual Arts | SL & HL | High Achievement in Year 10 Art |
| | Music | SL & HL | High Achievement in Year 10 Music |
| | Theatre | SL & HL | High Achievement in Year 10 Drama |
| **Core** | Theory of Knowledge (TOK) | Not applicable | Not applicable |
| | Extended Essay (EE) | Not applicable | Not applicable |
| | Creativity, Activity, Service (CAS) | Not applicable | Not applicable |

Note: Students may choose two of Chemistry, Biology and Physics, but will then have to forgo a Group 6 subject.

# ENGLISH A: LANGUAGE AND LITERATURE (SL OR HL)

## GROUP 1

### DIPLOMA PATTERN

This is a two-year Group 1 subject and is studied by all IB Diploma students at Townsville Grammar School.

### ADVICE TO STUDENTS

The course is built on the assumption that literary and non-literary texts are concerned with our conceptions, interpretations and experiences of the world. The study of these texts can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary and non-literary works.

### LEARNING OUTCOMES

Through the study of a wide range of texts, the English A: Language and Literature course encourages students to appreciate the artistry of both literary and non-literary texts and to develop an ability to reflect critically on their reading. The course is divided into three areas of exploration – the exploration of the nature of the interactions between readers, writers and texts; the exploration of how texts interact with time and space and the exploration of intertextuality and how texts connect with each other. Through a range of both literary and non-literary texts, students will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills through oral and written pieces. Literary texts can include novels, plays, poetry and non-fiction while non-literary texts can include film, photography, radio, art, websites, speeches, advertisements and documentaries. The texts are selected from varying time periods and places to ensure a broad and internationally-minded learning experience.

### ASSUMED ABILITIES

In addition to being independent learners and having a comprehensive knowledge and understanding of English, students will need to be interested in exploring classic, modern and international literature, as well as sharing their ideas and views with peers and a range of audiences. This course is recommended for mother-tongue speakers.

### CONTENT/ASSESSMENT

| AREAS OF | IB SUBJECT | LEVELS OFFERED |
|---|---|---|
| **ONE:**<br>Readers, Writers and Texts<br><br>**TWO:**<br>Time and Space<br><br>**THREE:**<br>Intertextuality: Connecting Texts | **Standard Level**<br>SL students must study at least 4 literary works.<br>- Minimum of 1 in the language of instruction (English)<br>- Minimum of 1 in translation<br>- 2 freely chosen by the School<br>Students will balance their study of literary works with non-literary works selected by the School. | **Standard Level**<br><u>Internal Assessment:</u> Individual Oral<br>15mins I 30%<br><br><u>External Assessment:</u><br>Paper 1: Guided Textual Analysis<br>1hr 15mins I 35%<br>Paper 2: Comparative Essay<br>1hr45mins I 35% |
| | **Higher Level**<br>HL students must study at least 6 literary works.<br>- Minimum of 2 in the language of instruction (English)<br>- Minimum of 2 in translation<br>- 2 freely chosen by the School<br>Students will balance their study of literary works with non-literary works selected by the School. | **Higher Level**<br><u>Internal Assessment:</u> Individual Oral<br>15mins I 20%<br><br><u>External Assessment:</u><br>Paper 1: Guided Textual Analysis<br>2hr15mins I 35%<br>Paper 2: Comparative Essay<br>1hr45mins I 25%<br>Higher Level Essay<br>1,500 words I 20% |

# FRENCH (SL)

## GROUP 2

### DIPLOMA PATTERN

This is a two-year Group 2 subject within the International Baccalaureate Diploma Programme.

### ADVICE TO STUDENTS

The study of IB Diploma French will involve the study and attainment of a language system and applying it in four active and interrelated ways: through listening, speaking, reading and writing. During this course students will participate in the exchange of ideas in order to build their French proficiency. Students will need to have studied French to Year 10.

### LEARNING OUTCOMES

IIB Diploma French provides students the opportunity to reach a high degree of competence in the French language and provides access to the culture and communities of French speaking countries. This promotes an understanding of different attitudes and values within the wider Australian community and beyond. A knowledge of French will also advantage students in certain areas of further study as French is an important language of culture, music, theology and philosophy and a key language in the fields of science, medicine, economics, technology and space exploration. Students develop into successful, effective communicators by considering the conceptual understanding of context, audience, purpose, meaning and variation.

Language B SL students learn to communicate in the target language in familiar and unfamiliar contexts.

### ASSUMED ABILITIES

This course is designed to further support those students who have maintained an ongoing and successful study of French, and who have exhibited an interest in the culture and a desire to become proficient in the language.

### CONTENT/ASSESSMENT

The curriculum is organised around five prescribed themes with which the students engage through written, audio, visual and audio-visual texts.

<table>
<tr><th>THEME: IDENTITIES</th><th>ASSESSMENT</th></tr>
<tr><td>SL and HL: Explore the nature of the self and what it is to be human.</td><td rowspan="4">EXTERNAL ASSESSMENT: (75%)<br>SL: Paper 1 – Productive Skills – one writing task from a choice of three<br>Writing: 1hr 15mins I 25%<br>EXTERNAL ASSESSMENT:<br>SL: Paper 2 – Receptive Skills – separate sections for listening and reading<br>Listening: 45mins I 25%<br>Reading: 1hr I 25%</td></tr>
<tr><th>THEME: EXPERIENCES</th></tr>
<tr><td>SL and HL: Explore and tell the stories of the events, experiences and journeys that shape our lives.</td></tr>
<tr><th>THEME: HUMAN INGENUITY</th></tr>
<tr><td>SL and HL: Explore the ways in which human creativity and innovation affect our world.</td><td rowspan="4">INTERNAL ASSESSMENT (25%)<br>SL: Individual Oral Assessment – Stimulus is a visual image that is clearly relevant to one of the themes of the course<br>30 marks I 25%</td></tr>
<tr><th>THEME: SOCIAL ORGANISATION</th></tr>
<tr><td>SL and HL: Explore the ways in which groups of people organise themselves, or are organised, through common systems or interests..</td></tr>
<tr><th>THEME: SHARING THE PLANET</th></tr>
<tr><td>SL and HL: Explore the challenges and opportunities faced by individuals and communities in the modern world</td></tr>
</table>

# JAPANESE (SL)

## GROUP 2

### DIPLOMA PATTERN

This is a two-year Group 2 Language B subject within the International Baccalaureate Diploma Programme. It will only be offered if there is sufficient interest from students.

