



INTERNATIONAL SCHOOL SUVA

World Class Citizens ~ Life Long Learners

Years 11 & 12

Curriculum Handbook

ACT PROGRAM

2023



ACT Board of Senior Secondary Studies

Curriculum Handbook Inclusions

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ISS Mission and Vision

The School Council recognizes that the success of ISS is dependent on our mission obtaining the outcomes desired by the vision of our stakeholders. Whilst a broad-based, internationally-focused education is the preference of parents, staff and students, it is the mission which directs policy and management decisions.

Vision

That every ISS student should have the confidence to be themselves, be independent in thought and action, be enterprising and prepared for life as a global citizen. International School Suva will strive to become the premier provider of primary and secondary education in the South Pacific where students will be exposed to a variety of learning experiences that can assist them to achieve to their maximum potential.

Mission

ISS is committed to rigorous and high academic standards and instillation of ideals of life-long learning and responsible global citizens. We strive to ensure that every student leaves ISS with an international understanding, an ability to think critically, act with compassion, care about themselves and others and display the attributes of the School Wide Learner Outcomes.

Overview of ISS Curriculum in Year 11 and 12

International School Suva offers a challenging, international curriculum in a caring, multicultural environment to meet the needs of students in an international community. The school caters to the educational needs of all students, enabling them to realize their personal and academic potential and goals now and into the future.

Aims

- To provide a structured curriculum that recognizes the individual needs of the students with a wide range of abilities.
- To encourage students to strive for excellence in order to achieve their full potential.
- To prepare students for entry to international educational institutions and careers.
- To ensure an effective teaching and learning climate and to encourage positive student-teacher relationships.
- To foster amongst students, staff and parents an atmosphere of mutual respect, cooperation, support and concern.
- To provide opportunities for cultural, sporting and social contacts with the Fijian and international communities.
- To develop a sense of social responsibility.
- To prepare students to use their leisure time constructively.
- To encourage parent, staff and community participation in the school.

International School Suva values

- that all students should have opportunities to realize their full intellectual, social, physical and creative potential.
- its high academic standard within an internationally accepted educational framework.
- a diverse curriculum and a range of enjoyable activities that provide students with a variety of ways of understanding the world.
- the unique position and role the school occupies in the country and in the lives of its students.
- student-centered learning which reflects an understanding of the stages of development of individuals.
- an environment in which individuals can grow into positive community members who exercise responsibility for their own actions and have a caring attitude towards others.
- the diversity of nationalities, cultures and religions within the School.
- contributions from all members of the school community as an integral part of the school's development.

The ISS Learner Outcomes

Inquirers	They have acquired the skills necessary to conduct purposeful, constructive research. They are able to make connections and construct meaning for themselves through a variety of research opportunities. They actively enjoy and value learning and this love of learning will be sustained throughout their lives.
Thinkers	They exercise initiative in applying higher level thinking skills critically and creatively to make sound decisions and to solve complex problems. They experiment and use abstract ideas and form hypotheses and reflect on their learning.
Communicators	They are articulate and can receive and express ideas and information in more than one language and mode of communication, including the language of mathematical symbols. They become confident in a second or third language and actively participate in debates and presentations. They are able to use a non-verbal mode of expression such as dance to communicate ideas.
Courageous	They have the ability to think independently, approaching unfamiliar situations without anxiety. They have the confidence and independence of spirit to explore new roles, develop original ideas and strategies. They are courageous and articulate in defending those things in which they believe, see commitments through with determination and are well-reasoned in their actions.
Knowledgeable	They have spent time in our school exploring themes, which have global and local relevance and importance. In so doing, they have acquired a critical mass of significant knowledge and skill in a range of significant subject areas. They have a thirst for knowledge.
Principled	They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice. They practice academic honesty and demonstrate cultural sensitivity. They advocate for those unable to speak for themselves and for just causes.
Caring	They show sensitivity towards the needs and the feelings of others. They display self-respect; self-esteem and strive to improve the situations of others out of genuine concern. They have a sense of personal commitment to action and service.
Open-minded	They respect the views, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view. They are sensitive and tolerant towards similarities and differences between people.
Balanced	They understand the importance of physical, spiritual and mental balance and personal well-being. They undertake an interest in a wide range of cross-cultural activities and understand the importance of physical and mental balance and personal well-being. They participate fully in a variety of sporting, creative and service activities and develop skills to continue life-long learning, health, physical activity and wellness.
Reflective	They give thoughtful consideration to their own learning and analyze their personal strengths and weaknesses in a constructive manner. They learn to self-evaluate, reflect on their actions and activities and are responsible for their duties, behavior and personal growth.
Visionary	They are forward thinking individuals who act with purpose, direction and a vision for life that creates positive focus. They are able to anticipate future problems or obstacles to achieving their goals and identify the necessary skills tools and assets needed to overcome them. They move forward with judgement, wisdom, integrity, perseverance and a good work ethic.

The ACT Senior Secondary Certificate

The Australian Capital Territory (ACT) Senior Secondary Certificate program consists of courses taught in Years 11 and 12 which have been developed by teachers in schools that undertake the ACT program. Some courses are part of the Australian National Curriculum introduced in 2016. All courses are approved by the Board of Senior Secondary Studies (BSSS) in Canberra for inclusion in the school education program.

At ISS, students typically study five or six subjects which are internally assessed, but externally moderated. Staff from ISS present portfolios of students' work at moderation meetings in Canberra where they are peer moderated to ensure that grades issued both within and between schools participating in this program in Australia and overseas are comparable.

Students can also attain an ATAR (Australian Tertiary Admissions Rank) should they sit the external ACT Scaling Test (AST) and complete the course requirements for this.

Students at ISS who choose the ACT program will also be expected to complete at least two Community and Service units and work towards the Duke of Edinburgh's International Award is also recommended.

Frameworks

The structure of the program is based on a series of Frameworks. These allow a means for a common basis for assessment and reporting of a course within a designated subject area. The frameworks are regularly reviewed and updated by teams of teachers and the BSSS which means that they allow for development. They are critical for accreditation of any course.

Courses

The ACT system offers three different types of courses:

- A Accredited and deemed educationally appropriate for Year 11 and 12
- T Tertiary and deemed suitable preparation for a university level course
- M Modified and deemed suitable for students requiring modification (identified disability)
- R Designed to provide personal development, recreational or community service activities

Courses can be taken at Major or Minor level. **A** (Accredited) or **M** (Modified) courses for an individual student program may be considered at ISS, but generally the courses run are **T** (Tertiary). **R courses** are covered at ISS through CAS activities.

Units

Courses are made up of units with a 'coherence of purpose', for example English. A unit is study in one subject area within a course. A standard unit has a value of 1.0 and students should be engaged in 55 hours minimum of equivalent instruction time generally over one semester. Students can also undertake 0.5 standard units, which are delivered over 27.5 hours.

A course consisting of 4 units (four semesters of work) over two years obtains a Major. A Minor would be completion of 2 units within the two years (two semesters of work). An example is shown below to indicate the difference between taking a Major in one subject or two Minors in two different subjects (for Business and Economics):

	Semester 1 Year 11	Semester 2 Year 11	Semester 1 Year 12	Semester 2 Year 12
Major in Business	Unit 1 Business	Unit 2 Business	Unit 3 Business	Unit 4 Business
Minor in Economics	Unit 1 Economics	Unit 2 Economics		
Minor in Business			Unit 3 Business	Unit 4 Business

Usually a student would take a minimum of five subjects over two years, equivalent to five Majors. Students can change to have 2 Minors in place of a Major, but this requires approval from the Head of School.

Students cannot credit more than 8 standard units per course area (or Framework) to the Senior Secondary Certificate and Tertiary Entrance Statement. For example, they could not take Oceanography (4 units), Biology (4 units) and Chemistry (4 units) and gain credit for all three Majors because these courses are all under the same Framework of Science.

An **R unit** (working towards the **R course**) is one which provides outside learning situations that are appropriate for students in Years 11 and 12. They give recognition for activities which lead to personal development, recreational or community service activities. At ISS, Community and Service (CAS) work qualifies for this and students are also recommended to apply for the Duke of Edinburgh's International Award.

Teachers determine the assessment of units offered by the school. Assessment consists of a mix of assignments, practical work, class work, tests and examinations. All assessment packages are peer-moderated in conjunction with the Board of Senior Secondary Studies(BSSS) twice a year. There is further specific information on assessment at the end of this document.

