

# Whole School Curriculum Plan

*Inspiring Great Minds*

Updated March 2024



Queensland Academy  
for Science Mathematics  
and Technology





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# School Profile

The Queensland Academy for Science Mathematics and Technology (QASMT) provides co-educational programs for approximately 1350 highly capable students in Years 7 – 12. The curriculum at QASMT is uniquely and exclusively the International Baccalaureate (IB), delivered through both the Middle Years Programme (MYP) and the Diploma Programme (DP). As an International Baccalaureate World School, we encourage students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. The aim of all IB Programmes is to develop young people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. At QASMT we embed the IB Learner Profile across our curriculum to fulfil the IB mission statement and provide a set of learning behaviours which aims to inspire, motivate and focus students, teachers and the entire IB World School community, uniting them in a common purpose. This is achieved through our rigorous academic program, the holistic education of every student and the outstanding commitment of our staff.

## Our Mission and Values

### Our Vision

Inspiring great minds through the provision of a world-class education that nurtures personal excellence and develops young people who are able to contribute positively to an ever-changing world.

### Our Values

We value the ten aspirational qualities of the International Baccalaureate (IB) Learner Profile, which go beyond academic success to instil a sense of personal excellence, striving to improve in every aspect of our lives. The aim is not perfection but instead to achieve our potential; and flourishing as defined in positive psychology.

Inquirers	Open-minded
Knowledgeable	Caring
Thinkers	Risk-takers
Communicators	Balanced
Principled	Reflective

### Our Mission

To achieve the IB aims of developing inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. Through the IB, we develop challenging programmes of international education and rigorous assessment. These programmes encourage our students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

*(Adapted from the IB Mission Statement)*



# Introduction

This Whole School Curriculum Plan outlines how the school addresses the International Baccalaureate requirements. The International Baccalaureate has been assessed by ACARA as a well-established alternative curriculum framework that can deliver comparable educational outcomes for students as for those who are taught the Australian Curriculum. The assessment process is undertaken by a recognition committee, with the results published on ACARA's recognition register, <https://www.acara.edu.au/curriculum/alternative-curriculum-recognition/recognition-register>.

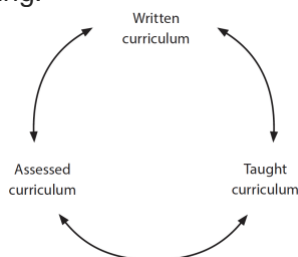
A whole-school approach enables schools to plan a teaching and learning program that is sequential across year levels and integrated across curriculum areas. It is designed to assist curriculum leaders and teachers to match resource allocation to the stated priorities and monitor progress towards goals. This curriculum plan provides an overview from which to build consistency in curriculum planning reflecting the DoE Every Student Succeeding (State Schools Strategy 2021 – 2025), the National School Improvement Tool, the DoE P-12 curriculum, assessment and reporting framework, and the intended curriculum.

This document is to be read in conjunction with the following IB, DoE and QASMT policy documents:

- [QASMT Explicit Improvement Agenda](#)
- [QASMT Strategic Plan \(2018-2022\)](#)
- QASMT Annual implementation Plan
- [QASMT Assessment Policy](#)
- [QASMT Pedagogical Framework](#)
- QASMT Data Plan
- [QASMT MYP Assessment Guidance Handbook](#)
- [QASMT DP Assessment Guidance Handbook](#)
- [QASMT Academic Integrity Policy](#)
- [QASMT Student Code of Conduct](#)
- [QASMT Inclusion Policy](#)
- [QASMT Language Policy](#)
- QASMT Literacy and Numeracy Frameworks
- [IB MYP From Principles into Practice](#)
- [IB DP From Principles into Practice](#)
- [Every Student Succeeding \(State Schools Improvement Strategy\)](#)
- [The National School Improvement Tool](#)

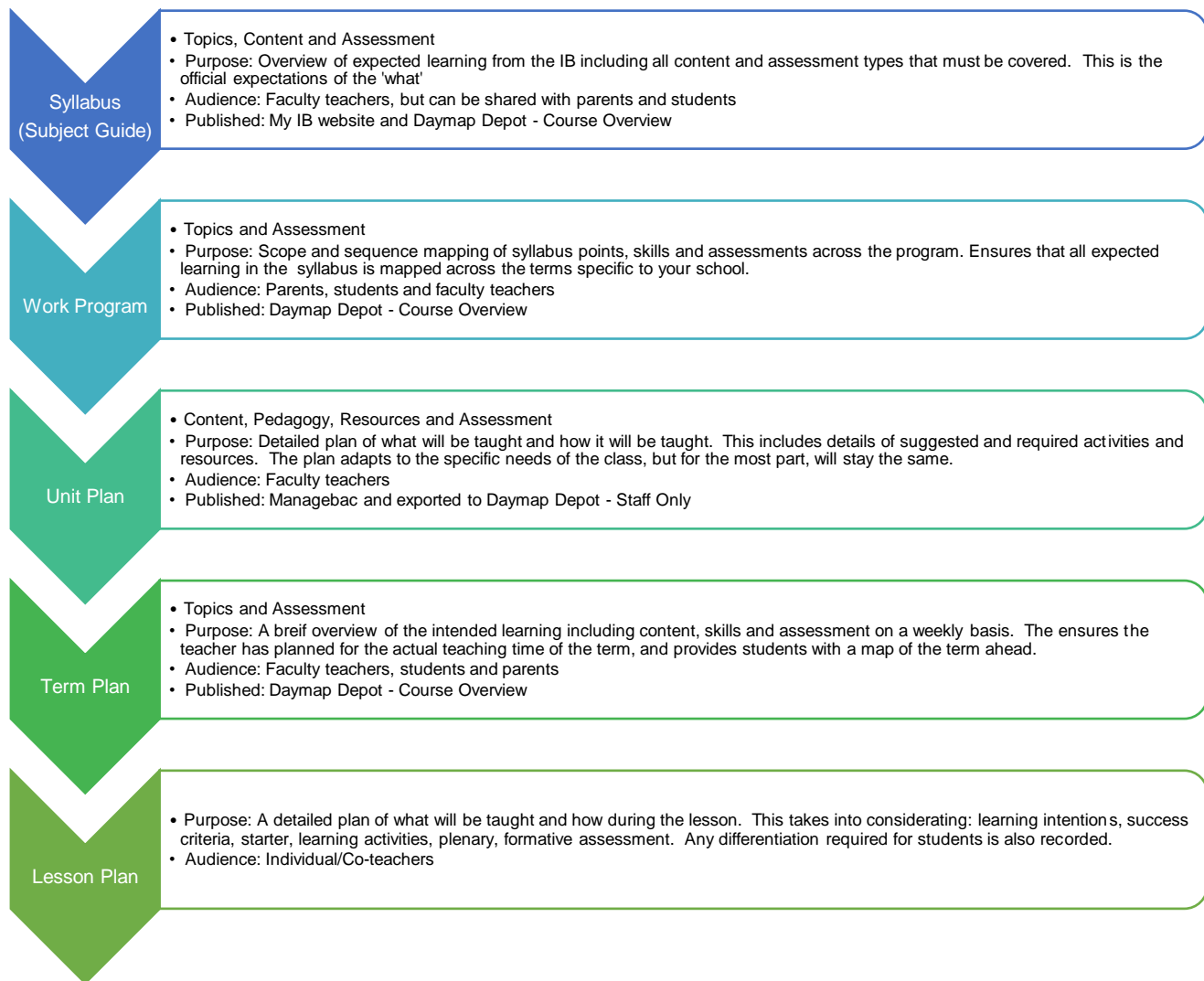
## Curriculum Model

The International Baccalaureate curriculum model embedded at QASMT comprises three interrelated components, written, taught and assessed curriculum. Each component has equal value. In the figure below, the double-headed arrows indicate that developing, implementing and monitoring the school's written, assessed and taught curriculums is an integrated process. Consideration for all three components is woven together throughout the process of planning for learning.



## The Written Curriculum

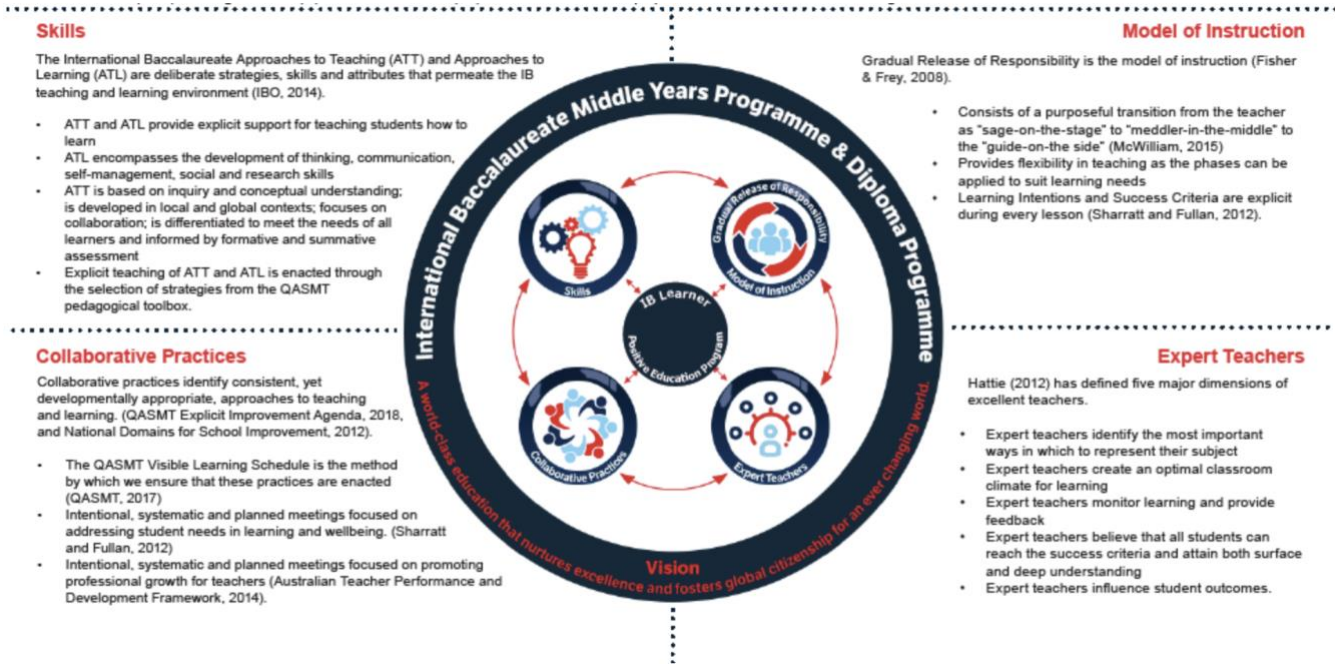
The written curriculum is a formal, comprehensive, school-wide set of documents written by the school that describes what will be taught in each subject to each age group. This should be developed through vertical and horizontal planning. At QASMT, the written curriculum is developed and documented through the following levels of planning. Further information is also available in the QASMT Curriculum Documentation Guide.



## The Taught Curriculum

QASMT upholds the conviction that “improved teaching is the key to improved student learning” (School Improvement Framework, 2012). Our pedagogical framework is underpinned by the Positive Education Program that provides a positive learning environment to allow students to flourish. Furthermore, it promotes collective responsibility through collaborative practices for ensuring academic success for every student. It details high quality, evidence based explicit teaching strategies to develop a team of expert teachers who can make a positive impact to a student’s learning journey and improve student agency.

Our pedagogical framework is informed by the IBMYP and IBDP, providing our school community with a structure for developing learning autonomy and transferable skills in our students. The model of instruction enacted through the framework is the Fischer and Frey (2008) model of Gradual Release of Responsibility (GRR) and Sharratt and Fullan’s (2009) Learning Intentions and Success Criteria. These models ensure a purposeful shift to student-centred learning. The key elements of the framework are documented in the figure below.



## The Assessed Curriculum

Assessment gives teachers and students reliable and valid information on student learning. Integrated with the written and taught curriculum, the assessed curriculum is considered throughout the processes involved in planning for learning.

At QASMT, assessment is considered the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts. It plays an integral role in improving learning and informing teaching.

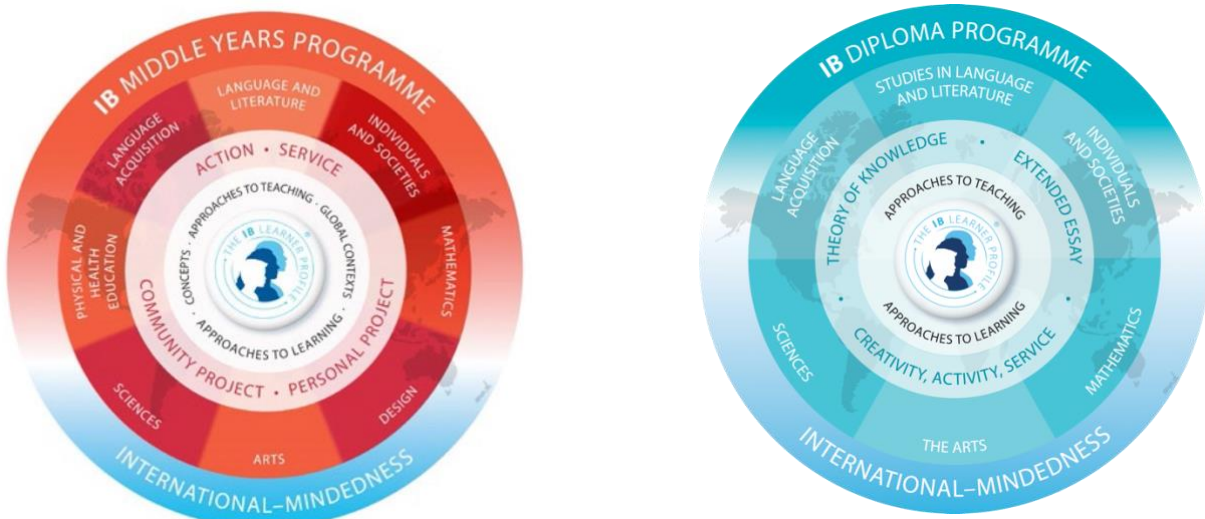
The purposes of assessment at QASMT include:

- improving teaching by providing information on what students know and can do
- helping students progress in their learning
- providing meaningful information on students' strengths, learning needs and achievements.

High-quality assessment should provide timely and informative feedback about students' learning progress. Effective feedback encourages self-reflection, allowing students to actively monitor and evaluate their own learning. Together, assessment and feedback support continuous, collaborative, active and self-directed learning.

## Overview of QASMT Curriculum Programs

The Year 7 – 12 curriculum at QASMT has been specifically developed to provide a STEM focussed curriculum, through the International Baccalaureate (IB) Middle Years Programme (MYP) and Diploma Programme (DP).



## Year 7 – 8 Foundation Program

A rigorous and accelerated curriculum program developed through the IB Middle Years Programme, Year 3 standards, and mapped to the Australian Curriculum as relevant. The program is delivered through full year courses in the eight MYP subject groups. Students choose their Language Acquisition and Performing Arts courses.

## Year 9 – 10 STEM Futures Program

A STEM focussed curriculum program, developed through a core curriculum of Language and Literature, Mathematics and Language Acquisition and a STEM Futures curriculum across Sciences, Individuals and Societies, Design, The Arts and Physical and Health Education. The Year 9 program is developed through the IB Middle Years Programme, Year 5 standards, and mapped to the Australian Curriculum as relevant. The program culminates in completion of a STEM Futures Project. The Year 10 program is a bespoke program developed to prepare students for the rigours of the IB Diploma Programme and mapped to the Australian Curriculum as relevant. The program is delivered through full year courses in the core, and through semester STEM Futures electives. The program culminates in the final semester with a Diploma Preparation Program.

## Year 11 – 12 Diploma Program

A rigorous, university preparation curriculum program, developed through the IB Diploma Programme. The programme is studied across six subject areas, either one subject in each subject group or two subjects in either Sciences or Individuals and Societies, instead of a subject in Arts. All students study three subjects at Standard Level, three subjects at Higher Level subjects and the inner core subjects, Theory of Knowledge, Extended Essay and CAS (Creativity, Activity and Service).

Comprehensive curriculum handbooks for each of these programs are published annually to students and parents and are available on our website.

## Approaches to Learning (ATL)

Through ATL in IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”. ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. ATL skills help students prepare for, and demonstrate learning through, meaningful assessment. They provide a common language that students and teachers can use to reflect on, and articulate on, the process of learning. IB programmes identify five ATL skill categories across cognitive, metacognitive and affective skills, expanded into developmentally appropriate skill clusters.

All teachers in IB schools are responsible for integrating and explicitly teaching ATL skills.

ATL skill categories	ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

# The IB Learner Profile

At the centre of international education in the IB are students with their own learning styles, strengths and limitations. Students come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it.

Promoting open communication based on understanding and respect, the IB encourages students to become active, compassionate lifelong learners. An IB education is holistic in nature—it is concerned with the whole person. Along with cognitive development, IB programmes and qualifications address students' social, emotional and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities; they focus attention on the processes and the outcomes of internationally minded learning described in the IB learner profile.

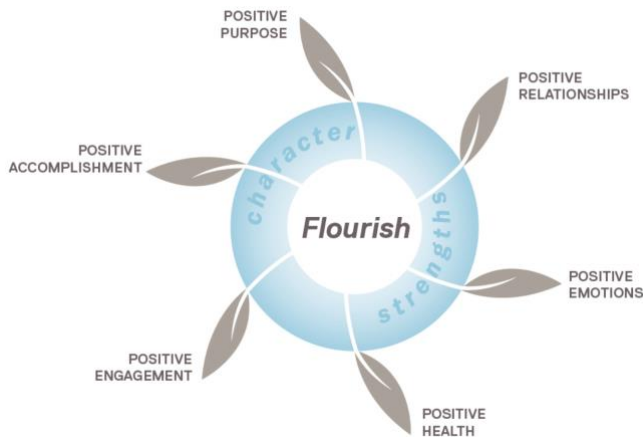
The learner profile is the IB's mission in action. It requires IB learners to strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes of internationally minded people represent a broad range of human capacities and responsibilities that go beyond a concern for intellectual development and academic content. They imply a commitment to implement standards and practices that help all members of the school community learn to respect themselves, others and the world around them.

The attributes of the IB Learner Profile are defined as follows.

<b>Inquirers</b>	They nurture their curiosity, developing skills for inquiry and research. They know how to learn independently and with others. They learn with enthusiasm and sustain their love of learning throughout life.
<b>Knowledgeable</b>	They develop and use conceptual understanding, exploring knowledge across a range of disciplines. They engage with issues and ideas that have local and global significance.
<b>Thinkers</b>	They use critical and creative thinking skills to analyse and take responsible action on complex problems. They exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	They express themselves confidently and creatively in more than one language and in many ways. They collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and the rights of people everywhere. They take responsibility for their actions and their consequences.
<b>Open-minded</b>	They critically appreciate their own culture and personal histories, as well as the values and traditions of others. They seek and evaluate a range of points of view, and they are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect. They have a commitment to service, and they act to make a positive difference in the lives of others and in the world around us.
<b>Risk-takers</b>	Or Courageous. They approach uncertainty with forethought and determination; they work independently and cooperatively to explore new ideas and innovative strategies. They are resourceful and resilient in the face of challenges and change.
<b>Balanced</b>	They understand the importance of balancing different aspects of their lives— intellectual, physical, and emotional—to achieve well-being for themselves and others. They recognize their interdependence with other people and with the world in which they live.
<b>Reflective</b>	They thoughtfully consider the world and their own ideas and experience. They work to understand their strengths and weaknesses in order to support their learning and professional development.

# Positive Education

Positive Education aims to build strength and capability in wellbeing and resilience in an educational environment. This is in response to the growing mental health challenges encountered by young people. This Positive Education Program aims to equip our students with the lifelong skills needed to flourish. The program has been developed through the six domains shown in the diagram below. The program is designed to develop knowledge and skills through the key concepts outlined below.



Model for Positive Education

<https://www.ggs.vic.edu.au/Positive-Education2/Model-for-Positive-Education>

## Core Components

The Positive Education Program at QASMT has been designed based on the Positive Education Enhanced Curriculum (PEEC) developed by Geelong Grammar School (GGS). It is a curriculum that has been designed to support teachers, and value-add to their practice wisdom and experience in delivering Positive Education. PEEC is underpinned by the Six Domains of Wellbeing derived from Martin Seligman's PERMA model. Key concepts of Positive Education have been developed by GGS and are developed through explicit teaching of the PEEC curriculum.

The IB Approaches to Learning (ATLs) and IB Learner Profile attributes are also core components of PEP at QASMT. The ATLs and IB Learner profile attributes, which are unifying strands across all curriculum areas at SMT, provide cross links between the implicit and explicit curricula. The aim of the IB 'to develop internationally minded people, who recognising their common humanity and shared guardianship of the planet help to create a better and more peaceful world' fits perfectly with the rationale for PEP.

## Six Domains of Wellbeing

### Positive Relationships

The Positive Relationships domain explores the importance of connectedness and strong relationships for wellbeing. The focus is on helping students to develop social and emotional skills that nourish their relationships with the self and others.

### Positive Emotions

The Positive Emotion domain aims to enable students and staff to develop a stronger understanding of their emotions and those of others. This domain focuses on creating opportunities for our school community to experience and identify, positive emotions such as joy, love, gratitude and contentment.

### Positive Health

The Positive Health domain focuses on supporting students and staff to develop sustainable habits for optimal physical and psychological health. With the inextricable link between physical and psychological health, through the practising of mindfulness and resilience techniques which promote greater health outcomes. Mindfulness and resilience are also supported by the quest to help students to develop broader healthy behaviours in terms of exercise, nutrition, and sleep.

## Positive Engagement

The Positive Engagement domain helps students and staff to experience complete immersion in activities through understanding the nature of engagement, the pathways to it, and the impact it has on individual wellbeing.

## Positive Accomplishment

The Positive Accomplishment domain focuses on enabling individual growth through striving for and achieving meaningful outcomes, enabling both students and staff to strive for goals that are both highly rewarding to the self and of benefit to the wider community. The goal is to support all members of the School community to embrace challenges with grit, determination, hope, and a willingness to learn from their experiences.

## Positive Purpose

The Positive Purpose domain explores understanding, believing in, and serving something greater than the self and deliberately engaging in activities for the benefit of others. It encourages students and staff to draw on their character strengths in ways that contribute to the welfare of others and the wider community. It also recognises that belonging to a supportive school community is a strong pathway to purpose and to wellbeing.

# Year 7 – 12 Subject Overview

This table represents our Year 7 – 12 subject overview.