### ADVICE TO STUDENTS

The study of IP Diploma Japanese will involve the study of and the attainment of a language system through active participation with a range of learning opportunities based on the four macro-skills: listening, reading, speaking and writing. During this course students will participate in an exchange of ideas in order to build their proficiency with the Japanese language. The study of Year 10 Japanese is a prerequisite for entry to this course.

### LEARNING OUTCOMES

IP Diploma Japanese affords students the opportunity to develop a high level of competence with all aspects of the Japanese language, while at the same time developing an understanding of a culture that is both ancient and very different from their own. Students will extend their knowledge of the third writing system, Kanji and will be required to master the 400 mandatory Kanji for the B level standard course, and a further 200 for the high level course, in their kunyomi and onyomi readings. Students studying Language B: Japanese, develop into successful, effective communicators by considering the conceptual understanding of context, audience, purpose, meaning and variation.

Language B SL students learn to communicate in the target language in familiar and unfamiliar contexts.

### ASSUMED ABILITIES

This course is designed to further support those students who have maintained an ongoing and successful study of Japanese, who have exhibited an interest in the culture, and who have demonstrated a desire to become proficient in the language.

### CONTENT/ASSESSMENT

The curriculum is organised around five prescribed themes with which the students engage through written, audio, visual and audio-visual texts.

<table>
<tr><th>THEME: IDENTITIES</th><th>ASSESSMENT</th></tr>
<tr><td>SL and HL: Explore the nature of the self and what it is to be human.</td><td rowspan="5">EXTERNAL ASSESSMENT: (75%)<br>SL: Paper 1 – Productive Skills – one writing task from a choice of three<br>Writing: 1hr 15mins I 25%<br><br>EXTERNAL ASSESSMENT:<br>SL: Paper 2 – Receptive Skills – separate sections for listening and reading<br>Listening: 45mins I 25%<br>Reading: 1hr I 25%</td></tr>
<tr><th>THEME: EXPERIENCES</th></tr>
<tr><td>SL and HL: Explore and tell the stories of the events, experiences and journeys that shape our lives.</td></tr>
<tr><th>THEME: HUMAN INGENUITY</th></tr>
<tr><td>SL and HL: Explore the ways in which human creativity and innovation affect our world.</td></tr>
<tr><th>THEME: SOCIAL ORGANISATION</th><td rowspan="3">INTERNAL ASSESSMENT (25%)<br>SL: Individual Oral Assessment – Stimulus is a visual image that is clearly relevant to one of the themes of the course<br>30 marks I 25%</td></tr>
<tr><td>SL and HL: Explore the ways in which groups of people organise themselves, or are organised, through common systems or interests.</td></tr>
<tr><th>THEME: SHARING THE PLANET</th></tr>
<tr><td>SL and HL: Explore the challenges and opportunities faced by individuals and communities in the modern world.</td><td></td></tr>
</table>

# AB INITIO LANGUAGE (SL)

## GROUP 2

### DIPLOMA PATTERN

This is a two-year Group 2 subject within the International Baccalaureate Diploma Programme.

### ADVICE TO STUDENTS

IB Diploma Language *ab initio* is a course designed to allow students to study a Language Other Than English. It will be studied at a highly accelerated pace and is suitable for upper-secondary students. Offered at SL only, Language *ab initio* is a language acquisition course designed for students with no previous experience in – or very little exposure to – the target language.

### LEARNING OUTCOMES

Students will be introduced to the language and the diverse cultures of it's speakers around the world. It will enable students to develop their receptive, productive and interactive skills, while learning to communicate in the target language in familiar and unfamiliar contexts. By the end of the two-year course, students will be able to visit a Spanish- speaking country and communicate competently with native speakers. It is a fast-moving, highly motivating course encompassing many interactive activities.

### ASSUMED ABILITIES

There are no prerequisites for this course, although the successful study of another language in prior years is an advantage. Students are expected to make a genuine commitment to learning to read, write and communicate in another language. (Note: French ab initio - Student must not have studied language at a Year 9 or Year 10 level previously. Enrolment is subject to minimum numbers being met)

### CONTENT/ASSESSMENT

<table>
<tr><th>THEME: IDENTITIES</th><th>ASSESSMENT</th></tr>
<tr><td>Explore the nature of the self and what it is to be human.</td><td rowspan="4">EXTERNAL ASSESSMENT: (75%)<br>Paper 1 – Productive Skills – two writing tasks from a choice of three<br>Writing: 1hr I 25%<br><br>EXTERNAL ASSESSMENT:<br>Paper 2 – Receptive Skills – separate sections for listening and reading<br>Listening: 45mins I 25%<br>Reading: 1hr I 25%</td></tr>
<tr><td>THEME: EXPERIENCES</td></tr>
<tr><td>Explore and tell the stories of the events, experiences and journeys that shape our lives.</td></tr>
<tr><td>THEME: HUMAN INGENUITY</td></tr>
<tr><td>Explore the ways in which human creativity and Explore the ways in which human creativity and innovation affect our world.</td><td rowspan="4">INTERNAL ASSESSMENT (25%)<br>Individual Oral Assessment – Stimulus is a visual image that is clearly relevant to one of the themes of the course<br>30 marks I 25%</td></tr>
<tr><td>THEME: SOCIAL ORGANISATION</td></tr>
<tr><td>Explore the ways in which groups of people organise themselves, or are organised, through common systems or interests.</td></tr>
<tr><td>THEME: SHARING THE PLANET</td></tr>
<tr><td>Explore the challenges and opportunities faced by individuals and communities in the modern world</td></tr>
</table>

Students will explore the above cultural features via text responses (letters, travel brochures, recipes, film, song, novels, guest speakers and television).