Unit and Course Scores

For each unit completed in a **T course**, students receive a mark and a letter grade on a scale from A to E. The letters A, B, C, D and E may be understood to indicate:

A - awarded to students who have demonstrated a very high level of knowledge and understanding of the full range of concepts and principles of the unit. They have shown evidence of a very high level of cognitive and practical skill in a wide range of assessment situations

B - awarded to students who have demonstrated a high level of knowledge and understanding of the concepts and principles of the unit. They have shown evidence of a high level of cognitive and practical skill in a range of assessment situations

C - awarded to students who have demonstrated a sound level of knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a sound level of cognitive and practical skill in most assessment situations

D - awarded to students who have demonstrated a limited knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a limited level of cognitive and practical skill in assessment situations

E - awarded to students who have demonstrated a very limited knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a very limited level of cognitive and practical skill in assessment situations

Other possible grades on an ACT SSC are Pass, Status and Recognition.

A **Pass** grade is awarded in **R units** when a student has satisfactorily completed the unit.

A **Status** grade is awarded when a student has been unable to complete the unit through illness or misadventure and the school does not have enough evidence to award a grade.

A **Recognition** grade is awarded when a student has completed some Year 11/12 studies in other jurisdictions.

From http://www.bsos.act.edu.au/information_for_students/act_qualifications)

Course scores are calculated for **T courses** at the end of Year 12. There are strict rules about attendance before a course score or assessment grade is awarded. A student can receive a **V (Void) grade** should they not meet attendance requirements and /or do not complete more than 30% of assessment for a unit. Students are required to submit all assessment tasks on the due date and will receive a penalty of 5% (of possible marks) per calendar day late up to a maximum of 7 days whereby the task is considered not submitted. The decision to award a **V grade** will be made after teacher consultation with the Head of High School as per the school's policy.

The ACT Scaling Test (AST)

Under the ACT framework there are no public, subject-specific examinations. However, a common scaling test is taken by all Year 12 ACT students in Term 3 of Year 12, designed to allow comparison of scores between schools. ISS AST practice exams are held throughout Years 11 and 12, and final mock examinations held in Term 3. Attendance at these is compulsory. The final decision as to whether a student sits the AST examination remains with the Head of School. Students who have been deemed not to have passed a satisfactory number of units in Year 11 will not be able to sit the AST examination.

The Australian Tertiary Admissions Rank (ATAR)

A student's ATAR score is calculated from course scores provided by the school and performance in the AST. Tertiary education institutions worldwide accept the ATAR for admission. To qualify for a Tertiary package, and therefore be eligible to receive an ATAR score, students must attain a minimum of four Major and one Minor course or alternatively, three Majors and three Minors, that is, completion of 20 units and the AST. The ATAR is a rank score which indicates how the student has performed against all other Year 12 students in the ACT cohort. An ATAR of 99.3 indicates the student is within the top 1% of all students who started in the cohort (not just ISS).

The Certificate

There are two parts to certification:

1. All students successfully completing Year 12 with the required number of units will receive the ACT Senior Secondary Certificate and those completing a Tertiary package will also receive a Tertiary Entrance Statement which reports the ATAR.
2. The ACT Senior Secondary Certificate contains a record of all registered and accredited units and courses studied during Years 11 and 12. The results for each unit, using an A-E scale, and a written description of the grades is also included. The Tertiary Entrance Statement includes the student's ATAR score, the courses the student has studied, the course length and the AST scaled scores.

A Secondary College Record can be issued on request to students who leave the school during Years 11 or 12 before the end of the two-year study. It reports the courses and units studied and the unit grades.

Selecting a course of study for the program

Choosing subjects is an important step for any student, the following points may be considered:

- Consultation with teachers is important.
- Program requirements must be met.
- Choose subjects you will do well in, do not choose because you like the teacher or a friend has chosen the same ones.
- You may need to choose a subject that you do not like at the moment, because it is essential for a career that you are interested in.
- Think about the subjects you wish to study at the tertiary level – do they have pre-requisites?
- If you need advice, ask for it. If the person you ask cannot help s/he will direct you to someone who can.

We recommend that students follow a broad program of study, which will enable them to keep options open for the future. However, careful consideration needs to be given to the following:

- What are individual strengths and weaknesses in school subjects?
- What do I enjoy doing?
- Where might I go after Year 12?
- What am I capable of?
- What do I hope to achieve after Year 12?
- What can I realistically aim for?
- Do I expect to be at ISS for the full two years?
- What do my parents and teachers think?

Additional considerations are:

- All students must study English and Mathematics, as almost all tertiary institutions and employers require competency in English and Mathematics.
- If students wish to seek entrance into a tertiary institution they should familiarize yourself with any prerequisites or assumed levels of prior knowledge for your intended course, as well as any other general requirements for tertiary entrance. This information is available from the guidance counselor.

Most employers welcome people who have a broad education, who are adaptable and who have shown that they are capable of achieving a reasonable standard in a variety of subjects, rather than people who have only a narrow range of skills.

Who can help?

Make sure that you get as much help and advice as you can. You should ask the following people for help:

- Your parents
- The staff who teach you at present can advise you about prospects in their subjects
- Heads of Departments of particular subjects
- Counselor
- Head of School

Subject Summary

The table below lists the subjects which will be offered at ISS the ACT Senior Secondary Certificate in 2023

ACT Senior Secondary Certificate/ATAR T=Tertiary Package, A= Accredited	
Subject	Level
English (either Literature or English)	T
Continuing French / Advanced French	T
Continuing Chinese / Advanced Chinese	T
Business	T
Economics	T
Modern History	T
Global Studies	T
Biology	T
Chemistry	T
Physics	T
Oceanography	T
Specialist Methods	T
Mathematics Methods	T
Mathematical Applications	T
Visual Art	T
Drama	T
Music	T
Outdoor Education	T
Sports Studies	T
Community and Service	R

Please note that courses will run only if there are sufficient student numbers.

English T

The course consists of the following units:

Unit 1: Communication of Meaning (Language Unit)

In this first unit of the senior English program students explore how meaning is constructed through the interrelationship between language, text, context, purpose and audience. Students investigate a wide variety of text types, including visual, written and audio to develop an understanding of stylistic features and apply skills of analysis and creativity.

Unit 2: Intertextuality (Literature Unit)

In the second unit of the senior English program students consider the interconnectedness of texts. Students consider how the relationships between texts informs our understandings of them and explore how genres, authors, audiences and contexts all work to create meaning within and across texts. By experimenting with text structures and language features, students understand how imaginative texts are informed by analytical responses.

Unit 3: The Power of Literature (Language Unit)

In the third unit of the senior English program students explore the Power of Literature to influence and impact on language, culture and society. Students explore how individual and societal identities are influenced and constructed by literary texts, and develop high level critical thinking skills as they consider the values and attitudes represented in texts. Throughout the unit, students create analytical responses that are characterised by personal voice and informed observation

Unit 4: Perspectives (Language Unit)

In the final unit of the senior English program students examine different interpretations and perspectives within a variety of texts. Students will consider how one text can be read in a variety of ways and that meaning is informed by the perspectives present in both author and audience. Students further develop their skills of analysis and critical thinking, as well as developing and testing their own interpretations through debate and argument. This unit provides students the opportunity to extend their experience of language and literature texts through the application of different lenses through which we can view texts.

Assessment in English

Students will be assessed on two criteria – responding and creating.

Assessment task types include:

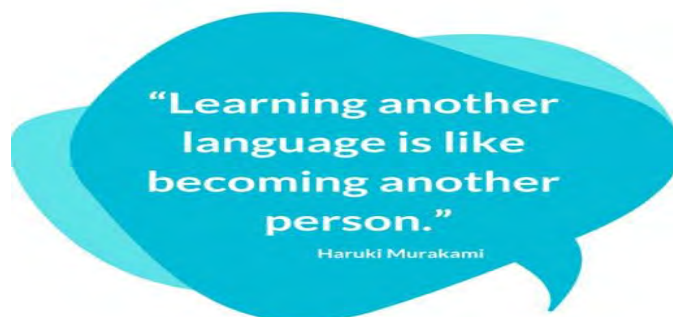
Criteria	Task Types
Responding	<ul style="list-style-type: none">Respond to fiction, nonfiction and/or multimodal texts. Students may respond in spoken, written or analytical multimodal forms such as:<ul style="list-style-type: none">short responses, essays, reports, reviews, articles, blogs, documentaries, seminarsStudents must complete an independent investigation task each semester. An investigative task requires students to plan, research into and draw conclusions about key unit concepts. Students may respond in forms such as:<ul style="list-style-type: none">essays, reports, interviews, film making, oral presentation, writing for publication
Creating	<ul style="list-style-type: none">Create imaginative, persuasive, interpretative or informative texts. Students may create in spoken, written, non-written or creative multimodal forms such as:<ul style="list-style-type: none">short stories, letters, websites, character interviews, short films, theatrical scripts and poetry
Weightings in A/T/M 1.0 and 0.5 Units: No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.	