IB Subject Group	Year 7 & 8		Year 9		Year 10 Semester 1		Year 10 Semester 2		Year 11 & 12	
	Subject Name	Mins/week	Subject Name	Mins/week	Subject Name	Mins/week	Subject Name	Mins/week	Subject Name	Mins/week
<b>Language and Literature</b>	English Language and Literature	Y7:240 Y8:S1 190 S2 240	English Language and Literature	240	English Language and Literature	240	DPP English A Language and Literature HL/SL	SL:170 HL:240	English A Language and Literature HL/SL	SL:170 HL:240
<b>Mathematics</b>	Mathematics	Y7:240 Y8:S1 240 S2 190	Mathematics	240	Mathematics	240	DPP Mathematics Applications and Interpretation SL/HL	SL:170 HL:240	Mathematics Applications and Interpretation SL/HL	SL:170 HL:240
							DPP Mathematics Analysis and Approaches SL/HL	SL:170 HL:240	Mathematics Analysis and Approaches SL/HL	SL:170 HL:240
<b>Language Acquisition</b>	Chinese Language Acquisition	Y7:190 Y8:240	Chinese Language Acquisition	240	Chinese Language Acquisition	240	DPP Chinese B SL/HL	SL:170 HL:240	Chinese B SL/HL	SL:170 HL:240
	French Language Acquisition	Y7:190 Y8:240	French Language Acquisition	240	French Language Acquisition	240	DPP French B SL/HL	SL:170 HL:240	French B SL/HL	SL:170 HL:240
	German Language Acquisition	Y7:190 Y8:240	German Language Acquisition	240	German Language Acquisition	240	DPP German B SL/HL	SL:170 HL:240	German B SL/HL	SL:170 HL:240
	Japanese Language Acquisition	Y7:190 Y8:240	Japanese Language Acquisition	240	Japanese Language Acquisition	240	DPP Japanese B SL/HL	SL:170 HL:240	Japanese B SL/HL	SL:170 HL:240
	Latin Language Acquisition	Y7:190 Y8:240	Latin Language Acquisition	240	Latin Language Acquisition	240	DPP Latin B SL/HL	SL:170 HL:240	Latin B SL/HL	SL:170 HL:240
						Beginner Spanish Language Acquisition	240	DPP Spanish ab initio SL	SL:170	Spanish ab initio SL
<b>Individuals and Societies</b>	Individuals and Societies	170	<ul style="list-style-type: none"> <li>Disrupting the Market</li> <li>Future Global Cooperation</li> <li>World in Your Pocket</li> </ul>	170	Show Me the Money	170	DPP Business Management HL	HL:240	Business Management HL	HL:240
			<ul style="list-style-type: none"> <li>Future Global Cooperation</li> <li>Cultural Revolution</li> <li>World in Your Pocket</li> </ul>	170	Tragedy of the Commons	170	DPP Economics HL	HL:240	Economics HL	HL:240
			Forensic Psychology	170	Inside Your Head	170	DPP Psychology HL	HL:240	Psychology HL	HL:240
			Sustainable Futures	170	Blue Planet	170	DPP Environmental Systems and Society SL	SL:170	Environmental Systems and Society SL	SL:170
<b>Sciences</b>	Sciences	190	<ul style="list-style-type: none"> <li>Biochemical Solutions</li> <li>Healthy Future</li> <li>Forensic Psychology</li> <li>Sustainable Futures</li> <li>Biomedical Engineering</li> </ul>	170	Medical Biotechnology	170	DPP Biology SL/HL	SL:170 HL:240	Biology SL/HL	SL:170 HL:240
			<ul style="list-style-type: none"> <li>Biochemical Solutions</li> <li>Fuelling the Planet</li> <li>World of Reactions</li> </ul>	170	Future Materials	170	DPP Chemistry SL/HL	SL:170 HL:240	Chemistry SL/HL	SL:170 HL:240
			<ul style="list-style-type: none"> <li>Biomedical Engineering</li> <li>Fuelling the Planet</li> </ul>	170	Journey to Earth X	170	DPP Physics SL/HL	SL:170 HL:240	Physics SL/HL	SL:170 HL:240

			<ul style="list-style-type: none"> <li>Medical Physics</li> </ul>							
<b>Physical and Health Education</b>	Physical and Health Education	120	Healthy Future	170	Peak Performance	170	DPP Sports, Exercise Science HL	HL:240	Sports, Exercise Science HL	HL:240
<b>Design</b>	Design	*240/ Sem	Future of Automation	170	Computational Thinking	170	DPP Computer Science HL	HL:240	Computer Science HL	HL:240
			<ul style="list-style-type: none"> <li>Biomedical Engineering</li> <li>Disrupting the Market</li> </ul>	170	Living in a Digital Society	170	DPP Digital Society HL	HL:240	Digital Society HL	HL:240
<b>The Arts</b>	Arts	*240/ Sem	Artists as Change Makers	170						
			Soundtrack	170						
<b>Inner Core</b>									Theory of Knowledge	100
			Community Project	30					Extended Essay	30
	Service as Action	-	Service as Action	-	Certificate III in Laboratory Skills	30	Certificate III in Laboratory Skills	30	Creativity, Activity and Service	-
<b>Positive Education Program (PEEC)</b>	Positive Education Program	50	Positive Education Program	70	Positive Education Program	70	Positive Education Program	70	Positive Education Program	*30/ Year11

# Curriculum Map – Vertical Alignment

Years 7 – 9

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
<b>English Language and Literature</b>								
<b>English Language and Literature</b>	Year 7 Term 1	Empathic biographies – Humanising Great Achievements	Development	Audience Imperatives Context	Scientific and Technical Innovation	The significance of innovation can be influenced by context.	B: Organising C: Producing Text D: Using Language	Communication: Interactive/Language Thinking: Critical thinking
	Year 7 Term 2	Wonder – novel study	Perspective	Context Setting Character	Orientation in Time and Space.	Perspectives are shaped by context in time and space.	A: Analysing B: Organising D: Using Language	Research: Information literacy Thinking: Critical Thinking
	Year 7 Term 3	Conventions of Picture Books	Creativity	Genre Structure	Personal and cultural expression	Cultural identity is expressed through creative storytelling.	B: Organising C: Producing Text D: Using Language	Communication: Language Thinking: Creative Communication: Visual literacy
	Year 7 Term 4	International voices – poetry study	Connections	Point of View Style	Fairness and Development	Connection to other points of view leads to a fairer world.	A: Analysing D: Using Language	Thinking: Critical thinking Communication: Language
	Year 8 Term 1	Observational Documentary – film study	Form	Audience Imperatives Purpose	Personal and Cultural Expression	Audiences connect with the expression of human experience.	A: Analysing B: Organising C: Producing Text D: Using Language	Research: Media literacy Self-Management: Collaboration
	Year 8 Term 2	Animal Farm – novel study	Communities	Character Theme	Fairness and Development	Characters and themes provide insight into community power and privilege.	A: Analysing B: Organising D: Using Language	Thinking: Critical thinking Communication: Language
	Year 8 Term 3	Imagining the Future – genre short story	Change	Genre Structure Style	Globalisation and Sustainability	Imagined consequences of change have value.	B: Organising C: Producing Text D: Using Language	Communication: Interactive Thinking: Creative thinking
	Year 8 Term 4	Selling sustainability – persuasion	Persuasion	Intertextuality Purpose	Globalisation & Sustainability; Orientation in Time and Space	Persuasive texts are future orientated.	A: Analysing B: Organising C: Producing Text D: Using Language	Communication: Interactive/Language Social: Collaboration Thinking: Critical thinking
	Year 9 Term 1	Australian Voices – poetry	Connections	Structure Setting Self-expression	Orientation in Time and Space	Connections to people, places, things empower people.	A: Analysing C: Producing Text D: Using Language	Self-management: Organisation Social: Collaboration Thinking: Transfer

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
	Year 9 Term 2	Drama study – The Curious Incident of the Dog in the Night -Time	Creativity	Character Style	Personal expression of one's perspective lead to personal development	Creativity is an adventure in identity.	B: Organising C: Producing Text D: Using Language	Communication: Interactive Social Working with others Self-management: Organisation Thinking: Creative thinking Communication: Language
	Year 9 Term 3	A study of rhetoric – persuasion	Communication	Audience Imperatives Point of view	Fairness and Development; Globalisation and Sustainability	Communication for change appeals to audience point of view.	A: Analysing B: Organising D: Using Language	Social: Collaboration Research: Media literacy Communication: Language
	Year 9 Term 4	Shakespeare – Love and Identity	Relationships	Theme Character	Identities and Relationships	Choices define identity and relationships.	A: Analysing B: Organising D: Using Language	Thinking: Critical Transfer: Context Communication: Language
<b>Language Acquisition</b>								
<b>Language Acquisition – Chinese</b>	Year 7 Term 1	Getting to know you	Communication	Form Pronunciation	Identities and Relationships	Identity and relationships influence the form and clarity of communication.	A: Comprehending spoken and visual text C: Communicating	Communication
	Year 7 Term 2	Making Connections	Connections	Word choice Structure	Personal and cultural expression	Language, word choice and linguistic systems help make connections with people, objects or ideas.	B: Comprehending written and visual text D: Using Language	Communication
	Year 7 Term 3	Appearance and daily routine	Connections	Function Patterns	Personal and cultural expression	Finding patterns and recognising functions makes it easier to make connections with one another.	A: Comprehending spoken and visual text C: Communicating	Communication Self-management
	Year 7 Term 4	Family and hobbies	Culture	Meaning Message	Personal and cultural expression	Meaningful messages requires an understanding of culture.	B: Comprehending written and visual text D: Using Language	Communication Research
	Year 8 Term 1	Climate and illness	Communication	Functions Patterns	Personal and cultural expression	Consideration of functions and patterns enhances our communication of personal and cultural expression.	A: Comprehending spoken and visual text C: Communicating	Communication Self-management Research

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
	Year 8 Term 2	School life	Connections	Meaning Audience	Orientation in space and time	Meaningful connections require understanding of audience, time and space.	B: Comprehending written and visual text D: Using Language	Communication Self-management
	Year 8 Term 3	Food and meals	Culture	Meaning Purpose	Personal and cultural expression	Personal and cultural expression connects and gives us meaning and purpose in life.	A: Comprehending spoken and visual text C: Communicating	Thinking
	Year 8 Term 4	Home and Neighbourhood	Creativity	Pronunciation Message	Identities and relationships	Appropriate and creative communication of message enhances relationships	B: Comprehending written and visual text D: Using Language	Thinking Communication
	Year 9 Term 1	Balanced lifestyle	Communication	Empathy Structure	Orientation in space and time	Effective communication is reliant on empathy and structure.	A: Comprehending spoken and visual text C: Communicating	Thinking Communication Self-management
	Year 9 Term 2	Food and culture	Connections	Meaning Purpose	Identities and relationships	Identities can connect the purpose of healthy living and its meaning.	B: Comprehending written and visual text D: Using Language	Communication Self-management Research
	Year 9 Term 3	Celebrations and Festivals	Creativity	Audience Idiom	Orientation in space and time	Creative expression relies on understanding of audience, space and time.	A: Comprehending spoken and visual text C: Communicating	Thinking Research Communication
	Year 9 Term 4	Environment and technology	Culture	Point of View Context	Scientific and technical innovation	Advances in technology allows sharing and understanding of different points of view.	B: Comprehending written and visual text D: Using Language	Communication Social Self-management
<b>Language Acquisition – French</b>	Year 9 Term 4	School life	Connections	Structure Context	Identities and relationships	Context and structures make and build connections, relationships and form identities.	B: Comprehending written and visual text D: Using Language	Communication Self-management
	Year 7 Term 3	Friends	Connections	Conventions Purpose	Personal and cultural expressions	Purpose through personal and cultural expression facilitates creativity through conventions.	A: Comprehending spoken and visual text C: Communicating	Thinking Communication Research
	Year 7 Term 4	Leisure	Creativity	Conventions Purpose	Personal and cultural expressions	Personal and cultural expression reflects pronunciation and language form.	B: Comprehending written and visual text D: Using Language	Thinking Communication Research
	Year 8 Term 1	Daily Life	Connections	Context Purpose	Scientific and Technical Innovation	Scientific and technical innovations enable communication when there is a clear purpose and context	A: Comprehending spoken and visual text C: Communicating	Social Research
	Year 8 Term 2	Holidays	Culture	Pronunciation Form	Personal and cultural expression	Personal and cultural expression reflect pronunciation and language forms	B: Comprehending written and visual text D: Using Language	Self-management Research skills

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
	Year 8 Term 3	Connections via Technology	Communication	Purpose Context	Scientific and Technical Innovation	Scientific and technical innovations enable communication when there is a clear purpose and context.	A: Comprehending spoken and visual text C: Communicating	Social skills Research skills
	Year 8 Term 4	Life	Connections	Function Audience	Personal and Cultural Expression	Conventions and patterns connect to nourish personal and cultural expressions.	B: Comprehending written and visual text D: Using Language	Thinking Communication
	Year 9 Term 1	Going back in time	Connections	Context Purpose	Identities and Relationships	Context and purpose affect the connections, identities and relationships we form	A: Comprehending spoken and visual text C: Communication	Communication Thinking
	Year 9 Term 2	Suspense	Connections	Empathy Point of view Meaning	Globalisation	Empathy, point of view and meaning in a globalised world impacts on connections.	B: Comprehending written and visual text D: Using Language	Social Self-management
	Year 9 Term 3	Media	Creativity	Word choice Message	Personal and cultural expression	Personal and cultural expressions through creative word choice produces effective messages	A: Comprehending spoken and visual text C: Communication	Thinking Communication Research
	Year 9 Term 4	Future Outlook	Culture	Audience Function	Globalisation Sustainability	The globalisation of culture impacts on audience, function and decisions made regarding sustainability.	B: Comprehending written and visual text D: Using Language	Thinking Self-management
	Year 9 Term 4	Future Outlook	Culture	Audience Function	Globalisation Sustainability	The globalisation of culture impacts on audience, function and decisions made regarding sustainability.	B: Comprehending written and visual text D: Using Language	Thinking Self-management
<b>Language Acquisition – German</b>	Year 7 Term 1	Getting to know each other	Communication	Context Structure	Orientation in Space and Time	Interconnectedness depends on clearly communicating through structure and context.	A: Comprehending spoken and visual text C: Communicating	Communication Research
	Year 7 Term 2	Social life and Pets	Connections	Form Audience	Identities and Relationships	Connections enhance human relationships and audience engagement.	B: Comprehending written and visual text D: Using Language	Communication Research Social
	Year 7 Term 3	Hobbies and Family Life	Creativity	Message Purpose	Personal and cultural expression	Purpose and Message can be expressed creatively.	A: Comprehending spoken and visual text C; Communicating	Communication Research
	Year 7 Term 4	Home and Food	Culture	Conventions Function	Orientation in Space and Time	Social history reflects the conventions and functions of language and culture.	B: Comprehending written and visual text D: Using Language	Communication Research Thinking
	Year 8 Term 1	Leisure and Health	Connections	Word Choice Meaning	Personal and Cultural Expression	Word choice connects meaning to personal and cultural values.	A: Comprehending spoken and visual text C; Communicating	Communication Research Thinking

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
	Year 8 Term 2	Balanced Life	Creativity	Structure Purpose	Orientation in Space and Time	Purpose informs structure and creativity within boundaries.	B: Comprehending written and visual text D: Using Language	Communication Self-management Thinking
	Year 8 Term 3	Holidays and Plans	Culture	Meaning and Purpose	Identities and Relationships	Meaning and purpose reflect identity and culture.	A: Comprehending spoken and visual text C; Communication	Communication Self-management Research
	Year 8 Term 4	Media and Friends	Communication	Patterns Message	Scientific and Technical Innovation	The patterns of communication and messages change through scientific and technical innovation	B: Comprehending written and visual text D: Using Language	Communication Research Thinking
	Year 9 Term 1	Everyday German	Communication	Audience Context	Identities and Relationships	Identities and relationships may influence audience and context in communication	A: Comprehending spoken and visual text C: Communication	Communication Thinking
	Year 9 Term 2	Festivals and Fun	Creativity	Word choice Structure	Identities and Relationships	Word choice and structure reflect creative lifestyles.	B: Comprehending written and visual text D: Using Language	Communication Research Social Thinking
	Year 9 Term 3	Living in Germany	Culture	Conventions Function	Personal and Cultural Expression	The function and purpose of conventions reflect cultural expression.	A: Comprehending spoken and visual text C; Communication	Research Communication Self-management
	Year 9 Term 4	Environment	Connections	Empathy Point of View	Orientation in Space and Time	Empathy creates connections with others and different points of view.	B: Comprehending written and visual text D: Using Language	Communication Research Thinking
<b>Language Acquisition – Japanese</b>	Year 7 Term 1	Getting to know you	Communication	Form Pronunciation	Identities & Relationships	Identity and relationships influence the form and clarity of communication	A: Comprehending spoken and visual text C: Communicating	Communication
	Year 7 Term 2	School	Connections	Word choice Structure	Orientation in space and time	Language, word choice and linguistic systems help make connections with people, objects or ideas.	B: Comprehending written and visual text D: Using Language	Communication
	Year 7 Term 3	Daily Routine	Connection	Functions Patterns	Personal and cultural expression	Finding patterns and recognising functions makes it easier to make connections with one another	A: Comprehending spoken and visual text C: Communicating	Communication Self-management
	Year 7 Term 4	Seasonal Activities	Culture	Message Meaning	Personal & Cultural Expression	Meaningful messages require an understanding of culture.	B: Comprehending written and visual text D: Using Language	Communication Thinking

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
	Year 8 Term 1	Family life and pets	Connection	Context Conventions	Identities and relationships	Language conventions and context needs consideration to make connections when communicating.	A: Comprehending spoken and visual text C: Communicating	Communication Thinking Social
	Year 8 Term 2	Entertainments: Let's have fun at the theme park!	Creativity	Pattern Structure	Globalisation and sustainability	Variety in patterns and structure in language lead to more creative communication.	B: Comprehending written and visual text D: Using Language	Communication Research
	Year 8 Term 3	Let's celebrate!	Culture	Audience Purpose	Personal and cultural expression	Consideration of audience determines our creative, personal and cultural expression.	A: Comprehending spoken and visual text C: Communicating	Thinking Subject-specific Knowledge and Understanding
	Year 8 Term 4	Careers and future plans	Communication	Message Word Choice	Fairness and development	Careful word choice enhances the messages being given when communicating across cultures.	B: Comprehending written and visual text D: Using Language	Communication Self-management
	Year 9 Term 1	Fast food and physical wellbeing	Creativity	Function Meaning	Scientific and technical innovation	Innovation in health and wellbeing is creatively expressed in functional language.	A: Comprehending spoken and visual text C: Communicating	Communication Self-management
	Year 9 Term 2	Japanese traditions, festivals and culture	Culture	Meaning Purpose	Personal and cultural expression	Personal and cultural expression connects and gives us meaning and purpose in life.	B: Comprehending written and visual text D: Using Language	Communication Research
	Year 9 Term 3	Travel and technology	Connections	Structure Conventions	Orientation in Space and Time	Connections are made through travel and are reliant on language conventions and structure.	A: Comprehending spoken and visual text C: Communicating	Communication Social
	Year 9 Term 4	Exchange students and school life	Communication	Context Word choice	Fairness and development	Thoughtful word choice in interactions can develop understanding of different cultural contexts.	B: Comprehending written and visual text D: Using Language	Communication Self-management
<b>Language Acquisition – Latin</b>	Year 7 Term 1	Life in Pompeii	Culture-communities	Civilization Identity	Identities and relationships	Pompeii had a specific layout, lifestyle and culture during the first century CE.	A: Understanding Language B: Comprehending Texts C: Analysing Texts D: Connecting Cultures and Societies	Thinking Research

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
	Year 7 Term 2	Society and culture in Pompeii	Culture	Identity Values	Orientation in space and time	The forum and the theatre were the focus of life in Pompeii and slaves were part of the society.	A: Understanding Language B: Comprehending Texts D: Connecting Cultures and Societies	Thinking Social Communication
	Year 7 Term 3	Roman lifestyle	Communication	Pattern Values Civilization	Identities and relationships	The Romans had certain beliefs about representing life after death, gladiators and hygiene.	A: Understanding Language B: Comprehending Texts C: Analysing Texts D: Connecting Cultures and Societies	Self-management Research Communication
	Year 7 Term 4	Roman civics and history	Culture	Form Purpose Values	Fairness and development	Educational regulations, civic laws and natural disasters have influenced the life of Roman people.	A: Understanding Language B: Comprehending Texts D: Connecting Cultures and Societies	Thinking Social Research Communication
	Year 8 Term 1	Britain during the first century CE	Creativity-communities	Civilisation Identity Context	Scientific and technical innovation	Britannia had its own highly developed civilisation before the Roman arrived.	A: Understanding Language B: Comprehending Texts C: Analysing Texts D: Connecting Cultures and Societies	Thinking Research Communication
	Year 8 Term 2	The expansion of the Roman Empire	Connections-change	Context Purpose Inter-dependence	Identities and relationships	Egypt was an important country for the Rome Empire.	A: Understanding Language B: Comprehending Texts C: Analysing Texts D: Connecting Cultures and Societies	Thinking Research Communication
	Year 8 Term 3	Egypt during the first century CE	Creativity-communities	Values Civilisation Structure	Scientific and technical innovation	Egyptians worshipped gods and cats and they had an ancient custom of mummifying corpses.	A: Understanding Language B: Comprehending Texts D: Connecting Cultures and Societies	Thinking Research Communication

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
	Year 8 Term 4	Roman baths and other superstitious beliefs	Creativity - perspective	Values Identify Theme	Scientific and technical innovation	Romans believed that hot springs are beneficial for a healthy body and curses helped to punish an offender.	A: Understanding B: Comprehending Texts C: Analysing Texts D: Connecting Cultures and Societies	Thinking Research Communication
	Year 9 Term 1	Religion and Romanisation	Creativity - change	Identity Inter-dependence	Identities and relationships	Romanisation changed the life for many people in the way people believed, travelled, and battled.	A: Understanding Language B: Comprehending Texts C: Analysing Texts D: Connecting Cultures and Societies	Thinking Research Communication
	Year 9 Term 2	Historical artefacts	Culture - form	Form Purpose Structure	Scientific and technical innovation	The Romans military achievements were underpinned by a well-structured and equipped Army.	A: Understanding Language B: Comprehending Texts C: Analysing Texts D: Connecting Cultures and Societies	Thinking Research Communication
	Year 9 Term 3	Rome and its people	Connections	Context Values	Identities and relationships	Thanks to skilled citizens Rome achieved greatness.	A: Understanding Language B: Comprehending Texts C: Analysing Texts D: Connecting Cultures and Societies	Thinking Research Communication
	Year 9 Term 4	Roman society and beliefs	Communication - perspective	Civilisation Values	Identities and relationships	The Roman society had a distinct hierarchy and many Romans were content with the official state religion.	A: Understanding Language B: Comprehending Texts D: Connecting Cultures and Societies	Thinking Social Communication
<b>Individuals and Societies</b>								
<b>Individuals and Societies</b>	Year 7 Term 1	The Constitution and I	Systems	Government Citizenship	Personal and cultural expression  Elaboration: Belief Systems.	Inherent values, attitudes and beliefs shape systems of government. government.	B: Investigating C: Communicating	Thinking: Creative thinking