Students will also participate in a range of written expression and conversational exercises aimed at building their fluency and confidence in the chosen language. Language skills to be addressed will include:

- Text-handling skills and strategies
- Creative-writing skills
- Interactive Aural and Oral Activities

# BUSINESS MANAGEMENT (SL OR HL)

## GROUP 3

### DIPLOMA PATTERN

This is a two-year Group 3 subject within the International Baccalaureate Diploma Programme. As a Group 3 subject it falls within the Individuals and Societies field.

### ADVICE TO STUDENTS & LEARNING OUTCOMES

The knowledge and skills developed in business management will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Through the exploration content through four different lenses: creativity, change, ethics and sustainability, this course focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Learning in business management integrates an inquiry approach with real case studies, allowing students to examine how business decisions are influenced by factors that are internal and external to an organization and how these decisions impact upon a range of stakeholders within an authentic context. Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing, and operations management.

Business management is a challenging and dynamic discipline that more than meets the needs of student growing and developing in a complex business environment. This course prepares students to be global citizens ready to face up to the challenges and opportunities awaiting them in our ever-changing world.

### DISTINCTION BETWEEN SL AND HL

SL and HL students of business management are presented with a common syllabus, with an HL extension in some topics. While the skills and activity of studying business management are common to both SL and HL students, the HL student is required to acquire a further body of knowledge, with a particular focus on social enterprise, where they will identify and describe a human need and the potential organizational challenges facing the social entrepreneur. They will need to develop decision- making document and be able to articulate a business recommendation using their analytical and evaluative skills. These skills are specifically assessed at HL in paper 3.

### ASSUMED ABILITIES

The business management course requires no specific prior learning, though familiarization with business concepts through the completion of Year 9 or 10 Business Studies would be useful. However, no particular background in terms of specific subjects studied for national or international qualifications is expected or required. The specific skills of the business management course are developed within the context of the course itself. The ability to understand and analyse abstract concepts and the ability to write in a logically structured manner are distinct advantages in business management.

CONTENT/ASSESSMENT

| | EXTERNAL EXAMS ASSESSMENT | | | INTERNAL ASSESSMENT |
|---|---|---|---|---|
| **Unit 1: Introduction to business management**<br>• What is a business?<br>• Types of business entities<br>• Business objectives<br>• Stakeholders<br>• Growth and evolution<br>• Multinational companies (MNCs)<br>**Unit 2: Human Resource Management**<br>• Introduction to human resource management<br>• Organisational structure<br>• Leadership and management<br>• Motivation and demotivation<br>• Organisational (corporate) culture (HL only)<br>• Communication<br>• Industrial/employee relations (HL only)<br>**Unit 3: Finance and accounts**<br>• Introduction to finance<br>• Sources of finance<br>• Costs and revenues<br>• Final accounts<br>• Profitability and liquidity ratio analysis<br>• Efficiency ratio analysis (HL only)<br>• Cash flow<br>• Investment appraisal<br>• Budgets (HL only)<br>**Unit 4: Marketing**<br>**SL and HL**<br>• Introduction to marketing<br>• Marketing planning<br>• Sales forecasting (HL only)<br>• Market research<br>• The seven P's of the marketing mix<br>• International marketing (HL only)<br>**Unit 5: Operations Management**<br>• Introduction to operations management<br>• Operations methods<br>• Lean production and quality management (HL only)<br>• Location<br>• Break-even analysis<br>• Production planning (HL only)<br>• Crisis management and contigency planning (HL only)<br>• Research and development (HL only)<br>• Management information systems (HL only) | **SL (35%) and HL (25%)**<br>**External Exam**<br>Paper 1<br>(1hr 30mins)<br>Short response based on a pre-released statement that specifies the context and background for the unseen case study. | **SL (35%) and HL (30%)**<br>**External Exam**<br>Paper 2<br>SL (1hr 30mins)<br>HL (1hr 45mins)<br>Short response based on unseen stimulus material with a quantitative focus. | **HL (25%)**<br>**External Exam**<br>Paper 3<br>HL (1hr 15mins | SL (30%) and HL (20%)<br>Business Research Project (20hrs)<br>Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens.<br>Maximum 1,800 words. |

# PSYCHOLOGY (SL OR HL)

## OVERVIEW

Psychology is the scientific study of human and animal cognition and behaviour with the goal of solving problems and increasing the quality of life for individuals and their communities. Psychologists attempt to describe, explain, predict and change behaviour by observing humans, forming hypotheses and theories regarding behaviour and testing them empirically. However, psychology is also a human science and looks for the meaning behind human behaviour through conversations and inquiry. In the DP psychology course, students will develop knowledge and understanding of psychological concepts, content and contexts, as well as the models and theories associated with these areas. Through the course, students will develop the ability to engage in critical thinking, assess evidence and acknowledge the evolving nature of knowledge. They acquire the ability to seek fresh information and generate understanding by employing research methodologies. The goal of the DP psychology course is not to create psychologists, but to promote psychological literacy.

Psychological literacy includes:

- Understanding basic concepts and principles of psychology
- Understanding scientific research process
- Having problem-solving skills
- Applying psychological principles to personal, social or organizational problems
- Acting ethically
- Thinking critically
- Communicating well in different contexts
- Having cultural competence and respecting diversity
- Having self-awareness

## ASSESSMENT AT A GLANCE

| CONCEPTS | EXTERNAL EXAMS | | | INTERNAL ASSESSMENT |
|---|---|---|---|---|
| **Concepts**<br>• Bias<br>• Causality<br>• Change<br>• Measurement<br>• Prespective<br>• Responsibility<br><br>**Content**<br>• Biological approach<br>• Congnitive approach<br>• Sociocultural approach<br>• Research methodology<br><br>**Contexts**<br>• Health and well-being<br>• Human development<br>• Human relationships<br>• Research methodology<br>• Learning and cognition<br>• Note: Class practicals are integrated within each context | **SL (35%) and HL (25%)**<br>External Exam Paper 1 (1hr 30mins)<br>Integration of the concepts, content and contexts (35 marks) | **SL (35%) and HL (25%)**<br>External Exam Paper 2 (1hr 30mins)<br>Applying concepts and content to research contexts (35 marks) | **HL (30%)**<br>External Exam Paper 3 (1hr 45mins) | **SL (30%) and HL (20%)**<br>Research Proposal (20 hours)<br>Design a research proposal to investigate a population of interest using one of the four research methods used in the class practicals. |

# BIOLOGY (SL OR HL)

## GROUP 4

### DIPLOMA PATTERN

This is a two-year Group 4 subject within the International Baccalaureate Diploma Programme.
As a Group 4 subject it falls within the Experimental Sciences field.

