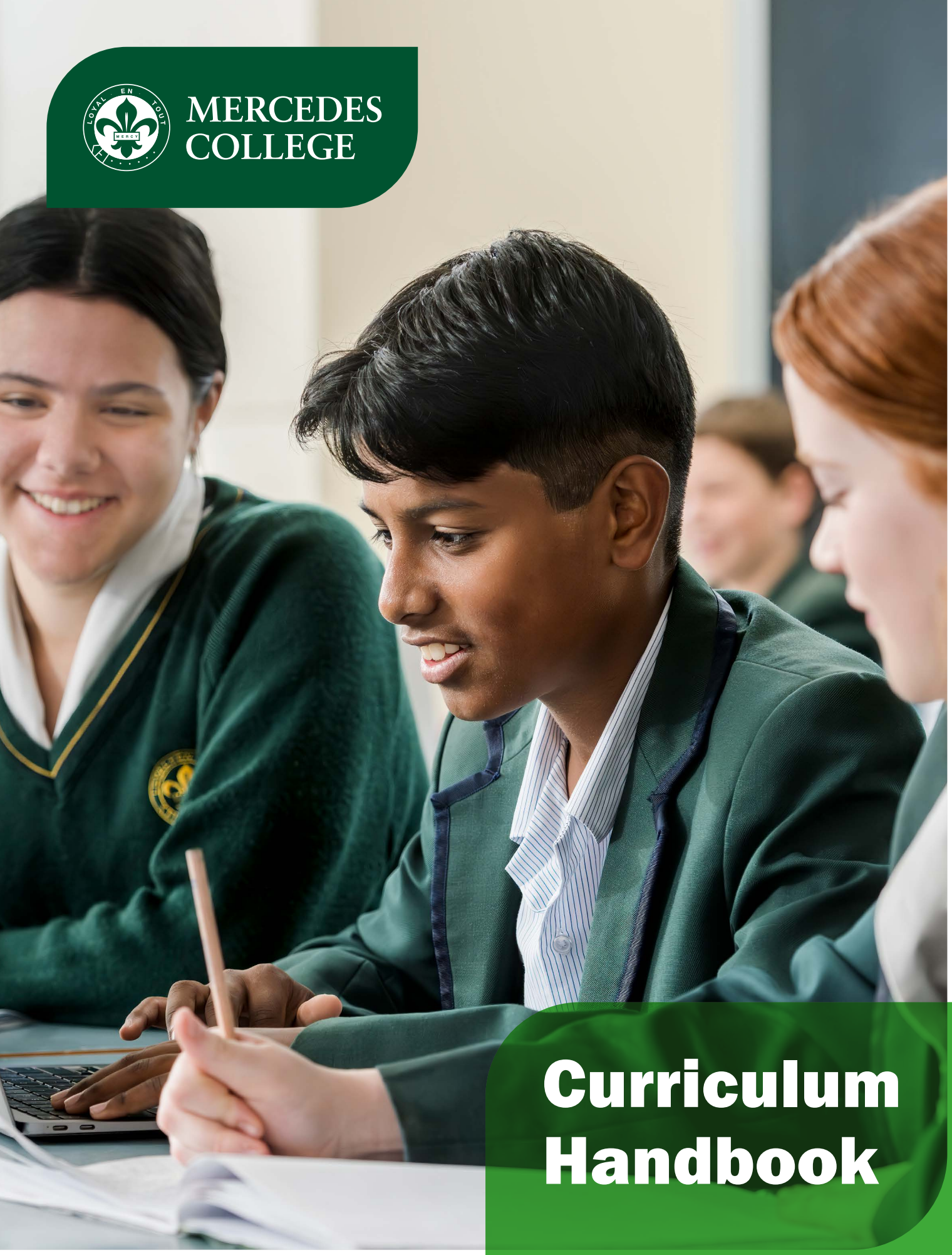
MERCEDES COLLEGE



Curriculum Handbook

Year 11 and 12
2025

CIS INTERNATIONALLY ACCREDITED SCHOOL
CRICOS Code 00365D

MERCEDES COLLEGE

Contents

MERCEDES COLLEGE

Year 11 and 12 at Mercedes College

Mercedes College is South Australia's only Catholic school that offers the International Baccalaureate (IB) curriculum from Reception to Year 12, and one of only a handful delivering the Programme at all three levels.

Students in Year 11 and Year 12 may choose to complete the IB Diploma Programme or the South Australian Certificate of Education (SACE). Regardless of their choice, having studied the IB Programme to Year 10, students are well-equipped for success.

International Baccalaureate Diploma Programme

The IB Diploma Programme is a rigorous and broad-based two-year course that encourages students to be knowledgeable and inquiring, as well as caring and compassionate. There is a strong emphasis on developing intercultural understanding, open-mindedness, and the ability to demonstrate respect in evaluating a range of points of view.

Diploma Programme students participate in three core requirements: the Theory of Knowledge course (TOK), Extended Essay, and Creativity, Activity, Service (CAS). In addition, they choose six courses of study from six distinct groups: studies in language and literature, language acquisition, individuals and societies, sciences, mathematics, and the arts. The arts course may be replaced by a subject from Group 2 (Language Acquisition), Group 3 (Individuals and Societies) or Group 4 (Sciences).

South Australian Certificate of Education

The South Australian Certificate of Education is designed to engage students in challenging and achievable learning experiences that will build their capability to live, learn, work, and participate successfully in a changing world. It offers a broad scope of studies that align with a student's interests and intentions for the future.

Students studying SACE must select subjects across two years that combine to earn 200 credits. One Semester (or, six months of study in a subject) is equivalent to 10 credits. There are five compulsory requirements of SACE, as well as a Mercedes College requirement of 10 credits of Religious Education. Remaining credits can be earned through subjects chosen from Stage 1 or Stage 2 at the student's preference. Students can also elect to study an IB Diploma subject as part of their SACE and in Stage 2 this will earn 20 credits and can be included in the calculation of an ATAR.

In addition to compulsory SACE and College requirements, students are encouraged to consider the pre-requisite guidelines from tertiary institutions if they are looking to undertake further study after graduation.

Vocational Education and Training

The Vocational Education and Training (VET) for Secondary Schools Programme (VFSS) enables students to progress towards a recognised VET qualification, such as an apprenticeship or traineeship, or Certificate I, II, or III, while completing their SACE.

Most VET courses are awarded SACE credits, and some listed on the SACE VET Recognition Register may also be eligible for SACE Stage 2 credits, meaning they can be incorporated into a student's subject selections in Year 12.

Community Service and Wellbeing Programmes

"The heart of our Mercy life is to participate in bringing the Kingdom into our world. For this reason, we are compelled to work both individually and corporately, to bring about a more just and compassionate society." *Sr Catherine McAuley*

Across both study streams, Mercedes College Year 11 and 12 students are expected to undertake service activities, in acknowledgement of our Mercy values. IB Diploma students meet this requirement in both years through their core study of Creativity, Activity, Service (CAS), whilst SACE students commit to weekly community service, and a period of work experience during Year 11.

In addition to their studies, students continue the Growth and Personal Skills Programme (GPS), which empowers them to build capacity, values, skills, attitudes, and approaches to developmentally appropriate situations. The four pillars of GPS are drawn from the IB Learner Profile, Australian Curriculum Capabilities, Approaches to Learning, Child Protection Curriculum and more, focusing on strong relationships, healthy lifestyles, positive emotions, and personal resilience.

MERCEDES COLLEGE

Our Mission

As a Catholic school in the Mercy tradition and inspired by the Gospels, we work in partnership with families enabling students to flourish in all aspects of their humanity and thus contribute to a better and more peaceful world.

Our Vision

To be a sustainable, internationally minded world-class school, providing a holistic educational experience for our students within a unique culture and community where we honour tradition and live the Mercy Keys.

Our Values

We live by the Mercy Keys: Compassion, Loyalty, Justice, Integrity, Responsibility and Mutual Respect across our daily interactions and strategic decisions.

IB mission statement: Education for life

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Council of International Schools (CIS)

Mercedes College is a member of the Council of International Schools (CIS), joining a prestigious network of 1,500 schools and universities spanning 120 countries. This globally recognised accreditation demonstrates Mercedes College's commitment to high-quality international education. To achieve and maintain this status, our College is regularly audited by an international panel, which monitors and assesses our learning practices and outcomes, but also our professional standards around governance, community engagement, and student wellbeing.

CIS INTERNATIONALLY ACCREDITED SCHOOL

MERCEDES COLLEGE

International Baccalaureate (IB)

The aim of all International Baccalaureate (IB) programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

IB Learner Profile

As IB learners we strive to be:

Inquirers
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced
We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

MERCEDES COLLEGE

IB Diploma Programme

The International Baccalaureate (IB) Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range.

It is a broad-based 2-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The IB Diploma Model

To ensure both breadth and depth of knowledge and understanding, students must choose 6 courses from 6 distinct groups:

1. **Studies in Language and Literature**
2. **Language Acquisition**
3. **Individuals and Societies**
4. **Sciences**
5. **Mathematics**
6. **The Arts**

Students may choose to replace the arts course with a second course subject from Group 2 (Language Acquisition), Group 3 (Individuals and Societies) or Group 4 (Sciences).

At least 3, and not more than 4, subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours).

In addition, 3 core elements — **the extended essay, theory of knowledge and creativity, activity, service are compulsory** and central to the philosophy of the programme.

Further information

To learn more about the International Baccalaureate (IB) Diploma Programme click here.

IB Diploma Groups

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
English A	Indonesian B	Economics	Biology	Mathematics: Analysis & Approaches	Visual Arts
Chinese A	French B	Geography	Chemistry	Mathematics: Applications & Interpretation	Theatre
Other Language A (including self-taught)	English B	Global Politics	Physics		Music
	Spanish *ab initio*	History	Sports Exercise & Health Science		Other Group 2, Group 3 or Group 4 subject
		Psychology	Environmental Systems & Societies*		
		Business Management			
		Environmental Systems & Societies*			

MERCEDES COLLEGE

South Australian Certificate of Education (SACE)

The South Australian Certificate of Education (SACE) is a modern, internationally-recognised secondary school qualification designed to equip you with the skills, knowledge, and personal capabilities to successfully participate in our fast-paced global society.

You'll be awarded the SACE if you successfully complete requirements that include a range of skills and subjects you may study at school or may have acquired through other education, training or experience.

The SACE is designed to enable students to:

- develop the capabilities to live, learn, work, and participate successfully in a changing world
- plan and engage in a range of challenging, achievable, and manageable learning experiences, taking into account their goals and abilities
- build their knowledge, skills, and understanding in a variety of contexts, for example, schools, workplaces, and training and community organisations
- gain credit for their learning achievements against performance standards.
- To gain the SACE students must earn 200 credits. Ten credits are equivalent to one semester or six months' study in a particular subject or course. Some elements of the SACE are compulsory.

Students can then choose from a wide range of subjects and courses including VET courses to earn the remaining credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2. The subjects offered will enable students to complete the compulsory units and patterns of particular subjects as required by the SACE Board of South Australia.

Building 200 Credits

The SACE is designed to allow students to choose the subjects that suit their interests, skills, and career goals.

Students build 200 credits of study across Stage 1 and 2 (10 credits = 1 semester of study in 1 subject)

Stage 1 usually at Year 11

Stage 2 usually at Year 12

50 credits of compulsory SACE subjects (see below)

60 credits SACE Stage 2 or VET subjects

At least 90 credits of other subjects at Stage 1 or Stage 2 (or equivalent)

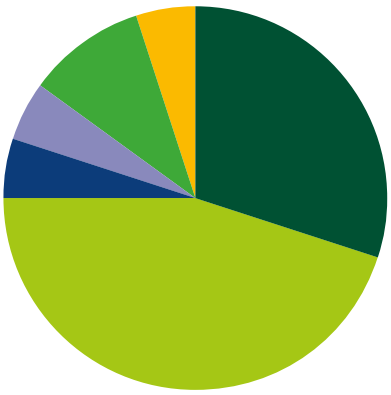
SACE Compulsory Requirements

Exploring Identities and Futures (Stage 1) – 10 credits
Most students will complete this in Year 10

Numeracy Requirement – 10 credits
A mathematics subject in Stage 1

Literacy Requirement – 20 credits
An English subject in Stage 1

Activating Identities and Futures (Stage 2) – 10 credits
Most student complete this in Year 11



Exploring Identities and Futures
10 credits

Literacy
20 credits

Numeracy
10 credits

Activating Identities and Futures
10 credits

Electives (stage 1 or 2)
90 credits

Electives (stage 2)
60 credits

MERCEDES COLLEGE

South Australian Certificate of Education (SACE)

Subject Selection - Stage 1

This booklet has been prepared to help you make decisions about the subjects and courses which are available to you next year. You should refer to your Exploring Identities and Futures course work which has involved consideration and identification of:

- the careers or university or TAFE courses you wish to pursue
- your strengths and interests and attitude to study
- the entry requirements including the Australian Tertiary Admissions Rank (ATAR) required for those courses
- the Stage 2 subjects you will require to reach that ATAR.

In choosing subjects, you should:

- check the SATAC Tertiary Entrance Booklet to identify pre-requisite and recommended subjects for any career or course in which you are interested
- identify whether the tertiary institutions provide adjustment factors (bonus points) or course credit for certain subjects
- seek advice from your teachers and take their recommendations seriously
- consider how much satisfaction and enjoyment you obtain from various subjects. You are more likely to do well in those you like
- consider how well you have coped with the subject (or a related one) in the past
- consider the Stage 1 subjects that will best prepare you for Stage 2.

You should also:

- liaise with the Student Pathways Coordinator so that you ensure the course selected will enable you to be prepared for your selected career choices
- check with the SACE Coordinator to ensure that your selected subjects will enable you to gain the SACE or IB Diploma and an ATAR (Australian Tertiary Admissions Rank) for University entrance if that is your chosen pathway; and TAFE entry if that is your preferred option for post-school studies.

Subject Selection – Stage 2

In selecting your subjects for Stage 2 (Year 12) you should:

- consider how much satisfaction and enjoyment you obtained from the subjects you studied in Year 11. You are more likely to do well in those you like;
- discuss with the Student Pathways Coordinator so that you ensure the course selected will enable you to be prepared for your selected university, TAFE and career choices
- consider how well you have coped with the subject (or a related one) in the past;
- Be aware of Vocational Studies (VET) subjects that you may be able to incorporate as part of your SACE .