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
	Year 7 Term 2	Big-up Brisbane	Change	Sustainability Culture	Globalisation and sustainability  Elaboration: Urban Planning	Changes must be sustainable and reflect culture.	A: Knowing and Understanding D: Thinking Critically	Research: Information literacy Thinking: Critical thinking
	Year 7 Term 3	The Game of Life	Time, place and space	Choice Consumption	Identities and relationships  Elaboration: Scarcity	Scarcity experienced across time, place and space affects choice and consumption.	A: Knowing and Understanding C: Communicating	Research: Media literacy
	Year 7 Term 4	Stayin' Alive	Global interactions	Culture Identity	Orientation in space and time  Elaboration: Exchange and interaction	Exchange through global interactions shape culture and identity.	B: Investigating D: Thinking Critically	Research: Information literacy Thinking: Critical thinking
	Year 8 Term 1	Making Australia	Change	Cooperation Conflict	Identities and Relationships  Elaboration: turning points	Cooperation and conflict trigger turnings points which lead to change.	A: Knowing and Understanding B: Investigating C: Communicating D: Thinking Critically	Research: Information literacy
	Year 8 Term 2	Legal Eagles	Systems	Government Rights	Fairness and development  Elaboration: Law	Government systems impact rights through the law.	A: Knowing and Understanding	Communication: Communication skills
	Year 8 Term 3	The Next Big Thing	Change	Choice Sustainability	Scientific and Technical Innovation  Elaboration: Human impact on the environment	Choice and sustainability drive change through human impact on the environment.	C: Communicating D: Thinking Critically	Research: Information literacy Thinking: Critical thinking
	Year 8 Term 4	Australia in 2050	Global Interactions	Patterns and trends	Globalisation and sustainability	Patterns and trends affect global interactions when planning for the future.	A: Knowing and Understanding B: Investigating	Thinking: Critical thinking Creative thinking

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
				Management and intervention	Elaboration: Population and Demography		D: Thinking Critically	
<b>STEM Futures Elective: Forensic Psychology</b>	Year 9 Unit 1	Turning to Crime	Change	Behaviour Cognition	Identities and relationships	Behaviour and cognition influence change in human nature.	A: Knowing and Understanding B: Investigating C: Communicating D: Thinking Critically	Research: Information literacy Thinking: Creative thinking
	Year 9 Unit 2	Making a Case and Reaching a Verdict	Systems	Equity Rights	Fairness and Development	Systems affect equity, rights and justice.	A: Knowing and Understanding B: Investigating C: Communicating D: Thinking Critically	Communication: Communication skills Thinking: Critical thinking
<b>STEM Futures Elective: Cultural Revolution</b>	Year 9 Unit 1	Movement and Populations	Time, place and space	Culture	Identities and Relationships	Movement of cultures across time, place and space impact identities and relationships.	A: Knowing and Understanding B: Investigating D: Thinking Critically	Research: Information literacy
	Year 9 Unit 2	A period of 'isms'	Systems	Ideology	Personal and cultural expression	Ideological systems impact personal and cultural expression.	B: Investigating C: Communicating D: Thinking Critically	Research: Media literacy Thinking: Critical thinking
	Year 9 Unit 3	Ideological competition: Growth or regression?	Global interactions	Conflict	Fairness and Development	Global interactions fuelled by conflict can impact the fairness and development of knowledge.	A: Knowing and Understanding C: Communicating	Research: Information literacy
<b>STEM Futures Elective: The World in Your Pocket</b>	Year 9 Unit 1	Who wants to be a Millionaire?	Systems	Management Scarcity	Globalisation and Sustainability	Individuals, Businesses and Government use systems to manage social, economic and environmental sustainability.	A: Knowing and Understanding D: Thinking Critically	Communication: Interactive skills
	Year 9 Unit 2	So what do we make?	Systems	Scarcity, Resources Management, Sustainability Ethics	Globalisation and Sustainability	Individuals, Businesses and Government use systems to manage social, economic and environmental sustainability.	A: Knowing and Understanding B: Investigating C: Communicating D: Thinking Critically	Research: Information literacy
	Year 9 Unit 3	How does Australian fit into the global economy?	Systems	Scarcity Resources Management Sustainability Ethics	Globalisation and Sustainability	Individuals, Businesses and Government use systems to manage social, economic and environmental sustainability.	B: Investigating C: Communicating D: Thinking Critically	Communication Interactive skills

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
<b>STEM Futures Elective: Future of Global Cooperation</b>	Year 9 Unit 1	'Left' vs. 'Right'	Systems	Citizenship	Identities and Relationships	Ideologies shape government structures and political systems.	A: Knowing and Understanding D: Thinking Critically	Research: Information literacy Thinking: Critical thinking
	Year 9 Unit 2	If it isn't broke, don't fix it!	Change	Resources	Fairness and development  Elaboration: Imagining a hopeful future	Overcoming conflict in opinion can lead to sustainable global interactions.	A: Knowing and Understanding B: Investigating C: Communicating	Research: Information literacy Thinking: Critical thinking
	Year 9 Unit 3	Only One Earth	Global Interactions	Perspective, Cooperation	Globalisation and Sustainability  Elaboration: Human impact on the environment	Prioritising fairness can change the development of international cooperation.	B :Investigating C:Communicating D: Thinking Critically	Research: Media literacy Thinking: Critical thinking
<b>Sciences</b>								
<b>Sciences</b>	Year 7 Term 1	We're all Scientists	Relationships	Evidence Models	Identity and Relationships	To be a scientist means to gather evidence about world around us to understand how things are related.		Thinking – Critical Thinking Skills and Transfer skills
		Life around us	Relationships	Environment Interactions	Fairness and Development	Understanding interactions in the environment enables humans to develop global and local solutions.	A: Knowing and Understanding D: Reflecting on the Impacts of Science	Thinking – Critical thinking Research – Information literacy
	Year 7 Term 2	Resourcing the Planet	Systems	Models Patterns	Globalisation and Sustainability	Natural and human systems create patterns. Modelling global systems.	A: Knowing and Understanding D: Reflecting on the Impacts of Science	Communication – Communication skills
		Blast off into space	Logic	Evidence Interaction	Orientation in Time and Space	Relationships between planetary objects can be derived from the observation and interpretation of data.	IDU A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating	Thinking – Critical Thinking Skills and Transfer skills Self-management – Organisation and Affective
	Year 7 Term 3	Forces around us	Change	Consequences Interaction	Scientific and Technical Innovation	Interactions between forces result in changes that can be measured through scientific innovation.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating	Thinking – Critical Thinking Skills Communication – Communication skills

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
	Year 7 Term 4	Is there enough water fit for drinking: Water?	Global Interactions	Transformations Consequences	Globalisation and Sustainability	Finding solutions for the impact of pollution on our natural systems is a global responsibility.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating	Thinking- Critical and Creative Thinking Self-management: Affective, Reflection
	Year 8 Term 1	Body in Balance	Systems	Function Models	Identities and Relationships	Complex organisms are made of smaller structures and systems, that scientists' model in order to understand their functions.	A: Knowing and Understanding	Self-Management Thinking
	Year 8 Term 2	Ch-ch-ch-changes	Change	Form Interactions	Scientific and Technical Innovation	Science enables us to change the form of matter into useful materials that can make the world a better place.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating	Research Thinking
	Year 8 Term 3	From the Earth	Change	Models Transformations	Orientation in space and time	The Earth is made of rocks, which over time undergo a cycle of change and transformation, which can be modelled scientifically.	A: Knowing and Understanding D: Reflecting on the Impacts of Science	Social Thinking
	Year 8 Term 4	Future of Energy	Relationships	Energy Transformations	Scientific and Technical Innovation	Through transforming energy, we can have an impact on the way people live now and, in the future.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating D: Reflecting on the Impacts of Science	Self-Management Communication
<b>STEM Futures Elective: Biochemical Solutions</b>	Year 9 Unit 1	The Need for Speed	Change	Conditions Models	Orientation in space and time	Models of exchange and interaction can be used to predict the effect of changing conditions.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating D: Reflecting on the Impacts of Science	Communication: Communication skills; Make inferences and draw conclusions
	Year 9 Unit 2	Living Chemistry	Systems	Energy Interaction	Scientific and technical innovation	Energy systems interact with each other and can be used for scientific and technical innovation.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating	Thinking: Creative thinking skills; Make guesses, ask "what if" questions and generate testable hypotheses

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
							D: Reflecting on the Impacts of Science	Social: Collaboration skills; Make fair and equitable decisions
<b>STEM Futures Elective: World of Reactions</b>	Year 9 Unit 1	Atoms, acids and neutralization	Change	Interaction Evidence	Orientation in space and time	Change is evident from exchange and interaction.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating D: Reflecting on the Impacts of Science	Thinking: Critical Thinking Skills; Evaluate and manage risk
	Year 9 Unit 2	Reaction revolution	Relationships	Consequences Environment	Scientific and technical innovation	Relationships can have environmental consequences both caused and improved by scientific and technical innovation.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating D: Reflecting on the Impacts of Science	Research: Information literacy skills; Collect, record and verify data; Process data and report results
<b>STEM Futures Elective: Medical Physics</b>	Year 9 Unit 1	Acoustic Medicine	Systems	Patterns Development	Scientific and technical innovation	Technological development allows us to recognise patterns in complex systems.	A: Knowing and Understanding C: Processing and Evaluating	Communication: Communication skills; Make effective notes for studying
	Year 9 Unit 2	Nuclear Medicine	Change	Energy Transformation	Scientific and technical innovation	Change occurs through energy transformation, but brings with it risk and consequences.	B: Inquiring and Designing D: Reflecting on the Impacts of Science	Thinking: Critical Thinking Skills; Revise and understand based on new information and evidence
	Year 9 Unit 3	EM Radiation Medicine	Systems	Models Development	Orientation in space and time	The development of models reveals more about the scale, frequency and variability within systems.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating D: Reflecting on the Impacts of Science	Thinking: Critical Thinking Skills; Draw reasonable conclusions and generalisations; Test generalisations and conclusions
<b>STEM Futures Elective: Sustainable Futures</b>	Year 9 Unit 1	One world	Relationships	Interaction Environment	Globalisation and sustainability	Interacting relationships between humans and the environment affects sustainability.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating	Self-management: Reflection skills; Consider ethical, cultural and environmental implications; Keep a

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
	Year 9 Unit 2	Cities of the future	Systems	Consequences Transformation	Fairness and development	Human capability and development enables transformation, which can have consequences within and across systems.	D: Reflecting on the Impacts of Science A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating D: Reflecting on the Impacts of Science	journal to record reflections Thinking: Critical thinking skills; Evaluate evidence and arguments; Identify trends and forecast possibilities
<b>STEM Futures Elective: Fuelling the Planet</b>	Year 9 Unit 1	Energy in chemical reactions	Change	Energy Transfer	Scientific and technical innovation	Change results in energy transfer, which can be measured using indirect methods.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating D: Reflecting on the Impacts of Science	Thinking: Critical Thinking Skills ; Practice observing carefully in order to recognise problems
	Year 9 Unit 2	Fuels for society	Systems	Energy Development	Scientific and technical innovation	The development of industrialised and engineered systems increases energy demand.	A: Knowing and Understanding B: Inquiring and Designing C: Processing and Evaluating D: Reflecting on the Impacts of Science	Research: Information literacy skills; Create references and citations
<b>Mathematics</b>								
<b>Mathematics</b>	Year 7 Term 1&2	Is fairness always equal?	Form	Equivalence Systems Approximation	Fairness and Development	Making fair judgements is easier if we understand a variety of numeric systems and forms.	A: Knowing and understanding	Self-Management: Organisation skills Thinking: Transfer skills Critical Thinking skills
	Year 7 Term 1&2	How can we bring things together? & Interdisciplinary Unit	Relationships	Patterns Simplification	Identities and Relationships	Identifying and using patterns and rules is the key to simplifying relationships, in life and in algebra.	A: Knowing and understanding B: Investigating Patterns C: Communicating	Research skills, Media literacy, Communication skills, Thinking-skill transfer, Affective Skills  Self-management - Organisational Skills, Thinking-transfer skills
	Year 7 Term 3	How can we travel between dimensions?	Logic	Space Quantity Generalisation	Scientific and Technical Innovation	The general properties of shapes and our spatial environment can be measured	A: Knowing and understanding B: Investigating Patterns	Thinking Skills Research: Information literacy

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
						by logic and manipulated and created by technology.	C: Communicating	Communication Skills Thinking Skills – Transfer Critical
	Year 7 Term 4	How do we measure up?	Form	Space Validity	Orientation in Space and Time	Measurement is expressed in various forms to communicate the space around or within an object.	D: Applying Mathematics in Real-Life Contexts	Thinking Skills – Creative Transfer Communication skills
		Can Mathematics be beautiful?	Relationships	Equivalence Validity	Personal and cultural expression	In many cultures, arguments about what is perceived as beautiful can be justified by a mathematical relationship between equivalent images.	A: Knowing and understanding	Thinking Skills – Creative Transfer Communication skills
	Year 8 Term 1	A Little Bit of History Repeating	Form	Equivalence Representation	Orientation in Space and Time: Turning Points and Big History	Throughout history, forms of representation have been used to justify equivalence.	A: Knowing and understanding B: Investigating Patterns C: Communicating	Communication: Use and Interpret a range of discipline specific terms and symbols
	Year 8 Term 2	Money, Money, Money!	Relationships	Model Quantity	Globalisation and Sustainability: Data driven decision making	Behaviour can be understood by and investigating modelling relationships .	C: Communicating D: Applying Mathematics in Real-Life Contexts	Self-Management: Organisation Skills: Plan short- and long-term assignments; meet deadlines.
	Year 8 Term 3	You Better Shape Up	Relationships	Generalisation Patterns Space Validity	Scientific and Technical Innovation: Products	Relationships between spatial dimensions can be used to develop innovative products.	A: Knowing and understanding B: Investigating Patterns C: Communicating	Thinking: Critical Thinking Skills: Test Generalisations and Conclusions
	Year 8 Term 4	Take a Chance on Me	Form	Representation Equivalence Models	Identities and Relationships: Health and Wellbeing	Health and wellbeing information can be communicated using a variety of equivalent forms of representation.	A: Knowing and understanding C: Communicating D: Applying Mathematics in Real-Life Contexts	Research: Information Literacy Skills: (Data)
	Year 9 Term 1	How's it work?	Relationships	Patterns Systems Quantity	Identities & Relationships: Conscious	Improved abilities to identify patterns and relationships between quantities leads to a better understanding of ourselves and others.	A: Knowing and understanding B: Investigating Patterns	Critical thinking skills: Analysing and evaluating issues and ideas Organisational Skills: Managing time and tasks effectively
	Year 9 Term 2	How's it Modelled?	Logic	Equivalence Approximation Change	Personal & Cultural Expression: Creation	Logic, equivalence and approximation can be used for creative solutions in cultural contexts.	A: Knowing and understanding C: Communicating	Organisational Skills: Managing time and tasks effectively Transfer Skills: Apply skills and knowledge

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
							D: Applying Mathematics in Real-Life Contexts	in unfamiliar situations.
	Year 9 Term 3	How much?	Form	Validity Approximation Space Models	Globalisation & Sustainability: human impact on the environment	Human impact on the environment can be understood through valid models and spatial forms.	A: Knowing and understanding C: Communicating D: Applying Mathematics in Real-Life Contexts	Self-Management: Affective Skills Managing State of Mind
	Year 9 Term 4	How likely?	Logic	Representation Validity	Fairness & Development: inequality	Global inequality can be represented fairly through valid, logical approaches.	A: Knowing and understanding B: Investigating Patterns	Communication: Communication Skills
<b>Design</b>								
<b>Design</b>	Year 7 Unit 1	User Interface Design in Mobile Applications.	Development	Adaptation Function	Personal and cultural expression	In the development of products, functionality is crucial for stakeholders.	A,: Inquiring and Analysing B: Developing Ideas C: Creating the Solution D: Evaluating	Thinking: Creative Thinking Skills
	Year 7 Unit 2	Robots and Microbits	Systems	Function Resources	Globalisation and Sustainability	Feedback allows a system to function anonymously	A,: Inquiring and Analysing B: Developing Ideas C: Creating the Solution D: Evaluating	Thinking: Creative Thinking Skills
	Year 8 Unit 1	What is your online persona?	Communities	Form Perspective Connections	Identities and Relationships	Our design choices can influence how others perceive our online identity.	A,: Inquiring and Analysing B: Developing Ideas C: Creating the Solution D: Evaluating	Communication skills Collaboration skills
	Year 8 Unit 2	How does a computer think?	Development	Adaptation Function	Scientific and Technical Innovation	Through understanding of a potential solution, algorithmic thinking can use common ideas to solve complex problems.	A,: Inquiring and Analysing B: Developing Ideas C: Creating the Solution D: Evaluating	Critical Thinking Skills
<b>STEM Futures Elective: Disrupting the Market</b>	Year 9 Unit 1	Skills Folio	Development	Adaptation Innovation	Globalization and Sustainability	Products and processes must adapt in response to market trends.	A,: Inquiring and Analysing B: Developing Ideas C: Creating the Solution	Research: Information literacy skills Transfer
	Year 9 Unit 2	Young Designers	Communication	Collaboration Markets and Trends	Fairness and Development	Clear communication and effective collaboration are essential for entrepreneurial innovation.	A,: Inquiring and Analysing B: Developing Ideas C: Creating the Solution D: Evaluating	Communication: Communication skills

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
<b>STEM Futures Elective: Biomedical Engineering</b>	Year 9 Unit 1	Foundations of Biochemical Engineering (6 weeks)	Development	Innovation Evaluation	Scientific and technical innovation	Advances in technological resources can lead to innovative solutions.	A: Inquiring and Analysing B: Developing Ideas C: Creating the Solution	Research: Information literacy skills
	Year 9 Unit 2	I am a Biomedical Engineer (14 weeks)	Development	Invention Resources	Scientific and technical innovation	Digital Tools support the rapid development of innovative solutions.	A,: Inquiring and Analysing B: Developing Ideas C: Creating the Solution D: Evaluating	Research Thinking X Transfer
<b>STEM Futures Elective: Future of Automation</b>	Year 9 Unit 1	Think like a Programmer	Development	Invention, Evaluation	Scientific and technical innovation (Products, processes and solutions)	In product development, evaluation is necessary for invention.	A,: Inquiring and Analysing B: Developing Ideas C: Creating the Solution D: Evaluating	Thinking: Creative Thinking Skills, Transfer Skills
	Year 9 Unit 2	The future of automation	Systems	Function, Innovation	Globalization and sustainability (Human impact on the environment)	The function of a system can be adapted to reduce environmental impact.	A,: Inquiring and Analysing B: Developing Ideas C: Creating the Solution D: Evaluating	Thinking: Creative Thinking Skills, Transfer Skills
<b>Physical and Health Education</b>								
<b>Physical and Health Education</b>	Year 7 Term 1	I'm a team player!	Communication	Systems Functions	Fairness and development	For systems to function, communication and inclusion is necessary to value differences.	C: Applying and Performing D: Reflecting and Improving on Performance	Social: Collaboration Skills, Communication Skills
	Year 7 Term 2	Faster, higher, stronger!	Change	Choice Perspective	Scientific and technical innovation	Using scientific innovation offers perspective and leads to choices for purposeful change.	A: Knowing and Understanding B: Planning for Performance	Research: Information literacy skills
	Year 7 Term 3	Games and culture	Relationships	Movement and Interaction	Personal and cultural expressions	Ritual and play are integral to the development of relationships and can be expressed through movement and interactions.	A: Knowing and Understanding C: Applying and Performing	Thinking: Critical thinking skills
	Year 7 Term 4	Move it and groove it!	Development	Refinement and movement	Orientation in space and time	Refinement of movement orientated in space in time can lead to development.	B: Planning for Performance D: Reflecting and Improving on Performance	Self-management skills: Organisation skills; Affective Skills

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
	Year 8 Term 1	Food for sport	Development	Choice Energy	Personal and cultural expressions	Personal and cultural expression influences choices about energy and impacts development.	A: Knowing and Understanding C: Applying and Performing	Thinking: Critical thinking skills
	Year 8 Term 2	Use it or lose it	Change	Systems Adaptation	Scientific and technical innovation	Scientific and technical innovations guides adaptation of systems which fosters change.	B: Planning for Performance D: Reflecting and Improving on Performance	Communication: Communication skills
	Year 8 Term 3	Party Wisely	Relationships	Choice Perspective	Identities and relationships	Choice and perspective influence identity and relationships	A: Knowing and Understanding D: Reflecting and Improving on Performance	Thinking: Critical thinking skills
	Year 8 Term 4	Vital Signs First Aid	Development	Interaction Space	Orientation in space and time	Interactions affect functions in space and time	B: Planning for Performance C: Applying and Performing	Social: Collaboration skills
<b>STEM Futures Elective: Healthy Futures</b>	Year 9 Unit 1	Body in balance	Change	Systems	Scientific and technical innovation	Systems interact to adapt to physiological and environmental changes.	A: Knowing and Understanding	Thinking: Transfer skills groups and disciplines
	Year 9 Unit 2	Teamwork makes the dream work	Communication	Balance Interaction	Identities and relationships	Communication influences interaction and balance through roles, teams, cooperation and competition.	B: Planning for Performance C: Applying and Performing D: Reflecting and Improving on Performance	Social: Collaboration skills
	Year 9 Unit 3	Make a difference	Development	Choice	Identities and relationships	Physical, psychological and social development promotes healthy choices.	A: Knowing and Understanding B: Planning for Performance C: Applying and Performing D: Reflecting and Improving on Performance	Research: Information Literacy Skills Thinking: Critical Thinking skills
<b>Arts</b>								
<b>Arts – Visual Art</b>	Year 7 Unit 1	Improbable Beasts	Culture	Visual culture Representation	Personal and cultural expression	As culture evolves, so does the way we represent the world around us.	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Communicating: Exchanging thoughts, messages and information effectively through interaction