### ADVICE TO STUDENTS

In Diploma Programme Biology, students will study a body of knowledge on the most critical of biological concepts, focussing upon Structure and Function, Universality versus Diversity, Equilibrium within systems and evolution. In the process students will develop a broad and general understanding of the principles of the subject.

### LEARNING OUTCOMES

Through the study of Group 4 subjects, students will become aware of how scientists work collaboratively communicating with each other.

The IB Biology study involves, generally, the formation, testing and modification of hypotheses through observation and measurement, under the controlled conditions of an experiment. Students will also accumulate a body of knowledge specific to Biology and also become aware of the moral, ethical and social implications of science and its limitations.

### ASSUMED ABILITIES

In order to achieve success in IB Biology, students will need to have an interest in all aspects of scientific study and a strong work ethic.

### CONTENT/ASSESSMENT

| SYLLABUS COMPONENT | RECOMMENDED TEACHING | |
|---|---|---|
| | SL | HL |
| **SYLLABUS CONTENT** | **110** | **180** |
| **UNITY AND DIVERSITY**<br>• Water<br>• Nucleic Acids<br>• Origins of Cells*<br>• Cell Structure<br>• Viruses*<br>• Diversity of Organisms<br>• Classification and Cladistics*<br>• Evolution and Speciation<br>• Conservation of Biodiversity | **19** | **33** |
| **FORM AND FUNCTION**<br>• Carbohydrates and Lipids<br>• Proteins<br>• Membranes and Membrane Transport<br>• Organelles and Compartmentalization<br>• Cell Specialization<br>• Gas Exchange<br>• Transport<br>• Muscle and Motility* | **26** | **39** |
| **INTERACTION AND INTERDEPENDANCE**<br>• Enzymes and Metabolism<br>• Cell Respiration<br>• Photosynthesis<br>• Chemical Signalling*<br>• Neural Signalling<br>• Intergration of Body Systems<br>• Defence Against Disease<br>• Populations and Communities<br>• Transfer of Energy and Matter | **31** | **48** |
| **CONTINUITY AND CHANGE**<br>• DNA Replication<br>• Protein Synthesis<br>• Mutations and Gene Editing<br>• Cell and Nuclear Division<br>• Gene Expression*<br>• Water Potential<br>• Reproduction<br>• Inheritence<br>• Homeostasis<br>• Natural Selection<br>• Sustainability and Change | **34** | **60** |

CONTENT/ASSESSMENT

| TYPE OF ASSESSMENT | FORMAT OF ASSESSMENT | TIME (HOURS) | | WEIGHTING OF FINAL GRADE |
|---|---|---|---|---|
| | | SL | HL | |
| **EXTERNAL** | | **3** | **4.5** | **80** |
| Paper 1 | Paper 1A: Multiple-Choice Questions Paper 1B: Data-Based Questions (Four questions that are syllabus related, addressing all themes) | 1.5 | 2 | 36 |
| Paper 2 | Data-Based and Short-Answer Questions Extended-Response Questions | 1.5 | 2.5 | 44 |
| **INTERNAL** | | **10** | | **20** |
| Scientific Investigation | The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question.<br>The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words. | 10 | | 20 |

# CHEMISTRY (SL OR HL)

## GROUP 4

### DIPLOMA PATTERN

This is a two-year Group 4 subject within the International Baccalaureate Diploma Programme. As a Group 4 subject it falls within the Experimental Sciences field.

### ADVICE TO STUDENTS

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational 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.

### LEARNING OUTCOMES

The Diploma Programme Chemistry course allows students to develop traditional practical skills and techniques and increase facility in the use of mathematics, which is the language of physical sciences. It also allows students to develop interpersonal skills, and information and communication technology skills which are essential in modern scientific endeavour and are important life- enhancing, transferable skills in their own right.

### ASSUMED ABILITIES

In order to achieve success in IB Chemistry, students will need to have an interest in all aspects of scientific study, in addition to a strong background in mathematics. It is recommended students have gained a High Achievement in Year 10 Physical Sciences and Mathematical Methods SL or HL.

### CONTENT/ASSESSMENT

| SYLLABUS COMPONENT | RECOMMENDED TEACHING | |
|---|---|---|
| | SL | HL |
| **SYLLABUS CONTENT** | **110** | **180** |
| **STRUCTURE 1. MODELS OF THE PARTICULATE NATURE OF MATTER**<br>• Structure 1.1—Introduction to the particulate nature of matter<br>• Structure 1.2—The nuclear atom<br>• Structure 1.3—Electron configurations<br>• Structure 1.4—Counting particles by mass: The mole<br>• Structure 1.5—Ideal gases | **17** | **21** |
| **STRUCTURE 2. MODELS OF BONDING AND STRUCTURE**<br>• Structure 2.1—The ionic model<br>• Structure 2.2—The covalent model<br>• Structure 2.3—The metallic model<br>• Structure 2.4—From models to materials | **20** | **30** |
| **STRUCTURE 3. CLASSIFICATION OF MATTER**<br>• Structure 3.1—The periodic table: Classification of elements<br>• Structure 3.2—Functional groups: Classification of organic compounds | **16** | **31** |
| **REACTIVITY 1. WHAT DRIVES CHEMICAL REACTIONS?**<br>• Reactivity 1.1—Measuring enthalpy change<br>• Reactivity 1.2—Energy cycles in reactions<br>• Reactivity 1.3—Energy from fuels<br>Reactivity 1.4—Entropy and spontaneity<br>• (Additional higher level) | **12** | **22** |
| **REACTIVITY 2. HOW MUCH, HOW FAST AND HOW FAR?**<br>• Reactivity 2.1—How much? The amount of chemical change<br>• Reactivity 2.2—How fast? The rate of chemical change<br>• Reactivity 2.3—How far? The extent of chemical change | **21** | **31** |
| **REACTIVITY 3. WHAT ARE THE MECHANISMS OF CHEMICAL CHANGE?**<br>• Reactivity 3.1—Proton transfer reactions<br>• Reactivity 3.2—Electron transfer reactions<br>• Reactivity 3.3—Electron sharing reactions<br>• Reactivity 3.4—Electron-pair sharing reactions | **24** | **45** |