Assessment In SACE

The performance standards describe five levels of achievement that are reported with the grades A to E at the student's completion of study of a subject.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated his or her evidence of learning.

During the teaching and learning program the teacher gives students feedback on, and makes decisions about, the quality of their learning, with reference to the performance standards.

Students can also refer to the performance standards to identify the knowledge, skills, and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.

At the student's completion of study of a subject, the teacher makes a decision about the quality of the student's learning, demonstrated through the set of assessments, by:

- referring to the levels of achievement described in the performance standards
- assigning a grade based on the level that gives the best overall description of the student's evidence of learning.

Further information

To learn more about the SACE click here.

MERCEDES COLLEGE

Vocational Education and Training (VET)

VET in Schools refers to Vocational Education and Training (VET) courses undertaken as part of school studies. VET in Schools courses enable students to earn credit towards a recognised VET qualification whilst completing their general education curriculum or senior secondary certificate (SACE).

With VET in Schools, a student can:

- Combine a vocational pathway (such as an apprenticeship or traineeship) with studies;
- Complete (or work towards) a Certificate I, II or III, qualification; and
- Keep options open to pursue further vocational education (such as courses at a Technical and Further Education institute) or move into higher education (such as undertaking courses at University).

VET qualifications, or the credit towards a qualification, are recognised by industry across Australia under the Australian Qualifications Framework (AQF).

VET operates through a national training system, and is delivered, assessed and certified by Registered Training Organisations (RTOs) such as TAFE SA.

The courses Mercedes College accesses are offered at the site of the RTO.

VET is an excellent choice of study for many students. It can include practical hands-on learning, which suits many students and can lead to excellent jobs in a vast array of fields and gives students a head-start on a qualification of their choice.

SACE Recognition of VET

Most VET courses are awarded SACE credits and some of them, if they are listed on the SACE VET Recognition Register may be eligible for SACE Stage 2 (Year 12) credits which can therefore be part of the student's Year 12 studies.

To search the SACE VET Recognition Register click here.

Further Information

More information is available through the Mercedes College Student Pathways Coordinator.

Mercedes College students have accessed VET courses over many years in a wide range of areas such as:

- Aged Care
- Animal Attending and Training
- Automotive Technology and Automotive Electrical
- Business
- Childcare
- Construction Pathways (eg Carpentry, Electrical and Plumbing)
- Engineering Pathways
- Fitness
- Applied Fashion & Design
- Health Services Assistance
- Hair and Beauty
- Hospitality (both Front of House and Commercial Cookery)
- Music Industry (Production & Performance)
- Retail
- Screen and Media

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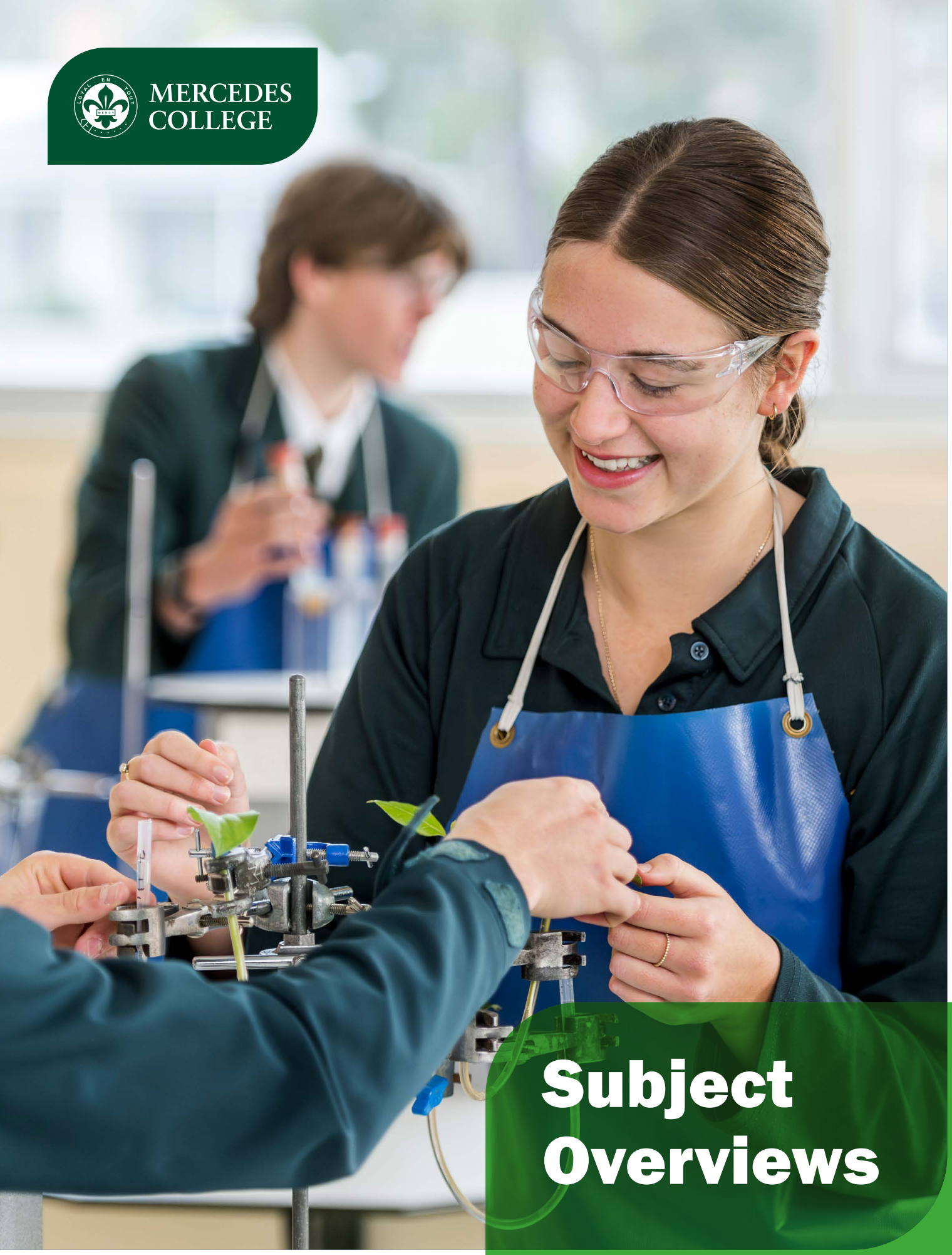

Subject Overviews

MERCEDES COLLEGE

Subject Index

IB Diploma Programme

SACE Stage 1

SACE Stage 2

Click on subject listing to jump directly to the subject outline

Click home to return to this index

Compulsory IB Diploma Programme subjects*
Compulsory SACE Subjects **
Compulsory at Mercedes College †
School Based Subjects ‡

Theory of Knowledge

IB Diploma Programme
Core Requirements

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions.

The most central of these is "How do we know?", while other questions include:

- What counts as evidence for X?
- How do we judge which is the best model of Y?
- What does theory Z mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It offers students and their teachers the opportunity to:

- Reflect critically on diverse ways of knowing and on areas of knowledge.
- Consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world. In addition, TOK prompts students to:
- Be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge.
- Recognise the need to act responsibly in an increasingly interconnected but uncertain world.

TOK also provides coherence for the student, by linking academic subject areas as well as transcending them.

It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

Assessment

The TOK course is assessed through an exhibition and a 1,600-word essay. The exhibition requires the students to create an exhibition of three objects that explores how TOK manifests in the world around us.

The essay focuses on a conceptual issue in TOK. For example, it may ask students to discuss the claim that the methodologies used to produce knowledge depend on the use to which that knowledge will be used.

IB Diploma Subject Brief

To view the full IB Diploma programme subject brief click here.

The Extended Essay

IB Diploma Programme
Core Requirements

The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

The recommended length of time for candidates to spend on the preparation and writing of the Extended Essay is 40 hours.

Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the extended essay.

Extended essay topics may be chosen from a list of approved DP subjects—normally one of the student's six chosen subjects for the IB diploma or the world studies option. World studies provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, using two IB disciplines.

The aims of the extended essay are to provide students with the opportunity to:

- Engage in independent research with intellectual initiative and rigour.
- Develop research, thinking, self-management and communication skills.
- Reflect on what has been learned throughout the research and writing process.

The research process:

1. Choose the approved DP subject.
2. Choose a topic.
3. Undertake some preparatory reading.
4. Formulate a well-focused research question.
5. Plan the research and writing process.
6. Plan a structure (outline headings) for the essay. This may change as the research develops.
7. Carry out the research. Writing and formal presentation

The upper limit of 4,000 words includes the introduction, body, conclusion and any quotations.

As part of the supervision process, students undertake three mandatory reflection sessions with their supervisor. These sessions form part of the formal assessment of the extended essay and research process. The purpose of these sessions is to provide an opportunity for students to reflect on their engagement with the research process and is intended to help students consider the effectiveness of their choices, re-examine their ideas and decide on whether changes are needed.

IB Diploma Subject Brief

To view the full IB Diploma programme subject brief click here.

Assessment

Assessment Criteria	Description
Focus and method	The topic, the research question and the methodology are clearly stated.
Knowledge and understanding	The research relates to the subject area/discipline used to explore the research question, and knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.
Critical thinking	Critical-thinking skills have been used to analyse and evaluate the research undertaken.
Presentation	The presentation follows the standard format expected for academic writing.
Engagement	The student's engagement with their research focus and the research process.

Creativity, Activity, Service (CAS)

IB Diploma Programme
Core Requirements

Creativity, activity, service (CAS) is at the heart of the IB Diploma Programme. It is one of the 3 essential elements in every student's Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The 3 strands of CAS, which are often interwoven with particular activities, are characterised as follows.

- Creativity: arts, and other experiences that involve creative thinking.
- Activity: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.
- Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. A good CAS programme should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life changing.

For student development to occur, CAS should involve:

- Real, purposeful activities, with significant outcomes.
- Personal challenge – tasks must extend the student and be achievable in scope.
- Thoughtful consideration, such as planning, reviewing progress, reporting.
- Reflection on outcomes and personal learning.

All proposed CAS activities need to meet these 4 criteria. It is also essential that they do not replicate other parts of the student's Diploma Programme work.

Concurrency of learning is important in the Diploma Programme. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the programme, and certainly for at least 18 months.

Successful completion of CAS is a requirement for the award of the IB Diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved eight key learning outcomes. The College's CAS programme is regularly monitored by the relevant regional office.

At Mercedes College, each student's progress in CAS is monitored by their CAS Advisor, with whom they meet regularly, and by the CAS Coordinator.

Within the Diploma Programme, CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. For this reason, the aims of CAS have been written in a form that highlights their connections with the IB learner profile.

All students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and student reflections; it is not formally assessed. Students will participate in regular progress meetings with their CAS advisor.

IB Diploma Subject Brief

To view the full IB Diploma programme subject brief click here.

Exploring Identities and Futures

SACE Stage 1 (Compulsory - Year 10)
Credits 10
Duration Semester

Exploring Identities and Futures is a 10-credit subject at Stage 1. Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

The exploration of identities and futures in this subject will continue into the Activating Identities and Futures subject at Stage 2.

In this subject, students:

- develop agency by exploring their identity, interests, strengths, skills, capabilities and or values, and making choices about their learning.
- demonstrate self-efficacy and self-regulation through planning and implementing actions to develop their capabilities, connect with future aspirations, achieve goals and make decisions.
- develop their communication skills and reflective practice by collaborating and connecting with others, valuing feedback, and sharing evidence of their learning progress with an audience.

Assessment

Assessment at Stage 1 is school based. The following assessment types enable students to demonstrate their learning in Stage 1 Exploring Identities and Futures:

- Assessment Type 1: Exploring me and who I want to be (at least 2 tasks)
- Assessment Type 2: Taking action and showcasing my capabilities. (Long term Project)

Each assessment type should have a weighting of at least 30%.

SACE Subject Outline

To view the full SACE subject outline click here.

Activating Identities and Futures

SACE Stage 2 (Compulsory - Year 11)
Credits 10
Duration Semester

Activating Identities and Futures (AIF) is a compulsory requirement of SACE.

The purpose of Activating Identities and Futures is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output.

Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution. The focus of the exploration aims to develop capabilities and support students in their chosen pathways.

Assessment

- School Assessment (70%)
  - Assessment Type 1: Portfolio (35%)
  - Assessment Type 2: Progress Checks (35%)
- External assessment
  - Assessment Type 3: Appraisal (30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Spiritualities, Religion and Meaning

SACE Stage 1 (Compulsory at Mercedes College)
Credits 10
Duration Full Year

At Stage 1, students develop and demonstrate their understanding of the influence of religious and/or spiritual perspectives on a community within a local, national, or global context through engaging with one or more representations.

The following six big ideas frame learning in this subject by inviting inquiry into religious and/or spiritual perspectives in context.

- Growth, belonging, and flourishing
- Community, justice and diversity
- Story, visions and futures
- Spiritualities, religions, and ultimate questions
- Life, the universe and integral ecology
- Evil and suffering

Assessment

Students will demonstrate evidence of their learning

through the following assessment types:

- Assessment Type 1: Representations
- Assessment Type 2: Connections
- Assessment Type 3: Issues Investigation

SACE Subject Outline

To view the full SACE subject outline click here.

Spiritualities, Religion and Meaning

SACE Stage 2 (SACE alternative to Life and Faith)
Credits 10 or 20
Duration Full Year

At Stage 2 students engage in reflective analysis in response to stimuli such as guest speakers, documentaries and excursions, contextualised by one of the six big ideas. They explore a concept or issue from a religious and/or spiritual perspective and collaborate with others to apply their learning.

The following six big ideas frame learning in this subject by inviting inquiry into religious and spiritual perspectives in context.

- Growth, belonging, and flourishing
- Community, justice and diversity
- Story, visions and futures
- Spiritualities. religions, and ultimate questions
- Life, the universe and integral ecology
- Evil and suffering

Assessment

The school assessment component for Stage 2 Spiritualities, Religion and Meaning [SRM] consists of three assessment types:

School Assessment (70%)

- Assessment Type 1: Reflective Analysis (maximum: 2 tasks 1000 words or 6 minutes multi-modal or equivalent 40%)
- Assessment Type 2: Connections (1 task: 1000 words or 6 minutes multi-modal or equivalent 30%)

External Assessment: (30%)

- External Assessment Type 3: Transformative Action (1000 words or 6 minute multi-modal or equivalent 30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Students who do not choose SRM will be allocated to a Life and Faith class. This class does not attract SACE credits.