(ACT BSSS English Framework- from 2021, Board Endorsed 2020 p5)

Modern Language Framework

Modern Languages aim to provide students with the opportunity to:

- *establish and maintain interpersonal communication in a language other than their own*
- *exchange and explore information and ideas from spoken, written and visual texts, in a variety of modes and in the process acquire language learning strategies and processes*
- *develop curiosity, interest and enjoyment in using and learning a language other than their own*
- *communicate in increasingly complex linguistic and cultural contexts showing strong control over linguistic elements and awareness of audience and purpose*
- *demonstrate that they understand the culture of the target language community appropriate to the level of study*
- *develop independent, problem solving and collaborative learning skills*
- *understand the diversity and variability of language use, and how language changes with context.*



Continuing French T or Continuing Chinese T

These courses are designed for students who have successfully completed French or Chinese in Year 10 or its equivalent. First-language speakers of either language are not eligible to take this course.

The general framework of the course focuses on language acquisition and development in the four primary language skills: Listening, speaking, reading and writing. These skills will be developed through the study and use of a range of written and spoken material. In short, students will learn how to communicate effectively in a number of situations within the cultures where French is spoken.

The successful use of French or Chinese consists of demonstrating competence in three distinct but interrelated areas: language, cultural interaction, and message.

Assessments are based on conversations on a variety of topics relating to the student's life and experiences, demonstrating knowledge of the topics and elaboration of the thoughts and ideas in them.

The course consists of the following units:

Unit 1 The Individual - students learn about how relationships shape identity and students learn how to express themselves in the language and understand the target culture in relation to language.

Unit 2 Society and Community - students learn about how different language communities are organized. They also learn how to participate in society and community through the target language.

Unit 3 The Changing World - encourages students to identify how values and culture shape language and expression. This is an excellent means for a student to understand the concept of language and global citizenship.

Unit 4 Diverse Perspectives allows students to understand the importance of perspective in language learning. They explore the variety of perspectives, and diverse cultural expression such as is found in the Arts and Sciences.

(The unit information is derived from Continuing Modern Languages T Accredited 2020-2024 Board Endorsed 2019)

DELF Junior Examinations

If students are doing French they may also sit the DELF Junior Examinations (A2, B1, & B2) which are qualifications awarded by the French Ministry of Education. These certificates are consistent with the Common European Framework of Reference for Languages

Assessment in Modern Languages

Students will be assessed in **speaking, writing and responding** tasks on the degree to which they demonstrate:

- communicating
- understanding

Assessment Task Types

Inquiry based tasks 40%	In class tasks 60%
<p>Preparation may be collaborative or individual, and production may be interactive, the assessment is based on individual production</p> <p>Examples:</p> <ul style="list-style-type: none"> • Blog/Vlog • Debate • Interview • Report • Seminar • News website • Responding to multimodal texts using different outputs, including a changed context/audience/purpose (e.g. analytical, creative, persuasive) • Multimodal text with intercultural questions • Tutorial 	<p>Individual spontaneous production of language in response to an unseen stimulus/questions.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Oral interview • Sustained writing • Responding to multimodal texts using different outputs, including a changed context/audience/purpose (e.g. analytical, creative, persuasive) <p>Listening, speaking, reading and writing should be assessed in an in class environment at least once in an academic year.</p>

(ACT BSSS Modern Languages Framework. Board Endorsed 2018 p5)

Commerce Framework

Specific aims of courses in the Commerce Framework are to:

- *promote the importance of exploring business issues from different cultural perspectives*
- *encourage a holistic view of the world of business*
- *enable the student to develop the capacity to think critically*
- *enhance a student's ability to make decisions*
- *enable a student to appreciate the pace, nature and significance of change*

Business T



Photo: Getty Images <https://www.thestatesman.com/business/physics-and-business-the-science-of-the-start-1502745782.html>

Business involves the study of a variety of disciplines relevant to the business environment. Contemporary business theories, practices and issues are incorporated in the course and they provide an excellent foundation for further study. Students will examine business decision-making processes and how these decisions impact on, and are affected by, internal and external environments.

The course aims to help students understand the implications of business activity in a global market. It is designed to give students an international perspective of business and to promote their appreciation of cultural diversity through the study of topics like international marketing, human resource management, growth and business strategy.

Throughout the two year course students will be expected to explore the importance of exploring business issues from different cultural perspectives, develop an understanding and holistic view of the world of business, learn to think critically and make sound business decisions, and appreciate the pace, nature and significance of change.

The course consists of the following units:

Unit 1 The Changing Business Environment - students study business and its dynamic environment.

Unit 2: Relationship management - students study the relationship between businesses, its customers, the wider business environment and its increasing importance for business longevity.

Unit 3: Planning for current context - students study the range of tools and strategies utilized by business to plan for success.

Unit 4: Business challenges students study the importance for business to be responsive to change from the internal and external environments.

(The unit information is derived from Business T Accredited 2017-2021 Board Endorsed 2016)

Economics T



Photograph from <http://www.emiratesnbdresearch.com/research/article/?a=economic-calendar-10-august-2020--1907>

Economics is a dynamic social science, forming part of the study of individuals and societies. The study of economics is essentially about the concept of scarcity and the problem of resource allocation.

Although economics involves the formulation of theory, it is not a purely theoretical subject: economic theories can be applied to real-world examples. Neither is economics a discrete subject, since economics incorporates elements of history, geography, psychology, sociology, political studies and many other related fields of study.

Economics does not exist in a vacuum, because it naturally must consider how economic theory is to be applied in an international context.

The scientific approach characterises the standard methodology of economics. This methodology can be summarised as a progression from problem identification, through hypothesis formulation and testing, arriving finally at a conclusion.

Alongside the empirical observations of positive economics, students of the subject are asked to formulate normative questions. Encouraging students to explore such questions forms the central focus of the economics course.

The course consists of the following units:

Unit 1 - students will be introduced to basic economic concepts, models and relationships. This unit examines the choices which all individuals, firms, institutions, markets and governments attempt to address as they confront the problem of satisfying their unlimited wants with limited resources. Students evaluate economic decisions and analyse economic concepts and principles. Students develop the ability to apply economic theory to current real world events. The key conceptual understandings covered in this unit are the structure, operations and models; concepts and principles; nature and purpose of economics; types and forms; issues, perspective and viewpoints; inquiry, research and investigation; and communication.

Unit 2 - students will continue the study of economic theories and concepts as applied to the free market. This unit examines macroeconomic and microeconomic theories as business and governments attempt to address economic issues of cost, benefits and intervention. Students evaluate economic decisions and analyse economic concepts and principles. Students develop the ability to apply economic theory to current real world events. The key conceptual understandings covered in this unit are the structure, operations and models; concepts and principles; nature and purpose of economics; types and forms; issues, perspective and viewpoints; inquiry, research and investigation; and communication.

Unit 3 - students will further examine the role of economic decisions and policies on conflicting issues. This unit examines government intervention in a free market at a national and international level. Students evaluate economic decisions and analyse economic concepts and principles. Students develop the ability to apply economic theory to current real world events. The key conceptual understandings covered in this unit are the structure, operations and models; concepts and principles; nature and purpose of economics; types and forms; issues, perspective and viewpoints; inquiry, research and investigation; and communication.

Unit 4 - students will study the implications and pace of economic programs. This unit examines the impact of globalization, population, trade and development of nations. Students evaluate economic decisions and analyse economic concepts and principles. Students develop the ability to apply economic theory to current real world events. The key conceptual understandings covered in this unit are the structure, operations and models; concepts and principles; nature and purpose of economics; types and forms; issues, perspective and viewpoints; inquiry, research and investigation; and communication.