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
	Year 7 Unit 2	Fantastic Fables	Perspective	Genre Narrative	Fairness and Development	Fairness and development are explored through genre and narrative to express different perspectives.	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Research skills – media literacy
	Year 8 Unit 1	The Young Archies: Investigating and planning	Identity	Expression Narrative	Identities and relationships	Identity is expressed through creative narratives.	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Thinking: Creative Thinking Skills
	Year 8 Unit 2	STEAM Influences	Development	Representation	Scientific and Technical Innovation	Developments in scientific and technical innovations are represented using media conventions	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Research skills: information literacy
<b>STEM Futures Elective: Artists as Change makers</b>	Year 9 Unit 1	Photography	Change	Interpretation Innovation	Orientation in space and time	Innovation leads to change and can be a response to an individual's interpretation of place and time.	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Social: Collaboration  Thinking: Creative Thinking Skills
	Year 9 Unit 2	Painting	Change	Interpretation Innovation	Orientation in space and time	Innovation leads to change and can be a response to an individual's interpretation of place and time.	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Social – Collaboration Thinking: Creative Thinking Skills
<b>Arts – Music</b>	Year 7 Unit 1	Bold & the Beautiful: Introduction to Music Concepts	Communication	Play Presentation	Personal and cultural expression	Arts are used as a means of cultural communication to express ideas, feelings, and emotions and is open to personal interpretation.	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Communication: Give and receive meaningful feedback. Self-management: Reflection skills to keep a journal to record reflections.
	Year 7 Unit 2	Showstoppers: The Musical	Creativity	Composition Audience	Identities and relationships	The arts are a form of self-expression, is key to identify and is a global unifier.	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Social Collaboration skills: Thinking Creative Thinking skills
	Year 8 Unit 1	Beatbox: Rock/Pop/Jazz	Creativity Development	Play Genre	Orientation in space and time	Arts is viewed as a means to enable creativity to explore genre over time.	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Communication: Give and receive meaningful feedback. Research: Information literacy
	Year 8 Unit 2	Reimaginings: Classical	Identity	Composition and Expression	Identities and relationships	Arts is used as a means to celebrate identity through composition and expression	A: Knowing and Understanding B: Developing	Self-management: Create original works and ideas, using

Subject	Year level & Term	Topic/Inquiry	Key Concept	Related Concept/s	Global Context	Statement of Inquiry	MYP subject-group objective (s)	ATL Skills
						and can strengthen relationships.	C Thinking Creatively D: Responding	existing works and ideas in new ways. Social: Delegate and share responsibility for decision-making.
<b>STEM Futures Elective: Soundtrack</b>	Year 9 Unit 1	Space Odyssey	Aesthetics	Interpretation Innovations	Orientations in space and time	Arts is used as a means to offer aesthetics that can depict interpretations and innovations through exploring orientations in space and time.	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Thinking: Critical Thinking Propose and evaluate a variety of solutions
	Year 9 Unit 2	Soundtrack	Identity	Composition Narrative	Identities and relationships	Shared narratives can communicate and strengthen identity and relationships.	A: Knowing and Understanding B: Developing C Thinking Creatively D: Responding	Self-management: Affective Skills: Perseverance

## Positive Education Program

Year level & Term	Unit title/ Inquiry	PEEC Domain & Module	Knowledge and Skills	PEEC Concepts	IB ATL Skills	IB Learner Profile
Year 7 Term 1	New Beginnings	Positive Relationships  Empathy & Compassion	<ul style="list-style-type: none"> <li>The importance of friendships</li> <li>Identifying ways to make friends</li> <li>Kindness and connection                             <ul style="list-style-type: none"> <li>In person and on social media (group chat)</li> </ul> </li> <li>Identifying the difference between sympathy, empathy and compassion</li> <li>Demonstrate empathy and compassion when responding to a person in distress</li> <li>In person and on social media (group chat)</li> </ul>	Flourishing	Social Skills  Research Skills	Caring  Communicators
	Strengths as Superpowers	Positive Purpose  Core Values	<ul style="list-style-type: none"> <li>Introduction to core values</li> <li>Identifying your core values</li> <li>Introduction to character strengths</li> <li>Develop an understanding of the importance of using your character strengths</li> <li>Reflect on how using a signature character strength each day contributed to your wellbeing</li> <li>Develop an understanding of the importance of developing supporting character strengths</li> </ul>	Character Strengths	Thinking Skills	Reflective
Year 7 Term 2	Powering Up Your Emotional Intelligence	Positive Emotions  Emotional Intelligence	<ul style="list-style-type: none"> <li>Define emotional literacy</li> <li>Identify related emotions/feelings and identify signs/behaviour of people feeling these emotions</li> <li>Negativity Bias (link to Character Strengths)</li> <li>Understand why we feel emotions</li> <li>Discuss whether emotions are good or bad</li> <li>Define positive and negative emotions and identify the reason for both</li> <li>Examine how emotions change between positive and negative (changing emotional state)</li> <li>Recognise how emotions impact our brain</li> <li>Identify the different emotional states (using zones of regulation)</li> <li>Identify and trial coping strategies used to self-regulate in emotional situations (using zones of regulation)</li> <li>Understand how different cultures express and interpret emotions</li> <li>Analyse cultural factors that influence emotional responses</li> <li>Investigate positive emotions and its impact on broadening our thinking</li> <li>Describe the broaden and build theory and understand its link to flourishing</li> </ul>	Broaden & Build	Social Skills	Open-minded  Communicators

Year level & Term	Unit title/ Inquiry	PEEC Domain & Module	Knowledge and Skills	PEEC Concepts	IB ATL Skills	IB Learner Profile
Year 7 Term 3	What's my intention?	Positive Accomplishment  Goal Orientation	<ul style="list-style-type: none"> <li>What does the research say about goal setting and optimal performance?</li> <li>The importance of goal setting – what is it and why is it important               <ul style="list-style-type: none"> <li>SMART (specific, measurable, achievable, relevant, time-bound) Goals</li> <li>TOP (Target, Obstacle, Plan)</li> <li>WOOP (wish, outcome, obstacle, plan)</li> </ul> </li> <li>Introduction to PLP goal setting</li> <li>Growth mindset</li> </ul>	Mindfulness	Self-Management Skills	Knowledgeable  Reflective
	What drives me?	Positive Engagement  Motivation	<ul style="list-style-type: none"> <li>Define intrinsic and extrinsic motivation</li> <li>Identify the similarities and differences between intrinsic and extrinsic motivation</li> <li>Identify and discuss the importance of intrinsic motivation</li> <li>Research strategies to become more intrinsically motivated</li> <li>Analyse the intrinsic motivation of “Rusty” from Bluey – Cricket episode</li> <li>Identify ways you can become more intrinsically motivated</li> </ul>	Mindfulness Resilience	Self-Management Skills	Knowledgeable
Year 7 Term 4	Healthy Habits	Positive Health  Mind, Body, Connection	<ul style="list-style-type: none"> <li>Introduction to “positive health” domain               <ul style="list-style-type: none"> <li>Physical health (exercise)</li> <li>Mental Health</li> <li>Mindfulness</li> <li>Nutrition</li> <li>Health</li> </ul> </li> <li>Discuss the importance of forming healthy habits</li> <li>Physical health &amp; mindfulness activities:               <ul style="list-style-type: none"> <li>Boot camp</li> <li>Yoga</li> <li>Meditation</li> <li>Mindful colouring</li> <li>Mindful walking</li> </ul> </li> </ul>	Mindfulness	Social Skills	Balanced
Year 8 Term 1	Healthy You	Positive Health <ul style="list-style-type: none"> <li>Mind Body Connection</li> <li>Self-Knowledge</li> <li>Physical Wellbeing</li> <li>Resilience</li> </ul>	<ul style="list-style-type: none"> <li>Research the science of how sleep, exercise and nutrition impact learning and wellbeing</li> <li>Describe the benefits:               <ul style="list-style-type: none"> <li>on body and brain</li> <li>Feeling good</li> <li>Positive intervention strategies</li> </ul> </li> <li>Physical Exercise               <ul style="list-style-type: none"> <li>Benefits on body and brain</li> <li>Help metabolise stress response</li> <li>Reduce stress hormones</li> <li>Increase endorphins</li> </ul> </li> </ul>	Wellbeing	Thinking	Balanced  Risk Taker

Year level & Term	Unit title/ Inquiry	PEEC Domain & Module	Knowledge and Skills	PEEC Concepts	IB ATL Skills	IB Learner Profile
			<ul style="list-style-type: none"> <li>Mood stabilised, increased performance and self- esteem</li> </ul> Brain as a resilience resource: <ul style="list-style-type: none"> <li>Altering the biochemistry of your brain can create more adaptive responses to stressors; laughter, music, sleep, breathing</li> </ul>			
	Walking in other people's shoes	Positive Relationships <ul style="list-style-type: none"> <li>Empathy &amp; Compassion</li> <li>Forgiveness</li> <li>Leadership and Teamwork</li> <li>Kindness &amp; Connections</li> </ul>	<ul style="list-style-type: none"> <li>Identify how social &amp; emotional skills to nourish relationships</li> <li>Define Empathy, love, compassion and relationships</li> <li>Apply decision making protocols in practical settings</li> <li>Understand and apply ACR to the SMT Way</li> <li>Identify other ways of responding</li> <li>Know the benefits of ACR on someone's wellbeing</li> <li>Explore the influence that quality of relationships has on our wellbeing</li> <li>Demonstrate understanding through role play and scenarios</li> </ul>	Active Constructive Responding (ACR)	Communication	Communicator  Reflective
Year 8 Term 2	Stepping Up	Positive Accomplishment <ul style="list-style-type: none"> <li>Decision Making</li> <li>Goal Orientation</li> <li>Mindsets</li> <li>Grit &amp; Persistence</li> </ul>	<ul style="list-style-type: none"> <li>What is leadership?</li> <li>What makes a good leader – characteristics of effective leaders?</li> <li>Understand resilience and how leaders exemplify this</li> <li>Understand the importance of resilience when leading</li> <li>Practical activities that allow students to lead, reflect and be resilient.</li> <li>What does leadership look like at SMT: SMT Leadership process</li> </ul>	Resilience	Social Skills	Thinker  Inquirer
Year 8 Term 3	The Meaningful Life	Positive Purpose <ul style="list-style-type: none"> <li>Caregiving</li> <li>Character Development</li> <li>Core Values</li> <li>Sense of Meaning</li> </ul>	<ul style="list-style-type: none"> <li>Research the Four Pillars of Meaning               <ul style="list-style-type: none"> <li>Purpose</li> <li>Belonging</li> <li>Storytelling</li> <li>Transcendence</li> </ul> </li> <li>Research Eudaimonia, Hedonia and Altruism</li> <li>Research project (Jigsaw)</li> <li>Students present learning to educate peers (carousel)</li> <li>Apply PEEC concepts (above) to who am I online               <ul style="list-style-type: none"> <li>Prosocial</li> <li>Antisocial</li> <li>Cyber-bullying</li> <li>Online safety</li> </ul> </li> </ul>	Flourishing	Social	Principled  Inquirer  Knowledgeable
	In the Zone	Positive Engagement <ul style="list-style-type: none"> <li>Creativity</li> <li>Curiosity and Interest</li> <li>Flow</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Flow theory</li> <li>8 stages of engagement; Apathy, Boredom, Relaxation, Control, Flow, Arousal, Anxiety, Worry</li> <li>4 Fs of flow:               <ul style="list-style-type: none"> <li>Focus</li> <li>Freedom</li> <li>Feedback</li> </ul> </li> </ul>	Flow	Self Management	Balanced  Thinker  Reflective

Year level & Term	Unit title/ Inquiry	PEEC Domain & Module	Knowledge and Skills	PEEC Concepts	IB ATL Skills	IB Learner Profile
			<ul style="list-style-type: none"> <li>• Four % challenge</li> <li>• Strategies to enter a state of flow</li> <li>• Routine to enter a flow state</li> <li>• The need for balance and self-regulation strategies:               <ul style="list-style-type: none"> <li>• Organisation</li> <li>• Study Schedule</li> <li>• Due dates and deadlines</li> </ul> </li> <li>• Peaks and troughs throughout each term</li> </ul>			
Year 8 Term 4	Bounce Back Stronger	Positive Emotion <ul style="list-style-type: none"> <li>• Emotional Intelligence</li> <li>• Self-Control</li> <li>• Positivity</li> <li>Gratitude</li> </ul>	<ul style="list-style-type: none"> <li>• Negativity bias</li> <li>• Reframing negative thoughts</li> <li>• Applying the struggle switch concept</li> <li>• Applying 'I will, I won't, I want"</li> <li>• Practical tasks that may result in failure</li> <li>• Applying the sushi train metaphor – self control</li> <li>• Bouncing forward</li> </ul>	Broaden and Build Theory	Thinking	Reflective  Risk Taker
Year 9 Term 1	High Quality Connections (10 Weeks)	Positive Emotions <ul style="list-style-type: none"> <li>• Emotional Intelligence</li> </ul> Positive Relationships Kindness & Connections	<ul style="list-style-type: none"> <li>• Semester 1 PLP SMART Goals &amp; strategies for academic success</li> <li>• Emotional Intelligence – Recognising &amp; supporting the needs of others, showing empathy</li> <li>• Respectful Relationships – guidelines for treating others well</li> <li>• Ethical decision making and power</li> <li>• Being assertive for better relationships</li> <li>• Responsible E-Behaviour</li> <li>• Gratitude – The importance of Intentional Acts of Kindness</li> </ul>	Wellbeing, Gratitude	Social	Open-minded Caring Principled Knowledgeable
Year 9 Term 2	Launching the Journey  (9 Weeks)	Positive Emotions Self-Control	<ul style="list-style-type: none"> <li>• Building skills for self-confidence, self-awareness, self-control, self-reliance</li> <li>• Character Strengths profile survey</li> <li>• Setting practical personal goals to perform at our optimal best</li> <li>• Utilising the Wheel of Emotions to understand, manage one's emotions</li> <li>• Understanding the thought-feeling-behaviour loop</li> <li>• Exploring the 'Iceberg model'</li> <li>• Recognising and addressing the 'Shame Trap</li> <li>• Preparing for exams: schedule, productive habits.</li> </ul>	Positive Psychology Interventions (PPIs), Character Strengths	Thinking	Balanced Thinkers Communicators Inquirers Open-minded
Year 9 Term 3	The Journey Continues  (10 Weeks)	Positive Health <ul style="list-style-type: none"> <li>• Resilience</li> </ul> Positive Purpose Character Development	<ul style="list-style-type: none"> <li>• Semester 2 PLP SMART Goals &amp; strategies for academic success</li> <li>• Future career and SET planning</li> <li>• Solo reflection for personal growth and success</li> <li>• Life Compass and SWOT Analysis tools</li> <li>• Learning from role models</li> </ul>	Resilience	Communication, Thinking	Communicators Reflective Thinkers

Year level & Term	Unit title/ Inquiry	PEEC Domain & Module	Knowledge and Skills	PEEC Concepts	IB ATL Skills	IB Learner Profile
			<ul style="list-style-type: none"> <li>Enhancing Resilience</li> <li>Masks &amp; Shields concept</li> <li>Camp preparation day</li> <li>Role models and expressing appreciation</li> </ul>			
Year 9 Term 4	Moving Forward (9 Weeks)	Positive Accomplishment <ul style="list-style-type: none"> <li>Grit &amp; Persistence</li> </ul> Positive Engagement Motivation	<ul style="list-style-type: none"> <li>Year 9 Camp – exploring leadership, overcoming challenges</li> <li>Celebration &amp; Calling Ceremony – Symbolic purging of immature behaviours &amp; habits</li> <li>Projecting forward through activities like writing a letter to your future self</li> <li>Preparing for exams: schedule, productive habits.</li> <li>Digital wellbeing</li> <li>Love Bites Respectful Relationships – one day program</li> </ul>	Mindsets	Self-management	Risk-takers Reflective Inquirers
Year 10 Term 1	It is all about you! Your Decisions, Responsibilities & Actions (9 Weeks)	Positive Relationships <ul style="list-style-type: none"> <li>Empathy &amp; Compassion</li> </ul> Positive Engagement <ul style="list-style-type: none"> <li>Motivation</li> </ul> Positive Accomplishment <ul style="list-style-type: none"> <li>Goal Orientation</li> </ul>	The new you – your connections your behaviours: <ul style="list-style-type: none"> <li>Developing positive social behaviour – How to connect well, show respect &amp; empathy to others at school &amp; in the community</li> <li>Semester 1 PLP SMART Goals &amp; strategies for academic success</li> <li>Guidelines for positive social media connections that promote community &amp; engagement</li> <li>Recognise important values &amp; standards for self &amp; identify acceptable norms for social responsibility &amp; positive relationships.</li> </ul> Peak performance behaviours: <ul style="list-style-type: none"> <li>Taking control of my life, my learning, my results... (Autonomy, Mastery &amp; Purpose)</li> <li>Strategies to avoid procrastination</li> <li>Motivation theory, how to get &amp; stay motivated</li> <li>Habits &amp; work ethic for highly effective people</li> <li>How to improve productivity &amp; deliver to obligations</li> </ul> Exam Readiness - Strategies for exam success – Preparing a study schedule and implementing productive work habits	Mindsets	Social Communication Thinking Self-Management	Reflective Open Minded Inquirers Thinkers
Year 10 Term 2	Looking after yourself (9 Weeks)	Positive Health <ul style="list-style-type: none"> <li>Mind-Body Connections</li> </ul> Positive Engagement <ul style="list-style-type: none"> <li>Physical Wellbeing</li> </ul>	Reflections from term 1 – What worked well & what needs to improve using student profile summary template Health needs for teenagers to improve mood, performance & enhance longevity – The importance of: <ul style="list-style-type: none"> <li>Physical Health</li> <li>Mental Health</li> <li>Social Health</li> <li>Financial Health</li> </ul> Student choice for action research and presentations on the following topics: <ul style="list-style-type: none"> <li>Nutrition, Exercise, Restful Sleep, Technology Usage, Anxiety &amp; Stress Management, Body Image, Self Confidence, Financial Health,</li> </ul>	Flourishing	Communication Research Social	Inquirers Knowledgeable Communicator Open-Minded Balanced Reflective

Year level & Term	Unit title/ Inquiry	PEEC Domain & Module	Knowledge and Skills	PEEC Concepts	IB ATL Skills	IB Learner Profile
			<p>Conflict Management, Self-control, Brain Foods, ...</p> <ul style="list-style-type: none"> <li>Student work in small groups to research &amp; plan a 2min presentation News Report on a health elective topic noting the following: <ul style="list-style-type: none"> <li>Alarming Statistics</li> <li>Concerning impacts on health &amp; wellbeing</li> <li>Strategies to improve health &amp; wellbeing.</li> </ul> </li> </ul> <p>Exam Readiness - Strategies for exam success – Preparing a study schedule and implementing productive work habits</p>			
Year 10 Term 3	Respectful Relationships  (9 Weeks)	Positive Relationships <ul style="list-style-type: none"> <li>Kindness &amp; Connections</li> </ul>	<p>Reflections from term 2 – What worked well &amp; what needs to improve using student profile summary template</p> <p>Semester 2 PLP SMART Goals &amp; strategies for academic success</p> <p>Love Bites Topics for facilitation:</p> <ul style="list-style-type: none"> <li>Statistics of Societal Concern</li> <li>Consent Culture v Violence &amp; abuse culture</li> <li>Coercive Control in Relationships</li> <li>Red &amp; Green Flags – OK / Not Ok in Relationships</li> <li>Features of a Healthy Relationship</li> <li>Types of Abuse &amp; power struggles</li> <li>Active Bystander Behaviour</li> <li>Legal responsibilities &amp; compliance – what does the law say?</li> <li>Consent in relationships (assertive communications)</li> <li>Support network within &amp; external to school</li> <li>Creative Sessions &amp; Presentations – Students work in small groups to produce a media message on a respectful relationships topic that communicates an important message to young people. e.g., poster, video, song...</li> </ul> <p>Exam Readiness - Strategies for exam success – Preparing a study schedule and implementing productive work habits</p>	Wellbeing	Thinking Communication Social	Inquirers Principled Knowledgeable Communicator Open-Minded Risk Takers Reflective
Year 10 Term 4	Developing Mentally Tough Teenagers  (7 Weeks)	Positive Accomplishment <ul style="list-style-type: none"> <li>Grit &amp; Persistence</li> </ul> Positive Health <ul style="list-style-type: none"> <li>Resilience</li> </ul> Positive Emotion Self-Control	<p>Reflections from Term 3 – What worked well &amp; what needs to improve using student profile summary template</p> <p>CAS and the Diploma – the importance of service learning</p> <ul style="list-style-type: none"> <li>Life’s challenging journey – the stages, obstacles, &amp; celebrations.</li> <li>Importance of building &amp; developing grit &amp; resilience</li> <li>4 C’s of Mental Toughness: <ul style="list-style-type: none"> <li>Control – owning your destiny...</li> <li>Commitment – stick to tasks...</li> <li>Challenge – opportunity to grow...</li> <li>Confidence - self belief</li> </ul> </li> <li>Combating Automatic Negative Thoughts (ANT’s)</li> <li>Develop Performance Enhancing Thoughts (PET’s) &amp; Action Plans</li> <li>Optimistic thinking patterns e.g. Catch, Check &amp; Change thinking</li> </ul>	Resilience	Communication Thinking Self-Management	Inquirers Knowledgeable Open-Minded Reflective

Year level & Term	Unit title/ Inquiry	PEEC Domain & Module	Knowledge and Skills	PEEC Concepts	IB ATL Skills	IB Learner Profile
			<p>processes.</p> <ul style="list-style-type: none"> <li>Coping with stress strategies</li> <li>Resilience enhancing mindset</li> </ul> <p>Exam Readiness - Strategies for exam success – Preparing a study schedule and implementing productive work habits.</p>			
Year 11 Term 1	Action Plan for Success  (9 Weeks)	<ul style="list-style-type: none"> <li>Positive Accomplishment</li> <li>Positive Health</li> <li>Positive Purpose</li> <li>Positive Engagement</li> </ul>	<p>Students will receive set content stimulus &amp; will be coached on how to prepare &amp; build improvement strategies into their lives.</p> <ul style="list-style-type: none"> <li>SWOT Analysis – Identify how they can play to their strengths, capitalize on opportunities, minimize/improve their weakness, and overcome threats.</li> <li>Identify future direction – Recognise hobbies, &amp; career interests, university pathways &amp; aspirations for motivation &amp; planning</li> <li>CAS – Complete their plan for experiences &amp; project for the next 18 months under the direction of CAS coordinator and HD</li> <li>Goal Setting (PLPs) – Set SMART goals with 2–3 effective strategies to achieve their goal by the end of the semester.</li> </ul> <p>Work Habits – Create a study schedule program committing to healthy wellbeing habits &amp; productive study</p>	Mindset	<p>Self-management Skills</p> <p>Social Skills</p>	<p>Reflective Risk-takers</p> <p>Inquirers</p> <p>Balanced</p> <p>Open-Minded</p> <p>Knowledgeable</p>
Year 11 Term 2	Becoming a well-rounded global citizen  (9 Weeks)	<ul style="list-style-type: none"> <li>Positive Relationships</li> <li>Positive Accomplishment</li> </ul>	<p>Students will receive set content stimulus &amp; will be coached on how to prepare &amp; build improvement strategies into their lives.</p> <ul style="list-style-type: none"> <li>CAS work in progress planning – Reflections &amp; evidence documentation for experiences</li> <li>Goal Setting (PLPs) reflection on Term 1 progress - Evaluate what is working well and identify improvement strategies.</li> <li>Respectful Relationships – Investigate human rights, ethical &amp; responsible decision making and social responsibilities</li> <li>Everyday leadership – Recognise how to work well with others and the importance of building productive teamwork through group work planning initiatives for Instep</li> </ul>	Mindsets	<p>Thinking Skills</p> <p>Communication Skills</p>	<p>Thinkers</p> <p>Balanced</p> <p>Reflective</p>
Year 11 Term 3	Respecting Others and Self  (9 Weeks)	<ul style="list-style-type: none"> <li>Positive Relationships</li> </ul>	<p>Students will receive set content stimulus &amp; will be coached on how to prepare &amp; build improvement strategies into their lives.</p> <ul style="list-style-type: none"> <li>Self-reflection on Term 2 - Using student profile summary template</li> <li>Semester 2 PLP's goals – Identify SMART goals &amp; 2-3 strategies per subject for semester 2.</li> <li>Self-Respect and Respect for others - Consider social responsibility, culture appreciation &amp; positive behaviours when interacting with others.</li> <li>Advocating for gender equality – Strategies to avoid stereotypes and support peers &amp; interest groups.</li> <li>Self-Regulation in relationships – Identify key values and ways of living &amp; working to be active bystanders and be socially responsible.</li> </ul>	Wellbeing	<p>Social Skills</p> <p>Self-management Skills</p>	<p>Thinkers</p> <p>Principled</p> <p>Open-Minded</p> <p>Caring Reflective</p>