English A and Chinese A

IB Diploma Programme
Studies in Language and literature

For most of our students, Language A is English. Students from other language backgrounds such as Chinese would undertake Chinese A. Students may study another Language A by arrangement with the Diploma Coordinator.

The Language A: language and literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning.

Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

The aims of studies in language and literature courses are to enable students to:

- engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature.

Curriculum model overview

Syllabus component	Recommended teaching hours	
	SL	HL
Readers, writers and texts	50	80
Time and space	50	80
Intertextuality: Connecting texts	50	80
Total teaching hours	150	240

IB Diploma Subject Brief

To view the full IB Diploma programme subject brief click here.

Assessment

Type of Assessment	Format of Assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL (%)	HL (%)
External					
Paper 1: Guided Literary Analysis (1.25 hours)	Guided analysis of unseen literary passage / passages from different text types.			35	35
Paper 2: Comparative essay (1.75 hours)	Comparative essay based on two literary works written in response to a choice of one out of four questions.			35	25
HL Essay	Written coursework component: 1,200–1,500 word essay on one work studied.				20
Internal					
Individual Oral	Prepared oral response on the way that one work originally written in the language studied and one work studied in translation have approached a common global issue.			30	20

English

SACE Stage 1
Credits 10
Duration Semester

At Mercedes students MUST do 10 credits of English in each semester in Stage 1

At Stage 1, English students develop skills for Stage 2 English Literary Studies. Students complete analytical tasks such as essays with critical perspectives of drama, film, poetry, and prose texts, which includes William Shakespeare's *Macbeth*. Assessment conditions focus on preparing students for examination-based subjects.

Students who complete 20 credits of Stage 1 English with a C grade or better, or any Stage 2 English subject with a C– grade or better, will meet the literacy requirement of the SACE. Credits gained from any of the subjects can be combined with credits gained from other subjects in the English Learning Area.

Assessment

Students will demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study

SACE Subject Outline

To view the full SACE subject outline click here.

English

SACE Stage 2
Credits 20
Duration Semester Full Year

At Stage 2, English students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Text types for study include song lyrics (e.g., Paul Kelly) and film (e.g., Scott Hicks' Shine).

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal. Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

There is no external examination; the Comparative Analysis is an externally assessed assignment. This course is eligible for ATAR adjustment factors under the SATAC Universities Language, Literacy and Mathematics Scheme.

To read more about adjustment factors click here.

Assessment

Students will demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

External Assessment (30%)

- Assessment Type 3: Comparative Analysis (30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Essential English

SACE Stage 1
Credits 10
Duration Semester

At Stage 1, Essential English students develop literacy and communication skills through a range of written, spoken, visual, and digital texts while using and modifying language for different purposes in a range of social and cultural contexts.

There is a focus on literacy in preparation for any English subject at Stage 2. Students may also choose this subject in preparation for work and life, as they will engage in real-world texts such as persuasive writing. There is not a focus on examination conditions or literary texts (e.g., drama, prose, poetry).

Students who complete 20 credits of Stage 1 English with a C grade or better, or any Stage 2 English subject with a C– grade or better, will meet the literacy requirement of the SACE. Credits gained from any of the subjects can be combined with credits gained from other subjects in the English Learning Area.

Assessment

Students will demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts

SACE Subject Outline

To view the full SACE subject outline click here.

Essential English

SACE Stage 2
Credits 20
Duration Full Year

At Stage 2, Essential English students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

There is no external examination; the Language Study is an externally assessed assignment. This course is **not** eligible for ATAR adjustment factors under the SATAC Universities Language, Literacy and Mathematics Scheme.

To read more about adjustment factors click here.

Assessment

Students will demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

External Assessment (30%)

- Assessment Type 3: Language Study (30%)

SACE Subject Outline

To view the full SACE subject outline click here.

English Literary Studies

SACE Stage 2
Credits 20
Duration Full Year

At Stage 2, English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts such as Michael Curtiz's film *Casablanca* and Tara June Winch's novel *Swallow the Air*. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts. Students produce responses that show the depth and clarity of their understanding. They extend their ability to sustain a reasoned critical argument by developing strategies that allow them to weigh alternative opinions against each other. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed.

The final assessment, Critical Reading, is an externally assessed examination involving analysis of unseen texts. This course is eligible for ATAR adjustment factors under the SATAC Universities Language, Literacy and Mathematics Scheme: https://www.satac.edu.au/adjustment-factors

Assessment

Students will demonstrate evidence of their learning through the following assessment types:

School Assessment (70%)

- Assessment Type 1: Responding to Texts (50%)
- Assessment Type 2: Creating Texts (20%)

External Assessment: (30%)

- Assessment Type 3: Text Study
  - Part A: Comparative Text Study (15%)
  - Part B: Critical Reading (15%)

SACE Subject Outline

To view the full SACE subject outline click here.

French B, Indonesian B and English B

IB Diploma Programme
Language Acquisition

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate.

Language B students learn to communicate in the target language in familiar and unfamiliar contexts. The following language acquisition aims to:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

Content Outline

Theme	Guiding Principle
Identities	Explore the nature of the self and what it is to be human.
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.

IB Diploma Subject Brief

To view the full IB Diploma programme subject brief click here.

Assessment

Type of Assessment	Format of Assessment	Weighting of final grade (%)
External		
Paper 1	Productive skills Two written tasks – each from a choice of three Writing – 30 marks	25
Paper 2	Receptive skills Separate sections for listening and reading Listening – 25 marks Reading – 40 marks	50
Internal		
Individual oral assessment	30 marks	25

Spanish *ab initio*

IB Diploma Programme
Language Acquisition

Language acquisition consists of two modern language courses—language *ab initio* and language B—designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

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.

Language *ab initio* students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts.

The following language acquisition aims are common to both language *ab initio* and language B.

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

Content Outline

Theme	Guiding Principle
Identities	Explore the nature of the self and what it is to be human.
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.

IB Diploma Subject Brief

To view the full IB Diploma programme subject brief click here.

Assessment

Type of Assessment	Format of Assessment	Weighting of final grade (%)
External		
Paper 1	Productive skills Two written tasks – each from a choice of three Writing – 30 marks	25
Paper 2	Receptive skills Separate sections for listening and reading Listening – 25 marks Reading – 40 marks	50
Internal		
Individual oral assessment	30 marks	25

Chinese (Background Speakers)

SACE Stage 1
Credits 10 for each Semester
Duration Semester

Chinese (Background Speakers) at Stage 1 is designed for students with a cultural and linguistic background in Chinese. Students, typically, will have been born in a country where Chinese is a major language of communication and a medium of instruction, and will have had more than 1 year's education in that country or in a wholly Chinese-speaking environment.

Students clarify, extend, and develop their ideas and opinions on the prescribed themes and contemporary issues, and reach reasoned conclusions through critical engagement with a variety of sources and perspectives. Students analyse and evaluate texts from linguistic and cultural perspectives, and consider the relationships between the two. Students analyse and evaluate the way in which texts convey their message and have an impact on their audience

There are 4 prescribed themes:

- China and the World
- Modernisation and Social Change
- The Overseas Chinese-speaking Communities
- Language in Use in Contemporary China Assessment

Assessment

The purpose of assessment is to measure the extent to which students have achieved the learning outcomes. Assessment in Stage 1 Chinese at background speakers level consist of the following components:

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation.

There is an end of semester 1 and semester 2 examination in which there are the following components:

- Section 1: Listening and Responding
- Section 2: Reading and Responding
- Section 3: Writing in Chinese
- Section 4: Oral

SACE Subject Outline

To view the full SACE subject outline click here.

Chinese (Background Speakers)

SACE Stage 2
Credits 20
Duration Full Year

Stage 2 Chinese at background speakers level is a 20 credit subject organised around four prescribed themes and a number of prescribed contemporary issues. These themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity. The themes and contemporary issues are intended to be covered across Stage 1 and Stage 2.

There are 4 prescribed themes:

- China and the World
- Modernisation and Social Change
- The Overseas Chinese-speaking Communities
- Language in Use in Contemporary China.

The themes have a number of prescribed contemporary issues. The placement of issues under one or more of the themes is intended to provide a particular perspective or perspectives on each of the issues.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 locally assessed languages at background speakers level:

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Examination (30%)

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- three to five assessments for the folio
- one oral presentation in Chinese, one written response to the topic in Chinese, and one reflective response in English for the in-depth study
- one oral examination
- one written examination.

SACE Subject Outline

To view the full SACE subject outline click here.

Economics

IB Diploma Programme
Individuals and Societies

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy). The DP economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

The aims of the DP economics course are to enable students to:

- develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy
- apply economic theories, models, ideas and tools, and analyse economic data to understand and engage with real-world economic issues and problems facing individuals and societies
- develop a conceptual understanding of individuals' and societies' economic choices, interactions, challenges and consequences of economic decision-making.

Curriculum Model Overview

Format of Assessment	Time (hours)	
	SL	HL
Unit 1: Introduction to economics	10	10
Unit 2: Microeconomics	35	70
Unit 3: Macroeconomics	40	75
Unit 4: The global economy	45	65
Internal assessment Portfolio of three commentaries	20	20
Total teaching hours	150	240

IB Diploma Subject Brief

To view the full IB Diploma programme subject brief click here.

Assessment

Type of Assessment	Format of Assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL (%)	HL (%)
External					
Paper 1	Extended response paper based on all units of the syllabus	1.25	1.25	30	20
Paper 2	Data response paper based on all units of the syllabus	1.75	1.75	40	30
Paper 3	Policy paper based on all units of the syllabus		1.75		30
Internal					
Portfolio	Three commentaries based on different units of the syllabus (except the introductory unit) and from published extracts from the news media, analysed using different key concepts	20	20	30	20

Economics

SACE Stage 1
Credits 10
Duration Semester

Economics is the study of how resources are allocated so that goods and services are produced, distributed, and exchanged to satisfy the unlimited needs and wants of society.

Students study the four economics concepts of:

- scarcity
- choice
- opportunity cost, and
- the cause and effect of economic decisions.

They apply their learning of these concepts to authentic economic contexts to develop their understanding of the economic principles that underpin decision-making.

It is recommended that Economics be taken with subjects such as Accounting, Business Innovation, Psychology and/or Legal Studies for a broader understanding of the commercial environment leading to university or work pathways.

For 'understanding the newspaper', Economics and Modern History in combination give you the background to understand most of what is happening in the world.

Assessment

Students will demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Folio tasks x 2
  - Each folio task has a 30% weighting, total 60%
- Assessment Type 2: Economic Project 40%
  - In preparation for Stage 2 Economics, students will also undertake a 2-hour examination to gauge their understanding of the topic.

SACE Subject Outline

To view the full SACE subject outline click here.

Economics

SACE Stage 2
Credits 20
Duration Full Year

Economics is the study of how we exchange scarce resources to satisfy our needs and wants and in doing so we gain insight into human behaviour in a variety of contexts, whether as individuals, firms, governments, or other organisations.

In Economics, students explore and analyse a variety of authentic economic contexts to develop, extend, and apply their skills, knowledge, understanding, and capabilities.

Using an inquiring, critical, and thoughtful approach to their study, students further develop the ability to think like an economist.

It is recommended that Economics be taken with subjects such as Accounting, Business Innovation, Psychology and/or Legal Studies for a broader understanding of the commercial environment leading to university or work pathways.

For 'understanding the newspaper', Economics and Modern History in combination give you the background to understand most of what is happening in the world.

Assessment

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

School assessment (70%)

- Assessment Type 1: Folio (40%)
- Assessment Type 2: Economic Project (30%)

External assessment (30%)

- Assessment Type 3: Examination (30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Geography

IB Diploma Programme
Individuals and Societies

Geography is a dynamic subject firmly grounded in the real world, and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places, on a variety of scales and from different perspectives.

Geography as a subject is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The course integrates physical, environmental and human geography, and students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines, helping students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

Students at both SL and HL are presented with a common core and optional geographic themes. HL students also study the HL core extension. Although the skills and activity of studying geography are common to all students, HL students are required to acquire a further body of knowledge, to demonstrate critical evaluation and to further synthesize the concepts in the HL extension.

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

- develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales
- develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues
- understand and evaluate the need for planning and sustainable development through the management of resources at varying scales.

Curriculum Model Overview

Components	Time (hours) SL	HL
Geographic themes—seven options SL—two options; HL— three options • Freshwater • Oceans and coastal margins • Extreme environments • Geophysical hazards • Leisure, tourism and sport • Food and health • Urban environments	60	90
SL and HL core Geographic perspectives—global change • Population distribution—changing population • Global climate—vulnerability and resilience • Global resource consumption and security	70	70
Geographic perspectives – global interactions (HL only) • Power, places and networks • Human development and diversity • Global risks and resilience		60
Internal assessment SL and HL Fieldwork Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation	20	20
Total teaching hours	150	240

IB Diploma Subject Brief

To view the full IB Diploma programme subject brief click here.

Assessment

Type of Assessment	Format of Assessment	Time (hours) SL	HL	Weighting of final grade (%) SL (%)	HL (%)
External					
Paper 1	Each option has a structured question and one extended answer question from a choice of two.	1.5	2.25	35	35
Paper 2	Three structured questions, based on each SL/HL core unit. Infographic or visual stimulus, with structured questions. One extended answer question from a choice of two.	1.25	1.25	40	25
Paper 3	Choice of three extended answer questions, with two parts, based on each HL core extension unit.		1		20
Internal					
Fieldwork	One written report based on a fieldwork question from any suitable syllabus topic, information collection and analysis with evaluation.	20	20	25	20

Society and Culture

SACE Stage 1
Credits 10
Duration Semester

In Stage 1 Society and Culture, students study two topics: one topic with a focus on an Australian context, and one topic with a focus on a global context.

The social inquiry approach to learning forms the core of the study of Society and Culture. Through the study of a topic, students develop skills in various approaches to, and methods of, investigating and analysing contemporary social issues. They become familiar with the limits and potential of these approaches and methods, and with the ethical issues associated with them.

Assessment

Students will demonstrate evidence of their learning through 4 assessment tasks under the following assessment types:

- Assessment Type 1: Source Analysis
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

SACE Subject Outline

To view the full SACE subject outline click here.