(The unit information is derived from Economics T Accredited 2017-2021 Board Endorsed 2016)

Assessment in Business and Economics

Task types	Test	Research, investigation and analysis
	<p>A test may include the following:</p> <ul style="list-style-type: none"> • in-class essay/report • case study • extended response • multiple choice • short answer responses • interview 	<p>Suggested tasks:</p> <ul style="list-style-type: none"> • research assignment • e.g. business plan, written report, essay • oral presentation • seminar • digital presentation • business simulation • interview response • case study • portfolio of practical exercises • scenario/situation
Weighting in A/T 1.0	40 - 60%	40 - 60%
Weighting in A/T 0.5	40 - 60%	40 - 60%
Weighting in M 0.5	10 - 90%	10 - 90%

(ACT BSSS Commerce Framework. Board Endorsed 2015. P7)

Modern History Framework

Specific aims of a course in History; students should be able to

- *acquire and understand historical knowledge in depth and from different perspectives*
- *develop an appreciation of History as a discipline including the nature and diversity of its sources, methods and interpretations*
- *gain international awareness and understanding of people living in a variety of different places at different times*
- *articulate a better understanding of the present through an understanding of the past*
- *develop an ability to use and communicate historical knowledge and understanding.*

Modern History T



As the Royal Irish Rifles fought at the Somme in 1916, the war was shaping epochal events at home. Imperial War Museums/Wikimedia Commons

History is an exploratory subject that provides students with an opportunity to not only understand the past but also to develop empathy for the people and contexts in which they lived. Students develop inquiry skills in learning the motives for change and its consequences.

Through research and a variety of assessment tasks students develop historical investigation skills by examining a selection of primary and secondary sources. In addition, by interpreting and reconstructing these events students comprehend the values of these sources.

The course is designed to develop the following skills: gathering and sorting of historical evidence; evaluation of historical evidence; recognizing and understanding historical processes and their relationships to human experience, activity and motivation; and organizing and expressing historical ideas and information.

The course consists of the following units:

Unit 1: Understanding the Modern World - This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them such as liberty, equality and fraternity.

Unit 2: Movements for Change in the 20th Century - examines significant movements, developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions have challenged authority and transform society.

Unit 3: Modern Nations in the 20th Century - examines the 'nation' as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

Unit 4: The Modern World since 1945 - focuses on the distinctive features of the modern world that emerged in the period 1945-2010. It aims to build students' understanding of the contemporary world - that is, why we are here at this point in time.

(The unit information is derived from Modern History Incorporating Australian Curriculum T Accredited 2014-2020 Board Endorsed 2013)

Assessment in History

Task Type		Examples	1.0 units (3-5 tasks)	0.5 units (2-3 tasks)
Historical Investigation/Depth Study	Written	<ul style="list-style-type: none"> • Research Essay/ Depth Study 1000 - 1500 words (at home) • Essay 800 - 1000 words (in class) 	30 - 60%	0 - 60%
Document Study/Source Analysis	Written	<ul style="list-style-type: none"> • In-class response 	20 - 40%	0 - 50%
Empathetic and/or Critical Response	Written or Oral	<ul style="list-style-type: none"> • Empathetic writing • Diaries • Journalism • Oral performance/ presentation/seminar • Podcast/<u>vodcast</u> • Field reports • Debates • Interviews • Artefact(s) and their significance • Models (supported by research and reflection) 	20 - 40%	0 - 50%

(ACT BSSS History Framework. Board Endorsed 2014 (amended 2016). p11)

Global Studies T

Global Studies develops students' interest and appreciation for the nature of global politics. Students explore how its key participants respond to global challenges and collectively create opportunities for the betterment of the world. A focus of analysis is the choice between pursuing self-interest and the collective good.

Students will examine the use of multiple, and often contradictory, theories / and or perspectives to see and interpret world systems. This course draws on data from a range of Humanities and Social Sciences disciplines, including but not limited to: History, Politics, Legal Studies, Economics, Geography, Sociology, as well as the Arts and Sciences.

Global Studies students engage in research and data collection from a wide range of sources. Using case studies, they enquire into the nature, role and purpose of global politics. Students critique the actions and motivations of key figures and present their findings in coherent written, spoken and digital texts.

The course aims to:

- Compare and contrast theories, concepts and principles
- Critically analyze concepts, principles, ideas and change
- Synthesize different interpretations, representations and perspectives
- Evaluate significance of information, processes and concepts
- Apply critical and creative thinking skills
- Reflect on own thinking and learning
- Communicate creatively and critically in a range of modes for a variety of purposes.

Unit 1: Global Actors

Students critically analyze the distinctive nature and origin of actors within contemporary global politics. They use theories to question and analyze hierarchies and taxonomies of actors and power. Students assess the relative merits of diverse theories to evaluate actors' claims to sovereignty, hegemony, and legitimacy and why some groups are excluded from exercising agency.

Unit 2: Global Processes

Students critically analyze the purpose, nature, and origins of global processes in the international order, and how these facilitate or impede relationships among global actors in many countries. They evaluate the processes by which global systems operate and their potential for reform, and critique processes from different International Relations perspectives.

Unit 3: Global Challenges:

Students critically analyze significant contemporary issues that pose challenges around the world, as a result of processes employed by global actors to address issues and critique the resulting balance of power. They also question whether the mechanisms that regulate global behavior effectively manage the tension between self-interest and collectivism.

Unit 4: Global Opportunities:

Students analyze what progress and change can be achieved by global political action. They examine how the global system is perceived and used to improve lives for individuals and communities. Students evaluate possible pathways for progress and consider to whom current reform processes bring benefits.

Unit 5: Independent Study

An independent study will be negotiated by the teacher and student where the student will be empowered to make decisions about their learning in this discipline.

Assessment Task Types

- | | |
|------------------------------|---------------------------|
| Suggested tasks: | · empathetic response |
| · interview based report | · writing task |
| · commentary | · response to stimulus |
| · annotated bibliography | · exposition |
| · in-class essay | · extended response |
| · debate | · essay |
| · portfolio | · website |
| · field work | · multimodal presentation |
| · viva voce | · creative response |
| · document/source analysis | · interview |
| · report | · discussion forum |
| · role play | · practical project |
| · research and design report | · workshop |
| · test/exam | |
| · oral (seminar) | |

Science Framework

Science aims to provide students with opportunities to:

- *equip themselves with the scientific knowledge needed to understand our current environmental challenges and be able to separate the fact from fiction.*
- *hone critical thinking skills through modeling and problem-solving.*
- *enhance skills in communication, verbally and through a variety of media and formats including debate.*
- *perform field research gathering and processing primary data, then drawing and presenting justified conclusions.*
- *build understanding and compassion, respect of various perspectives and cultures and understanding of those disadvantaged or threatened by environmental and societal issues.*

Biology T



Illustration of a nerve cell on a colored background with light effects. by Sergey Nivens

Biology helps students to better understand themselves and their place in nature. It allows an in-depth study of a wide range of biological concepts and provides a springboard into ‘pure’ natural science courses at university. It is also valuable for future studies in applied biological sciences such as Medicine, Pharmacy, Biochemistry, Veterinary Science, Agriculture, Forestry, Marine Science, Physiotherapy and Sports Physiology.

A broad course is studied over the two years which develops an understanding of biological systems with particular emphasis on Human Biology and Man’s place in the natural world. It is suitable for anyone with reasonable ability in science, but most importantly, an interest in the living world. Prior study of Biology is necessary, at ISS this is through the IB MYP Integrated Science course taken in Years 9 and 10.

The course consists of the following units:

In **Unit 1 Biodiversity and Connectedness** students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation. Fieldwork is an important part of this unit, providing valuable opportunities for students to work together to collect first-hand data and to experience local ecosystem interactions.

In **Unit 2 Cells and Organisms** students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms. They use science inquiry skills to explore the relationship between structure and function, by conducting real or virtual dissections and carrying out microscopic examination of cells and tissues. Students consider the ethical considerations that apply to the use of living organisms in research. They develop skills in constructing and using models to describe and interpret data about the functions of cells and organisms.

In **Unit 3 Heredity and Continuity of Life** students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.

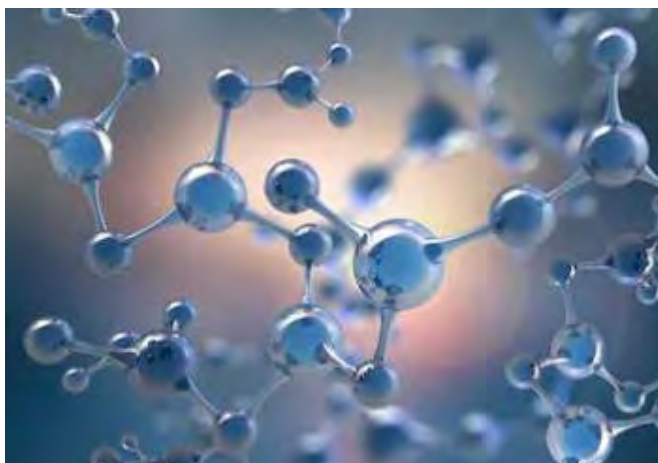
In **Unit 4 The Internal Environment**, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease at cellular and organism levels; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

In **Units 3 and 4** students examine the continuity of biological systems and how they change over time in response to external factors. They examine and connect system interactions at the molecular level to system change at the organism and population levels.