## Years 10 – 12

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
<b>English Language and Literature</b>					
<b>DPP English Language &amp; Literature</b>	Year 10 Term 1	Novel Study	<ol style="list-style-type: none"> <li>Engage with novels, with a focus on characterization, setting, theme, plot action, style and the use and effect of stylistic and literary features (authorial choices) pertinent to the texts</li> <li>Learn to analyse and annotate a literary text in thorough detail. Be able to analyse and critique the text in sufficient depth so that students can respond to a topic that requires them to interpret the writer's portrayal of specific views and values in the novel.</li> <li>Learn how to effectively unpack an essay topic and form a relevant thesis in response.</li> <li>Practise planning and structuring a text response essay. This includes the ability to cite from the text appropriately in a sustained and accurate way; and to use accepted essay writing conventions effectively.</li> <li>Evaluate the writer's intentions in portraying specific views and values; exploring the social, moral and ethical positions represented in texts.</li> </ol>		
	Year 10 Term 2	Persuasive Language	<ol style="list-style-type: none"> <li>Evaluate how and why context, intended purpose, target audience and text type all contribute to authorial choices</li> <li>Use of targeted reading strategies to enhance deeper comprehension of persuasive non-literary texts and poetry.</li> <li>Written and listening comprehension exercises to develop deep comprehension.</li> <li>Engage with a range of persuasive text types and poetry in order to identify and analyse and annotate the various concepts, conventions, purposes and techniques.</li> <li>Develop an understanding of the writer's intentions in presenting particular views and values through specific authorial choices.</li> <li>Develop an understanding of the power of language and hypothesise how texts influence targeted demographic groups and cultural discourse.</li> <li>Analyse stylistic and structural aspects of diction and register evident in texts, and identify cultural assumptions that create dominant and alternative readings.</li> <li>Identify and analyse writer's intentions in choosing specific literary and non-literary devices and stylistic techniques (authorial choices).</li> <li>Develop verbal and non-verbal oral presentation skills</li> </ol>		
<b>DPP English Language &amp; Literature SL &amp; HL</b>	Year 10 Term 3	Drama Study	<ol style="list-style-type: none"> <li>Explore and examine the key ideas and authorial choices in Shakespeare's Macbeth</li> <li>Build knowledge and understanding of the dramatic conventions and narrative structure of Tragedies.</li> <li>Develop an understanding of how dramas represent and at times challenge key cultural values and concepts.</li> </ol>		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			<p>4. Enhance the ability to examine texts through a range of literary lenses.</p> <p>5. Further develop close reading and annotation skills.</p> <p>6. Demonstrate comparative analytical essay writing skills in response to a question.</p> <p>7. Learn how to effectively unpack and respond to a range of comparative essay topics.</p> <p>8. Practise planning and structuring a comparative analytical response essay. This includes the ability to for a thesis, cite from the text appropriately in a sustained and accurate way; and to use accepted essay writing conventions effectively.</p>		
	Year 10 Term 4	Perspectives on Global Issues	<p>1. A focus on the close reading and comprehension of literary texts and non-literary written and visual texts.</p> <p>2. Practise understanding and identifying different types of texts for different purposes.</p> <p>3. Interpret and analyse how views and values are represented in texts.</p> <p>4. Consider how perspectives texts may be interpreted differently by different audiences.</p> <p>5. Consider the writer's motivation in their authorial choices to discern how stakeholder or commentator in the global issue?</p> <p>6. Analyse, annotate and evaluate the effects of writer's choices and intentions based on the context, purpose, text type and target audience of the text.</p> <p>7. Development of oral presentation outline writing skills.</p> <p>8. Further develop verbal and non-verbal skills for spoken presentations within a live public forum.</p>		
<b>English Language &amp; Literature SL</b>	Year 11 Term 1	How is identity explored through literary texts?	<p>Area of Exploration: Readers, Writers, Texts; Time and Space</p> <p>Global Issue links: Culture, identity and community; Politics, power and justice; Beliefs, values and education</p> <p>How identity is explored through literary texts</p> <ul style="list-style-type: none"> <li>Chimamanda Adichie – The Thing Around Your Neck</li> <li>Contextual study through secondary criticism, articles, TED talks and news texts</li> </ul>	Identity Culture Perspective	Thinking: Critical thinking Communication Self-management
	Year 11 Term 2	How is identity explored through non-literary texts?	<p>Area of Exploration: Readers, Writers, Texts; Time and Space</p> <p>Global Issue links: Culture, identity and community; Politics, power and justice; Beliefs, values and education</p> <p>How identity is explored through non-literary texts?</p> <ul style="list-style-type: none"> <li>Non-literary Texts that may be explored include: blogs, editorials, memoir writing, podcasts, travel writing, photo essays, TV series, photographs, and advertising campaigns.</li> </ul>	Identity Culture Perspective	Self-management Communication Thinking: Critical thinking
	Year 11 Term 3	What tensions exist between scientific progress and ethics?	<p>Area of Exploration: Readers, Writers, Texts; Time and Space</p> <p>Global Issue links: Science, technology and the environment</p> <p>Study of literary text – Never Let Me Go – Kazuo Ishiguro</p> <p>Continue study of non-literary body of work:</p>	Communication Representation	Thinking Self-management

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			<ul style="list-style-type: none"> <li>Non-literary Texts that may be explored include: blogs, editorials, memoir writing, podcasts, travel writing, photo essays, TV series, photographs, and advertising campaigns.</li> </ul>		Communication Research
	Year 11 Term 4	How do authors use language to explore emotions, values and conflicts?	Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community Literary text: Wislawa Szymborska' Poetry (translated) Preparation for the Individual Oral	Representation Creativity Perspective	Thinking Communication Self-management
	Year 12 Term 1	How, and for what larger purpose, do authors portray conflict (individual, familial, societal, political)?	Area of Exploration: Time and Space; Intertextuality Drama study: Antigone – Jean Anouilh	Culture Perspective Representation Identity	Thinking Communication Self-management
	Year 12 Term 2	How, and for what larger purpose, do authors portray conflict (individual, familial, societal, political)?	Area of Exploration: Readers, Writers, Texts; Time and Space; Intertextuality Global Issue links: Politics, power and justice Literary text: Homefire - Kamila Shamsie;	Culture Perspective Representation Transformation	Thinking Communication Self-management Research
	Year 12 Term 3	Revision program	Exam revision and preparation: analysis of selected literary and non-literary texts		
<b>English Language &amp; Literature HL</b>	Year 11 Term 1	How is identity explored through literary texts?	Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community; Politics, power and justice; Beliefs, values and education How identity is explored through literary texts <ul style="list-style-type: none"> <li>Chimamanda Adichie – The Thing Around Your Neck</li> <li>Contextual study through secondary criticism, articles, TED talks and news texts</li> </ul>	Identity Culture Perspective	Thinking: Critical thinking Communication Self-management
	Year 11 Term 2	How is identity explored through non-literary texts?	Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community; Politics, power and justice; Beliefs, values and education How identity is explored through non-literary texts <ul style="list-style-type: none"> <li>Non-literary Texts that may be explored include: blogs, editorials, memoir writing, podcasts, travel writing, photo</li> </ul>	Identity Culture Perspective	Self-management Communication Thinking: Critical thinking
	Year 11 Term 3	What tensions exist between scientific progress and ethics?	Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Science, technology and the environment Study of literary text – Never Let Me Go – Kazuo Ishiguro Continue study of non-literary body of work: <ul style="list-style-type: none"> <li>Non-literary Texts that may be explored include: blogs, editorials, memoir writing, podcasts, travel writing, photo essays, TV series, photographs, and advertising campaigns.</li> </ul>	Communication Representation	Thinking Communication Self-management Research

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 11 Term 4	How do poets use language to explore emotions, values and conflicts ?	Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community Literary text: Wislawa Szymborska' Poetry (translated) Preparation for the Individual Oral	Representation Creativity Perspective	Thinking Communication Self-Management
	Year 12 Term 1	How, and for what larger purpose, do authors portray conflict (individual, familial, societal, political)?	Area of Exploration: Readers, Writers, Texts; Time and Space; Intertextuality Global Issue links: Politics, power and justice Drama study: Antigone – Jean Anouilh (Translated by Barbara Bray)	Culture Perspective Representation Identity	Thinking Communication  Self-management
	Year 12 Term 2	How, and for what larger purpose, do authors portray conflict (individual, familial, societal, political)?	Area of Exploration: Readers, Writers, Texts; Time and Space; Intertextuality Global Issue links: Politics, power and justice Drama study: Novel study: Homefire - Kamila Shamsie; The Crucible – Arthur Miller	Culture Perspective Representation Transformation	Thinking Communication Self-management Research
	Year 12 Term 3	Revision program	Exam revision and preparation: analysis of selected literary and non-literary text		
<b>Language Acquisition</b>					
<b>DPP Chinese</b>	Year 10 Term 1	Family and community ESC4: 1,2,3,5 (Phase 3) ESC5: 1,2,3,5 (Phase 4)	Family: Describing family structure and the relationship between family members. School life: Expressing likes and dislikes about school life. Picnic and travel: Describing experiences and emotion of a memorable event Social events: Listing and elaboration on items of events and experiences.		Thinking
	Year 10 Term 2	Culture and events ESC4: 6,7,8,9 (Phase 3) ESC5: 6,7,8,9 (Phase 4)	Famous persons: Introducing the life and achievements of famous Chinese personalities. Exploring culture: Describe and explain the processes of cultural activities and explaining their significance. Cultural experiences: Explore and reflect on new experiences through comparing with prior experiences.		Self-Management
<b>DPP Chinese SL</b>	Year 10 Term 3	Modern living ESC4: 10,11,12,13	Social media: Discuss the pros and cons of social media. Advancement in transportation: Explore and report on the advancement of transportation and its impact on societies. Changing lifestyle: Report on the changes of lifestyles due to foreign influences and adaptation to technologies.		Communication Research
	Year 10	Citizens of the world ESC4: 14,15,16,17	Healthy living: Discuss the taste and nutrition of food items and diet.		Self-management

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Term 4		Cultural diversity: Explore and communicate the benefits of learning about differences between cultures and appreciating their impact on our lives and societies. Environment action: Advocate and promote and needs and urgency of environment action.		
<b>DPP Chinese HL</b>	Year 10 Term 3	Modern living ESC5: 10,11,12,13	Social media: Discuss the pros and cons of social media. Advancement in transportation: Explore and report on the advancement of transportation and its impact on societies. Changing lifestyle: Report on the changes of lifestyles due to foreign influences and adaptation to technologies.		Communication Research
	Year 10 Term 4	Citizens of the world ESC5: 14,15,16,17	Healthy living: Discuss the taste and nutrition of food items and diet. Cultural diversity: Explore and communicate the benefits of learning about differences between cultures and appreciating their impact on our lives and societies. Environment action: Advocate and promote and needs and urgency of environment action.		Self-management
<b>DPP French</b>	Year 10 Term 1	Engagés – Unité 5 A plus 3	Learning about the importance of social issues (DP theme: sharing the planet & possibly social organisation) - Expressing an opinion - Debating, suggesting, proposing - Analysing data		Thinking
	Year 10 Term 2	Faites du bruit – Unité 6 A plus 3 8 weeks	Learning about music (DP theme: human ingenuity) - Talking about habits - Expressing an opinion		Self-Management
<b>DPP French SL</b>	Year 10 Term 3	D'ici et d'ailleurs – Unité 1 A plus 4	Learning about heritage, discrimination (DP theme: Identity) - Expressing an opinion - Synthesising information - Debating, suggesting, proposing - New writing styles (texting) - Registers in language		Communication Research
	Year 10 Term 4	La famille – Unité 3 A plus 4 & Unité 2 : Langue vivante (selections)	Learning about the evolution of language in modern society and how the idea of family has changed - Formulating criticisms and regrets - Evoking memories and past anecdotes		Self-management
<b>DPP French HL</b>	Year 10 Term 3	SL content + Heroics? (unité 5 A+5)	SL content + - Describing characters and their evolution - Summarising literature - Expressing interest, disinterest, annoyance, enthusiasm		Communication Research
	Year 10 Term 4	SL content + What does gender matter? (unité 4 A+5)	SL content + - Noticing stereotypes - Expressing expectations and hopes - Synthesising differing pieces information		Self-management

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
<b>French ab initio SL</b>	Year 11 Term 1	Welcome to French lifestyles	Physical geography, Climate, Neighbourhood Personal attributes, Personal relationships, Eating and drinking Daily routine, Transport, Holidays	Communication	Thinking Communication Self-Management
	Year 11 Term 2	French leisure and entertainment	Entertainment, Media, Leisure Holidays, Eating and drinking, Transport, Physical geography, Climate Education, The workplace, Neighbourhood	Communication	Thinking Self-Management Research
	Year 11 Term 3	French youth	Physical well-being, Eating and drinking Personal relationships, The workplace, Neighbourhood Entertainment, Technology Physical Geography, Climate, Global issues	Communication	Thinking Communication
	Year 11 Term 4	French daily life	Holidays, Transport Employment, Education Media	Communication	Self-management Research
	Year 12 Term 1	French in the world	Employment, Entertainment, Sport, Shopping Physical health, Environmental Concerns	Communication	Social Self-Management
	Year 12 Term 2	Global Impact	Technology, Media, Relationships World concerns, Climate, Physical Geography, Environmental concerns	Communication	Social Self-Management
	Year 12 Term 3	Revision Program	Exam revision and preparation		
<b>French B SL</b>	Year 11 Term 1	Health	Conceptual understandings <ul style="list-style-type: none"> <li>• Healthy lifestyle (food, sport, sleep, sustainability)</li> <li>• Positive &amp; negative effects of technology on general health</li> <li>• Medical advancements, scientific discoveries (Benefits, but also controversy &amp; debate)</li> </ul> Skills: reading, listening, speaking and writing. Links to TOK: family links, origins, locations, languages and expression, memory, intuition, emotion, reason, faith, school.	Identity Perspective	Thinking Self-management
	Year 11 Term 2	Tourism	Conceptual understandings: <ul style="list-style-type: none"> <li>• Holidays</li> <li>• What kind of tourist are you?</li> <li>• Influence of technology on travel</li> <li>• Influence of social media (influencers etc)</li> <li>• Environmental impact of tourism</li> <li>• Volunteering holidays</li> </ul>	Communities Relationships	Social Communication

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			Skills: reading, listening, speaking and writing. Links to TOK: social life, discrimination, laws, technology and learning a language.		
	Year 11 Term 3	French heritage	Conceptual understandings: <ul style="list-style-type: none"> <li>French cinema, history of cinema, influence of French innovations and styles</li> <li>French art</li> <li>French literature</li> <li>L'exception culturelle</li> </ul> Skills: reading, listening, speaking and writing. Links to TOK: human ingenuity, science, technology, society, art, cinema, books, media.	Development Creativity	Thinking Research
	Year 11 Term 4	Strikes	Conceptual understandings: <ul style="list-style-type: none"> <li>Mai '68</li> <li>Mouvement « flower power », manifestations contre la guerre</li> <li>Gilets jaunes</li> <li>Grèves pour le climat</li> </ul> Skills: reading, listening, speaking and writing. Links to TOK: can we believe everything we read/hear, reliability, environmental problems, industrial and consumer responsibility in managing the effects of climate change.	Global interactions	Thinking Self-management
	Year 12 Term 1	Cultural Identity	Conceptual understandings: <ul style="list-style-type: none"> <li>Migration stories, search for a better life</li> <li>War &amp; Refugees</li> <li>Maintaining culture in a new country (customs, language, migrant communities)</li> <li>Culture clash- values, religion</li> </ul> Skills: reading, listening, speaking and writing. Links to TOK: travels, reality television, informative pieces on television and reliability of information, fake news, the internet, human knowledge.	Time, place and space	Social Communication
	Year 12 Term 2	Discrimination	Conceptual understandings: <ul style="list-style-type: none"> <li>l'islamophobie, la laïcité</li> <li>equality in workplaces &amp; schools</li> <li>riots against police discrimination</li> <li>les banlieues</li> </ul> Skills: reading, listening, speaking and writing. Links to TOK: culture, mental and physical health, managing a balance, prejudices.	Culture Aesthetics	Thinking Research
	Year 12	Revision Program	Exam revision and preparation		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Term 3				
French B HL	Year 11 Term 1	Health	<p>Conceptual Understandings:</p> <ul style="list-style-type: none"> <li>• Healthy lifestyle (food, sport, sleep, sustainability)</li> <li>• Positive &amp; negative effects of technology on general health</li> <li>• Medical advancements, scientific discoveries (Benefits, but also controversy &amp; debate)</li> </ul> <p>Skills: reading, listening, speaking and writing.  Links to TOK: family links, origins, locations, languages and expression, memory, intuition, emotion, reason, faith, school.  HL only: written and oral activity on <i>Les identités meurtrières</i> by Amin Maalouf (see <i>Le Monde en Français</i>, pp. 27-28)</p>	Identity Perspective	Thinking Self-management
	Year 11 Term 2	Tourism	<p>Conceptual Understandings:</p> <ul style="list-style-type: none"> <li>• Holidays</li> <li>• What kind of tourist are you?</li> <li>• Influence of technology on travel</li> <li>• Influence of social media (influencers etc)</li> <li>• Environmental impact of tourism</li> <li>• Volunteering holidays</li> </ul> <p>Skills: reading, listening, speaking and writing.  Links to TOK: social life, discrimination, laws, technology and learning a language.  HL only: reading activity on <i>Kiffe Kiffe Demain</i> by Faïza Guène (see <i>Le Monde en Français</i>, pp 215)</p>	Communities Relationships	Social Communication
	Year 11 Term 3	French heritage	<p>Conceptual Understandings:</p> <ul style="list-style-type: none"> <li>• French cinema, history of cinema, influence of French innovations and styles</li> <li>• French art</li> <li>• French literature</li> <li>• L'exception culturelle</li> </ul> <p>Skills: reading, listening, speaking and writing.  Links to TOK: human ingenuity, science, technology, society, art, cinema, books, media.  HL only: reading activity on <i>Tarmac</i> by Nicolas Dickner (see <i>Le Monde en Français</i>, pp 154).</p>	Development Creativity	Thinking Research
	Year 11 Term 4	Strikes	<p>Conceptual Understandings:</p> <ul style="list-style-type: none"> <li>• Mai '68</li> <li>• Mouvement « flower power », manifestations contre la guerre</li> <li>• Gilets jaunes</li> <li>• Grèves pour le climat</li> </ul> <p>Skills: reading, listening, speaking and writing.</p>	Global interactions	Thinking Self-management

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			Links to TOK: can we believe everything we read/hear, reliability, environmental problems, industrial and consumer responsibility in managing the effects of climate change. HL only: reading, writing and speaking activities on <i>Le scaphandre et le papillon</i> by Jean-Dominique Bauby (see Le Monde en Français, pp 322-325)		
	Year 12 Term 1	Cultural Identity	Conceptual Understandings: <ul style="list-style-type: none"> <li>• Migration stories, search for a better life</li> <li>• War &amp; Refugees</li> <li>• Maintaining culture in a new country (customs, language, migrant communities)</li> <li>• Culture clash- values, religion</li> </ul> Skills: reading, listening, speaking and writing. Links to TOK: travels, reality television, informative pieces on television and reliability of information, fake news, the internet, human knowledge. HL only: reading activity on <i>Voyages et autres déplacements</i> by Sylvie Massicotte (see Le Monde en Français, pp 93-94)	Time, place and space	Social Communication
	Year 12 Term 2	Discrimination	Conceptual Understandings: <ul style="list-style-type: none"> <li>• l'islamophobie, la laïcité</li> <li>• equality in workplaces &amp; schools</li> <li>• riots against police discrimination</li> <li>• les banlieues</li> </ul> Skills: reading, listening, speaking and writing. Links to TOK: culture, mental and physical health, managing a balance, prejudices. HL only: reading activity on <i>Biographie de la faim</i> by Amélie Nothomb (see Le Monde en Français, pp 54-55).	Culture Aesthetics	Thinking Research
	Year 12 Term 3	Revision Program	Exam revision and preparation		
<b>DPP German</b>	Year 10 Term 1	Identities & Experiences	Chapters 1, 2, 3, 4, 5 Strategietraining 1 - expressing dreams and wishes - talking about future plans, role models, feelings - discussing the advantages and disadvantages of work - describing family, health concerns, stereotypes  Grammar: conjunctive, verbs with prepositions, relative clauses with prepositions, genitive plural, subordinate clauses, temporal conjunctions.		Thinking
	Year 10	Experiences & Human Ingenuity	Chapters 6, 7, 8, 9, 10 Strategietraining 2 - talking about the future of cities		Communication