Society and Culture

SACE Stage 2
Credits 20
Duration Full Year

In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures.

Students use inquiry processes to explore concepts of society and culture in Australian (local and national) and global contexts. They choose and explore a range of primary and secondary sources and evaluate different viewpoints and perspectives. They learn to challenge their own thinking and develop skills in presenting opinions supported by evidence.

Assessment

The assessment component for Stage 2 Society & Culture consists of three assessment types:

School Assessment

- Assessment Type 1: Folio (3-4 tasks: 50%)
- Assessment Type 2: Interaction (One oral and one group task: 20%)

External Assessment

- Type 3: Investigation (Externally assessed: 30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Global Politics

IB Diploma Programme
Individuals and Societies

DP global politics is a course for students who want to understand more about how the world they live in works, and what makes it change (or prevents it from changing). The course draws on a variety of disciplinary traditions in the study of politics and international relations, and more broadly in the social sciences and humanities. Students build their knowledge and understanding of the local, national, international, and global dimensions of political activity and processes by critically engaging with contemporary political issues and challenges.

The course integrates concepts, content and contexts through inquiry.

- Concepts such as power, sovereignty, legitimacy and interdependence are explored and examined critically throughout the course.
- Content informs inquiries through a variety of global politics topics, encompassing political systems and actors, power interactions, frameworks, treaties and conventions, terminology, and analysis models.
- Contexts diversify, shape and channel inquiries through contemporary real-world examples and cases.

The flexible syllabus allows educators to build the course around their students' contexts and interests, as well as contemporary events and developments in global politics. Thinking, analysis and research skills are fostered through guided and independent inquiries into political issues and challenges, with a special focus on identifying and engaging with diverse perspectives.

The aims of the global politics course at SL and at HL are to enable students to:

- explore and evaluate power in contemporary global politics
- examine how state and non-state actors operate and interact within political systems
- investigate and analyse contemporary political issues and challenges from multiple perspectives
- develop a lifelong commitment to active global citizenship through collaboration and agency.

Curriculum Model Overview

Components	Time (hours)	
	SL	HL
Core Understanding power and global politics Thematic studies • Rights and justice • Development and sustainability • Peace and conflict	125	125
Internal assessment	35	70
Engagement project	25	35
HL extension: global political challenges		80
Total teaching hours	150	240

IB Diploma Subject Brief

To view the full IB Diploma programme subject brief click here.

Assessment

Type of Assessment	Format of Assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL (%)	HL (%)
External					
Paper 1	Source-based questions that address topics from the global politics core in an integrated way	1.25	1.25	30	20
Paper 2	Extended response questions based on prescribed content from the thematic studies	1.5	1.5	40	30
Paper 3	Stimulus-based questions related to the HL extension syllabus (global political challenges)		1.5		30
Internal					
Engagement project	A written report on a political issue explored through engagement and research	25	30	30	20

Politics, Power and People

SACE Stage 1
Credits 10
Duration Semester

Politics, Power, and People is the study of how power is distributed and exercised in all levels of society. The subject explores ideas related to cooperation, conflict, crises, and the political intricacies of a government.

Students develop a broad understanding of political events and their effects through the integration of historical, legal, cultural, philosophical, geographical, and economic perspectives.

Students explore the themes by collaboratively critiquing political ideas and transferring their learning to other situations and cultural contexts. They explore the boundaries and conflicts between social power and civil disobedience. Case studies provide students with the opportunity to construct knowledge and to connect the contextual understanding of political structures with political theories. Students apply their understanding of elements of the Australian political system to a global context.

Assessment

The school assessment component for Stage 1 Politics, Power, and People consists of three assessment types:

Assessment Type 1: Folio

Assessment Type 2: Sources Analysis

Assessment Type 3: Investigation

SACE Subject Outline

To view the full SACE subject outline click here.

Politics, Power and People

SACE Stage 2
Credits 20
Duration Full Year

Politics, Power, and People is the study of how power is distributed and exercised at all levels of society. The subject explores ideas related to cooperation, conflict, crises, and the political intricacies of a particular government. Students develop an understanding of expressions of power and politics, and the effect of these on individuals, families, schools, workplaces, communities, governments, and institutions in law, media, and the commercial world.

Students develop a broad understanding of political events and their impact through the integration of historical, legal, cultural, philosophical, geographical, and economic perspectives. Insights into these factors allow students to develop an understanding of how power is constructed in different contexts.

Students explore the themes by collaboratively critiquing political ideas and transferring their learning to other situations and cultural contexts. Case studies are integrated into the learning to provide students with the opportunity to construct knowledge and connect the contextual understanding of political structures with political theories.

Assessment

Students complete six to eight assessments including the external assessment component:

- At least three folio tasks
- Two sources analysis
- One investigation

SACE Subject Outline

To view the full SACE subject outline click here.

History

IB Diploma Programme
Individuals and Societies

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and re-search skills such as comprehension, text analysis, transfer, and use of primary sources.

There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives.

The aims of the DP history course are to enable students to:

- develop an understanding of, and continuing interest in, the past
- encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- promote international-mindedness through the study of history from more than one region of the world
- develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- develop key historical skills, including engaging effectively with sources
- increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

Curriculum Model Overview

Components	Time (hours)	
	SL	HL
Prescribed subjects One of the following, using two case studies, each taken from a different region of the world: • Military leaders • Conquest and its impact • The move to global war • Rights and protest • Conflict and intervention	40	40
World history topics Two topics using topic examples from more than one region of the world	90	90
HL options: Depth studies		90
Internal assessment Historical investigation	20	20
Total teaching hours	150	240

IB Diploma Subject Brief

To view the full IB Diploma programme subject brief click here.

Assessment

Type of Assessment	Format of Assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL (%)	HL (%)
External					
Paper 1	Each option has a structured question and one extended answer question from a choice of two.	1.5	2.25	35	35
Paper 2	Three structured questions, based on each SL/HL core unit. Infographic or visual stimulus, with structured questions. One extended answer question from a choice of two.	1.25	1.25	40	25
Paper 3	Choice of three extended answer questions, with two parts, based on each HL core extension unit.		1		20
Internal					
Fieldwork	One written report based on a fieldwork question from any suitable syllabus topic, information collection and analysis with evaluation.	20	20	25	20

Modern History

SACE Stage 1
Credits 10
Duration Semester

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals.

Students explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

The developments and movements have been subject to political debate. Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems. Students also look at how recognition of the rights of individuals and societies has created challenges and responses.

For a broad view of society, Economics and Modern History in combination give you the background to understand most of what is happening in the world.

Assessment

The school assessment component for Stage 1 Modern History consists of two assessment types:

- Assessment Type 1: Historical Skills x 3 tasks (70%)
- Assessment Type 2: Historical Study (30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Modern History

SACE Stage 2
Credits 20
Duration Full Year

In the study of Modern History at Stage 2, students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations.

Students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

For a broad view of society, Economics and Modern History in combination give you the background to understand most of what is happening in the world.

Assessment

The school assessment component for Stage 2 Modern History consists of three assessment types:

School Assessment (70%)

- Assessment Type 1: Folio (minimum: 4 tasks 40%)
- Assessment Type 2: Inquiry (minimum: 1500 words 30%)

External Assessment: (30%)

- External Assessment Type 3: Examination (30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Psychology

IB Diploma Programme
Individuals and Societies

At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour: the biological, cognitive and sociocultural approaches. Students study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields.

The interaction of these approaches to studying psychology forms the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their behaviour and that of others.

The contribution and the interaction of the three approaches is understood through the four options in the course, focusing on areas of applied psychology: abnormal psychology, developmental psychology, health psychology, and the psychology of relationships. The options provide an opportunity to take what is learned from the study of the approaches to psychology and apply it to specific lines of inquiry.

Psychologists employ a range of research methods, both qualitative and quantitative, to test their observations and hypotheses. DP psychology promotes an understanding of the various approaches to research and how they are used to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations. Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject.

The aims of the psychology course at SL and at HL are to:

- develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour
- apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study
- understand diverse methods of inquiry
- understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- ensure that ethical practices are upheld in all psychological inquiry and discussion
- develop an awareness of how psychological research can be applied to address real-world problems and promote positive change
- provide students with a basis for further study, work and leisure through the use of an additional language
- foster curiosity, creativity and a lifelong enjoyment of language learning

Curriculum Model Overview

Components	Time (hours)	
	SL	HL
Core • Biological approach to understanding behaviour • Cognitive approach to understanding behaviour • Sociocultural approach to understanding behaviour • Approaches to researching behaviour	90 20	120 60
Options • Abnormal psychology • Developmental psychology • Health psychology • Psychology of human relationships	20	40
Internal assessment Experimental study	20	20
Total teching hours	150	240

IB Diploma Subject Brief

To view the full IB Diploma programme subject brief click here.

Assessment

Type of Assessment	Format of Assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL (%)	HL (%)
External					
Paper 1	Three short answer questions on the core. One essay from a choice of three on the biological, cognitive and sociocultural approaches. HL only: essays will reference additional HL topic.	2	2	50	40
Paper 2	SL: one question from a choice of three on one option. HL: two questions; one each from a choice of three on two options.	1	2	25	20
Paper 3	Three short answer questions on approaches to research.		1		20
Internal					
Experimental study	A report on an experimental study undertaken by the student.	20	20	25	20

Psychology

SACE Stage 1
Credits 10
Duration Semester

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the wellbeing of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

The skills learnt through Psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.

Students complete a study of some of the following topics in each semester:

- Emotion
- Neuropsychology
- Forensic/Criminal Psychology
- Memory and Cognition
- Psychology Wellbeing
- Cyberpsychology
- Social Behaviour

Assessment

Students will demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations Folio (50%)
- Assessment Type 2: Skills and Applications Tasks (50%)

SACE Subject Outline

To view the full SACE subject outline click here.

Psychology

SACE Stage 2
Credits 20
Duration Full Year

Since most of the dominant paradigms in psychology in the last hundred years have been scientific ones, this subject emphasises the construction of psychology as a scientific enterprise. Psychology is based on evidence gathered because of planned investigations following the principles of scientific inquiry. By emphasising evidence-based procedures including observation, experimentation, and experience, this subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the wellbeing of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

The five topics for Stage 2 Psychology are:

- Psychology of the Individual
- Psychological Health and Wellbeing
- Organisational Psychology
- Social Influence
- The Psychology of Learning

Students are advised to study at least one semester of Stage 1 Psychology. Concepts presented in Stage 2 Psychology build on Stage 1 Psychology concepts.

Assessment

The assessment component for Stage 2 Psychology consists of three assessment types:

School Assessment

- Assessment Type 1: Investigations Folio (minimum: 3 tasks, 1500 words reports, 30%)
- Assessment Type 2: Skills and Applications Tasks (minimum: 3 tasks, electronic tests, 40%)

External Assessment

- Assessment Type 3: External Examination (130 minutes, electronic examination, 30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Business Management

IB Diploma Programme
Individuals and Societies

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as change agents for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts: creativity, change, ethics and sustainability, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Students 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 internal and external stakeholders. 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 our students 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.

The aims of the DP business management course are to enable students to:

1. develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents
2. foster an informed understanding of ethical and sustainable business practices
3. explore the connections between individuals, businesses and society
4. engage with decision-making as a process and a skill.

Curriculum Model Overview

Format of Assessment	Time (hours)	
	SL	HL
Unit 1: Introduction to business management	20	20
Unit 2: Human resource management	20	35
Unit 3: Finance and accounts	30	45
Unit 4: Marketing	30	35
Unit 5: Operations management	15	45
Business management toolkit	10	35
Research time allocated for the pre-released statement in paper 1	5	5
Internal assessment	20	20
Total teaching hours	150	240

IB Diploma Subject Brief

To view the full IB Diploma programme subject brief click here.

Assessment

Type of Assessment	Format of Assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL (%)	HL (%)
External					
Paper 1	Based on a pre-released statement that specifies the context and background for the unseen case study	1.5	4.5	35	25
Paper 2	Based on unseen stimulus material with a quantitative focus	1.5	1.75	35	30
Paper 3	Based on unseen stimulus material about a social enterprise		1.25		25
Internal					
Business research project	Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens	20	20	30	20

Business Innovation

SACE Stage 1
Credits 10
Duration Semester

At Stage 1, Business Innovation students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. The customer is at the centre of the innovation process and the generation of viable business products, services, and processes.

Working collaboratively, students find and solve real-world problems for start-up and/or developed businesses by:

- Identifying needs / problems
- Empathising with stakeholders
- Collecting and analysing business information to propose, develop and test solutions.

It is recommended that Business Innovation be taken with subjects such as Accounting, Economics, Psychology and Legal Studies for a broader understanding of the commercial environment.

Assessment

Students will demonstrate evidence of their learning through 4 assessment tasks under the following assessment types:

- Assessment Type 1: Portfolio
- Assessment Type 2: Business Model

SACE Subject Outline

To view the full SACE subject outline click here.

Business Innovation

SACE Stage 2
Credits 20
Duration Full Year

In Stage 2 Business Innovation students 'learn through doing', using design thinking and assumption-based planning processes to anticipate, find, and solve problems. They learn in an environment in which risk is encouraged, where ideas are built up rather than broken down, and fear of failure is replaced with the opportunity to iterate as initial assumptions about problems, customers, or solutions are refined.

In Business Innovation students engage with complex, dynamic, real-world problems, to identify and design, test, iterate, and communicate viable business solutions. Through design thinking and direct involvement in innovation, students not only develop but also understand and apply their critical and creative thinking skills.

Students learn to innovate and think like designers to find and solve problems that matter to specific people in a business environment characterised by change and uncertainty. The course is designed so that students move from designing new and innovative products through to building a business model and ultimately a business plan, pitching it for the external assessment

It is recommended that Business Innovation be taken with subjects such as Accounting, Economics, Psychology and Legal Studies for a broader understanding of the commercial environment leading to university or work pathways.

Assessment

The school assessment component for Stage 2 Business Innovation consists of three assessment types:

School Assessment (70%)

- Assessment Type 1: Folio (minimum: 3 tasks 40%)
- Assessment Type 2: Business Model (minimum: 1500 words 30%)

External Assessment: (30%)

- External Assessment Type 3: Business Plan & Pitch (30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Accounting

SACE Stage 1
Credits 10
Duration Semester

At Stage 1, Accounting focuses on the financial story of a business. Students develop their understanding of accounting, including selected concepts and conventions that underpin and inform the practice of accounting. They apply this understanding to create and interpret accounting information. Students explore and analyse the ways in which qualitative and quantitative information can be used in the decision-making process and they explore the different reporting needs of a range of stakeholders.