Units may vary in Year 12

(The unit information is derived from Biology T Type 2 Integrating Australian Curriculum and IB Diploma 20 Accredited 2016. Board Endorsed)

Chemistry T



Abstract molecule model. Scientific research in molecular chemistry. 3D illustration on a blue background
by Yurchanka Siarhei

Chemistry is an experimental science combining academic study with the acquisition of practical and investigational skills. Chemical principles underpin the physical environment in which we live and the biological systems. Chemistry is a prerequisite for many other courses in higher education, such as medicine, and biological and environmental sciences. This course gives students sufficient knowledge and understanding of experimental and theoretical chemistry to pursue the study of chemistry at tertiary level. It also provides an experience for those who are interested in chemistry but do not intend to study it at tertiary level. Prior study of Chemistry is necessary, at ISS this is through the IB MYP Integrated Science course taken in Years 9 and 10.

The course consists of the following units:

In **Unit 1 Introduction to Chemistry**, students develop their skills to predict the products in chemical including reactions and make calculations of chemical quantities. They describe the behaviour of gasses, explain the energy changes associated with chemical reactions, including considering energy transfers and transformations. They study the factors that affect the rate of chemical reactions and make calculations of rates of reaction in chemical systems.

In **Unit 2 Atom Structure, Redox and Organic**, students use models of atomic structure to explain the macroscopic properties of materials, they apply models to redox reactions, including electrochemical cells; and use models of molecular structure and chemical reactions to explain and apply synthesis processes, particularly with consideration of organic synthesis.

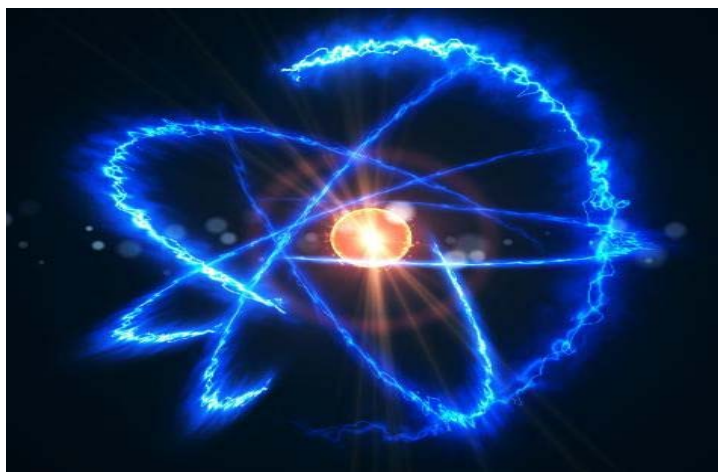
In **Unit 3 Chemical Bonding and Equilibrium** students continue to use models of atomic and molecular structure, with bonding, to explain the macroscopic properties of materials and to develop their understanding of these bonding models and the relationship between structure, properties and behaviour of substances. They will investigate models of equilibrium in chemical

systems; apply these models in the context of acids and bases and buffers and explain and predict how a range of factors affect these systems.

In **Unit 4 Periodicity and Spectroscopy OR Medicinal and Biochemistry** students apply the models for bonding to predict behaviours of elements and compounds and the Periodic Law. They will investigate techniques used to analyse substances and predict structures.

(The unit information is derived Chemistry T Type 2 Integrating Australian Curriculum and IB Diploma 20 Accredited 2016. Board Endorsed.)

Physics T



Closeup of a pink atomic particle background science 3D image
By Ezume Images

The course aims to develop scientific ability and skills in Physics whilst developing an awareness and appreciation of the limitations of the subject; its societal impact and the responsibilities of practicing Physicists. Physics seeks to explain the universe itself from the very smallest particles- quarks which may be truly fundamental- to the vast distances between galaxies. This course provides students with sufficient knowledge to pursue the study of Physics at university. It also provides a base level of knowledge for a number of courses such as Engineering, Medicine and Biomedical courses, teaching and so on. It is advantageous to have a strong mathematics background. Prior study of Physics is necessary, usually completed within the IB MYP Integrated Science program.

The ACT course is defined by the Australian national curriculum for Physics and consists of the following units:

Unit 1 Introductory Physics covers the fundamental concepts in Waves and Mechanics. Students are introduced to waves as a mechanism for energy transfer and they also investigate wave phenomena such as reflection and refraction in various contexts, such as light and sound. Students will also explore Newton's Laws of Motion and how these can be used to explain the

motion of objects. As part of this introductory unit, students will also gain key skills in measurement and uncertainty analysis.

Unit 2 Energy Transfers and Waves helps students to understand forms of energy, its transfer and conservation. In doing so, they gain a fundamental understanding of many phenomena and are able to predict outcomes of interactions. In thermal physics, macroscopic measurement of the behaviour of materials is linked to the microscopic predictions of the kinetic theory model. The study of electricity also allows students to explain observed phenomena in terms of the microscopic behaviour of charge carriers. The second main focus of this unit is waves and their interaction with each other.

Unit 3 Fields and quantum mechanics. In this unit, students explore the ways in which models and theories related to gravity and electromagnetism, and associated technologies, have developed over time. They investigate electromagnetic interactions and apply this knowledge to understand the operation of motors and generators, transformers, and AC electricity distribution systems. Students will also examine observations of relative motion, light and matter that could not be explained by existing theories. Through investigation, students apply their understanding of wave/particle duality and the quantum theory of the atom, to make and explain observations of a range of phenomena such as atomic emission and absorption spectra and the photoelectric effect.

Unit 4 Astrophysics and Modern Physics. This unit covers the structure of nuclei, its stability and decay. It aims to understand the fundamental forces in nature, their symmetries, and the resulting complex interactions between protons and neutrons in nuclei and among quarks inside hadrons. The applications of radioactivity and nuclear reactions are by no means limited to fission and fusion. Students also explore a branch of astronomy that employs the principles of physics and chemistry to ascertain the nature, position and motion of bodies in the universe. Among the objects studied are the sun, other stars, galaxies, the interstellar medium and the cosmic microwave background radiation. Because astrophysics is a very broad subject, *astrophysicists* typically apply many disciplines of physics, including those covered in Units 1 to 3.

(The unit information is derived from Biology T Type 2 Integrating Australian Curriculum and IB Diploma 20 Accredited 2016. Board Endorsed .)

Oceanography T



Jellyfish floating in the sea. I feel healing just by looking.

By Nagisa Gogo

Oceanography is the study of the range of ocean environments; their biology, chemistry, geology and physics make oceanography a rich interdisciplinary science. The oceans contain most of the Earth's water and carbon surface heat and a considerable amount of its biomass. Energy from the sun and a lesser amount from tides as well as heat from the earth's interior impact on the global system that is our environment.

Oceanographers address practical problems and engage in basic scientific discovery. In the area of human health, for example, the oceans provide threats such as storms and hurricanes, and rising sea levels endangering coastal populations (more than half of the world's population live within 50 km of the sea).

The study of oceanography gives students a world view, an understanding of the global system that is our environment; it provides a better understanding of the interconnectedness of systems within a major feature of our earth. Oceanographers specialize in the biological, physical, geological, and chemical processes of the marine environment. Oceanography provides pathways for future tertiary study. Oceanographic work takes place in research laboratories, universities, in commerce, industry and defense forces.

The course consists of the following units:

Unit 1: Marine Biology covers the study of a range of marine ecosystems, organisms and their classification. It examines the interconnectedness and relationships within the population dynamic and the human impact on these.

In **Unit 2 Marine Geography and Geology**, students will develop an understanding of the physical forces within the earth that affect the ocean basins, including tectonic theory and volcanism. Students will evaluate mapping tools and the use of technology. They will examine the effects of

natural and anthropogenic processes that create weathering and erosion of coastal environments

In **Unit 3 Chemical Oceanography**, students develop an understanding of the chemical properties of the marine environment. The unit examines atmospheric properties and conditions, oceanic and atmospheric pollution, and gas cycles for carbon, nitrogen and oxygen.

In **Unit 4 Physical Oceanography**, students study physical principles such as wave generation and theory, fluid statics and dynamics and the effects of processes such as tides and currents, including thermohaline circulation. Students will study energy balances, weather patterns, sustainability and energy harvesting, and an evaluation of the anthropogenic contribution to climate change.