## CONTENT/ASSESSMENT

| TYPE OF ASSESSMENT | FORMAT OF ASSESSMENT | TIME (HOURS) | | WEIGHTING OF FINAL GRADE |
|---|---|---|---|---|
| | | SL | HL | |
| **EXTERNAL** | | **3** | **4.5** | **80** |
| Paper 1 | Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work | 1.5 | 2 | 36 |
| Paper 2 | Short answer and extended-response questions | 1.5 | 2.5 | 44 |
| **INTERNAL** | | **10** | | **20** |
| Scientific Investigation | The scientific investigation is an openended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words. | 10 | | 20 |

# PHYSICS (SL OR HL)

## GROUP 4

### DIPLOMA PATTERN

This is a two-year Group 4 subject within the International Baccalaureate Diploma Programme. As a Group 4 subject it falls within the Experimental Sciences field.

### ADVICE TO STUDENTS

Through the study of Physics, students should become aware of how scientists work and communicate with each other. While the "scientific method" may take on a wide variety of forms, it will generally involve the formation, testing and modification of hypotheses through observation and measurement, under the controlled conditions of an experiment. It is this approach, along with the falsifiability of scientific hypotheses that distinguishes Physics from other disciplines, as well as characterising this subject within the IB Experimental Sciences group of subjects.

### LEARNING OUTCOMES

The Diploma Programme Physics course allows students to develop traditional practical skills and techniques and increase facility in the use of mathematics, which is the language of Physics. It also allows students to develop interpersonal skills, and information and communication technology skills which are essential in modern scientific endeavour and are important life-enhancing, transferable skills in their own right.

### ASSUMED ABILITIES

The Higher and Standard Level courses are taught together in the same class. It is recommended students have gained a High Achievement in Year 10 Physical Sciences and Mathematical Methods SL or HL.

### CONTENT/ASSESSMENT

| SYLLABUS COMPONENT | RECOMMENDED TEACHING | |
|---|---|---|
| | SL | HL |
| **SYLLABUS CONTENT** | **110** | **180** |
| **A SPACE, TIME AND MOTION** | **27** | **42** |
| A.1 Kinematics • | | |
| A.2 Forces and momentum • | | |
| A.3 Work, energy and power • | | |
| A.4 Rigid body mechanics • • • | | |
| A.5 Galilean and special relativity • • • | | |
| **B.THE PARTICULATE NATURE OF MATTER** | **24** | **32** |
| B.1 Thermal energy transfers • | | |
| B.2 Greenhouse effect • | | |
| B.3 Gas laws • | | |
| B.4 Thermodynamics • • • | | |
| B.5 Current and circuits • | | |
| **C.WAVE BEHAVIOUR** | **17** | **29** |
| C.1 Simple harmonic motion • • | | |
| C.2 Wave model • | | |
| C.3 Wave phenomena • • | | |
| C.4 Standing waves and resonance • | | |
| C.5 Doppler effect • • | | |
| **D.FIELDS** | **19** | **38** |
| D.1 Gravitational fields • • | | |
| D.2 Electric and magnetic fields • • | | |
| D.3 Motion in electromagnetic fields • | | |
| D.4 Induction • • • | | |
| **E.NUCLEAR AND QUANTUM PHYSICS** | **23** | **39** |
| E.1 Structure of the atom • • | | |
| E.2 Quantum physics • • • | | |
| E.3 Radioactive decay • • | | |
| E.4 Fission • | | |
| E.5 Fusion and stars • | | |

**KEY TO TABLE:**

- • Topics with content that should be taught to all students
- • • Topics with content that should be taught to all students plus additional HL content
- • • • Topics with content that should only be taught to HL students

CONTENT/ASSESSMENT

| TYPE OF ASSESSMENT | FORMAT OF ASSESSMENT | TIME (HOURS) | | WEIGHTING OF FINAL GRADE |
|---|---|---|---|---|
| | | SL | HL | |
| **EXTERNAL** | | **3** | **4.5** | **80** |
| Paper 1 | Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work | 1.5 | 2 | 36 |
| Paper 2 | Short-answer and extended- response questions | 1.5 | 2.5 | 44 |
| **INTERNAL** | | **10** | | **20** |
| Scientific Investigation | The scientific investigation is an openended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words. | 10 | | 20 |

# MATHEMATICS: ANALYSIS AND APPROACHES (SL OR HL)

## GROUP 5

### DIPLOMA PATTERN

This is a two-year Group 5 subject within the International Baccalaureate Diploma Programme. As a Group 5 subject it falls within the Mathematics field.

### ADVICE TO STUDENTS

Students who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions, enjoy the recognition of patterns, and understand the mathematical generalisation of these patterns. Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

### LEARNING OUTCOMES

The IB Mathematics: Analysis and Approaches course aims to enable students to:

- Understand and be able to recall Mathematical facts, concepts and techniques
- Recall, select and use their knowledge of Mathematical skills to both abstract and real-world contexts to solve problems
- Communicate and interpret their Mathematics accurately
- Use technology accurately and efficiently to explore new ideas and solve problems
- Construct Mathematical arguments using precise language
- Investigate unfamiliar situations, making conjectures, drawing conclusions and testing their validity

### ASSUMED ABILITIES

Students planning to study the HL course should have achieved a VHA standard in Year 10 Mathematical Methods HL. Students planning to study the SL course should have achieved a HA+ standard in Year 10 Mathematical Methods HL or SL. In addition to being independent learners with effective time management skills, students will need to be already equipped with fundamental skills and a thorough knowledge of basic mathematical processes.