Students explore the changing forms of accounting information and examine the use of digital and emerging technologies, such as Xero. Through the learning in accounting, students develop an understanding of how financial literacy applies to and impacts their personal circumstances.

It is recommended that Accounting be taken with subjects such as Economics, Business Innovation, Psychology and/or Legal Studies for a broader understanding of the commercial environment leading to university or work pathways.

Assessment

Students will demonstrate evidence of their learning through 4 assessment tasks under the following assessment types:

- Assessment Type 1: Accounting Skills
- Assessment Type 2: Inquiry

SACE Subject Outline

To view the full SACE subject outline click here.

Accounting

SACE Stage 2
Credits 20
Duration Full Year

In Stage 2 Accounting, students develop and extend their understanding of the underpinning accounting concepts and conventions used to understand and classify financial transactions within a business. Through the learning in the focus area of managing financial sustainability, students develop and apply their knowledge of accounting processes to prepare and report accounting information to meet stakeholder needs. Students transfer this knowledge to scenarios and consider the influence of local and global perspectives on accounting practices.

Students analyse and evaluate accounting information to develop and propose authentic accounting advice to inform the decision-making of a variety of stakeholders. Students develop critical thinking and problem-solving skills to devise accounting solutions and apply communication skills in authentic accounting contexts. Students further examine current and emerging social trends, evolving technologies, government regulations, environmental issues, new markets, and other economic factors, as well as ethics and values, when exploring the practice of accounting.

It is recommended that Accounting be taken with subjects such as Economics, Business Innovation, Psychology and/or Legal Studies for a broader understanding of the commercial environment leading to university or work pathways.

Assessment

The school assessment component for Stage 2 Accounting consists of three assessment types:

School Assessment (70%)

- Assessment Type 1: Folio (minimum: 4 tasks 40%)
- Assessment Type 2: Inquiry (minimum: 1500 words 30%)

External Assessment: (30%)

- External Assessment Type 3: Examination (30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Legal Studies

SACE Stage 1
Credits 10
Duration Semester

At Stage 1, Legal Studies focuses on the use of laws and legal systems to create harmony within dynamic and evolving communities. Through an inquiry-based process, students explore and develop their understanding of the concepts of rights, fairness and justice, power, and change. These concepts are examined in the context of law-making, law enforcement, and dispute resolution, and should be applied to a range of contemporary Australian issues.

Students complete a study of Focus area 1: Law and communities, and:

- government
- law-making
- justice and society

It is recommended that students taking Legal Studies, particularly through to Stage 2, choose complementary subjects such as Modern History and People, Politics and Power (or, their non-SACE option of DP Global Politics).

Assessment

Students will demonstrate evidence of their learning

through the following assessment types:

- Assessment Type 1: Analytical Response
- Assessment Type 2: Inquiry
- Assessment Type 3: Presentation.

SACE Subject Outline

To view the full SACE subject outline click here.

Legal Studies

SACE Stage 2
Credits 20
Duration Full Year

Legal Studies enables an understanding of the operation of the Australian legal system, its principles and processes, and prepares students to be informed and articulate in matters of the law and society.

Central to Legal Studies is an exploration of the competing tensions that arise between rights and responsibilities, fairness and efficiency, the empowered and the disempowered, and certainty and flexibility. Laws must constantly evolve in order to resolve these tensions, while also responding to changes in community values and circumstances.

It is recommended that students taking Legal Studies, particularly through to Stage 2, choose complementary subjects such as Modern History and People, Politics and Power (or, their non-SACE option of DP Global Politics).

Assessment

The assessment component for Stage 2 Legal Studies consists of two school assessed type and one external assessed type:

School Assessment (70%)

- Assessment Type 1: Folio (minimum: 4 tasks 40%)
- Assessment Type 2: Inquiry (minimum: 2000 words 30%)

External Assessment (30%)

- External Assessment Type 3: Examination (30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Environmental Systems and Societies

IB Diploma Programme
Sciences / Individuals and Societies

Environmental systems and societies (ESS) is an interdisciplinary course, encompassing both the sciences and individuals and societies and is offered at both standard level (SL) and higher level (HL). As such, ESS combines a mixture of methodologies, techniques and knowledge associated with both the sciences and individuals and societies.

ESS is both a complex and contemporary course that engages students in the challenges of 21st century environmental issues. Consequently, it requires its students to develop a diverse set of skills, knowledge and understanding from different disciplines. Students develop a scientific approach through explorations of environmental systems. They also acquire understandings and methods from individuals and societies subjects whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts.

ESS aims to empower and equip students to:

1. develop understanding of their own environmental impact, in the broader context of the impact of humanity on the Earth and its biosphere
2. develop knowledge of diverse perspectives to address issues of sustainability
3. engage and evaluate the tensions around environmental issues using critical thinking
4. develop a systems approach that provides a holistic lens for the exploration of environmental issues
5. be inspired to engage in environmental issues across local and global contexts.

Because of the interdisciplinary nature of the subject, students can choose to study ESS to count as either a sciences or individuals and societies course, or as both. In this latter option, students have the opportunity to study an additional subject from any other subject group, including the sciences and individuals and societies subjects.

Curriculum Model Overview

Components	Time (hours)	
	SL	HL
Topic 1 Foundation 1.1 Perspectives 1.2 Systems 1.3 Sustainability	 3 5 8	 3 5 8
Topic 2 Ecology	22	35
Topic 3 Biodiversity and conservation	13	26
Topic 4 Water	12	25
Topic 5 Land	8	15
Topic 6 Atmosphere and climate change	10	23
Topic 7 Natural resources	10	18
Topic 8 Human populations and urban systems	9	15
HL Additional Environmental law Environmental and ecological economics Environmental ethics		 5 7 5
Experimental programme Practical work Collaborative sciences project Scientific investigation	 30 10 10	 30 10 10
Total teaching hours	150	240

IB Diploma Subject Brief

To view the full IB Diploma programme subject brief click here.

Assessment

Type of Assessment	Format of Assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL (%)	HL (%)
External					
Paper 1	Students will be provided with data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study.	1	2	25	30
Paper 2	Section A is made up of short-answer and data-based questions. Section B requires students to answer structured essay questions. There is a limited amount of choice.	2	2.5	50	50
Internal					
Individual investigation	The individual investigation is an open-ended task in which the student gathers and analyses data to answer their own formulated research question. The outcome of the Individual investigation will be assessed through the form of a written report.	10	10	25	20

Biology

IB Diploma Programme
Sciences

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Great progress in biology is expected in the 21st century and is important at a time of growing pressure on the human population and the environment.

By studying biology in the DP 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 is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

Through the overarching theme of the nature of science, the aims of the DP biology course are to enable students to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse, evaluate and synthesize scientific in-formation
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during activities
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Curriculum Model Overview

Components	Time (hours)	
	SL	HL
Core		
1. Cell biology	15	15
2. Molecular biology	21	21
3. Genetics	15	15
4. Ecology	12	12
5. Evolution and biodiversity	12	12
6. Human physiology	20	20
Option (choice of one out of four) 1. Neurobiology and behaviour 2. Biotechnology and bioinformatics 3. Ecology and conservation 4. Human physiology	15	25
HL: Additional		
1. Nucleic acids		9
2. Metabolism, cell respiration and photosynthesis		14
3. Plant biology		13
4. Genetics and evolution		8
5. Animal physiology		16
Practical scheme of work		
Prescribed and other practical activities	20	40
Individual investigation	10	10
Group 4 project	10	10
Total teaching hours	150	240

IB Diploma Subject Brief

To view the full IB Diploma programme subject brief click here.

Assessment

Type of Assessment	Format of Assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL (%)	HL (%)
External					
Paper 1	30 (SL) or 40 (HL) multiple choice questions	0.75	1	20	20
Paper 2	Data-based, short answer and extended response questions	1.25	2.25	40	36
Paper 3	Data-based, short answer and extended response questions	1	1.25	20	24
Internal					
Individual investigation	Investigation and write-up of 6 to 12 pages	10	10	20	20

Biology

SACE Stage 1
Credits 10
Duration Semester

Stage 1 Biology explores life's mechanisms, adaptations, and interactions with the environment. Students investigate biological systems from cells to ecosystems, applying their understanding to everyday observations and issues. They investigate biological phenomena, collaborate, and consider the interactions between science and society. The course emphasizes inquiry, critical thinking, and applying scientific skills to real-world problems.

Students complete a study of two of the following topics in each semester:

- Cells and Microorganisms
- Infectious Disease,
- Multicellular organisms
- Biodiversity and ecosystem dynamics

Assessment

Students will demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations Folio (50%)
- Assessment Type 2: Skills and Applications Tasks (50%)

SACE Subject Outline

To view the full SACE subject outline click here.

Biology

SACE Stage 2
Credits 20
Duration Full Year

Biology is the study of understanding the diversity of life as it has evolved, the structure of living things, and how organisms interact with their own and other species in their environments. Students undertake investigations on the dynamic nature of biological sciences and the complex ways in which science interacts with society, to think critically and creatively about possible scientific approaches to solving everyday problems and challenges. There are opportunities for students to explore how biologists work with other scientists to develop new understanding and insights, produce innovative solutions to problems and challenges in local, national, and global contexts, and apply their learning to their own scientific thinking.

Over the year, students complete a study of the following topics:

- DNA and Proteins
- Cells as the Basis of Life
- Homeostasis
- Evolution

Students are advised to study at least one semester of Stage 1 Biology. Concepts presented in Stage 2 Biology builds on Stage 1 Biology concepts.

Assessment

The assessment component for Stage 2 Biology consists of three assessment types:

School Assessment (70%)

- Assessment Type 1: Investigations Folio (minimum: 3 tasks, 1500 words reports, 30%)
- Assessment Type 2: Skills and Applications Tasks (minimum: 3 tasks, electronic tests, 40%)

External Assessment (30%)

- Assessment Type 3: External Examination (130 minutes, electronic examination, 30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Chemistry

IB Diploma Programme
Sciences

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

By studying chemistry 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 is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

Through the overarching theme of the nature of science, the aims of the DP chemistry course are to enable students to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse, evaluate and synthesize scientific in-formation
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Curriculum Model Overview

Components	Time (hours)	
	SL	HL
Core		
1. Stoichiometric relationships	13.5	13.5
2. Atomic structure	6	6
3. Periodicity	6	6
4. Chemical bonding and structure	13.5	13.5
5. Energetics/thermochemistry	9	9
6. Chemical kinetics	7	7
7. Equilibrium	4.5	4.5
8. Acids and bases	6.5	6.5
9. Redox processes	8	8
10. Organic chemistry	11	11
11. Measurement and data processing	10	10
Option (choice of one out of four) 1. Materials 2. Biochemistry 3. Energy 4. Medicinal chemistry	15	25
HL: Additional		
1. Atomic structure		2
2. The periodic table—the transition metals		4
3. Chemical bonding and structure		7
4. Energetics/thermochemistry		7
5. Chemical kinetics		6
6. Equilibrium		4
7. Acids and bases		10
8. Redox processes		6
9. Organic chemistry		12
10. Measurement and analysis		2
Practical scheme of work		
Prescribed and other practical activities	20	40
Individual investigation	10	10
Group 4 project	10	10
Total teaching hours	150	240

IB Diploma Subject Brief

To view the full IB Diploma programme subject brief click here.

Assessment

Type of Assessment	Format of Assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL (%)	HL (%)
External					
Paper 1	30 (SL) or 40 (HL) multiple choice questions	0.75	1	20	20
Paper 2	Short answer and extended response questions	1.25	2.25	40	36
Paper 3	Data and practical based questions, plus short answer and extended response questions	1	1.25	20	24
Internal					
Individual investigation	Investigation and write up of 6 to 12 pages	10	10	20	20

Chemistry

SACE Stage 1
Credits 10
Duration Semester

At Stage 1, Chemistry focuses on understanding the physical world by examining how it is chemically constructed. Students will examine the interactions between Chemistry and human activities, the development and use of new technologies, and the unintentional consequences of using the planet's resources through new evidence and technologies. Through inquiry-based activities, students develop skills enabling them to question, be reflective, be critical thinkers, investigate and explain observations around them, evaluate new applications to meet major challenges now and in the future.

Students complete a study of three of the following topics in each semester:

- Materials and their atoms
- Combining atoms
- Molecules
- Mixtures and solutions
- Acids and bases
- Redox reactions

Assessment

Students will demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations Folio (50%)
- Assessment Type 2: Skills and Applications Tasks (50%)

SACE Subject Outline

To view the full SACE subject outline click here.

Chemistry

SACE Stage 2
Credits 20
Duration Full Year

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Over the year, students complete a study of the following topics:

- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

Students are strongly advised to study a full year of Stage 1 Chemistry in preparation for Stage 2 Chemistry. Concepts presented in Stage 2 Chemistry builds on Stage 1 Chemistry concepts.

Assessment

The assessment component for Stage 2 Biology consists of three assessment types:

School Assessment (70%)

- Assessment Type 1: Investigations Folio (minimum: 3 tasks, 1500 words reports, 30%)
- Assessment Type 2: Skills and Applications Tasks (minimum: 3 tasks, 40%)

External Assessment: (30%)

- Assessment Type 3: External Examination (130 minutes, 30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Physics

IB Diploma Programme
Sciences

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and ex-traordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

By studying 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 is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

Through the overarching theme of the nature of science, the aims of the DP physics course are to enable students to:

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse, evaluate and synthesize scientific information
5. develop a critical awareness of the need for, and the value of, effec-tive collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies
7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

Curriculum Model Overview

Components	Time (hours)	
	SL	HL
Core		
1. Measurements and uncertainties	5	5
2. Mechanics	22	22
3. Thermal physics	11	11
4. Waves	15	15
5. Electricity and magnetism	15	15
6. Circular motion and gravitation	5	5
7. Atomic, nuclear and particle physics	14	14
8. Energy production	8	8
Option (choice of one out of four) 1. Relativity 2. Engineering physics 3. Imaging 4. Astrophysics	15	25
HL Additional		
1. Wave phenomena		17
2. Fields		11
3. Electromagnetic induction		16
4. Quantum and nuclear physics		16
Practical scheme of work		
Prescribed and other practical activities	20	40
Individual investigation	10	10
Group 4 project	10	10
Total teaching hours	150	240

IB Diploma Subject Brief

To view the full IB Diploma programme subject brief click here.