(The unit information is derived from Oceanography T Accredited 2017-2021 Board Endorsed 2016)

Assessment in Science

Students will be assessed on the degree to which they demonstrate understanding of the following criteria:

- concepts, models and application
- contexts
- inquiry skills.

Assessment Task Types

<p>Suggested tasks</p> <p>Individual tasks may incorporate one or more of the following:</p> <ul style="list-style-type: none">• models• commentary• debate• portfolio/journal• field work• investigation• document/source analysis• practical report• role play• research report• test/quiz• seminar/workshop/lecture• poster• response to stimulus• essay• multimedia presentation• creative response• interview• discussion forum• rationale/validation• practical skills
<p>It is recommended that a student conceived investigation be undertaken at least once during a minor and twice during a major. This investigation may either be theoretical or practical, or a combination of both.</p>
<p>Weightings in A/T/M 1.0 and 0.5 Units:</p> <p>No task to be weighted more than 45% for a standard 1.0 unit</p>

(ACT BSSS Science Framework. Board Endorsed 2020.)

Mathematics Framework

To enable students to

- develop knowledge of Mathematical facts and formulae
- select and apply Mathematical skills in mathematical modeling and problem solving
- interpret and communicate mathematical ideas in a coherent logical manner
- use reasoning to support solutions and conclusions.

Specialist Methods T

Mathematics has provided important knowledge about the world and the use of mathematics in Science and Technology has been one of the driving forces for scientific advances. The ability to transfer skills learned to solve once class of problems, for example integration, to solve another class of problem such as those in biology, kinematics or statistics is a vital part of mathematics learning in this subject.

The major themes of Specialist Methods are calculus and statistics. They include as necessary prerequisites studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation.

The Specialist Methods course extends and develops the Mathematical Methods course with both additional content and greater depth and breadth of treatment. This is provided by more emphasis on structure and proof, by incorporating more challenging and abstract problems and the inclusion of more opportunities to develop their mathematical insight through research and exploration.

The course undertaken for Specialist Methods is the Australian National Curriculum.

Unit 1 begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure is introduced, and the graphs of the trigonometric functions are examined and their applications in a wide range of settings are explored.

The study of probability begins with a review of the fundamentals and the introduction to the concepts of conditional probability and independence. The study of probability and statistics allows students to further develop their counting techniques in combinatorics in Specialist Mathematics.

In **Unit 2** exponential functions and logarithms as their inverses are introduced and their properties and graphs examined. Arithmetic and geometric sequences and their applications are introduced and their recursive definitions applied. Rates and average rates of change are introduced, and this is followed by the key concept of the derivative as an ‘instantaneous rate of change’. These concepts are reinforced numerically (by calculating difference quotients), geometrically (as slopes of chords and tangents), and algebraically. This first calculus topic concludes with derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

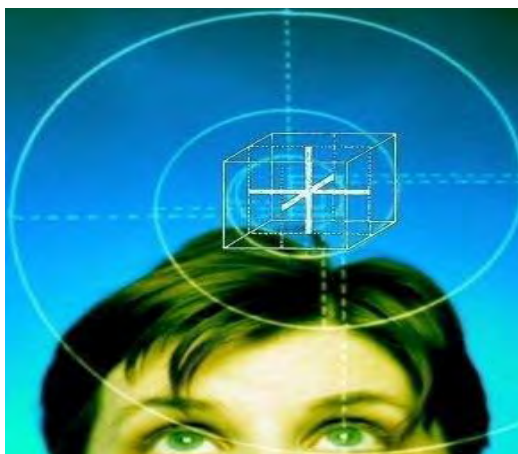
In **Unit 3** the logarithmic function is studied in more detail. The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to students the beauty and power of calculus and the breadth of its applications. The unit includes integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Derivatives of logarithmic and exponential functions are explored.

In **Unit 4** simple linear regression is considered for bivariate data. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and any variation.

The purpose here is to develop a framework for statistical inference. Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit students are introduced to one of the most important parts of statistics, namely statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations. Students will already be familiar with many examples of these types of populations.

(The unit information is derived from Specialist Methods Integrating Australian Curriculum T Accredited 2016-2022 Board Endorsed)

Mathematical Methods T



Mathematical Methods focuses on the development and the use of calculus and statistical analysis. The study of calculus provides a basis for an understanding of the physical world involving the rules of change and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops the student's ability to describe and analyse phenomena involving uncertainty and variation.

The course undertaken for Mathematical Methods is the new Australian National Curriculum.

Unit 1: Functions and graphs, Trigonometric functions and Counting and probability

Unit 2: Exponential functions, Arithmetic and geometric sequences and series, introduction to differential calculus

Unit 3: Further differentiation and applications, Integrals and Discrete random variables.

Unit 4: The logarithm function, Continuous random variables and the normal distribution and Interval estimates for proportions

In Mathematical Methods there is a progression of content and application in all areas. As an example, in Unit 2 differential calculus is introduced and then further developed in Unit 3 where integral calculus is introduced. Discrete probability distributions are introduced in Unit 3 and then continuous probability distributions and an introduction to statistical inference concludes Unit 4. For this reason, a student would not be able to take Year 12 Mathematical Methods without having taken either Specialist Mathematics or Mathematical Methods in Year 11.

(The unit information is derived from Mathematical Methods Integrating Australian Curriculum T Accredited 2014-2020 Board Endorsed 2013 (Booklet updated for 2021))

Mathematical Applications T



Mathematical Applications is designed for those students who want to extend their mathematical skills beyond that done previously, but for whom their future studies or employment pathways do not require a knowledge of calculus. The subject is designed for students who have a wide range of educational and employment aspirations including continuing their studies at university or further education such as TAFE courses.

The course undertaken for Mathematical Applications is the Australian National Curriculum.

Unit 1: Consumer arithmetic, Algebra and matrices, Shape and measurement

Unit 2: Univariate data analysis and the statistical investigation process, Applications of trigonometry, Linear equations and their graphs

Unit 3: Bivariate data analysis, Growth and decay in sequences, Graphs and networks

Unit 4: Time series analysis, Loans, Investments and annuities, Networks and decision mathematics

The topics in each unit broadens a student's mathematical experience and provides different scenarios for incorporating mathematical arguments and problem solving. The units provide a blend of algebraic, geometric and statistical thinking. In this subject there is a progression of content, application, level of sophistication and abstraction. It is not possible to take Mathematical Applications in Year 12 without having completed the course in Year 11.

(The unit information is derived from Mathematical Applications Integrating Australian Curriculum T Accredited 2014-2020 Board Endorsed 2013 (Booklet updated for 2021))

Assessment in Mathematics

Students will be assessed on the degree to which they demonstrate an understanding of:

- concepts and techniques
- reasoning and communications.

Assessment Task Types

<p>Suggested tasks:</p> <ul style="list-style-type: none">• project/assignment• modelling projects• portfolio• journal• validation activity• presentation such as a pitch, poster, vodcast, interview• practical activity such as a demonstration• test/examination• online adaptive tasks/quiz
<p>Weightings in A/T/M 1.0: No task be weighted more than 50% for a standard 1.0 unit.</p>

- Students are required to undertake at least one problem solving investigation task each semester. This task may be completed individually or collaboratively. They are required to plan, enquire into and draw conclusions about key unit concepts. Students may respond in forms such as modelling projects, problem solving and practical activities.

(ACT BSSS Mathematics Framework from 2021. Board Endorsed.)

The Arts Framework

This course should enable students to:

- critically analyse how meaning is created and interpreted
- communicate meaning in a range of forms and mediums
- use inquiry and problems solving to synthesise styles, forms, processes, practices, and theories creatively to produce dramatic works
- apply critical and creative thinking skills
- refine and apply technical skills to create and present meaningful dramatic works
- critically analyse the influence of a diverse range of contexts in drama
- reflect on creative processes and own learning
- apply skills to work safely, ethically, independently, and collaboratively.

Visual Arts T



The course consists of the following units:

Unit 1: Communicating Meaning in Visual Arts

This unit allows students to develop visual literacy by learning about how meaning and concepts are constructed and communicated in a variety of art works. They analyse the forms, conventions, vocabulary, and symbols used by artists to construct meaning and express their ideas. Students explore techniques for communicating their ideas to an audience and develop skills as audience and artist. They apply techniques to communicate their understanding of a range of issues through art works. Student's express concepts, ideas and meaning through visual communication.