### COSTS

Students will need a Casio fxCG50AU Graphic Display Calculator, as used in 10 Mathematical Methods, for this course.

### ASSESSMENT

Assessment will be according to IBO principles and will consist of 80% external assessment via three papers at HL level, in addition to 20% internal assessment for the mathematical investigation.

| ASSESSMENT OBJECTIVES | DETAILS | MARKS | % |
|---|---|---|---|
| **SL** | | | |
| **External assessment (3 hours)** | | | **80** |
| Paper 1 (90 minutes) | No technology allowed. | 80 | 40 |
| Paper 2 (90 minutes) | Technology required. | 80 | 40 |
| **Internal assessment** | | | |
| Mathematical exploration | - | | 20 |
| **HL** | | | |
| **External assessment (5 hours)** | | | **80** |
| Paper 1 (120 minutes) | No technology allowed. | 110 | 30 |
| Paper 2 (120 minutes) | Technology required. | 110 | 30 |
| Paper 3 (60 minutes) | Technology required. | 55 | 20 |
| **Internal assessment** | | | |
| Mathematical exploration | | - | 20 |

| CONTENT | SL | HL |
|---|---|---|
| Topic 1 — Number and algebra | 19 | 39 |
| Topic 2 — Functions | 21 | 32 |
| Topic 3 — Geometry and trigonometry | 25 | 51 |
| Topic 4 — Statistics and probability | 27 | 33 |
| Topic 5 — Calculus | 28 | 55 |
| The toolkit and the 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. | 30 | 30 |
| **Total teaching hours** | **150** | **240** |

# MUSIC (SL OR HL)

## GROUP 6

### DIPLOMA PATTERN

Music is a two-year subject within the International Baccalaureate Diploma Programme from the academic area, The Arts. It is offered at standard (SL) and higher (HL) levels.

### AIMS

The aims of the arts subjects are to enable students to:

1. Explore the diversity of the arts across time, cultures and contexts
2. Develop as imaginative and skilled creators and collaborators
3. Express ideas creatively and with competence in forms appropriate to the artistic discipline
4. Critically reflect on the process of creating and experiencing the arts
5. Develop as informed, perceptive and analytical practitioners
6. Enjoy lifelong engagement with the arts.

In addition, the aims of the music course at SL and HL are to enable students to:

1. Explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression
2. Acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others
3. Evaluate and develop critical perspectives on their own music and the work of others.

### ASSESSMENT OBJECTIVES

Having followed the music course at SL or HL, students are expected to demonstrate and achieve the following assessment objectives (AOs).

AO1: Demonstrate knowledge and understanding of specified content, contexts and processes.

- Explore the relationship between music and its contexts.
- Identify information from academic and practical inquiry.
- Present ideas, discoveries and learning in authentic ways.

AO2: Demonstrate application and analysis of knowledge and understanding.

- Experiment with musical findings in local and global contexts.
- Articulate a clear rationale to support the musical decision-making processes.
- Justify the use of creating and performing elements.

AO3: Demonstrate synthesis and evaluation.

- Communicate and present diverse musical conventions and practices.
- Purposefully present created and performed works.
- Make informed choices in communicating and presenting music.
- Evaluate their own work and the work of others.

AO4: Select, use and apply a variety of appropriate skills and techniques.

- Select musical information in academic and practical inquiry through relevant musical skills and techniques.
- Identify, select and apply musical skills and techniques to shape and transform musical material.
- Demonstrate appropriate use of musical conventions and practices when creating and performing in diverse contexts.
- Work collaboratively to achieve defined musical project outcomes (HL only).
- Demonstrate planning, responsibility and ownership in managing and completing a musical project (HL only).

### PRIOR LEARNING

The Diploma Programme Music course is designed to offer students the opportunity to build on prior experience in music while encouraging a broad approach to the subject and developing new skills, techniques and ideas.

Prior music experience is essential. Students interested in IB Music should discuss their level of experience with the Director of Music.

### SYLLABUS CONTENT

This practical course fosters students' musicianship and shapes their musical identities as researchers, creators and performers.

The course defines musicianship as comprising three, intrinsically connected aspects.

1. Knowledge and understanding of diverse musical material

2. Engagement with the musical processes of exploring, experimenting and presenting
3. Competencies and skill in the musical roles of researchers, creators and performers

The course encourages the acquisition of knowledge and understanding of diverse musical material, and development of musical competencies and related musical skills in the roles of researchers, creators and performers through the practical processes of exploring, experimenting and presenting.

Throughout the music course, students at SL and HL:

- Engage with diverse musical material
- Understand and practise three musical processes
- Develop skills and competencies in three musical roles.

Students will engage with diverse musical material through four areas of inquiry. Through the exploration and inquiry into personal, local and global contexts, students engage with both familiar and unfamiliar music.

### AREAS OF INQUIRY

1. Music for sociocultural and political expression
2. Music for listening and performance
3. Music for dramatic impact, movement and entertainment
4. Music technology in the electronic and digital age.

These areas of inquiry are not intended to categorize all musical genres and styles definitively, but to offer a flexible approach for understanding and working with a variety of musical materials and experiences.

### MUSICAL PROCESSES

The music course identifies three integrated musical processes—exploring, experimenting and presenting—through which students engage in relevant practical activities. Through these processes, students analyse diverse musical material, identify musical prompts relevant to their own work as researchers, creators and performers, justify their musical choices and prepare music for presentation.

The musical processes are reflected as the three components of the SL music course.

- Exploring music in context
- Experimenting with music
- Presenting music

HL students will have the opportunity to further expand these skills in a real-life music project.

- The contemporary music maker

### MUSICAL ROLES

A major goal of the course is to develop students' musicianship, in line with the IB's philosophy of developing the holistic learner. The development of students' musical roles as researchers, creators and performers is central to the music curriculum as students develop their musical identities through these roles.