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Term 2		<ul style="list-style-type: none"> <li>- expressing dreams and wishes</li> <li>- describing favourite places</li> <li>- commenting on a restaurant visit and travel</li> <li>- describing health and discussing fitness and choices</li> <li>- discussing commitment to causes</li> </ul> <p>Grammar: future tense, conjunctions, simple past, relative clauses with obwohl, , participles as adjectives, prepositions with genitive, da-compounds.</p>		
<b>DPP German SL</b>	Year 10 Term 3	Human Ingenuity and Social Organisation	<p>Chapters 11,12, 13, 14, 15 Strategietraining 3</p> <ul style="list-style-type: none"> <li>- looking at strengths and weaknesses</li> <li>- formulating opinions and making choices</li> <li>- discussing conflict and resolution</li> <li>- formulating opinions</li> <li>- analysing graphs</li> </ul> <p>Grammar: relative clauses in nominative and accusative, relative pronouns, infinitive with 'zu', indefinite pronouns, possessive pronouns, reflexive verbs with dative pronouns, temporal conjunctions with als, seit, bevor, prepositions with trotz und wegen, verb lassen, passive voice</p>		Social
	Year 10 Term 4	Sharing the Planet & Social Organisation 6 Weeks	<p>Chapters 16, 17, 18,19, 20, 21 Strategietraining 4</p> <ul style="list-style-type: none"> <li>- raising objections and offering opinions</li> <li>- talking about the future of cities</li> <li>- discussing commitment to causes</li> <li>- talking about the environment and the role of technology</li> <li>- discussing conflict and resolution</li> <li>- learning from history</li> </ul> <p>Grammar: Conjunctions, indirect questions, genitive prepositions, past perfect tense, subordinate clauses, expressions with um...zu, prepositions with genitive , preposition with ...einander, adjective declension, demonstrative pronoun,</p>		Self-management
<b>DPP German HL</b>	Year 10 Term 3	Human Ingenuity & Social Organisation	<p>Chapters 11,12, 13, 14, 15 Strategietraining 3</p> <ul style="list-style-type: none"> <li>- looking at strengths and weaknesses</li> <li>- formulating opinions and making choices</li> <li>- formulating opinions</li> <li>- analysing graphs</li> <li>- introduction to literature</li> </ul> <p>Grammar: relative clauses in nominative and accusative, relative pronouns, infinitive with 'zu', indefinite pronouns, possessive pronouns, reflexive verbs with dative pronouns, temporal conjunctions with als, seit, bevor, prepositions with trotz und wegen, verb lassen, passive voice</p>		Social

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 10 Term 4	Sharing the Planet & Social Organisation	<p>Chapters 16, 17, 18,19, 20, 21 Strategietraining 4</p> <ul style="list-style-type: none"> <li>- raising objections and offering opinions</li> <li>- talking about the future of cities</li> <li>- discussing commitment to causes</li> <li>- talking about the environment and the role of technology</li> <li>- discussing conflict and resolution</li> <li>- learning from history</li> <li>- introduction to literature</li> </ul> <p>Grammar: Conjunctions, indirect questions, genitive prepositions, past perfect tense, subordinate clauses, expressions with um...zu, preposition with ...einander, adjective declension, demonstrative pronoun,</p>		Self-management
<b>German B SL</b>	Year 11 Term 1	Identities and Relationships	<p>Deutsch im Einsatz Chapter 1</p> <ul style="list-style-type: none"> <li>- Reflecting on who we are</li> <li>- Stereotypes</li> <li>- Healthy eating and fitness</li> <li>- Values and Religion</li> <li>- Globalisation</li> </ul> <p>Grammar: adjectives, modal verbs, connectives, pronouns, reflexive verbs and pronouns</p> <p>Links to TOK: In what ways can language be used to influence, persuade or manipulate people?</p>	Variation, audience, tone, context, purpose, meaning, text type.	Thinking Self-management
	Year 11 Term 2	Identities and Relationships  Experiences	<p>Deutsch im Einsatz Chapter 2</p> <ul style="list-style-type: none"> <li>- Multiculturalism in Germany</li> <li>- German cuisine</li> <li>- Festivals and Traditions</li> <li>- Travel with Purpose</li> </ul> <p>Grammar: colloquialisms, sentence structure, present tense, opinions</p> <p>Skills: reading, listening, speaking and writing.</p> <p>Links to TOK: Does language describe our experience of the world, or does it actively shape our experience of the world? To what extent are we aware of the impact of culture on what we believe or know?</p>	Variation, audience, tone, context, purpose, meaning, text type.	Social Communication
	Year 11 Term 3	Experiences	<p>Deutsch im Einsatz Chapter 2</p> <ul style="list-style-type: none"> <li>- Multiculturalism in Germany</li> <li>- German cuisine</li> <li>- Festivals and Traditions</li> <li>- Travel with Purpose</li> </ul> <p>Grammar: colloquialisms, sentence structure, present tense, opinions</p> <p>Skills: reading, listening, speaking and writing.</p> <p>Links to TOK: Does language describe our experience of the world, or does it actively shape our experience of the world? To what extent are we aware of the impact of culture on what we believe or know?</p>	Variation, audience, tone, context, purpose, meaning, text type.	Thinking Research

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 11 Term 4	Human Ingenuity	<p>Deutsch im Einsatz Chapter 3</p> <ul style="list-style-type: none"> <li>- Influence of the media</li> <li>- Film genres with close analysis</li> <li>- Music with Conscience</li> <li>- Influence of Advertising</li> </ul> <p>Grammar: sentence structure with relative pronouns, review writing, passive</p> <p>Skills: reading, listening, speaking and writing.</p> <p>Links to TOK: Is it possible to think without language? If people speak more than one language, is what they know different in each language?</p>	Variation, audience, tone, context, purpose, meaning, text type.	Social Communication
	Year 12 Term 1	Social Organisation	<p>Deutsch im Einsatz Chapter 4</p> <ul style="list-style-type: none"> <li>- Influences of digital media</li> <li>- Problems with social media</li> <li>- Different social backgrounds and their importance on young people's lives</li> <li>- German school system</li> <li>- Role of the internet in schools today</li> <li>- German laws and society including punishments</li> </ul> <p>Grammar: modal verbs, prepositions, passive sentences</p> <p>Skills: reading, listening, speaking and writing.</p> <p>Links to TOK: To what extent is our perspective determined by our membership of a particular culture? How are metaphors used in the construction of knowledge?</p>	Variation, audience, tone, context, purpose, meaning, text type.	Thinking Self-management
	Year 12 Term 2	Sharing the Planet	<p>Deutsch im Einsatz Chapter 5</p> <ul style="list-style-type: none"> <li>- Consequences of globalisation</li> <li>- Consumer society and fair trade</li> <li>- Influence of environmental concerns on daily life</li> <li>- Relationship between travel and environment</li> <li>- Global refugee situation</li> <li>- Consequences of Germany quitting nuclear energy</li> </ul> <p>Grammar: adverbs, conjunctions, emotive language, indirect speech, future tense</p> <p>Skills: reading, listening, speaking and writing.</p> <p>Links to TOK: What would be lost if the whole world shared one common language? Is there anything that is true for all cultures?</p>	Variation, audience, tone, context, purpose, meaning, text type.	Thinking Research
	Year 12 Term 3	Revision Program	Exam revision and preparation		
<b>German B HL</b>	Year 11 Term 1	Identities and Relationships	<p>Deutsch im Einsatz Chapter 1</p> <ul style="list-style-type: none"> <li>- Reflecting on who we are</li> <li>- Stereotypes</li> <li>- Healthy eating and fitness</li> <li>- Values and Religion</li> </ul>	Variation, audience, tone, context, purpose, meaning, text type.	Thinking Self-management

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			<ul style="list-style-type: none"> <li>- Globalisation</li> </ul> Grammar: adjectives, modal verbs, connectives, pronouns, reflexive verbs and pronouns Links to TOK: In what ways can language be used to influence, persuade or manipulate people? HL only: written and oral activity on Tschick by Wolfgang Herrndorf		
	Year 11 Term 2	Identities and Relationships  Experiences	Deutsch im Einsatz Chapter 2 <ul style="list-style-type: none"> <li>- Multiculturalism in Germany</li> <li>- German cuisine</li> <li>- Festivals and Traditions</li> <li>- Travel with Purpose</li> </ul> Grammar: colloquialisms, sentence structure, present tense, opinions Skills: reading, listening, speaking and writing. Links to TOK: Does language describe our experience of the world, or does it actively shape our experience of the world? To what extent are we aware of the impact of culture on what we believe or know? HL only: reading activity on Tschick by Wolfgang Herrndorf	Variation, audience, tone, context, purpose, meaning, text type.	Social Communication
	Year 11 Term 3	Experiences	Deutsch im Einsatz Chapter 2 <ul style="list-style-type: none"> <li>- Multiculturalism in Germany</li> <li>- German cuisine</li> <li>- Festivals and Traditions</li> <li>- Travel with Purpose</li> </ul> Grammar: colloquialisms, sentence structure, present tense, opinions Skills: reading, listening, speaking and writing. Links to TOK: Does language describe our experience of the world, or does it actively shape our experience of the world? To what extent are we aware of the impact of culture on what we believe or know? HL only: reading activity on Tschick by Wolfgang Herrndorf	Variation, audience, tone, context, purpose, meaning, text type.	Thinking Research
	Year 11 Term 4	Human Ingenuity	Deutsch im Einsatz Chapter 3 <ul style="list-style-type: none"> <li>- Influence of the media</li> <li>- Film genres with close analysis</li> <li>- Music with Conscience</li> <li>- Influence of Advertising</li> </ul> Grammar: sentence structure with relative pronouns, review writing, passive Skills: reading, listening, speaking and writing. Links to TOK: Is it possible to think without language? If people speak more than one language, is what they know different in each language? HL only: reading activity on Der Vorleser by Bernhard Schlink	Variation, audience, tone, context, purpose, meaning, text type.	Social Communication
	Year 12 Term 1	Social Organisation	Deutsch im Einsatz Chapter 4 <ul style="list-style-type: none"> <li>- Influences of digital media</li> <li>- Problems with social media</li> </ul>	Variation, audience, tone, context, purpose, meaning, text type.	Thinking Self-management

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			<ul style="list-style-type: none"> <li>- Different social backgrounds and their importance on young people's lives</li> <li>- German school system</li> <li>- Role of the internet in schools today</li> <li>- German laws and society including punishments</li> </ul> Grammar: modal verbs, prepositions, passive sentences Skills: reading, listening, speaking and writing. Links to TOK: To what extent is our perspective determined by our membership of a particular culture? How are metaphors used in the construction of knowledge? HL only: reading activity on Der Vorleser by Bernhard Schlink		
	Year 12 Term 2	Sharing the Planet	Deutsch im Einsatz Chapter 5 <ul style="list-style-type: none"> <li>- Consequences of globalisation</li> <li>- Consumer society and fair trade</li> <li>- Influence of environmental concerns on daily life</li> <li>- Relationship between travel and environment</li> <li>- Global refugee situation</li> <li>- Consequences of Germany quitting nuclear energy</li> </ul> Grammar: adverbs, conjunctions, emotive language, indirect speech, future tense Skills: reading, listening, speaking and writing. Links to TOK: What would be lost if the whole world shared one common language? Is there anything that is true for all cultures? HL only: reading activity on Selected Poems	Variation, audience, tone, context, purpose, meaning, text type.	Thinking Research
	Year 12 Term 3	Revision Program	Exam revision and preparation		
<b>DPP Japanese</b>	Year 10 Term 1	Festivals and events, Rites of Passage 8 Weeks	<b>Language B Themes:</b> <b>Experiences 経験、Human ingenuity 日々の暮らし</b>  <b>A comparison of Japanese and Australian festivals and events</b> <ul style="list-style-type: none"> <li>• joining adjectives / joining sentences</li> <li>• Joining verbs with the たりたり form</li> </ul> <b>Rites of passage iiTomo Senior 今とむかしをつなぐ伝統</b> <ul style="list-style-type: none"> <li>• Potential form</li> <li>• How things appear using みたい and よう</li> <li>• Relative clauses</li> </ul> <b>Japanese influences on daily life 世界に生きる日本の文化</b> <ul style="list-style-type: none"> <li>• iiTomo senior</li> <li>• giving reasons using し</li> </ul>		Communication Social

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			<ul style="list-style-type: none"> <li>nominalising adjectives</li> <li>expectations using はず</li> </ul>		
	Year 10 Term 2	Travelling to Japan	<p><b>Language B Themes:</b></p> <p><b>Experiences</b> 経験、<b>Social Organisation</b> 社会の組織</p> <p><b>Traveling to Japan</b></p> <ul style="list-style-type: none"> <li>All plain forms</li> <li>かかります</li> <li>と言います/と思います</li> <li>Verb plain ことにします</li> <li>Verbてみます</li> </ul> <p><b>Introducing my country and my city to Japanese people</b></p> <ul style="list-style-type: none"> <li>Verbないで下さい</li> <li>Verbほうがいいです</li> <li>Verbつもりです</li> </ul> <p><b>わくわく日本旅行!(iiTomo senior)</b></p> <ul style="list-style-type: none"> <li>Verbのは初めてです</li> <li>Verb plainよっています</li> <li>Nounの間に</li> </ul> <p>Place にいる間に / Verb ている間に</p>		Research Thinking
DPP Japanese SL	Year 10 Term 3	Travelling to Japan	<p><b>Language B Themes:</b></p> <p><b>Experiences</b> 経験、<b>Social Organisation</b> 社会の組織</p> <p><b>Traveling to Japan</b></p> <ul style="list-style-type: none"> <li>All plain forms</li> <li>かかります</li> <li>と言います/と思います</li> <li>Verb plain ことにします</li> <li>Verbてみます</li> </ul> <p><b>Introducing my country and my city to Japanese people</b></p> <ul style="list-style-type: none"> <li>Verbないで下さい</li> <li>Verbほうがいいです</li> <li>Verbつもりです</li> </ul>		Communication Social

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			<b>わくわく日本旅行!(iiTomo senior)</b> <ul style="list-style-type: none"> <li>Verbのは初めてです</li> <li>Verb plainよていです</li> <li>Nounの間に</li> </ul> Place にいる間に / Verb ている間に		
	Year 10 Term 4	Projecting the Environment	Japanese schools and my school <ul style="list-style-type: none"> <li>Verb てもいいです / てはいけません</li> <li>Verb なければなりません / なくてははいけません</li> <li>Verb なくてもいいです</li> </ul> この学校、あの学校どうちがう? (iiTomo senior) <ul style="list-style-type: none"> <li>Verb たことがあります</li> <li>Verb なくてもいい</li> <li>Verb ても、Verb なくてもいいです</li> <li>Verb ないてください</li> </ul>		Self-management Thinking
<b>DPP Japanese HL</b>	Year 10 Term 3	Travelling to Japan	<b>Language B Themes:</b> <b>Experiences</b> 経験、 <b>Social Organisation</b> 社会の組織 SL content+ Extra kanji + grammar practice Reading comprehension, writing and speaking activities using authentic resources (e.g. travel brochures, newspaper articles)		Communication Social
	Year 10 Term 4	Projecting the Environment	<b>Language B Themes:</b> <b>Sharing the planet</b> 私たちの地球、 <b>Human ingenuity</b> 日々の暮らし SL content + <ul style="list-style-type: none"> <li>Extra kanji + grammar practice</li> <li>Reading comprehension and writing (e.g. Japanese websites)</li> </ul>		Self-management Thinking
<b>Japanese ab initio SL</b>	Year 11 Term 1	My Everyday Life	Neighbourhood, Locations, Directions School related likes and dislikes Family life, Personal relationships, Personal attributes	Communication	Social Communication Research
	Year 11 Term 2	Holidays and Celebrations	Holidays in Japan and Australia Celebrations in Japan, Special days in Japan, National holidays, Traditional activities, Festivals Daily routines, Weather/seasons, Climate	Communication	Communication Self-Management
	Year 11 Term 3	Entertainment	Expressing feelings and opinions, Transport Hobbies, Sports, Leisure activities, Fitness, Health Environmental issues, Global issues	Communication	Thinking Social Research

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 11 Term 4	Society	Education, School subjects, School timetable, Rules and expectations, School routines, Social issues about schooling, School uniforms, Jobs, Future/dreams, Media, Technology Shopping, Talking about preferences, Clothing	Communication	Self-management Research
	Year 12 Term 1	Healthy Living	Physical health, Education, Leisure, Social issues Weather, Seasons, Holidays, Festivals, Celebrations	Communication	Communication Self-Management
	Year 12 Term 2	International traditional food / 世界の食文化 <ul style="list-style-type: none"> <li>経験</li> <li>日々の暮らし</li> <li>アイデンティティ</li> </ul>	<ul style="list-style-type: none"> <li>What ideas and images do we associate with a healthy lifestyle?</li> <li>How would living in another country affect our worldview?</li> <li>How do the development of technology affect our life?</li> </ul> Text formats: review, instructions, speech, blog, website, critical writing	Custom & Tradition (食の文化) Science innovation Health & well-being	Research
	Year 12 Term 3	What is education for? / 教育って何のため? <ul style="list-style-type: none"> <li>私たちの地球</li> <li>社会生活</li> <li>アイデンティティ</li> </ul>	<ul style="list-style-type: none"> <li>What opportunities and challenges the 21st century workplace bring?</li> <li>What role does language play?</li> </ul> Text formats: blog, social media text, letter, interview	Education The working world Language Globalization Ethics Equality	Thinking
Japanese B SL	Year 11 Term 1	How do we express ourselves through art? / どうやって自分を芸術的に表現しますか? <ul style="list-style-type: none"> <li>日々の暮らし</li> <li>私たちの地球</li> </ul>	<ul style="list-style-type: none"> <li>What can we learn about a culture through its artistic expressions?</li> <li>(What ethical and environmental issues arise from living in the modern world and how can we resolve them?)</li> </ul> Text formats: poetry, song lyric, poster, audio-visual text	Artistic expression Peace and conflict Media and communication	Social
	Year 11 Term 2	Extreme travel / エクストリームトラベル <ul style="list-style-type: none"> <li>アイデンティティ</li> <li>経験</li> <li>私たちの地球</li> </ul>	<ul style="list-style-type: none"> <li>How does travel broaden one's horizon?</li> <li>What ideas and images do we associate with a healthy lifestyle?</li> </ul> Text formats: blog, diary, brochure, news report, review, article	Lifestyles Health and well-being Leisure activity Holidays and travel Urban and rural environment	Research
	Year 11 Term 3	What's your identity? / あなたのアイデンティティー <ul style="list-style-type: none"> <li>アイデンティティ</li> <li>社会生活</li> <li>私たちの地</li> </ul>	<ul style="list-style-type: none"> <li>What constitutes identity?</li> <li>How do you express identity?</li> <li>What ethical challenges arise from living in the modern world? And how do we resolve them?</li> </ul> Text formats: diary, interview, essay, email, blog, opinion column	Beliefs and values Language and identity Subcultures Community Life stories Human rights Equality	Thinking
	Year 11 Term 4	For our peaceful future / 平和な未来のために 私たちの地球 社会生活	<ul style="list-style-type: none"> <li>What environmental and social issues present challenges to the world? and how can these challenges be overcome?</li> <li>How do the development in science and technology influence our lives?</li> </ul>	Human rights Peace and conflict Ethics Technology	Self-management

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
		日々の暮らし Culture and health	Text formats: Article, news report, opinion column, report, debate	Scientific innovation Ethics	
	Year 12 Term 1	What's your identity? / あなたのアイデンティティー	What constitutes identity? How do you express identity? What ethical challenges arise from living in the modern world? And how do we resolve them? Text formats: diary, interview, essay, email, blog, opinion column	Beliefs and values Language and identity Subcultures Community Life stories Human rights Equality	Thinking skills
	Year 12 Term 2	For our peaceful future Culture and health	What environmental and social issues present challenges to the world? and how can these challenges be overcome? How do the development in science and technology influence our lives? Text formats: Article, news report, opinion column, report, debate	Human rights Peace and conflict Ethics Technology Scientific innovation Ethics	Self-management skills
	Year 12 Term 3	Revision Program	Exam revision and preparation		
<b>Japanese B HL</b>	Year 11 Term 1	International traditional food / 世界の食文化 <ul style="list-style-type: none"> <li>経験</li> <li>日々の暮らし</li> <li>アイデンティティ</li> </ul>	<ul style="list-style-type: none"> <li>What ideas and images do we associate with a healthy lifestyle?</li> <li>How would living in another country affect our worldview?</li> <li>How do the development of technology affect our life?</li> </ul> Text formats: review, instructions, speech, blog, website, critical writing HL: スパゲティーの年に 村上春樹 (注文の多い料理店 宮沢賢治)	Custom & Tradition (食の文化) Science innovation Health & well-being	Research skills
	Year 11 Term 2	What is education for? / 教育って何のため? <ul style="list-style-type: none"> <li>私たちの地球</li> <li>社会生活</li> <li>アイデンティティ</li> </ul>	<ul style="list-style-type: none"> <li>What opportunities and challenges the 21st century workplace bring?</li> <li>What role does language play?</li> </ul> Text formats: blog, social media text, letter, interview HL: 注文の多い料理店 宮沢賢治 はじめての文学 重松清(one of the short stories in this book)	Education The working world Language Globalization Ethics Equality	Thinking skills
	Year 11 Term 3	How do we express ourselves through art? / どうやって自分を芸術的に表現しますか? <ul style="list-style-type: none"> <li>日々の暮らし</li> <li>私たちの地球</li> </ul>	<ul style="list-style-type: none"> <li>What can we learn about a culture through its artistic expressions?</li> <li>(What ethical and environmental issues arise from living in the modern world and how can we resolve them?)</li> </ul> Text formats: poetry, song lyric, poster, audio-visual text HL: みどりご石田衣良	Artistic expression Peace and conflict Media and communication	Social skills
	Year 11 Term 4	Extreme travel / エクストリームトラベル <ul style="list-style-type: none"> <li>アイデンティティ</li> <li>経験</li> <li>私たちの地球</li> </ul>	<ul style="list-style-type: none"> <li>How does travel broaden one's horizon?</li> <li>What ideas and images do we associate with a healthy lifestyle?</li> </ul> Text formats: blog, diary, brochure, news report, review, article HL: 気まぐれロボット 星新一	Lifestyles Health and well-being Leisure activity Holidays and travel Urban and rural environment	Research skills

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 12 Term 1	What's your identity? / あなたのアイデンティティ <ul style="list-style-type: none"> <li>アイデンティティ</li> <li>社会生活</li> <li>私たちの地</li> </ul>	<ul style="list-style-type: none"> <li>What constitutes identity?</li> <li>How do you express identity?</li> <li>What ethical challenges arise from living in the modern world? And how do we resolve them?</li> </ul> Text formats: diary, interview, essay, email, blog, opinion column HL: 蜘蛛の糸 / よだかの星宮沢賢治	Beliefs and values Language and identity Subcultures Community Life stories Human rights Equality	Thinking skills
	Year 12 Term 2	For our peaceful future / 平和な未来のために 私たちの地球 社会生活 日々の暮らし	<ul style="list-style-type: none"> <li>What environmental and social issues present challenges to the world? and how can these challenges be overcome?</li> <li>How do the development in science and technology influence our lives?</li> </ul> Text formats: Article, news report, opinion column, report, debate	Human rights Peace and conflict Ethics Technology Scientific innovation Ethics	Self-management skills
	Year 12 Term 3	Revision Program	Exam revision and preparation		Self-management skills
DPP Latin	Year 10 Term 1	Entertainment and the Elit	<b>Texts:</b> Finish Book 4 (33-34) Misc adapted texts from other intermediate readers <b>Grammar:</b> Future tense Future perfect tense Present passive infinitive Future passive tense <b>Cultural</b> Actors, the theatre The imperial household Role of the empress		Research Skills
	Year 10 Term 2	Emperors and Tyrants	<b>Texts</b> Selected stories from Book 5 (Domitian storyline only) Eutropius on "bad emperors" <b>Grammar</b> Indirect Speech Present Subjunctive Remaining passive forms (including subjunctive) <b>Cultural</b> Imperial power, tyranny		Thinking Skills Self-Management Skills
DPP Latin SL	Year 10 Term 3	Fabulae mirabiles	<b>Texts</b> Hyginus Short Ovid extracts Vulgate stories <b>Grammar</b>		Research skills