Unit 2: Creativity in Visual Arts

This unit allows students to learn about the creative process in Visual Arts by critically and creatively analysing art works, experimenting with creative processes, and developing technical proficiency to express their ideas through various conventions and forms. They examine different approaches to the creative process. Students understand that creativity in the visual arts is the

transformation of materials to convey ideas. Students apply their emerging creative process, techniques, and strategies to express their understanding of self and the world.

Unit 3: Curation and Exhibition

This unit allows students to learn about stylistic and curatorial choices and how that positions audiences to interpret art works and conveys attitudes values and perspectives. They explore the representations of ideas in art as artists and curators through developing an informed response to art works and exhibitions they have seen and experienced. Students apply technical and curatorial skills to create their own works and exhibitions.

Unit 4: Entrepreneurship in Visual Arts

Students learn about entrepreneurship and the interface between art and industry. They explore the tensions and opportunities between creative and professional practice. Students apply their understanding of entrepreneurship in the art industry to produce authentic art works for a range of purposes and audiences.

Assessment in Visual Arts

Students will be assessed according to the following criteria:

- Making
- Responding

Assessment Task Types

All assessment tasks have both making and responding elements.

Research Task: 30%

Visual Process Diary: 30%

Body of Work: 40%

Music T



Music is unique as an aural art form that develops cognitive, kinaesthetic, empathetic, and aesthetic capacities in students. It is an integral part of culture, society, and personal identity. In Music, students learn about principles, practices and approaches to music making, and develop a critical understanding of self and perspectives on the world. The critical study of music engages in research, development of technical skills, communication and involves students in debate on contemporary issues. Through listening, performing, composing, presenting, and producing, students develop an informed appreciation of music.

The course consists of the following units:

Creativity in Music

This unit allows students to learn about creativity in music by exploring a range of techniques and strategies musicians use in the creative process. They make informed personal interpretations in performances, compositions, and criticism to evoke responses from target audiences. Students make music to express their understanding of the world through interpretation, performance, production, and composition in authentic contexts. For students to fulfill the achievement standards, unit specific goals and content descriptions for the course, they are required to develop skills in composition, performance, and responding/analysis.

Communicating Meaning in Music

This unit allows students to learn about how meaning is communicated in a variety of musical genres by analysing musical works and performances that have made a difference. They explore technical skills, stage craft and production elements for communicating their ideas to a target audience to shape response, provoke, inform, or entertain. Students apply techniques to communicate their understanding of themselves and the world through music. For students to fulfill the achievement standards, unit specific goals and content descriptions for the course, they are required to develop skills in composition, performance, and responding/analysis.

Music in Context

This unit allows students learn explore the works of musicians from different times and places to understand the way social, historical, political and/or cultural contexts have

shaped music and impacted audiences. Students create music drawing on forms, styles, and techniques from a variety of contexts. They develop insights into intercultural understanding and ethical approaches to music reproduction. For students to fulfill the achievement standards, unit specific goals and content descriptions for the course, they are required to develop skills in composition, performance, and responding/analysis.

Innovation in Music

This unit allows students to learn about innovative music practice, past and present, and employ techniques and forms to break with conventions, and to be inventive in their work. They explore innovations in technique, performance, production, and digital platforms. They examine innovation in acoustic and digital music, barriers to innovation, how innovation occurs, and reinvention of traditional notions and how innovation changes perceptions of music. They develop skills in inquiry, resourcefulness, sustainability, and curiosity. Students appraise works that have revolutionised music over time and challenged and redefined audience expectations.

Assessment in Music

Students will be assessed according to the following criteria:

Making

Responding

Assessment Task Types

All assessment tasks have both making and responding elements

Research Task: 30%

Creating 30%

Performing 40%

Specifics of Assessment Task Types can be sourced in the Curriculum Guide for Music p11.

Drama T



Former students at ISS

The Drama course is designed to encourage students to examine theatre in its diversity of forms around the world. Students will come to understand the act of imagining, presenting and reflecting on theatre in its past and present contexts. Students are encouraged to develop the organizational and technical skills needed to express themselves creatively. It can become a way for students to celebrate the international and intercultural dynamic that inspires and sustains some forms of contemporary theatre. Students have the ability to be creative and imaginative in their responses to a variety of cultural traditions.

The course consists of the following units though choice of units may vary in any year.

Unit 1: Dramatic Explorations provides students with an understanding of the fundamental elements of drama.

Unit 2: Theatre Production and Performance helps students to understand the basic principles of production to be able to work collaboratively to develop a polished theatrical piece.

In Unit 3: Theatre around the World , students study dramatic performances, storytelling and contextual impacts of performances in a variety of cultures.

In Unit 4: Actor and Director, students explore the role, focus and purpose of the actor and the director and to understand the relationship of theatre in the making.

(The unit information is derived from Drama T Accredited 2017-2021 Board Endorsed 2016)

Assessment in Drama

Students will be assessed according to the following.

- Responding: 40%
- Making: 60%

Assessment Task Types

Drama			
Making		Responding*	
Task Types	Suggested tasks may include but not limited to the following: <ul style="list-style-type: none"> • Improvisation • Design of production elements • Composition • Response to stimuli • Development of original works • Response to texts 	Suggested tasks may include but not limited to the following: <ul style="list-style-type: none"> • Performances (e.g. plays, exercises, interpretation) • Minor (in-class) performances • Major performance/s (with an audience) 	Suggested tasks may include but not limited to the following: <ul style="list-style-type: none"> • Analytical/research essay • Seminar presentation (e.g. PowerPoint, oral) of research material • Performance review • Journal/log book • In-class essay • Script writing
Weightings in 1.0 and 0.5 units			
A & T	40 - 60%		40 - 60%

(ACT BSSS The Arts Framework. Board Endorsed 2014. P23)

Health Outdoor and Physical Education Framework

Courses in Health and Outdoor and Physical Education help students to

- *understand and appreciate the intellectual, physical, social, cultural and emotional factors which influence participation in physical activity, and sport*
- *develop their knowledge of factors which contribute to and influence sports performance*
- *understand through study and analysis and/or participation in a variety of appropriate physical, and sporting activities the need for physical activity and the benefits associated with a physically active life*
- *develop effective social, personal and communication skills through their participation in and/or study of physical, and sporting activities*
- *develop their knowledge and awareness of lifestyle options*
- *increase their awareness of the sporting opportunities and facilities available in the community*

Sports Development T

This course is designed for a wide range of students who have an interest in physical activity, personal fitness, sport and recreation. Students who wish to gain experience in sports coaching and administration will also find the course provides opportunities to gain experience in these fields.

Combining theory and a practical approach, this course focuses on encouraging students to develop an understanding of and an interest in personal fitness, coaching and sports administration.

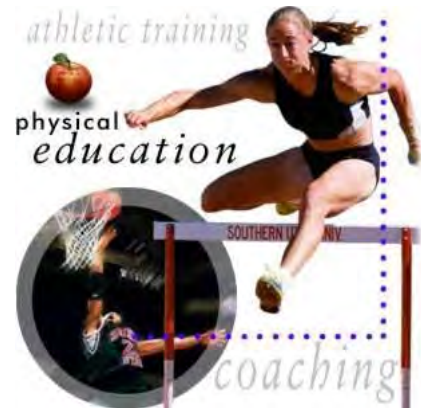
A practical coaching and leadership component is a feature of the course and meets the needs of those students:

- wishing to become a valuable community resource as a result of their participation in sports administration and coaching units
- who need a suitable foundation to undertake various fitness leadership roles, or recreation and sports administration courses offered through TAFE or other sources.

The course consists of the following units:

Unit 1: Personal Development in a Sport

Students will explore time-management, lifestyle balance, academic pursuits, training, work and social interactions in the context of developing and maintaining an elite athlete.



Unit 2: Building an Elite Athlete

Students will explore personalising programs, individual and/ or team development, nutrition, psychology and recovery in the in the context of developing and maintaining an elite athlete.

Unit 3: Athletes in Society.

Students will explore issues in sport, drugs, community expectations of athletes, as well as community, national and global environments in the context of developing and maintaining an elite athlete.

Unit 4: Performance Analysis.

Students will explore technology in sport, injury management and prevention, biomechanics, tactics, game analysis and feedback in the context of developing and maintaining an elite athlete.

(The unit information is derived from Sports Development T Accredited 2019-2023 Board Endorsed 2018)

Outdoor and Environmental Education T



Whilst there are no formal prerequisites, a strong interest and individual commitment are essential. Field trip and practical session participation may involve time outside of the regular timetable. Students may be involved in activities that are physically, emotionally, or interpersonally challenging.