### DISTINCTION BETWEEN SL AND HL

The greater breadth and depth required for HL is reflected through an additional assessment task. This task requires HL students to demonstrate knowledge and understanding of the core syllabus areas by formulating and communicating intentions for a project that is based on:

- Real-life practices of music-making
- Their experiences as developing musicians in this course
- Their collaboration with others.

| ASSESSMENT OUTLINE – SL AND HL | EXTERNAL/ INTERNAL | SL | HL |
|---|---|---|---|
| **Exploring music in context**<br><br>Students select samples of their work for a portfolio submission **(maximum 2,400 words)**. Students submit:<br><br>a. Written work demonstrating engagement with, and understanding of, diverse musical material<br><br>b. Practical exercises:<br>• Creating: one creating exercise (score maximum 32 bars<br>• And/or audio 1 minute as appropriate to style)<br>• Performing: one performed adaptation of music from a<br>• Local or global context for the student's own instrument<br>• (maximum 2 minutes)<br><br>c. Supporting audio material (not assessed). | **External** | **30% 45 hrs** | **20% 45 hrs** |
| **Experimenting with music**<br><br>Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process. Students submit:<br><br>a. A written experimentation report that supports the experimentation (maximum 1,500 words)<br><br>b. Practical exercises:<br>• Three related excerpts of creating (total maximum 5 minutes)<br>• Three related excerpts of performing (total maximum 5 minutes) | **Internal** | **30% 45 hrs** | **20% 45 hrs** |
| **Presenting music**<br><br>Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains:<br><br>a. Presenting as a researcher<br>• Program notes (maximum 600 words)<br><br>b. Presenting as a creator<br>• Composition and/or improvisation (maximum 6 minutes)<br><br>c. Presenting as a performer<br>• Solo and/or ensemble (maximum 12 minutes)<br>• Excerpts, where applicable (maximum 2 minutes) | **External** | **40% 60 hrs** | **30% 60 hrs** |
| ***The contemporary music-maker (HL only) Assessment***<br><br>Students submit a continuous **multimedia presentation** documenting their **real-life project**. Students submit multimedia presentation (maximum **15 minutes**), *evidencing*:<br><br>a. The project proposal<br><br>b. The process and evaluation<br><br>c. The realized project, or curated selections of it. | **Internal** | **N/A** | **30% 90 hrs** |
| | **Total** | **100%<br>150 hrs** | **100%<br>240 hrs** |

# THEATRE ARTS (SL OR HL)

## GROUP 6

### DIPLOMA PATTERN

This is a two-year Group 6 subject within the International Baccalaureate Diploma Programme. As a Group 6 subject it falls within the Arts field.

### ADVICE TO STUDENTS

The aim of this IB Diploma Theatre Arts course is to provide an environment of authentic holistic learning that helps students to understand the nature and role of theatre in a global society. By encouraging students to work as inquiring, critical thinkers through their participation as theatre practitioners and analysts, students develop a better understanding of themselves, their society and their world.

### LEARNING OUTCOMES

Theatre Arts encourages discovery through collaborative research and practical experimentation. Students will experience the course from contrasting artistic perspectives. The multifaceted course of study gives the opportunity to make theatre as creators, designers, directors and performers. It emphasises the importance of working both individually and collaboratively as part of an ensemble. The course offers students the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

### CONTENT

Students will study the three compulsory parts of the syllabus:

Staging play texts addresses the transformation of play texts into action. Students examine the ways in which ideas are articulated in texts by playwrights and the ways in which performance and production elements can be used to effectively fulfill theatre-maker intentions.

Exploring world theatre traditions addresses the authentic exploration of world theatre traditions through academic and practical research and exploration. Students inquire into and physically explore world theatre traditions, performance conventions and performance material from those traditions in order to acquire a deeper understanding and appreciation of the traditions through the body and/or voice.

Collaboratively creating original theatre addresses the collaborative development and performance of original theatre as part of an ensemble of theatre-makers. Students formulate intentions for theatre-making and examine the ways in which these intentions can be effectively realized through the collaborative creation of original performance work inspired by a starting point.

Performing theatre theory (HL only) addresses the exploration of aspects of theatre theory and the ways in which theory can inform performance. Students research at least one theatre theorist, identify an aspect of their theory and apply this to create and present theatre work that demonstrates this aspect of theory in performance.

### ASSUMED ABILITIES

In order to achieve success in IB Theatre Arts students will need to have an interest in all aspects of the theatre, including both on and off-stage roles. Study of Drama at Year 10 would be an advantage, but not essential.

### COSTS

Some excursions and materials to enable students to pursue their chosen areas of study will need to be provided or funded by the student. Materials for general classroom teaching and learning will be provided.

## ASSESSMENT

An assessment outline is provided below. Tasks will be according to IBO principles and will consist of 75% external and 25% internal assessment for HL students, and 65% external and 35% internal assessment for SL students. Assessments will include both written and oral presentation as well as practical participation.

| ASSESSMENT TASK | ASSESSMENT TASK DETAILS | SL | HL |
|---|---|---|---|
| *Internal* | | | |
| Production proposal | Students at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits the following.<br>1. A production proposal (a maximum of 12 pages ofwritten text and images, with written text not exceeding4,000 words) plus a list of all sources used. | 30% | 20% |
| *External* | | | |
| Research presentation | Students at SL and HL plan, deliver and video record an individual research presentation (15 minutes maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied. Each student submits the following.<br>1. A video recording of the student's research presentation (15 minutes maximum).<br>2. A list of all sources cited and any additional resources used by the student during the presentation. | 30% | 20% |
| Collaborative project | Students at SL and HL collaboratively create and perform an original piece of theatre (lasting 7–10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fully-realized production. Each student submits the following.<br>1. A project report (a maximum of 10 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.<br>2. A video recording of the final piece (7-10 minutes maximum). | 40% | 25% |
| Solo theatre piece (HL only) | Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4-7 minutes maximum) that demonstrates the practical application of this theory to a theatre piece for an audience.<br>Each student submits the following.<br>1. A report (2,500 words maximum) plus a list of all primary and secondary sources cited.<br>2. A continuous unedited video recording of the whole solo theatre piece (4-7 minutes maximum | x | 35% |

# VISUAL ARTS (SL OR HL)

## GROUP 6

### DIPLOMA PATTERN

This is a two-year Group 6 subject within the International Baccalaureate Diploma Programme. As a Group 6 subject it falls within the Arts field.