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			Subjunctives in main clauses Uses of the ablative Revision of all tenses <b>Cultural</b> Greco-Roman mythology and religion		
	Year 10 Term 4	Virtus et gloria	<b>Texts</b> Cornelius Nepos <i>Excellentium imperatorum vitae</i> Caesar's <i>Gallic Wars</i> <b>Grammar</b> Gerunds & Gerundives Supine Semi-deponents Revision of all tenses <b>Cultural</b> Roman military strategy Famous battles		Communication skills
<b>DPP Latin HL</b>	Year 10 Term 3	Fabulae mirabiles	SL content + <b>HL Component</b> Introduction to Cicero Roman legal procedures (including Chapter 40 stories) English to Latin translation		Research skills
	Year 10 Term 4	Virtus et gloria	SL content + <b>HL Component</b> Cicero preparation Rhetorical devices Introduction to composition		Communication skills
<b>Latin B SL</b>	Year 11 Term 1	Virtues & Vices	<b>Pliny the Younger <i>Epistulae</i> &amp; Seneca the Younger <i>Epistulae Morales</i></b> Roman values and attitudes Letter writing conventions	Meaning, form and language Text, author and audience Time, space and culture	
	Year 11 Term 2	Power and Popularity Part 1	<b>Sallust <i>Bellum Jugurthum</i></b> Late republican politics: Marius & Sulla Historical writing Speeches & Rhetorical devices	Meaning, form and language Text, author and audience Time, space and culture	
	Year 11	Power and Popularity Part 2	<b>Ovid <i>Heroides VII</i></b> <b>Catullus 64</b> <b>Virgil <i>Aeneid</i> (Dido extracts)</b>	Meaning, form and language	

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Term 3		Introduction to poetry Scansion Stylistic devices Mythology Golden age literature	Text, author and audience Time, space and culture	
	Year 11 Term 4	Pax Augusta	<b>Ovid <i>Heroides</i> VII</b> <b>Catullus 64</b> <b>Virgil <i>Aeneid</i> (Dido extracts)</b>  Introduction to poetry Scansion Stylistic devices Mythology Golden age literature	Meaning, form and language Text, author and audience Time, space and culture	
	Year 12 Term 1	Fate and Fortune	<b>Virgil <i>Aeneid</i> 2</b> Latin epic poetry & Scansion Poetic devices Patronage The Trojan war Roman views on fate	Meaning, form and language Text, author and audience Time, space and culture	
	Year 12 Term 2	Fate and Fortune	<b>Virgil <i>Aeneid</i> 2</b> Latin epic poetry & Scansion Poetic devices Patronage The Trojan war Roman views on fate	Meaning, form and language Text, author and audience Time, space and culture	
	Year 12 Term 3	Revision Program	Exam revision and preparation		
<b>Latin B HL</b>	Year 11 Term 1	Virtues & Vices	Introduction to authentic Latin texts Roman values Introduction to prose composition	Meaning, form and language Text, author and audience Time, space and culture	Thinking Skills
	Year 11 Term 2	Power and Popularity Part 1	Sallust <i>Bellum Jugurthum</i> Late republican politics: Marius & Sulla Historical writing  Cicero <i>pro Caelio</i>	Meaning, form and language Text, author and audience Time, space and culture	Thinking Skills Communication Skills

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 11 Term 3	Power and Popularity Part 2	Lucan <i>Bellum Civile</i> Cicero <i>Epistulae</i> Introduction to Roman poetry Civil war: Caesar & Pompey  Cicero <i>pro Caelio</i>	Meaning, form and language Text, author and audience Time, space and culture	Research Skills
	Year 11 Term 4	Pax Augusta	Seneca <i>De Clementia</i> Cicero <i>Philippics</i> Virgil <i>Aeneid 6</i> Transition from republic to empire Roman philosophy Rhetorical devices Cicero <i>pro Caelio</i>	Meaning, form and language Text, author and audience Time, space and culture	Thinking Skills
	Year 12 Term 1	Fate and Fortune	Vergil <i>Aeneid 2</i> Latin epic poetry Scansion Poetic devices	Meaning, form and language Text, author and audience Time, space and culture	Thinking Skills Research Skills
	Year 12 Term 2	Fate and Fortune	Vergil <i>Aeneid 2</i> Latin epic poetry Scansion Poetic devices	Meaning, form and language Text, author and audience Time, space and culture	
	Year 12 Term 3	Revision Program	Exam revision and preparation		
<b>DPP Spanish ab initio</b>	Year 10 Term 1	Greetings and Introductions 10 Weeks	<u>Identities, Nationalities &amp; Relationships</u> 1. Greetings & Introductions 2. Giving personal information 3. Talking about family, relationships and identity		Thinking, Social Communication Skills
	Year 10 Term 2	My Life 10 Weeks	<u>Preferences, Food &amp; Daily Routine</u> 1. Expressing preferences and tastes 2. Talking about food and eating habits 3. Daily Routines		Self-management Thinking Skills
<b>DPP Spanish ab initio SL</b>	Year 10 Term 3	Housing and Lifestyle 8 Weeks	<u>Neighbourhood &amp; Hobbies</u> 1. Describing housing and furniture 2. Neighbourhood 3. Talking about hobbies and free time		Communication Social Skills
	Year 10	Travel and the past 8 Weeks	<u>Past experiences, Holidays &amp; Climate</u> 1. Learning about holidays, countries and weather		Self-management

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Term 4		2. Describing past events		Thinking Skills Research Skills
<b>Spanish ab initio SL</b>	Year 11 Term 1	Welcome to Spanish lifestyles	Personal attributes Personal relationships Eating and drinking	Communication	Thinking Communication Self-Management
	Year 11 Term 2	Spanish leisure and entertainment	Physical well-being Daily routine Leisure Holidays	Communication	Thinking Self-Management Research
	Year 11 Term 3	Spanish youth	Festivals and celebrations Transport Entertainment Media	Communication	Thinking Communication
	Year 11 Term 4	Spanish daily life	Technology Neighbourhood Education	Communication	Self-management Research
	Year 12 Term 1	Spanish in the world	The workplace Social Issues Physical geography	Communication	Social Self-Management
	Year 12 Term 2	Global Impact	The environment Global issues	Communication	Social Self-Management
	Year 12 Term 3	Revision Program	Exam revision and preparation		
	<b>Individuals and Societies</b>				
<b>DPP Business Management (incl. STEM Futures Elective: Show Me the Money)</b>	Year 10 Term 1	Marketing a product	Consumers <ul style="list-style-type: none"> <li>• Consumer Behaviour</li> <li>• Why consumers buy</li> <li>• What do consumers' value?</li> <li>• Different types of value</li> <li>• What are consumers prepared to pay for</li> <li>• E.g. sustainable products may cost more but consumers will pay more if they value it</li> </ul> 4Ps of marketing: <ul style="list-style-type: none"> <li>• What is a marketing plan?</li> <li>• Why have a marketing plan?</li> <li>• What is a marketing mix?</li> <li>• Product position/perception map</li> </ul>		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			<p><b>Price</b></p> <ul style="list-style-type: none"> <li>Finance: set pricing objectives, pricing, revenue, profit, loss, profit targets, pricing objectives</li> <li>Competitor pricing vs premium pricing</li> <li>Finance: Break-even - link between break-even and pricing</li> </ul> <p><b>Product</b></p> <ul style="list-style-type: none"> <li>Tangible products</li> <li>Services to a tangible product can add value (how you design a product)</li> <li>Branding</li> <li>Differentiation and branding</li> <li>Product life cycle</li> <li>The role of market research</li> </ul> <p>Case study: Water and packaging.</p>		
	Year 10 Term 2	Marketing a product and entrepreneurial skills	<p><b>Place</b></p> <ul style="list-style-type: none"> <li>Channels of distribution, choosing a location product</li> </ul> <p><b>Promotion</b></p> <ul style="list-style-type: none"> <li>Difference between promotion and advertising</li> <li>Above and below-the-line advertising</li> <li>Social media as a promotional strategy</li> </ul> <p><b>Entrepreneurship/Ventures program</b></p> <ul style="list-style-type: none"> <li>Intrapreneurship and Entrepreneurship, needs and wants</li> <li>Introducing prototype</li> <li>Develop prototype</li> <li>Pitch-present a new idea for breakfast cereals using a slide presentation</li> </ul> <p><b>Sales forecasting</b></p> <ul style="list-style-type: none"> <li>Sales, trends and forecasting and moving averages</li> </ul>		
<b>DPP Business Management HL</b>	Year 10 Term 3	Business objectives and measuring success of a product	<p>Introduction to Business</p> <p>Key concepts: ethics, sustainability, change</p> <p><b>Organisational objectives</b></p> <ul style="list-style-type: none"> <li>SWOT analysis</li> <li>Ansoff matrix</li> </ul> <p><b>Organisation external environment</b></p> <ul style="list-style-type: none"> <li>PEST analysis</li> </ul> <p><b>Business objectives</b></p> <ul style="list-style-type: none"> <li>Vision, mission statements</li> <li>Business aims and objectives</li> </ul> <p><b>Break-even</b></p> <ul style="list-style-type: none"> <li>Constructing a break-even chart</li> <li>Using break-even formula</li> <li>Analysing the chart</li> </ul>		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			Costs and revenues <ul style="list-style-type: none"> <li>Fixed and variable costs</li> <li>Total revenue</li> </ul> Profit and loss <ul style="list-style-type: none"> <li>Breakeven</li> <li>Total revenue and total costs</li> <li>Gross, net and net profit after tax</li> <li>Dividends and retained profit</li> </ul>		
	Year 10 Term 4	Measuring success of the product	Profit and loss <ul style="list-style-type: none"> <li>Profit and loss statements</li> <li>Profitability ratios (GPM, NPM, ROCE, gearing, current ratio, acid test ratio)</li> <li>The difference between cash flow and profit</li> </ul> Return on investment <ul style="list-style-type: none"> <li>Payback</li> <li>ARR</li> </ul> Sustainability <ul style="list-style-type: none"> <li>Triple bottom line (economic, social, environmental)</li> <li>Circular economy</li> </ul>		
<b>Business Management HL</b>	Year 11 Term 1	Unit 1: Introduction to business management	1.1 What is a business? 1.2 Types of business entities 1.3 Business objectives 1.4 Stakeholders 1.5 Growth and evolution 1.6 Multinational companies (MNCs) Toolkit: SWOT analysis, STEEPLE analysis, Business plan, Circular business models, Decision Trees 3.1 Introduction to finance 3.2 Sources of finance	Change Creativity Ethics Sustainability	Communication
	Year 11 Term 2	Unit 3: Finance and accounts	3.3 Costs and revenues 5.5 Break-even analysis 3.4 Final accounts 3.5 Profitability and liquidity ratio analysis 3.6 Efficiency ratio analysis 3.7 Cash flow 3.8 Investment appraisal 3.9 Budgets Toolkit: Business plan, contribution, Boston Consulting Group (BCG) matrix, Descriptive Statistics	Change Creativity Ethics	Thinking
	Year 11 Term 3	Unit 4: Marketing	4.1 Role of marketing 4.2 Market planning 4.3 Sales forecasting 4.4 Market research	Change Creativity Ethics Sustainability	Self-management  Research

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			4.5 Extended marketing mix of 7Ps 4.6 International marketing Toolkit: Ansoff Matrix, BCG, Gantt & Porter's, descriptive statistics, GANTT, Force Field Analysis (FFA), Decision Trees, Critical Path Analysis Launch Internal Assessment week 5. Allocate 8 hours Internal Assessment time in term 3.		
	Year 11 Term 4	Unit 2: Human resource management	2.1 Introduction to human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation and demotivation (rewards only) Toolkit: Hofstede's Cultural Dimensions, FFA, STEEPLE, SWOT analysis, Decision Trees, Descriptive Statistics, Critical Path Analysis Internal Assessment time 5 hours in term 4	Creativity Ethics Sustainability	Self-management  Research
	Year 12 Term 1	Unit 5: Operations management	2.4 Motivation and demotivation 2.5 Organizational (corporate) culture 2.6 Communication 2.7 Industrial/employee relations 5.1 Introduction to operations management Tool kit: Ansoff, BCG, GANTT & Porter's FFA, Decision tree, Hofstede's CD, SWOT analysis Internal Assessment time time 7 hours in term 1(weeks 1-5)	Change Creativity Ethics Sustainability	Thinking
	Year 12 Term 2	Unit 5: Operations management	5.2 Operations methods 5.3 Lean production and quality management 5.4 Location 5.5 Break-even analysis 5.6 Production planning 5.7 Crisis management and contingency planning 5.8 Research and development 5.9 Management information systems Tool kit: Circular business, FFA, Critical path analysis, Linear regression, Descriptive statistics, Decision trees, Circular business models, Contribution	Change Creativity Ethics Sustainability	Thinking
	Year 12 Term 3	Revision of Units 1-5 and Toolkit	1 week for each unit revision and consolidation Research time for pre-released case study Paper 1 (5 hours)		
<b>DPP Economics (incl. STEM Futures Elective:</b>	Year 10 Term 1	The economic problem and market failure - externalities	Economic problem Economic systems Competitive markets Allocative efficiency (optimal allocation) Market failure - externalities Government responses to externalities		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
<b>Tragedy of the Commons)</b>	Year 10 Term 2	Government response to the overuse of common access resources	Market failure – common access resources Government intervention: <ul style="list-style-type: none"> <li>market based policies</li> <li>regulations</li> <li>property rights</li> <li>collective self-governance</li> <li>education</li> </ul> Inquiry into a contemporary issue relevant to students.		
<b>DPP Economics HL</b>	Year 10 Term 3	Introduction to Macroeconomics	The circular flow of income model PPC Business cycle AD/AS model (determinants and use for analysis) – SRAS only Macroeconomic objectives – unemployment, inflation, growth. Monetary policy		
	Year 10 Term 4	Free Trade & Protectionism	Benefits and costs of trade Absolute and comparative advantage Trade protectionism – tariff and subsidy Floating exchange rates Introduce commentary article, planning document, key concept and evaluation Application and analysis Synthesis and evaluation Use and application of appropriate skills		
<b>Economics HL</b>	Year 11 Term 1	Introduction to Economics  Microeconomics  The global economy	1.1 What is economics? 4.1 Benefits of international trade (comparative/absolute advantage only) 1.2 How do economists approach the world? (HET – Classical School of 18th & 19th C only) 2.1 Demand 2.5 Elasticity of demand 2.2 Supply 2.6 Elasticity of supply 2.3 Competitive market equilibrium 4.5 Exchange rates (RLA Floating ER's Diagrams and Determinants Only)	Interdependence Economic well-being Change Scarcity Choice Equity Sustainability Intervention	Thinking Communication
	Year 11 Term 2	Microeconomics  The global economy  Microeconomics	2.7 Role of government in microeconomics 4.2 Types of trade protection (Standard Protection Diagrams Only) 4.5 Exchange rates (RLA in 2.7 Fixed ER's Diagrams Only) 2.8 Market failure—externalities and common pool or common access resources 2.9 Market failure—public goods	Scarcity Choice Efficiency Change Equity Intervention Sustainability	Thinking Communication Research

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			2.4 Critique of the maximizing behaviour of consumers (Rational Consumer Choice & Behavioural Economics Only). 1.2 HET – Behavioural Economics Only 2.10 Market failure—asymmetric information 2.4 Critique of the maximizing behaviour of producers 2.11 Market failure—market power (Up to PC/Monopoly)		
	Year 11 Term 3	Microeconomics Macroeconomics	2.11 Market failure—market power (Oligopoly, Monopolistic Competition, Market Power Evaluation & Government Intervention) 2.12 The market's inability to achieve equity 3.1 Measuring economic activity and illustrating its variations 3.2 Variations in economic activity—aggregate demand and aggregate supply 1.2 How do economists approach the world? (HET – Keynesian Vs Monetarism/New Classicals) 3.3 Macroeconomic objectives	Scarcity Choice Efficiency Change Equity Sustainability Economic well-being Intervention Interdependence	Thinking Communication Research Reflective Critical
	Year 11 Term 4	Macroeconomics	3.5 Demand management (demand side policies)—monetary policy 3.6 Demand management—fiscal policy 3.7 Supply-side policies	Change Economic well-being Intervention Choice Interdependence	Thinking Communication Research Critical
	Year 12 Term 1	The global economy	4.1 Benefits of international trade (Detailed) 4.2 Types of trade protection (Refresher) 4.3 Arguments for and against trade control/protection 4.4 Economic integration 4.4 Exchange rates (refresher & evaluation) 4.6 Balance of payments	Efficiency Equity Economic well-being Interdependence Sustainability Intervention	Thinking Communication Research Reflective Critical
	Year 12 Term 2	Macroeconomics The global economy	3.4 Economics of inequality and poverty 4.7 Sustainable development 4.8 Measuring development 4.9 Barriers to economic growth and/or economic development 4.10 Economic growth and/or economic development strategies	Efficiency Equity Economic well-being Interdependence Sustainability Intervention	Thinking Communication Research Reflective Critical
	Year 12 Term 3	Revision program	Exam revision and preparation		
<b>DPP Digital Society (incl. STEM Futures Elective:</b>	Year 10 Term 1	Being a Data Scientist	Guided Inquiry: How might past events, patterns or trends help us to forecast future developments? Concepts: <ul style="list-style-type: none"> <li>Systems: models, maps and visualisations can help us understand connections within and between systems</li> </ul>		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
Living in a Digital Society)		AI in your mobile phone	<p>Contexts:</p> <ul style="list-style-type: none"> <li>Environmental: predicting natural events and disasters</li> <li>Health: modelling for medical research and development</li> <li>Business: New age of marketing</li> </ul> <p>Content:</p> <ul style="list-style-type: none"> <li>Characteristics of big data: volume, variety, velocity, veracity</li> <li>Uses of big data and data analytics: predictive analysis, modelling, understanding past, current and future human behaviour</li> </ul> <p>Suggested inquiry questions:</p> <ul style="list-style-type: none"> <li>Does the AI in our mobile phone enhance our lives?</li> <li>What are unintended consequences of having AI in our mobile devices?</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>Changes within a system of interdependent connections may generate intended and unintended consequences</li> <li>Power is not evenly distributed</li> </ul> <p>Contexts:</p> <ul style="list-style-type: none"> <li>Uses of mobile phones in everyday lives such as maps &amp; wayfinding, entertainment, social media and lifestyle apps</li> </ul> <p>Content:</p> <ul style="list-style-type: none"> <li>Smart/mobile devices: hardware, software, interfaces</li> <li>AI: Types and uses of machine learning: pattern recognition, facial and speech recognition, image analysis</li> </ul>		
	Year 10 Term 2	Cybersecurity	<p>Guided Inquiry: Why do cyber-attacks happen and what are the consequences?</p> <p>Concept:</p> <ul style="list-style-type: none"> <li>Power: Investigate the role of cyber security in modern politics and power systems. How is power shifting due to cybersecurity?</li> <li>Values and ethics: Function of ethical hackers, cyber criminals and cyber-crime in digital society. Do hackers share values or ethical code?</li> </ul> <p>Content:</p> <ul style="list-style-type: none"> <li>Networks and the internet: How transfer of data packets across networks and the internet can be hacked?</li> <li>Algorithms: How does algorithm design impact on cybersecurity? Does data bias impact on the safety of systems? How do hackers exploit algorithms?</li> <li>Data: The way data is collected, stored and shared has an impact on data security. Explore the techniques of data encryption, data erasure and blockchain technology. Explore networking terminology</li> </ul>		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			<p>Contexts:</p> <ul style="list-style-type: none"> <li>Economic: Look at recent case studies of cybercrimes and relationship to the negative/positive economic impacts.</li> <li>Political: The role of governments in cybersecurity, nation states involvement with cybercrime.</li> </ul>		
DPP Digital Society HL	Year 10 Term 3	Digital Expression: Our Social Media Lives	<p>Guided Inquiry: How can media influence our perceptions? Case Study: Our social media lives – The Ramos Family Concepts: Expression and Identity</p> <ul style="list-style-type: none"> <li>The role of media for expressing identity</li> <li>How different aspects of an identity is expressed in different media</li> </ul> <p>Content: Media:</p> <ul style="list-style-type: none"> <li>Types of digital media</li> <li>Characteristics of digital media</li> <li>Media authenticity, copyright, creative commons and ownership</li> <li>Addiction and psychological concerns of multimedia</li> </ul> <p>Context: Cultural:</p> <ul style="list-style-type: none"> <li>Art, entertainment and popular culture</li> <li>Home, leisure and tourism</li> </ul> <p>Hands-on exploration: The Autonomous Car Challenge</p> <ul style="list-style-type: none"> <li>Link to Year 7 robotics unit in MYP Design</li> <li>Exploring microbits, sensors and TinyBit robots</li> </ul>		
	Year 10 Term 4	On the road to driverless cars	<p>Inquiry: Is the world ready for driverless Cars? Interventions: Autonomous vehicles used for commuting can reduce traffic deaths caused by human error, decrease travel time and increase worker productivity. Concept: Change:</p> <ul style="list-style-type: none"> <li>What is a technological revolution?</li> <li>How might past events, patterns or trends help us to forecast future developments?</li> </ul> <p>Content: Robots and Autonomous Technologies:</p> <ul style="list-style-type: none"> <li>Types of autonomous technologies</li> <li>Characteristics of autonomous technologies</li> <li>Evolution and dilemmas of autonomous technologies</li> </ul> <p>Context: Cultural:</p> <ul style="list-style-type: none"> <li>Business - Employment and labour</li> <li>Political - Laws, regulations and policies</li> </ul> <p>Hands-on guided inquiry: The Vet Clinic Content:</p> <ul style="list-style-type: none"> <li>Flat file vs relational databases</li> </ul>		
		Introduction to robotics			
		Relational Databases			