This course reflects the multi-dimensional nature of Health, Outdoor and Physical Education in the context of a diverse and changing society. These areas engage young people in developing active, balanced and healthy lifestyles using a comprehensive body of specific knowledge, principles and concepts. Participation in a wide range of activities provides opportunities to develop practice and apply appropriate skills and knowledge in varied and challenging environments.

Outdoor education includes any learning experience in which the outdoor environment takes a direct and indispensable role in the learning process. It provides the opportunity for students to participate in activities that enhance the growth of personal and social skills, promote the development of environmental awareness and enable the acquisition of skills related to outdoor education.

Because of the strong experimental nature of outdoor activities, challenging demands are often placed upon the personal and social skills of each individual. In response, students generally strengthen their self-concept and develop a greater sense of caring and responsibility towards others.

The course consists of the following units:

Unit 1: Discover Outdoor Environments

Students explore the environment and its features through participating in outdoor activities in the natural environment. Students learn about the role of the environment in promoting mental health and physical well-being. They work with others to respectfully and safely participate in activities in diverse outdoor environments, building knowledge, skills, self-efficacy and appreciation of natural places.

Unit 2: Planning and Management

Students are involved in planning for participation in an expedition or an activity. Students learn to plan all aspects required for participation in an expedition or one or more activities. Students will also evaluate the risks involved in the activities and learn to develop risk management and emergency response plans (such as completing a first aid course) appropriate to the activity.

Unit 3: Responsibility of Self and Others

Students explore the relationships between people and the environment, teamwork, leadership and individual learning characteristics. These are explored through a variety of outdoor activities, and the choice of appropriate methods applied to individual activities.

Unit 4: Sustainable Outdoor Recreation

Students learn about the sustainable use of wilderness environments and the importance of healthy outdoor environments. Students develop their philosophy on adventure, connection to wilderness environments and the use of technology in outdoor recreation and various outdoor settings.

(The unit information is derived from Outdoor and Environmental Education T Accredited 2019-2023 Board Endorsed 2018)

Assessment for Sports Development and Outdoor and Environmental Education

Criteria the students will be assessed on are

- ✓ knowledge and understanding
- ✓ skills

Task Type	Knowledge and understanding	Skills
	<p>Suggested tasks:</p> <ul style="list-style-type: none"> • research essays • assignments • reports • exam/tests • multimedia tasks • reflective diaries • journals • portfolios • logs 	<p>Suggested tasks:</p> <ul style="list-style-type: none"> • practical laboratories • presentations • orals • physical activity tasks • practical tests • campaigns & case studies • debates • seminars • field trips
<p>Weightings in A/T 1.0 and 0.5 Units</p>	<p>40 - 60%</p>	<p>40 - 60%</p>

(ACT BSSS Health Outdoor and Physical Education Framework. Board Endorsed 2019.p7)

Attendance, Assessment and Academic Integrity (BSSS Policies)

Attendance

Students are required to attend a minimum of 90% of classes or learning activities. Any student who falls below 90% 'without having due cause with adequate documentary evidence' (*BSSS Procedures Manual, 2020*) will be Voided. This means they will not receive a score or credit for the unit(s) of concern for that semester. This could impact on a student's ability to complete their ACT Senior Secondary Certificate.

Completion of Assessment

'Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. In order to meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment' (*BSSS Procedures Manual, 2020*). Students at ISS are expected to provide Medical Certificates for illness and evidence of valid reasons for absence to the Head of School. Reasons such as extended family holiday is not regarded as a valid reason for absence.

Students are provided with assessment task sheets that clearly outline the task and due date for submission. Work that is submitted late incurs a late penalty unless an extension is granted prior to the due date. For each day late, a loss of 5% of the possible marks is incurred, including weekends and Public Holidays for up to 7 days. If a task is more than seven days late, then the student incurs a penalty of a 'Notional Zero'. 'The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero' (*BSSS Procedures Manual, 2020*).

It will not be possible to score work submitted late after marked work is returned to other students. In this case work will be declared as 'Not Submitted' and may result in a Void grade if unsubmitted work contributes 30% or more to the overall grade.

Academic Integrity

Academic Integrity is essential to any course of study. Students must endeavor to ensure they are not plagiarizing, colluding, or cheating. The notes below are taken from the ISS Academic Integrity Policy 2020.

Malpractice includes:

- **Plagiarism:** This is where the student represents ideas or work of another person as their own.
- **Collusion:** This is supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another student.
- **Duplication of work:** This is where the student may use the same work for two different assessment components such as across different subjects.

- **Any other behaviour that gains an unfair advantage** for a candidate or that affects the results of another candidate.

Examples of malpractice can include but are not limited to:

- Copying the work of others
- Failing to acknowledge sources
- Disregarding a Code of Conduct for examinations or the Conditions Relevant to Assessment
- Doing assessment work for another student (internal and external assessment)
- Sitting an examination for another student
- Falsifying records such as journal records (including CAS), or data gathering exercises
- Using sources without appropriate acknowledgement
- Disclosing information to another student about the contents of an examination
- Stealing examination papers / materials
- Any action described as malpractice during the AST.

To counteract malpractice, students will be taught appropriate measures that help promote Academic Integrity, including appropriate research skills and referencing. The source for the ISS referencing system will be the ISS Style Guide. A copy of the ISS referencing system will be kept in the library for access by all staff and students. Students are also expected to review the Student Information Bulletin for the AST if they are sitting the AST as this provides clear information regarding examination procedures and identified conditions that can be considered as malpractice during the external examination.

Students will be informed that any breach of Academic Integrity will be identified as a serious breach of discipline.

For students to work effectively to build social skills, research skills, communication, thinking and self-management skills, academic integrity is required at all levels.

All students should therefore:

- Acknowledge help from others e.g. parents, older brothers and sisters, other students
- Acknowledge information and ideas appropriately taken from all sources using the ISS referencing system
- Hand in work that is genuinely their own
- Encourage other students to do their own work
- Not submit the same work for different assessment items
- Not engage in any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a record).

Note penalties for breaches of Academic Integrity are to be found in the Student Diary. In the case of the ACT the information on procedure and penalties is found at

http://www.bsss.act.edu.au/information_for_students/whats_plagiarism_how_to_avoid_it

Bibliography

Information on course details such as unit descriptions and assessment task types are retrieved from the latest curriculum guides to be found on the website: bsss.edu.act.au

Information on course Frameworks including Assessment Task Types and weightings are retrieved from the latest Frameworks to be found on the website: : bsss.edu.act.au

Board of Senior Secondary Studies, 2020. *Policy and Procedures Manual*. ACT Government.: bsss.edu.act.au

Board of Senior Secondary Studies, 2016. *What's Plagiarism? How can you avoid it?*. ACT Government. Sourced from http://www.bsss.act.edu.au/__data/assets/pdf_file/0003/313905/Plagiarism_-_students_2016.pdf

International School Suva. *Academic Integrity Policy 2020*.

Academic Integrity Information for Students, 2020.

http://www.bsss.act.edu.au/information_for_students/whats_plagiarism_how_to_avoid_it

Unit information

Continuing Modern Languages 2020-2024 Board Endorsed 2019

Business T Accredited 2017-2021 Board Endorsed 2016

Economics T Accredited 2017-2021 Board Endorsed 2016

Modern History Integrating Australian Curriculum T Accredited 2014-2020 Board Endorsed 2013

Biology T Type 2 Integrating Australian Curriculum and IB Diploma Board Endorsed 2016

Chemistry T Type 2 Integrating Australian Curriculum and IB Diploma Board Endorsed 2016

Physics T Type 2 Integrating Australian Curriculum and IB Diploma Board Endorsed 2016

Oceanography T Accredited 2017-2021 Board Endorsed 2016

Specialist Methods Integrating Australian Curriculum T Accredited 2014-2020 Board Endorsed 2013
(Booklet updated for 2021)

Mathematical Methods Integrating Australian Curriculum T Accredited 2014-2020 Board Endorsed 2013
(Booklet updated for 2021)

Mathematical Applications Integrating Australian Curriculum T Accredited 2014-2020 Board Endorsed 2013
(Booklet updated for 2021)

Visual Arts T Accredited 2017-2021 Board Endorsed 2016

Drama T Accredited 2017-2021 Board Endorsed 2016

Music T Accredited 2017-2021 Board Endorsed 2016

Sports Development T Accredited 2019-2023 Board Endorsed 2018

Outdoor and Environmental Education T Accredited 2019-2023 Board Endorsed 2018