Assessment

Type of Assessment	Format of Assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL (%)	HL (%)
External					
Paper 1	30 (SL) or 40 (HL) multiple-choice questions	0.75	1	20	20
Paper 2	Short answer and extended response questions	1.25	2.25	40	36
Paper 3	Data- and practical-based questions plus, short answer and extended response questions	1	1.25	20	24
Internal	The individual investigation is an open-ended task in which the student gathers and analyses data to answer their own formulated research question. The outcome of the Individual investigation will be assessed through the form of a written report.	10	10	25	20
Individual investigation	Investigation and write-up of 6 to 12 pages	10	10	20	20

Physics

SACE Stage 1
Credits 10
Duration Semester

Stage 1 Physics delves into qualitative and quantitative models, laws, and theories to understand matter, forces, energy, and their interactions from subatomic to cosmic scales. It uses evidence from observations and experiments. Students learn how physics evolves through new evidence, refining models and fostering innovations. They develop skills in data analysis, exploring physics' impact on society and its solutions to global challenges. This fosters creativity and encourages contributions to fields like engineering, renewable energy, communications, and medical science.

Students complete a study of three of the following topics in each semester:

- Linear motion and forces
- Electric circuits
- Heat
- Energy and momentum
- Waves
- Nuclear models and radioactivity

Assessment

Students will demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations Folio (50%)
- Assessment Type 2: Skills and Applications Tasks (50%)

SACE Subject Outline

To view the full SACE subject outline click here.

Physics

SACE Stage 2
Credits 20
Duration Full Year

Physics enables students to better understand theories involving matter, forces, energy and how they interact in a more complex manner. Students who complete Physics will be able to develop skills in analysis, investigating and scientific thinking skills through the topics of motion and relativity, electric fields, magnetic fields, lights, and atoms.

In Physics, students will be able to develop their understanding of how existing theories and models are refined when new scientific knowledge is discovered.

Over the year, students complete a study of the following topics:

- Motion and relativity
- Electricity and magnetism
- Light and atoms

Physics provides students with a strong foundation to complete further study in a range of field such as: engineering, science, medical science, and transport.

Students are strongly advised to study a full year of Stage 1 Physics in preparation for Stage 2 Physics. Concepts presented in Stage 2 Physics build on Stage 1 Physics concepts.

Assessment

The assessment component for Stage 2 Biology consists of three assessment types:

School Assessment (70%)

- Assessment Type 1: Investigations Folio (minimum: 3 tasks, 1500 words reports, 30%)
- Assessment Type 2: Skills and Applications Tasks (minimum: 3 tasks, 40%)

External Assessment: (30%)

- Assessment Type 3: External Examination (130 minutes, 30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Sports, Exercise and Health Science

IB Diploma Programme
Sciences

Sports, exercise and health science (SEHS) is an experimental science course combining academic study with practical and investigative skills. SEHS explores the science underpinning physical performance and provides the opportunity to apply these principles. The course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. The course offers a deeper understanding of the issues related to sports, exercise and health in the 21st century and addresses the international dimension and ethics related to both the individual and global context.

Through studying any of the group 4 subjects, students should become aware of how scientists work and communicate, and the variety of forms of the "scientific method" with an emphasis on a practical approach through experimental work. In this context, the aims of SEHS is for students to:

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- acquire a body of knowledge, methods and techniques that characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize scientific information
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during activities
- develop experimental and investigative scientific skills including the use of current technologies
- develop and apply 21st century communication skills in the study of science
- become critically aware, as global citizens, of the ethical implications of using science and technology
- develop an appreciation of the possibilities and limitations of science and technology
- develop an understanding of the relationships between scientific disciplines

Curriculum Model Overview

Components	Time (hours)	
	SL	HL
Core • Anatomy • Exercise physiology • Energy systems • Movement analysis • Skill in sports • Measurement and evaluation of human performance.		80
Additional higher level (AHL) • Further anatomy • The endocrine system • Fatigue • Friction and drag • Skill acquisition and analysis • Genetics and athletic performance • Exercise and immunity.		50
Options (Two of four) • Optimizing physiological performance • Psychology of sports • Physical activity and health • Nutrition for sports, exercise and health.	30	50
Practical work • Investigations • Group 4 project • Individual investigation (internal assessment)	40	60
Total teaching hours	150	240

IB Diploma Subject Brief

To view the full IB Diploma programme subject brief click here.

Assessment

Type of Assessment	Format of Assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL (%)	HL (%)
External					
Paper 1	SL: 30 multiple choice questions on the core. HL: 40 multiple choice questions on the core and the AHL.	.75	1	20	20
Paper 2	One data-based and several short answer questions SL: one extended response question. HL: two of four extended response questions.	1.25	2.25	35	35
Paper 3	Several short answer questions in each of the two options. HL: additional extended response questions.	1	1.25	25	25
Internal					
Individual Investigation		10	10	20	20

Physical Education

SACE Stage 1
Credits 10 or 20
Duration Semester or Full Year

Students will participate in a variety of physical activities focusing on movement concepts and strategies to improve performance and increase physical activity. Students will develop knowledge and understanding of the following key ideas:

- Application of skill acquisition concepts for improvement
- Analysis of the effects of training on physical performance
- Physiological, social and personal barriers and enablers to physical activity
- Collaboration for physical activity purposes
- Social psychology

An integrated approach to learning promotes conceptual learning in, through, and about physical activity. Practical activities can include fitness training, recreational activities, and sports such as Basketball, Volleyball, Touch Football, Netball, Team Handball or other negotiated sports.

Assessment

- Performance Improvement Task (60%)
- Physical Activity Analysis Task (40%)

SACE Subject Outline

To view the full SACE subject outline click here.

Physical Education

SACE Stage 2
Credits 20
Duration Full Year

Students participate in physical activities to collect evidence that they can evaluate and analyse. Students develop an understanding of biophysical, psychological, and sociocultural domains through participation in physical activity. The key Ideas include:

- Exercise Physiology – Energy Systems
- Biomechanical Principles
- Performance Improvement
- Sports Psychology
- Group Dynamics

These are developed through the exploration of movement concepts and strategies within physical activity contexts. Physical activities can include fitness training, recreational activities, and sports such as Touch Football, Basketball, Volleyball, or other negotiated sports.

Assessment

School Assessment (70%)

- Diagnostic Tasks (2) (30%)
- Improvement Analysis Task (40%)

External Assessment (30%)

- Group Dynamics Task (30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Nutrition

SACE Stage 1
Credits 10
Duration Semester

Nutrition is a science that immerses students in the fundamentals of human nutrition, physiology, and health, and promotes investigation of current and emerging trends.

Students develop an understanding of the need to evaluate food systems and food quality standards, marketing of food, food availability, and cultural influences on food selection.

Students explore the link between food systems, environmental impacts, climate change, and food sustainability. They suggest solutions to complex issues, informed by current research and Australian consumer-protection practices.

Students have opportunities to investigate contemporary issues of global and local food trends, advances in technology, and the development of new foods and food packaging. These issues will affect the future health and nutrition of populations.

Assessment

Students will demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations Folio (50%)
- Assessment Type 2: Skills and Applications Tasks (50%)

SACE Subject Outline

To view the full SACE subject outline click here.

Nutrition

SACE Stage 2
Credits 20
Duration Full Year

Nutrition is a science which immerses students in the fundamentals of human nutrition, physiology and health and promotes investigation of current and emerging trends.

It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on:

- nutrients in food
- how the body uses nutrients
- the relationship between diet, health, and disease.

Students consider how the food and nutrition needs of different population demographics are affected by food availability and product development.

Students examine political, economic, cultural, and ethical influences and ecological sustainability.

The study of Nutrition at Stage 2 is a recommended pathway into Health Science.

Students are advised to study at least one semester of Stage 1 Nutrition. Concepts presented in Stage 2 Nutrition build on Stage 1 Nutrition concepts.

Assessment

The assessment component for Stage 2 Biology consists of three assessment types:

School Assessment (70%)

- Assessment Type 1: Investigations Folio (minimum: 3 tasks, 1500 words reports, 30%)
- Assessment Type 2: Skills and Applications Tasks (minimum: 3 tasks, electronic tests, 40%)

External Assessment: (30%)

- Assessment Type 3: External Examination (130 minutes, electronic examination, 30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Outdoor Education

SACE Stage 1
Credits 10
Duration Semester

Students study theory units that incorporate practical components to complete the Stage One SACE 10-credit Outdoor Education subject. Students take part in outdoor activities that include bushwalking, rock-climbing, camping skills and aquatics. It will require students to participate in a compulsory journey, which is usually a 5-day bushwalking and rock-climbing camp in the Grampians, Victoria.

Students explore human impacts and strategies for managing, improving and maintaining the ecologically sustainable development of a natural environment, through consideration of different perspectives on its use. Within both theory and practical activities, students learn about risk assessment as well as planning for and management of outdoor activities. Within their assessments students reflect by providing evidence and details of their experiences, personal observations, evaluate their skill development and achievement.

Assessment

- About Natural Environments (40%)
- Experiences in Natural Environments (2) (60%)

SACE Subject Outline

To view the full SACE subject outline click here.

Outdoor Education

SACE Stage 2
Credits 20
Duration Full Year

In this course, students will complete theory units that are supported by practical components. They will develop skills, knowledge, and understanding of safe and sustainable outdoor experiences in preparation and planning, managing risk, leadership, decision-making, and self-reliance skills. Within the course there are opportunities to experience personal growth, develop initiative, and collaborative skills. Students will evaluate and reflect on their learning progression, including their practical outdoor skills application, their collaborative and leadership skills as well as their relationship with and connection to nature.

Students will participate in a minimum of 9 days of outdoor activities and journeys, a compulsory part of the assessment. Outdoor activities include two trips of at least three days each. These trips may consist of a kayaking camp and a bushwalking expedition. Other outdoors activities may include day hikes (navigation skills) and kayaking (skills development).

Assessment

School Assessment: (70%)

- About Natural Environments (20%)
- Experiences In Natural Environments (2) (50%)

External Assessment: (30%)

- Connections with Natural Environments (30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Health and Wellbeing

SACE Stage 1
Credits 10
Duration Semester

In Stage 1 Health and Wellbeing students will investigate contemporary challenges faced by society and medical organisations by analysing health determinants, social equity and health promotion. Students will evaluate current trends and issues that impact health and wellbeing. Health literacy will be developed by examining information, advice, advertising and apps used to promote wellbeing. Students will analyse personal and community health issues to create an action plan to promote and improve sustainable outcomes for individuals, communities or global society.

Assessment

- Practical Action (60%)
- Issue Inquiry Task (40%)

SACE Subject Outline

To view the full SACE subject outline click here.

Health and Wellbeing

SACE Stage 2
Credits 20
Duration Full Year

In Stage 2 Health and Wellbeing students will investigate contemporary challenges faced by society and medical organisations by analysing health determinants, social equity and health promotion. Students will evaluate current trends and issues that impact health and wellbeing. Health literacy will be developed by examining information, advice, advertising and apps used to promote wellbeing. Students will analyse personal and community health issues to create and execute an action plan to promote and improve sustainable outcomes for individuals, communities or global society.

Assessment

School Assessment (70%)

- Initiative Tasks (2) (40%)
- Folio Tasks (2) (30%)

External Assessment (30%)

- Inquiry Task (30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Mathematics: Analysis and Approaches

IB Diploma Programme
Mathematics

The IB Diploma Programme Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach.

Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas.

Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

The aims of all DP mathematics courses are to enable students to:

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, inter-national and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course

Curriculum Model Overview

Components	Time (hours)	
	SL	HL
Number and algebra	19	39
Functions	21	32
Geometry and trigonometry	25	51
Statistics and probability	27	33
Calculus	28	55
Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics	30	30
Total teaching hours	**150**	**240**

IB Diploma Subject Brief

To view the full IB Diploma programme subject brief click here.

Assessment

Type of Assessment	Format of Assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL (%)	HL (%)
External					
Paper 1	No technology allowed Compulsory short-response questions Compulsory extended-response questions (applications and interpretation only)	1.5	2	40	30
Paper 2	Technology allowed. Compulsory short-response questions (analysis and approaches only) Compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 3	Technology allowed. Two compulsory extended-response problem-solving questions.		1		20
Internal					
Exploration		15	15	20	20

Mathematics: Applications and Interpretation

IB Diploma Programme
Mathematics

The IB Diploma Programme Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations.

The aims of all DP mathematics courses are to enable students to:

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influ-ence each other
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, inter-national and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics.

Curriculum Model Overview

Components	Time (hours)	
	SL	HL
Number and algebra	16	29
Functions	31	42
Geometry and trigonometry	18	46
Statistics and probability	36	52
Calculus	19	41
Development of investigational, problem-solving and modelling skills and the exploration of an area of mathematics	30	30
Total teaching hours	**150**	**240**

IB Diploma Subject Brief

To view the full IB Diploma programme subject brief click here.

Assessment

Type of Assessment	Format of Assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL (%)	HL (%)
External					
Paper 1	Technology allowed. Compulsory short-response questions based on the syllabus.	1.5	2	40	30
Paper 2	Technology allowed. Compulsory extended-response questions based on the syllabus.	1.5	2	40	30
Paper 3	Technology allowed. Two compulsory extended-response problem-solving questions.		1		20
Internal					
Exploration		15	15	20	20

Essential Mathematics

SACE Stage 1
Credits 20
Duration Full Year

Essential Mathematics allows students to extend their mathematics in the form of problem solving every day and in the workplace. Students will investigate the relevance of mathematics in financial management, business applications, measurement and geometry, and statistics.

This course will cover the following topics:

- Measurement
- Data in context
- Investing
- Earning and Spending
- Geometry
- Calculations, Times and Ratios

Assumed knowledge: Standard Mathematics in Year 10

Note: as a SACE requirement students must achieve a C- or better in at least 1 semester of Stage 1 Mathematics.

Assessment

Students will demonstrate evidence of their learning through the following assessment types per semester.

- 3 x Assessment Type 1: Skills and Applications Tasks
- 1 x Assessment Type 2: Mathematical Investigation

SACE Subject Outline

To view the full SACE subject outline click here.