### ADVICE TO STUDENTS

IB Diploma Visual Art is designed according to the personal needs of each student, allowing them to explore, study and practice various media and Visual Art options of interest and expertise.

### LEARNING OUTCOMES

Students will learn to consider the complex and dynamic relationships between artist, artwork, audience and context. They will connect with the work of other artists and learn to situate the artworks they study as well as their own. Students will also learn to employ curiosity, creativity and dialogue to openly engage with the self, the world and others. They develop the skills to work independently, persist and repurpose, reflect critically and communicate effectively and with coherence as visual artists.

### CONTENT

The course will include core elements, individual and collaborative elements including:

**Create**

Teachers introduce a variety of art-making forms and creative strategies. Students learn how to generate ideas from investigation and observation and engage with experimentation or in resolving artworks. They learn how to follow lines of inquiry from conception to realization and to develop a visual language.

**Connect**

Teachers introduce ways to investigate artworks from different times and contexts. Students consider the relationships between artwork, artist and audience. They learn how to situate their art-making in relation to context and to consider cultural significance.

**Communicate**

Teachers introduce methods of visual and written presentation, and create opportunities for dialogue and critique. Students learn how to curate, share and situate their artwork. Teachers introduce methods to digitally document and curate artwork.

**Integration of create, connect, communicate**

The majority of teaching hours in visual arts are devoted to making art as inquiry. Students integrate the core areas of create, connect and communicate, through the pursuit of personal lines of inquiry and while developing a coherent body of resolved artworks.

They learn to:

- Develop their artistic intentions and creative processes
- Connect their art-making with the work of others
- Create their artworks in context
- Communicate with audiences.

Teachers plan time and set reasonable deadlines for students to prepare the three summative assessment tasks.

### COSTS

Some excursions and materials to enable students to pursue their chosen areas of study will need to be provided or funded by the student. Materials for general classroom teaching and learning will be provided.

## ASSESSMENT

At the end of the course, students select and organize visual and written materials to submit to the IB for online assessment—both SL and HL students curate and digitally submit three assessment tasks to evidence their learning.

All assessment tasks are non-examination based. Two tasks are externally assessed, and one is internally assessed by the teacher and externally moderated by the IB. The assessment model clearly differentiates the requirements between SL and HL, reflecting the teaching hours allocated at each level and the greater depth and breadth of work required in the HL course.

| ASSESSMENT OUTLINE—SL | WEIGHTING |
|---|---|
| **EXTERNAL ASSESSMENT** | **60%** |
| **Art-making inquiries portfolio (32 marks)**<br>This is an SL and HL task focused on the student's art-making as inquiry.<br>The student selects and organizes visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio. They provide curated evidence of their art-making as inquiry in a **variety** of art-making forms and creative strategies. The portfolio demonstrates how the student developed and refined their visual language through one or more **lines of inquiry** and must explicitly include the **inquiry questions or generative statements** they worked with. SL students submit **two** mandatory files.<br>• **One** PDF file of up to 1**5 screens** including visual evidence accompanied by written materials. The total word count must not exceed **3,000 words.**<br>• **One** separate text file listing the sources. | 40% |
| **Connections study (24 marks)**<br>This is an SL-only task focused on the student situating in context one of their resolved artworks, chosen from the five they submit for IA. The study presents curated visual and written evidence to demonstrate the connections between the student's chosen resolved artwork and their own context(s), and between the chosen artwork and **at least two artworks by different artists.** The connections must be informed by research, and the study must demonstrate understanding of the cultural significance of the two artworks by different artists. SL students submit two mandatory files.<br>• **One** PDF file of up to **10 screens** including visual evidence and supporting written materials. The total word count must not exceed **2,500 words.**<br>• **One** separate text file listing the sources. | 20% |
| **INTERNAL ASSESSMENT** | 40% |
| This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. | 40% |
| **Resolved artworks (32 marks)**<br>This is an SL-only task focused on the student's ability to create a **coherent body** of work. Each student submits **five resolved artworks** to demonstrate their best achievements in communicating their artistic intentions coherently. The student provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a **rationale** to articulate their artistic intentions and the choices that informed the making of their **coherent** body of artworks. SL students submit **six** mandatory files.<br>• **Five** image or video files **(each up to three minutes long)** of artworks—each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views.<br>• **One** PDF file of **up to two screens** for the rationale (which must not exceed **700 words**). | |

| ASSESSMENT OUTLINE—HL | WEIGHTING |
|---|---|
| **EXTERNAL ASSESSMENT** | **60%** |
| **Art-making inquiries portfolio (32 marks)**<br>This is an SL and HL task focused on the student's art-making as inquiry.<br>The student selects and organizes visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio. They provide curated evidence of their art-making as inquiry in a **variety** of art-making forms and creative strategies. The portfolio demonstrates how the student developed and refined their visual language through one or more **lines of inquiry** and must explicitly include the **inquiry questions or generative statements** they worked with. HL students submit **two** mandatory files.<br>• **One** PDF file of **up to 15 screens** including visual evidence accompanied by written materials. The total word count must not exceed **3,000 words.**<br>• **One** separate text file listing the sources. | 30% |
| **Artist project (40 marks)**<br>This is a **stand-alone,** HL-only task focused on the student creating and situating in context an artwork that they ideate and realize as part of a project of their choice.<br>The artist project demonstrates through curated evidence how the student work was informed by investigations of context, by connections with **at least two artworks by different artists, and by dialogues.** A **short vide**o curated by the student shows where and how the project artwork was realized to communicate with the audience in the chosen context. HL students submit **three** mandatory files.<br>• **One** PDF file of **up to 12 screens** including visual evidence and supporting written materials. The total word count must not exceed **2,500 words** and the student must comply with the exact word counts set for each section.<br>• **One** video file up to **three minutes long** presenting the project artwork realized in the chosen context. The video is submitted accompanied by the artwork details and a short text with the finalized artistic intentions **(100 words maximum).**<br>• **One** separate text file listing the sources. | 30% |




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