Essential Mathematics

SACE Stage 2
Credits 20
Duration Full Year

Essential Mathematics extends students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. There is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

This course will cover the following topics:

- Scales, plans, and models
- Measurement
- Business applications
- Statistics
- Investments and loans

Assumed knowledge: Essential Mathematics Stage 1

Assessment

Students will demonstrate evidence of their learning through the following assessment types.

School Assessment (70%)

- 5 x Assessment Type 1: Skills and Applications Tasks (30%)
- 2 x Assessment Type 2: Mathematical Investigation (40%)

External Assessment: (30%)

- 1 x External Examination

SACE Subject Outline

To view the full SACE subject outline click here.

General Mathematics

SACE Stage 1
Credits 20
Duration Full Year

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

This course will cover the following topics:

- Measurement
- Statistics
- Financial Mathematics
- Networks and Matrices
- Linear Equations and Exponential Graphs
- Non-Right angle Trigonometry

Assumed knowledge: Standard Mathematics in Year 10

Note: as a SACE requirement students must achieve a C- or better in at least 1 semester of Stage 1 Mathematics.

Assessment

Students will demonstrate evidence of their learning through the following assessment types per semester.

- 3 x Assessment Type 1: Skills and Applications Tasks
- 1 x Assessment Type 2: Mathematical Investigation

SACE Subject Outline

To view the full SACE subject outline click here.

General Mathematics

SACE Stage 2
Credits 20
Duration Full Year

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

This course will cover the following topics:

- Modelling with Matrices
- Modelling with Linear Relationships
- Statistical Models
- Discrete Models
- Financial Models

Assumed knowledge: General Mathematics Stage 1

Assessment

Students will demonstrate evidence of their learning through the following assessment types:

Internal Assessment (70%)

- 5 x Assessment Type 1: Skills and Applications Tasks (40%)
- 2 x Assessment Type 2: Mathematical Investigation (30%)

External Examination (30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Mathematical Methods

SACE Stage 1
Credits 20
Duration Full Year

Mathematical Methods is designed for students who wish to develop a sophisticated understanding of mathematical models, calculus and statistics. Students will develop an understanding of the physical world through learning about a range of relationships including rates of change.

Mathematical Methods provides foundation for, Mathematical Methods and Specialist Mathematics in Year 12 as well as tertiary studies in economics, computer science, health and social sciences, engineering, science and further mathematics.

This course will cover the following topics:

- Functions and graphs
- Polynomials
- Trigonometry
- Growth and Decay
- Introduction to Calculus
- Counting and Statistics

Assumed knowledge: Further Mathematics or Extension Mathematics in Year 10

Note: as a SACE requirement students must achieve a C- or better in at least 1 semester of Stage 1 Mathematics. Students can change to a different level of Mathematics after semester 1 if necessary to achieve the C- requirement.

Assessment

Students will demonstrate evidence of their learning through the following assessment types per semester.

- 3 x Assessment Type 1: Skills and Applications Tasks
- 1 x Assessment Type 2: Mathematical Investigation

SACE Subject Outline

To view the full SACE subject outline click here.

Please note: Specialist Mathematics and Mathematical Methods both fall under SACE Stage 1 Mathematics and hence have the same guide.

Mathematical Methods

SACE Stage 2
Credits 20
Duration Full Year

Mathematical Methods provides the foundation for further study in Mathematics, including careers in economics, computer science and science. Students develop an understanding of the world around them through modelling physical processes, using functions, derivates and integrals. Students also explore how statistics is used to analyse phenomena.

When considering pathways such as engineering this course is paired with Specialist Mathematics to ensure students are well prepared for their future pathways.

This course will cover the following topics

- Further differentiation and applications
- Discrete random variables
- Integral calculus
- Logarithmic functions
- Continuous random variables
- Sampling and confidence intervals.

Assumed knowledge: Mathematical Methods Stage 1

Assessment

Students will demonstrate evidence of their learning through the following assessment types:

School assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (50%)
  - 6 SATs across the year
- Assessment Type 2: Mathematical Investigation (20%)
  - 1 investigation

External assessment (30%)

- Assessment Type 3: Examination (30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Specialist Mathematics

SACE Stage 1
Credits 20
Duration Full Year

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences.

This course will cover the following topics:

- Sequences and Series
- Geometry
- Matrices
- Further Trigonometry
- Vectors
- Complex Numbers

Assumed knowledge: Further Mathematics or Extension Mathematics in Year 10

Note: as a SACE requirement students must achieve a C- or better in at least 1 semester of Stage 1 Mathematics.

Assessment:

Students will demonstrate evidence of their learning through the following summative assessment types per semester.

- 3 x Assessment Type 1: Skills and Applications Tasks
- 1 x Assessment Type 2: Mathematical Investigation

SACE Subject Outline

To view the full SACE subject outline click here.

Please note: Specialist Mathematics and Mathematical Methods both fall under SACE Stage 1 Mathematics and hence have the same guide.

Specialist Mathematics

SACE Stage 2
Credits 20
Duration Full Year

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences.

The course will cover the following topics

- Mathematical induction
- Complex number
- Functions and sketching graphs
- Vectors in three dimensions
- Integration techniques and applications
- Rates of change and differential equations.

Assumed knowledge: Mathematical Methods Stage 1 and Specialist Mathematics Stage 1

This course **must** be completed with Stage 1 Mathematical Methods

Assessment

School assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (50%)
  - 6 SATs across the year
- Assessment Type 2: Mathematical Investigation (20%)
  - 1 investigation

External assessment (30%)

- Assessment Type 3: Examination (30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Visual Arts

IB Diploma Programme
The Arts

Visual arts are an integral part of our daily lives. They have social, political, ritual, spiritual, decorative and functional values. The theories and practices of visual arts are dynamic and ever-changing, connecting different areas of knowledge and human experience. Visual arts enable us to make sense of the world, to explore our place within it, and to transform our individual and collective ways of being in and with the world.

In this visual arts course students learn how to create, communicate and connect as artists.

Students engage in creative practices and processes working with a variety of art-making forms and creative strategies, and learn art-making as inquiry. Teachers and students can adapt the curriculum to their unique contexts, interests and passions. Together, they are invited to transform the classroom into a contemporary visual arts studio. This becomes a collaborative, inclusive, creative and conceptually rich space where students develop their art through personal lines of inquiry guided by artistic intentions.

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

- explore the diversity of the arts across time, cultures and contexts
- develop as imaginative and skilled creators and collaborators
- express ideas creatively and with competence
- critically reflect on the process of creating and experiencing the arts
- develop as informed, perceptive and analytical practitioners
- enjoy lifelong engagement with the arts.

The visual arts course aims to enable students to:

- appreciate that art-making enhances knowledge, develops understanding and transforms ways of being
- employ curiosity, creativity and dialogue to more openly engage with self, the world and others
- draw on artmaking and artworks for their own, and their communities', wellbeing and flourishing.

Curriculum model overview

Syllabus component	Recommended teaching hours	
	SL	HL
Create	20	30
Connect	20	30
Communicate	20	0
Integration of create, connect, communicate	90	150
Total teaching hours	150	240

IB Diploma Subject Brief

To view the full IB Diploma programme subject brief click here.

Assessment

Type of Assessment	Format of Assessment	Weighting of final grade (%)	
		SL (%)	HL (%)
External			
Portfolio	Art-making inquiries portfolio (32 marks) This is an SL and HL task focused on the student's art-making as inquiry.	40	40
Collection of works	Connections study (24 marks) 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.	20	
Artist project	HL only (40 marks) Stand alone 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.		30
Internal			
Resolved artworks	This is an SL-only task focused on the student's ability to create a coherent body of work.	40	
Multimedia presentation	The contemporary music-maker (HL only) Continuous presentation documenting their real-life project which evidences.		30

Visual Arts - Art

SACE Stage 1
Credits 10 or 20
Duration Semester or Full Year

Visual Arts is categorised into the two broad areas of art and design. Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, and exploration, experimentation with media and technique, resolution (i.e. the realisation of an artwork), and production.

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form. Through ideation and problem-solving, experimentation, and investigations in a diversity of media, processes, and techniques, students demonstrate a range of technical skills and aesthetic qualities.

The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

Assessment

The following assessment types enable students to demonstrate evidence of learning in Stage 1 Visual Arts - Arts:

- Assessment Type 1: Folio
  - Students produce one folio that documents their visual learning, in support of at least one major resolved visual artwork
- Assessment Type 2: Practical
  - Each practical assessment consists of two parts:
    - at least one resolved art practical work
    - the practitioner's statement.
- Assessment Type 3: Visual Study
  - A visual study is an exploration of, or experimentation with, a style, an idea, a concept, media/materials, methods/techniques, or technologies based on research and the analysis of the work of other practitioners.

SACE Subject Outline

To view the full SACE subject outline click here.

Visual Arts - Art

SACE Stage 2
Credits 10 or 20
Duration Semester or Full Year

The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, and exploration, experimentation with media and technique, and resolution and production of practical work.

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Visual Arts - Art:

School Assessment (70%)

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Practical (40%)

External Assessment (30%)

- Assessment Type 3: Visual Study (30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Visual Arts - Design

SACE Stage 1
Credits 10 or 20
Duration Semester or Full Year

Visual Arts is categorised into the two broad areas of art and design. Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to initiation and the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions.

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form. Through ideation and problem-solving, experimentation, and investigations in a diversity of media, processes, and techniques, students demonstrate a range of technical skills and aesthetic qualities.

Areas of Study:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

Assessment

The following assessment types enable students to demonstrate evidence of learning in Stage 1 Visual Arts - Design:

- Assessment Type 1: Folio
  - Students produce one folio that documents their visual learning, in support of at least one major resolved visual artwork
- Assessment Type 2: Practical
  - Each practical assessment consists of two parts:
    - at least one resolved art practical work
    - the practitioner's statement.
- Assessment Type 3: Visual Study

A visual study is an exploration of, or experimentation with, a style, an idea, a concept, media/materials, methods/techniques, or technologies based on research and the analysis of the work of other practitioners.

SACE Subject Outline

To view the full SACE subject outline click here.

Visual Arts - Design

SACE Stage 2
Credits 20
Duration Full Year

The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions.

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

Stage 2 Visual Arts — Design is a 20 credit subject where the following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Visual Arts - Design:

School Assessment (70%)

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Practical (40%)

External Assessment (30%)

- Assessment Type 3: Visual Study (30%)

SACE Subject Outline

To view the full SACE subject outline click here.

Creative Arts (Media)

SACE Stage 1
Credits 10 or 20
Duration Semester or Full Year

At Mercedes College, Creative Arts (Media) is a program based on the creative process and products in the creative fields of film, media and screen. The subject has been developed to extend students' experiences from MYP Media.

Stage 1 Creative Arts is an opportunity for teachers, in negotiation with students, to tailor a program to meet local needs or interests in a way that cannot be met solely through any other subject in the Arts Learning Area or another subject offered within the SACE. It is an opportunity to focus on an aspect, or to combine aspects, of one or more SACE subjects in the creative arts, within a single subject.

It is recommended that the following areas of study are covered:

- Creative Arts Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts in Practice.

The creative arts process comprises four interrelated elements common to all creative arts programs:

- investigation
- development
- production
- reflection.

Assessment

- Assessment Type 1: Product
  - For a 10 credit subject, students develop and present one creative arts product.
  - For a 20 credit subject, students develop and present two or three creative arts products.
- Assessment Type 2: Folio
  - For a 10 credit subject, students undertake one investigation and one skills assessment for the folio.
  - For a 20 credit subject, students undertake two inquiries and one skills assessment for the folio.

Students investigate the products of individual creative arts practitioners and/or groups of current or past practitioners. They demonstrate knowledge and understanding of the nature, concepts, techniques, and processes of the work of these practitioners in the creative arts.

SACE Subject Outline

To view the full SACE subject outline click here.

Creative Arts (Media)

SACE Stage 2
Credits 20
Duration Full Year

Stage 2 Creative Arts is an opportunity for teachers, in negotiation with students, to tailor a program to meet local needs or interests in a way that cannot be met solely through any other subject in the Arts Learning Area or another subject offered within the SACE. It is an opportunity to focus on an aspect, or to combine aspects, of one or more SACE subjects in the creative arts, within a single subject.

The following areas of study are covered:

- Creative Arts Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts in Practice.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Creative Arts:

School Assessment (70%)

- Assessment Type 1: Product (50%)
- Assessment Type 2: Investigation (20%)

External Assessment (30%)

- Assessment Type 3: Practical Skills (30%)

For a 20-credit subject, it is recommended that students provide evidence of their learning through five assessments, including the external assessment component.

SACE Subject Outline

To view the full SACE subject outline click here.

Theatre

IB Diploma Programme
The Arts

The IB Diploma Programme theatre course is a multifaceted theatre-making course. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating. Students are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience.

Theatre students learn to apply research and theory to inform and contextualize their work as they experience the course through practical and physical engagement. They understand that knowledge resides in the body and that research can be conducted physically through both action and practice.

In this respect, the theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and spectators—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students strengthen their awareness of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. This enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness. Participation in the DP theatre course results in the development of both theatre and life skills, the building of confidence, imagination, creativity and a collaborative mindset.

The aims of the DP arts subjects (dance, film, music, theatre, visual arts and literature and performance) 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 theatre course at SL and HL are to enable students to:

7. inquire into theatre and its contexts
8. develop and practically apply theatre performance and production skills and elements, led by intentions
9. create, present and evaluate theatre work both independently and collaboratively
10. acquire the perspectives and intentions of an internationally-minded theatre-maker
11. understand, appreciate and explore the relationship between theory and performance (HL only).

Curriculum model overview

Syllabus component	Recommended teaching hours	
	SL	HL
Staging play texts	45	45
Exploring world theatre traditions	45	45
Collaboratively creating original theatre	60	60
Performing theatre theory (HL only)		90
Total Teaching Hours	150	240

IB Diploma subject brief

To view the full IB Diploma programme subject brief click here.

Assessment

Type of Assessment	Format of Assessment	Weighting of final grade (%)	
		SL (%)	HL (%)
External			
Research presentation	1. A video recording of the student's research presentation (15 min max) 2. A list of all sources cited and any additional resources	30	20
Collaborative project	1. A project report plus a list of all sources used (4,000 word max) 2. A video recording of the final piece (7-10 min)	40	25
Solo theatre piece (HL only)	1. A project report plus a list of all sources used (2,500 word max) 2. A video recording of the final piece (4-7 min)		35
Internal			
Production proposal	A production proposal plus a list of all sources used (4,000 words)	30	20

Drama

SACE Stage 1
Credits 10 or 20
Duration Semester or Full Year

Telling stories and representing our humanity to each other are basic human activities. They are the essence of drama. Students learn by participating in creative problem-solving, generating, analysing, and evaluating ideas, developing personal interpretations of texts, learning to set goals and working collaboratively to achieve them, rehearsing, workshopping, and improvising solutions, as well as presenting their product or performance.

Students have the opportunity to develop their curiosity and imagination, creativity, individuality, personal identity, self-esteem, and confidence. They also have opportunities to improve their skills in experimentation, communication, self-discipline, collaboration, teamwork, and leadership. Students learn to acknowledge and respect diversity and different perspectives on the world.

Stage 1 Drama is a 10-credit subject or a 20-credit subject that consists of the following three areas of dramatic study:

- Company and Performance
- Understanding and Responding to Drama
- Drama and Technology.

Assessment

The following assessment types enable students to demonstrate evidence of learning in Stage 1 Drama:

- Assessment Type 1: Performance
- Assessment Type 2: Responding to Drama Assessment
- Assessment Type 3: Creative Synthesis

SACE Subject Outline

To view the full SACE subject outline click here.

Drama

SACE Stage 2
Credits 20
Duration Full Year

In Drama, students develop their creativity, collaboration, critical thinking and communication skills. They refine their literacy, numeracy, ethical understanding, and intercultural understanding, and develop self-belief and confidence.

In Drama, students engage in learning as practising dramatic artists. They learn to think and act as artists, and to develop as cultural leaders and creative entrepreneurs. They develop their leadership of public discussion by communicating a range of meaningful viewpoints, by refining their aesthetic understanding, and by learning the skills and processes required to present these in innovative and engaging ways.

Stage 2 Drama consists of the following two areas of dramatic study:

- Company and Production
- Exploration and Vision.

The two areas of study integrate exploring, analysing, conceiving, creating, making, and evaluating drama. They provide students with valuable collaborative learning opportunities to explore creative possibilities as artists. Students apply the dramatic process to make meaningful drama for audiences.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Drama.

School assessment (70%)

- Assessment Type 1: Group Production (40%)
- Assessment Type 2: Evaluation and Creativity (30%)

External assessment (30%)

- Assessment Type 3: Creative Presentation (30%)

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

- one group production task
- one or two evaluation and creativity tasks
- one creative presentation.

SACE Subject Outline

To view the full SACE subject outline click here.

Dance

SACE Stage 1
Credits 10 or 20
Duration Semester or Full Year

In Stage 1 Dance students develop aesthetic and kinaesthetic intelligence, using the body as an instrument for the expression and communication of ideas. Through the development of practical movement skills and choreographic and performance skills as an artist and experiencing performance as part of an audience, students explore and celebrate the human condition. They consider the role of dance in different cultural contexts, including those of Aboriginal and Torres Strait Islander peoples, and its place in transmitting culture. They develop an appreciation of dance as an art form, as well as a life-enrichment opportunity connected to mental and physical well-being.

Dance prepares young people for participation in the 21st century by equipping them with transferrable skills, including critical and creative thinking skills, personal and social skills, and intercultural understanding. Dance develops individuals to be reflective thinkers who can pose and solve problems and work both independently and collaboratively.

Stage 1 Dance is a 10-credit subject or a 20-credit subject that consists of the following strands:

- Understanding dance
- Creating dance
- Responding to dance

Assessment

The following assessment types enable students to demonstrate evidence of learning in Stage 1 Dance:

- Assessment Type 1: Skill Development
  - For a 10-credit subject, students undertake at least one skills development task.
  - For a 20-credit subject, students undertake two skills development tasks.
- Assessment Type 2: Creative Explorations
  - For a 10-credit subject, students present at least one creative work in the form of a performance or a composition.
  - For a 20-credit subject, students present at least two tasks. At least one of these should be a performance and at least one should be a composition.
- Assessment Type 3: Dance Contexts
  - For a 10-credit subject, students undertake at least one task.
  - For a 20-credit subject, students undertake at least two tasks.

SACE Subject Outline

To view the full SACE subject outline click here.

Dance

SACE Stage 2
Credits 20
Duration Full Year

In Stage 2 Dance students develop aesthetic and kinaesthetic intelligence, using the body as an instrument for the expression and communication of ideas. Through the development of practical movement skills and choreographic and performance skills as an artist and experiencing performance as part of an audience, students explore and celebrate the human condition. They consider the role of dance in diverse contexts that may include those of Aboriginal and Torres Strait Islander peoples, and its place in transmitting culture. They develop an appreciation of dance as an art form, as well as a life-enrichment opportunity connected to mental and physical well-being.

Dance prepares young people for participation in the 21st century by equipping them with transferrable skills, including critical and creative thinking skills, personal and social skills, and intercultural understanding. Dance develops individuals to be reflective thinkers who can pose and solve problems and work both independently and collaboratively. Stage 2 Dance is a 20-credit subject that consists of the following strands:

Stage 2 Dance consists of the following strands:

- Understanding dance
- Creating dance
- Responding to dance

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Dance.

School assessment (70%)

- Assessment Type 1: Performance Portfolio (40%)
- Assessment Type 2: Dance Contexts (30%)

External assessment (30%)

- Assessment Type 3: Skills Development Portfolio (30%)

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

- One performance portfolio
- Two dance contexts tasks — a recording and a choreographic analysis
- One skills development portfolio.

SACE Subject Outline

To view the full SACE subject outline click here.

Music

IB Diploma Programme
The Arts

The Diploma Programme Music course (for first teaching from 2020) has been designed to prepare the 21st century music student for a world in which global musical cultures and industries are rapidly changing.

The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components.

The aims of the music course are to enable students to:

- explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression
- 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
- evaluate and develop critical perspectives on their own music and the work of others.

Curriculum model overview

Syllabus component	Recommended teaching hours	
	SL	HL
Exploring music in context	45	45
Experimenting with music	45	45
Presenting music	60	60
The contemporary music maker (HL only)		90
Total teaching hours	150	240

IB Diploma Subject Brief

To view the full IB Diploma programme subject brief click here.

Assessment

Type of Assessment	Format of Assessment	Weighting of final grade (%)	
		SL (%)	HL (%)
External			
Portfolio	Exploring music in context Written work demonstrating engagement with, and understanding of, diverse musical material Practical exercises in creating and performing	30	20
Collection of works	Presenting music Programme notes Presenting as a creator: composition and/or improvisation Presenting as a performer: solo and/or ensemble	40	30
Internal			
Experimentation report	Experimenting with music A written experimentation report that supports the experimentation Practical musical evidence of the experimentation process in creating and performing	30	20
Multimedia presentation	The contemporary music-maker (HL only) Continuous presentation documenting their real-life project which evidences: The project proposal The process and evaluation The realized project, or curated selections of it		30

Music

SACE Stage 1
Credits 10 or 20
Duration Semester or Full Year

Music is human expression in sound. It is an integral part of life, transcending social and cultural boundaries and reflecting the health, vitality, and spiritual well-being of society.

Music encompasses a unique body of knowledge and skills that enable music students to merge historical and cultural perspectives with contemporary social practices. At the same time, students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and capacity to make informed interpretative and aesthetic judgments. Study and participation in music draw together students' cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

Stage 1 Music is a 10-credit subject or a 20-credit subject.

Students are able to enrol in Stage 1 Music Experience or Stage 1 Music Advanced.

Music Experience programs are designed for students with emerging musical skills and provide opportunities for students to develop their musical understanding and skills in creating and responding to music. Music Experience programs provide pathways to Stage 2 Music Performance — Ensemble, Music Performance — Solo, and/or Music Explorations.

Music Advanced programs are designed to extend students' existing musical understanding and skills in creating and responding to music. They provide pathways to Stage 2 Music Studies, Music Performance — Ensemble, Music Performance — Solo, and/or Music Explorations.

Assessment

- Assessment Type 1: Creative Works Assessment
- Assessment Type 2: Musical Literacy

SACE Subject Outline

To view the full SACE subject outline click here.

Music Explorations

SACE Stage 2
Credits 20
Duration Full Year

Music Explorations emphasises learning through exploring and experimenting with music. Through exploration of musical styles and influences, the elements of music, and how music is made, students process and synthesise the key learning that has taken place. Students develop musical literacy and engage critically and creatively with music through responding to their own and others' works. This subject is flexible in its design, allowing individual and collaborative exploration options in performing, composing, arranging and exploring music technology. Through practical application of their understanding of musical elements, students learn to analyse and deconstruct music, manipulate sound and create musical works that express their ideas and emotions.

Stage 2 Music Explorations is a 20-credit subject that consists of the following strands:

- Understanding music
- Creating music
- Responding to music

The strands in Music Explorations are interconnected and not intended to be taught independently. The strands are connected by the themes of exploration and experimentation. Students explore and experiment with musical styles, influences, techniques, and/or music production, as they develop their understanding of music. They develop and apply their musical understanding as they explore how others create, present, and/or produce music, and experiment with their own creations. Contexts for study may include aspects of the music industry, such as recording studios, performance rehearsal spaces, or instrument crafting workshops.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Music Explorations:

School assessment (70%)

- Assessment Type 1: Musical Literacy (30%)
- Assessment Type 2: Explorations (40%)

External assessment (30%)

- Assessment Type 3: Creative Connections (30%)

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

- Three musical literacy tasks
- One portfolio of explorations
- One creative connections task.

SACE Subject Outline

To view the full SACE subject outline click here.

Music Performance Ensemble

SACE Stage 2
Credits 10
Duration Full Year

Students develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music. Students analyse their repertoire, and critique strategies to rehearse and develop their performances, and contribute and collaborate as effective members of an ensemble. They apply their knowledge and understanding of the style, structure, and conventions appropriate to the repertoire, in developing and refining their musical performances, their musical imagination, and their own ideas about and appreciation of music.

Stage 2 Music Performance — Ensemble is a 10 credit subject that consists of the following strands:

- Understanding music
- Performing music
- Responding to music

The strands in Music Performance — Ensemble are interconnected and not intended to be taught independently. Students develop and extend their musical skills and techniques in creating performances as part of an ensemble. They interpret musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to the repertoire.

Students extend their musical literacy through discussing key musical elements of the repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their own performances.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Music Performance — Ensemble.

School assessment (70%)

- Assessment Type 1: Performance (30%)
- Assessment Type 2: Performance and Discussion (40%)

External assessment (30%)

- Assessment Type 3: Performance Portfolio (30%)

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

- One performance or set of performances
- One performance or set of performances and a discussion
- One performance portfolio

SACE Subject Outline

To view the full SACE subject outline click here.

Music Performance Solo

SACE Stage 2
Credits 10
Duration Full Year

Students develop and extend their practical music-making skills through performing works for instrument(s) and/or voice. They apply their musical understanding, skills, technique, and accuracy in refining and performing music, and in developing stage presence and skills in engaging an audience. Students analyse their chosen repertoire, and critique strategies to develop their performances, and reflect on and evaluate their performances as a soloist. They apply their knowledge and understanding of the style, structure, and conventions appropriate to their chosen repertoire, in crafting their musical performances, developing their musical imagination, and in communicating their own ideas about and appreciation of music.

Stage 2 Music Performance — Solo is a 10 credit subject that consists of the following strands:

- Understanding music
- Performing music
- Responding to music

The strands in Music Performance — Solo are interconnected and not intended to be taught independently. Students develop and extend their musical skills and techniques in creating their own solo performances. They interpret their chosen musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to their repertoire.

Students extend their musical literacy through discussing key musical elements of their chosen repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their performances.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Music Performance — Solo

School assessment (70%)

- Assessment Type 1: Performance (30%)
- Assessment Type 2: Performance and Discussion (40%)

External assessment (30%)

- Assessment Type 3: Performance Portfolio (30%)

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

- One performance or set of performances
- One performance or set of performances and a discussion
- One performance portfolio

SACE Subject Outline

To view the full SACE subject outline click here.

Music Studies

SACE Stage 2
Credits 20
Duration Full Year

Music Studies aims to develop a complete musician: performer, composer/arranger, musicologist, and critic. Students apply their knowledge and understanding of the elements of music, and musical conventions and styles, to develop and refine their musical works, their musical imagination, and their own ideas about and appreciation of music.

Students create their own compositions, write arrangements, and craft performances of musical works. They reflect on and evaluate their own and others' creative works. Through their studies, students develop and extend their understanding of music theory and standard notation, score-reading, aural skills and application of technical language in discussing and manipulating the elements of music.

Stage 2 Music Studies is a 20 credit subject that consists of the following strands:

- Understanding music
- Performing music
- Responding to music

The strands in Music Studies are interconnected and not intended to be taught independently. Students develop an understanding of selected musical works and styles, including how composers manipulate elements of music, and apply this understanding to creating their own music as performances or compositions. They develop and apply their musical literacy skills and express their musical ideas through responding to their own works, interpreting musical works, and/or manipulating musical elements. Students synthesise the findings of their study, and express their musical ideas through their creative works, responses, and reflections.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Music Studies:

School assessment (70%)

- Assessment Type 1: Creative Works (40%)
- Assessment Type 2: Musical Literacy (30%)

External assessment (30%)

- Assessment Type 3: Examination (30%)

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

- One portfolio of creative works
- Three musical literacy tasks
- One examination

SACE Subject Outline

To view the full SACE subject outline click here.

Life and Faith

Compulsory subject if not studying Spiritualities, Religion and Meaning
Duration Terms 1-3

This is a compulsory school-specific subject which runs for Terms 1, 2 and 3.

As this is a non-SACE subject, it cannot be used to gain credits toward SACE and is not a tertiary admissions subject

Students will explore a range of topics including:

- Inner Journey| exploring the individual student's journey
- Jesus' journey |exploring the significance of Jesus of Nazareth and The Christ of Faith
- Christian Meditation and Secular Mindfulness
- Healthy and Respectful Relationships

Assessment

Students will demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Representations: Jesus| Who do you say that I am?
- Assessment Type 2: Connections: Healthy Relationships
- Assessment Type 3: Transformative Action: Mindfulness and Meditation

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