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			<ul style="list-style-type: none"> <li>• Advantages of relational databases</li> <li>• Terminology: field, record, table, data types</li> <li>• Validation and verification</li> <li>• Forms for user input</li> <li>• Queries and reports</li> </ul>		
<b>Digital Society HL</b>	Year 11 Term 1	Introduction to Digital Society (3 weeks)  Digital fundamentals (4 weeks)  Our Digital Economy – Part 1 (2 weeks)	1 What is digital society? 2 Introduction to Concepts 3 Content <ul style="list-style-type: none"> <li>3.1 Data</li> <li>3.2 Algorithms</li> <li>3.3 Computers (3.3A – C)</li> <li>3.4 Networks and the internet (3.4A-D)</li> </ul> 4.2 Economic <ul style="list-style-type: none"> <li>4.2A Business</li> <li>4.2B Employment and labour</li> </ul>	Change Expression Identity Power Space Systems Values and ethics	Self-Management
	Year 11 Term 2	Our Digital Economy - (3 weeks)  Sustainable Development (Smart cities and agriculture) (4 weeks)	Context: 4.2 Economic <ul style="list-style-type: none"> <li>4.2C Goods, services and currencies</li> <li>4.2D Globalization</li> </ul> 3 Content <ul style="list-style-type: none"> <li>3.4D Computing network providers and services</li> <li>3.4E The world wide web</li> <li>3.6A Types of AI</li> <li>3.6B Types and uses of machine learning</li> </ul> 5 Introduction to HL Inquiry Interventions <i>(The challenge and intervention framework)</i> 5.3B Responsible use of resources  4.3 Environmental Context to include: <ul style="list-style-type: none"> <li>4.3C Cities, infrastructures and built environments</li> <li>4.3D Agriculture</li> </ul> Content focus: 3.7 robots and autonomous technologies in context (3.7A-3.7B with appropriate aspects of 3.7C and 3.7D)	Change Expression Identity Power Space Systems Values and ethics	Thinking
	Year 11 Term 3	Digital Culture (3 weeks)  HL Inquiry Intervention (3 weeks)  Introduction to the Inquiry Project (2 weeks at end of term)	3.5 Media Focus on 3.5A and 3.5B with focus on technical skills for Inquiry Project presentation  Sustainable Development 5.3B Responsible use of resources with a focus on aspect of: <ul style="list-style-type: none"> <li>3.7 Robots and autonomous technologies (3.7A – 3.7B)</li> <li>4.7 Social components of identity</li> </ul> Building on 4.3C  Introduction to the Inquiry Project <i>Research skills (OPVL revisited)</i>	Change Expression Identity Power Space Systems Values and ethics	Research

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			<i>Finding a research topic (week 9-10)</i> <i>Commencing research (week 10)</i>		
	Year 11 Term 4	The Inquiry Project (key focus of term)  Governance and human rights	Inquiry Project Checkpoint A Checkpoint B HL Interventions: Governance and human rights 5.2C Diversity and discrimination With focus on 4.1 Cultural and 4.7 Social (digital divide) and including aspects of: 3.5A Types of digital media (focus on eSports, synthetic digital media) 3.5D Digital media dilemmas 3.6 Artificial intelligence	Change Expression Identity Power Space Systems Values and ethics	Thinking • Critical Thinking
	Year 12 Term 1	The Inquiry Project (2 weeks)  Our Political World (4 weeks)  Digital Health (3 weeks)	Inquiry Project Focus on presentation 4.6 Political Context 4.6A Political processes 4.6B Governing bodies 4.6C Conflicts and war 4.6D Laws, regulations and policies 5.2 Governance and human rights <i>HL interventions around:</i> 5.2A Conflict, peace and security 5.2B Participation and representation 4.4 Health 4.4A Medicine and health 4.4B The human body 4.4C Mental health HL Intervention focus on 5.1A Local and global inequalities: Access to health care and medicine	Change Expression Identity Power Space Systems Values and ethics	Thinking
	Year 12 Term 2	15 Pre-release (3 weeks)  Environment impact (3 weeks)  Human Knowledge including the future of work (2 weeks)	HL Pre-release 4.3 Environmental 4.3A Natural resources and ecosystems 4.3B Pollution and Waste 5.3 Sustainable Development 5.3A Climate change and action 5.3C Managing pollution and waste 4.5 Human knowledge 4.5A Learning and education 4.5B Science and technology innovation 5.1 Global well-being 5.1C The future of work	Change Expression Identity Power Space Systems Values and ethics	Thinking

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 12 Term 3	Revision Program	Exam revision and preparation		
<b>DPP Psychology (incl. STEM Futures Elective: Inside Your Head)</b>	Year 10 Term 1	Attachment  Personality	Attachment and Imprinting Explanations of attachment: Harlow's monkeys, Cupboard love theory, Bowlby Schaffer and Emerson's Stages of Attachment Types of attachment: Ainsworth's Strange Situation Disruptions of attachments Failure to form attachments and disruptions in attachment Effect of early attachment on later relationships Personality disorders Research into personality types Personality testing		
	Year 10 Term 2	Learning  Intelligence	Behaviourism Social Learning Theory Animals and language Theories of intelligence Intelligence testing Issues in intelligence testing Neurodiversity		
<b>DPP Psychology HL</b>	Year 10 Term 3	Research Methods	Research Methods in Psychology through the lens of famous and controversial research. <ul style="list-style-type: none"> <li>• Lab experiments</li> <li>• Field experiments</li> <li>• Quasi experiments</li> <li>• Natural experiments</li> <li>• Case studies</li> <li>• Observations</li> <li>• Interviews</li> <li>• Questionnaires and Surveys</li> <li>• Correlations</li> </ul>		
	Year 10 Term 4	Introduction to Debates	Introduction to Debates in Psychology <ul style="list-style-type: none"> <li>• Free will versus Determinism</li> <li>• Nature versus Nurture</li> <li>• Reductionism versus Holism</li> <li>• Nomothetic versus Idiographic</li> <li>• Socially sensitive research</li> <li>• Independent Inquiry Project exploring debates through the lens of Abnormal Psychology</li> <li>• Situational versus Dispositional explanations of behaviour</li> </ul>		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
Psychology HL	Year 11 Term 1	Core: Biological Approach	Biological Approach The brain and behaviour <ul style="list-style-type: none"> <li>• Techniques used to study the brain in relation to behaviour</li> <li>• Localization</li> <li>• Neuroplasticity</li> <li>• Neurotransmitters and their effect on behaviour</li> </ul> Hormones and behaviour <ul style="list-style-type: none"> <li>• Hormones and behaviour</li> <li>• Pheromones and behaviour</li> </ul> Genetics and behaviour <ul style="list-style-type: none"> <li>• Genetic similarities</li> <li>• Evolutionary explanations</li> </ul>		
	Year 11 Term 2	Core: Biological Approach Core: Cognitive Approach	The role of animal research in understanding human behaviour & animal ethics Cognitive Approach Cognitive processing <ul style="list-style-type: none"> <li>• Models of memory</li> <li>• Schema theory</li> <li>• Thinking and decision-making</li> <li>• Reliability of cognitive processes</li> <li>• Reconstructive memory</li> <li>• Emotion and cognition</li> </ul> The influence of emotion on cognitive processes Biases in thinking and decision-making		
	Year 11 Term 3	Core: Cognitive Approach Core: Sociocultural Approach  Research Methods	Cognitive processing in the digital world The individual and the group <ul style="list-style-type: none"> <li>• Social identity theory</li> <li>• Social cognitive theory</li> <li>• Stereotype</li> </ul> Cultural origins of behaviour and cognition <ul style="list-style-type: none"> <li>• Culture and its influence on behaviour and cognition</li> <li>• Cultural dimensions</li> </ul> Cultural influences on individual attitudes, <ul style="list-style-type: none"> <li>• identity and behaviours</li> <li>• Enculturation</li> <li>• Acculturation</li> </ul> The influence of globalization on individual attitudes, identities and behaviour Paper 3 Research Methods		
	Year 11	Simple Experimental Study (Draft IA)	Elements of researching behaviour <ul style="list-style-type: none"> <li>• Sampling and Ethics</li> </ul>		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Term 4		<ul style="list-style-type: none"> <li>Analysing and presenting data</li> <li>Evaluating research</li> </ul> Reliability, validity, credibility and bias in research Drawing conclusions <ul style="list-style-type: none"> <li>Correlation and causation</li> <li>Replication</li> </ul> Transferability for qualitative research Triangulation		
	Year 12 Term 1	Option: The Psychology of human relationships	Bystanderism Pro social behaviour Promoting Pro Social behavior Research Methods Ethical considerations Co-operation and competition Prejudice and discrimination Origins of conflict and conflict resolution IA feedback IA due		
	Year 12 Term 2	Option: Abnormal Psychology	Factors influencing diagnosis <ul style="list-style-type: none"> <li>Normality versus abnormality</li> <li>Classification systems</li> <li>The role of clinical biases in diagnosis</li> <li>Validity and reliability of diagnosis</li> </ul> Etiology of abnormal psychology <ul style="list-style-type: none"> <li>Explanations for disorders (MDD)</li> <li>Prevalence rates and disorders</li> </ul> Treatment of disorders <ul style="list-style-type: none"> <li>Biological treatments</li> <li>Psychological treatments</li> <li>The role of culture in treatment</li> <li>Assessing the effectiveness of treatment(s)</li> </ul> Approaches to research Ethical considerations		
	Year 12 Term 3	Revision program	Exam revision and preparation		
<b>Sciences</b>					
<b>DPP Biology (incl. STEM Futures Elective:</b>	Year 10 Term 1	Cells and Genes in Research	Cells and Genes <ul style="list-style-type: none"> <li>DNA structure and replication</li> <li>The genetic code - from DNA to proteins</li> <li>Genes and patterns of inheritance</li> </ul>		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
<b>Medical Biotechnology)</b>			<ul style="list-style-type: none"> <li>Types and causes of gene mutations</li> </ul> Cells in Research <ul style="list-style-type: none"> <li>Enzyme restriction</li> <li>Polymerase chain reaction (PCR)</li> <li>Gel electrophoresis</li> <li>Gene therapies</li> </ul>		
	Year 10 Term 2	Cell Culture & Stem Cells, Immunity & Pandemics	Cell Culture and Stem Cells: <ul style="list-style-type: none"> <li>Uses of stem cells</li> <li>Therapeutic cloning</li> <li>Ethical issues in medical biotechnology research</li> </ul> Immunity and Pandemics: <ul style="list-style-type: none"> <li>Pathogens and infectious disease</li> <li>Disease Vectors</li> <li>Immunity, antibodies and vaccinations</li> <li>Antibiotics and antibiotic resistance</li> <li>Bioinformatics and the use of databases</li> <li>Sterile techniques and bacterial handling</li> <li>Keeping safe in laboratory research</li> </ul>		
<b>DPP Biology SL</b>	Year 10 Term 3	Cell membranes, genetics and ecology	Cell membranes <ul style="list-style-type: none"> <li>Structure and function of the plasma membrane</li> <li>Fluid mosaic model</li> <li>Passive and active transport across membranes.</li> </ul> Genetics <ul style="list-style-type: none"> <li>Overview of meiosis and the production of gametes</li> <li>Inheritance through monohybrid crosses including autosomal genes and codominance</li> <li>Analysis of pedigree charts.</li> </ul> Ecology <ul style="list-style-type: none"> <li>Abiotic and biotic factors in ecosystems</li> <li>Types of organisms based on modes of nutrition</li> <li>Transfer of energy in ecosystems</li> <li>Practical skills: quadrat sampling</li> <li>Nutrient sampling and the carbon cycle</li> </ul>		
	Year 10 Term 4	Evolution and human physiology	Evolution <ul style="list-style-type: none"> <li>Evidence for evolution</li> <li>The theory of natural selection.</li> <li>Practical skills: evidence for human evolution.</li> <li>Speciation and cladistics.</li> </ul> Human physiology <ul style="list-style-type: none"> <li>Structure and function of the digestive system.</li> <li>Action of digestive enzymes.</li> <li>Structure and function of neurons and synapses</li> </ul>		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			<ul style="list-style-type: none"> <li>Practical skills: rat dissection</li> </ul>		
<b>DPP Biology HL</b>	Year 10 Term 3	Cell membranes, genetics and ecology	SL content + Genetics - Inheritance through dihybrid crosses including, sex linked genes, and multiple alleles.		
	Year 10 Term 4	Evolution and human physiology	SL content + Evolution - Practical skills - analysis of gene sequences to produce phylogenetic trees Human physiology - Structure and function of the kidney Plant biology - Structure and function of xylem and phloem, Plant reproduction		
<b>Biology SL</b>	Year 11 Term 1	<b>Topic:</b> Molecules of Life , Cells	<b>Knowledge &amp; Skills Summary:</b> Molecules A1.1 Water B1.2 Proteins C1.1 Enzymes and metabolism B1.1 Carbohydrates and Lipids A1.2 Nucleic acids Cells A2.2 Cell Structure B2.1 Membranes and membrane transport		Thinking Communication Research
	Year 11 Term 2	<b>Topic:</b> Cells, Reactions and Processes of Life	<b>Knowledge &amp; Skills Summary:</b> Cells D2.3 Water potential B2.2 Organelles and compartmentalisation B2.3 Cell specialisation D2.1 Cell and nuclear division Molecules C1.2 Cell respiration C1.3 Photosynthesis D1.1 DNA Replication		Thinking Communication Research Social
	Year 11 Term 3	<b>Topic:</b> Reactions and Processes of Life, Body systems and Homeostasis	<b>Knowledge &amp; Skills Summary:</b> Molecules D1.2 Protein synthesis D1.3 Mutations and gene editing Organisms D3.2 Inheritance C3.1 Integration of body systems Cells C2.2 Neural signalling		Thinking Research Self-Management
	Year 11	<b>Topic:</b> Body systems and Homeostasis	<b>Knowledge &amp; Skills Summary:</b> Organisms B3.1 Gas exchange		Thinking Research

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Term 4		B3.2 Transport C3.2 Defence against disease Final Internal Assessment (Data Collection)		Self-Management
	Year 12 Term 1	<b>Topic:</b> Body systems and Homeostasis, Biodiversity and Evolution	<b>Knowledge &amp; Skills Summary:</b> Organisms D3.1 Reproduction D3.3 Homeostasis A3.1 Diversity of organisms Ecosystems A4.2 Conservation of Biodiversity A4.1 Evolution and Speciation D4.1 Natural Selection		Thinking Self-Management Communication
	Year 12 Term 2	<b>Topic:</b> Biodiversity and Evolution, Ecosystems and Climate Change	<b>Knowledge &amp; Skills Summary:</b> Ecosystems C4.2 Transfers of energy and matter C4.1 Populations and communities B4.1 Adaptation to environment B4.2 Ecological niches		Thinking Self-Management
	Year 12 Term 3	<b>Topic:</b> Ecosystems and Climate change, Revision	<b>Knowledge &amp; Skills Summary:</b> Ecosystems D4.2 Stability and change D4.3 Climate change Exam revision and preparation		Thinking Self-Management
<b>Biology HL</b>	Year 11 Term 1	<b>Topic:</b> Molecules of Life, Cells	<b>Knowledge &amp; Skills Summary:</b> Molecules A1.1 Water B1.2 Proteins C1.1 Enzymes and metabolism B1.1 Carbohydrates and Lipids A1.2 Nucleic Acids Cells A2.2 Cell Structure B2.1 Membranes and membrane transport A1.2 Nucleic acids Cells A2.2 Cell Structure B2.1 Membranes and membrane transport		Thinking Communication Research
	Year 11 Term 2	<b>Topic:</b> Cells, Reactions and Processes of Life	<b>Knowledge &amp; Skills Summary:</b> Cells D2.3 Water potential B2.2 Organelles and compartmentalisation B2.3 Cell specialisation D2.1 Cell and nuclear division		Thinking Communication Research

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			A2.1 Origins of cells Molecules C1.2 Cell respiration C1.3 Photosynthesis		Social
	Year 11 Term 3	<b>Topic:</b> Reactions and Processes of Life, Body systems and Homeostasis	<b>Knowledge &amp; Skills Summary:</b> Molecules D1.1 DNA Replication D1.2 Protein Synthesis D1.3 Mutations and gene editing Cells D2.2 Gene Expression Organisms D3.2 Inheritance		Thinking Research Self-Management
	Year 11 Term 4	<b>Topic:</b> Body systems and Homeostasis	<b>Knowledge &amp; Skills Summary:</b> Organisms C3.2 Integration of body systems Cells C2.1 Chemical signalling C2.2 Neural signalling Final IA (Practical work)		Thinking Research Self-Management
	Year 12 Term 1	<b>Topic:</b> Body systems and Homeostasis, Biodiversity and Evolution, Final IA	<b>Knowledge &amp; Skills Summary:</b> Organisms B3.1 Gas exchange B3.2 Transport C3.2 Defence against disease Cells A2.3 Viruses Organisms B3.3 Muscle and motility ( <i>HL only</i> ) D3.1 Reproduction D3.3 Homeostasis Final IA		Thinking Self-Management Communication
	Year 12 Term 2	<b>Topic:</b> Biodiversity and Evolution, Ecosystems and Climate Change	<b>Knowledge &amp; Skills Summary:</b> Organisms A3.1 Diversity of organisms A3.2 Classification and cladistics Ecosystems A4.2 Conservation of biodiversity A4.1 Evolution and speciation D4.1 Natural selection C4.2 Transfers of energy and matter C4.1 Populations and communities		Thinking Self-Management

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 12 Term 3	<b>Topic:</b> Ecosystems and Climate change, Revision	<b>Knowledge &amp; Skills Summary:</b> Ecosystems B4.1 Adaptation to environment B4.2 Ecological niches D4.2 Stability and change D4.3 Climate change Exam revision and preparation		Thinking  Self-Management
<b>DPP Chemistry (incl. STEM Futures Elective: Future Materials)</b>	Year 10 Term 1	Metals and Alloys	<ul style="list-style-type: none"> <li>• Inquiry – research an application of a specific metal</li> <li>• Atomic structure</li> <li>• Periodicity - atomic and ionic radii, first ionisation energy</li> <li>• Electron arrangement</li> <li>• Metallic bonding and structure</li> <li>• Crystalline structures</li> <li>• Properties of metals</li> <li>• Examples of alloys and their properties</li> </ul>		
	Year 10 Term 2	Biomaterials	<ul style="list-style-type: none"> <li>• Periodicity and atomic structure review – effective nuclear charge and electronegativity</li> <li>• Simple covalent molecules - bonding, structure</li> <li>• Simple geometry and VSEPR theory</li> <li>• Bond and molecular polarity</li> <li>• Intermolecular forces</li> <li>• Properties of simple covalent molecules</li> <li>• Giant covalent structures - carbon allotropes</li> <li>• Polymers – linking structure and evaluating properties</li> <li>• Natural and synthetic polymers</li> <li>• Biomaterials and biopolymers</li> <li>• Research an innovation in biomaterials</li> </ul>		
<b>DPP Chemistry SL</b>	Year 10 Term 3	Stoichiometry	<ul style="list-style-type: none"> <li>• Ionic and covalent bonding and naming review</li> <li>• Balancing chemical equations</li> <li>• Introducing the mole concept</li> <li>• Stoichiometry - mass-mass, solution concentration calculations</li> <li>• Limiting and excess reagent</li> <li>• Calculating molar mass and solution concentration</li> <li>• Manipulative skills – making a standard solution, using a colorimeter, using a spectrophotometer</li> <li>• Data analysis skills – using Capstone, graphing in Excel</li> <li>• Introduction to error propagation</li> </ul>		
	Year 10 Term 4	Reactions	<ul style="list-style-type: none"> <li>• Ionic and covalent bonding and naming review</li> <li>• Balancing chemical equations</li> <li>• Introducing the mole concept</li> <li>• Stoichiometry - mass-mass, solution concentration calculations</li> <li>• Limiting and excess reagent</li> </ul>		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			<ul style="list-style-type: none"> <li>Calculating molar mass and solution concentration</li> <li>Manipulative skills – making a standard solution, using a colorimeter, using a spectrophotometer</li> <li>Data analysis skills – using Capstone, graphing in Excel</li> <li>Introduction to error propagation</li> </ul>		
<b>DPP Chemistry HL</b>	Year 10 Term 3	Stoichiometry	SL content + <ul style="list-style-type: none"> <li>Gas laws and gas stoichiometry</li> <li>Empirical and molecular formula</li> </ul>		
	Year 10 Term 4	Reactions	SL content + <ul style="list-style-type: none"> <li>Equilibrium Introduction to reaction kinetics</li> </ul>		
<b>Chemistry SL</b>	Year 11 Term 1	<b>Topic:</b> Atomic structure, Periodicity & Introduction to Stoichiometry	<b>Knowledge &amp; Skills Summary:</b> S1.1- The particulate nature of matter S1.2- The nuclear atom S1.3- Electron configurations S3.1- The periodic table R3.4- Complex ions S1.4- Counting particles by mass- The mole		Thinking Skills Social skills
	Year 11 Term 2	<b>Topic:</b> Stoichiometry & Structure and bonding	<b>Knowledge &amp; Skills Summary:</b> R2.1- The amount of chemical change S1.5- Ideal gases S2.1- The ionic model S2.3- The metallic model		Thinking Skills Social skills Communication skills
	Year 11 Term 3	<b>Topic:</b> Practice IA, Structure and bonding & Introduction to Energetics	<b>Knowledge &amp; Skills Summary:</b> Practice IA S2.2- The covalent model S2.4- From models to materials R1.3- Energy from fuels		Thinking Skills Research skills Self-management skills
	Year 11 Term 4	<b>Topic:</b> Energetics & Kinetics	<b>Knowledge &amp; Skills Summary:</b> R1.1- Measuring enthalpy changes R1.2- Energy cycles in reactions R2.2- The rate of chemical change		Thinking Skills Research skills Self-management skills
	Year 12 Term 1	<b>Topic:</b> Final IA, Equilibrium & Acids and bases	<b>Knowledge &amp; Skills Summary:</b> Data collection R2.3- The extent of chemical change R3.1- Proton transfer reactions		Thinking Skills Research skills Communication skills Self-management skills

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 12 Term 2	<b>Topic:</b> Redox & Organic Chemistry	<b>Knowledge &amp; Skills Summary:</b> S3.1- Classification of elements R3.2- Electron transfer reactions S3.2- Classification of organic compounds		Thinking Skills
	Year 12 Term 3	<b>Topic:</b> Organic Chemistry & Revision	<b>Knowledge &amp; Skills Summary:</b> R3.3- Electron sharing reactions R3.4- Electron-pair sharing reactions S2.4- Polymers (2.4.4-2.4.5) Exam revision and preparation		Thinking Skills
<b>Chemistry HL</b>	Year 11 Term 1	<b>Topic:</b> Atomic structure, Periodicity & Introduction to Stoichiometry	<b>Knowledge &amp; Skills Summary:</b> S1.1- The particulate nature of matter S1.2- The nuclear atom S1.3- Electron configurations S3.1- The periodic table R3.4- Complex ions S1.4- Counting particles by mass- The mole. R2.1- How much? The amount of chemical change S1.5- Ideal gases		Thinking Skills Social skills
	Year 11 Term 2	<b>Topic:</b> Stoichiometry & Structure and bonding	<b>Knowledge &amp; Skills Summary:</b> S2.1- The ionic model S2.2- The covalent model S2.3- The metallic model S2.4- From models to materials R1.1- Measuring enthalpy changes R1.2- Energy cycles in reactions		Thinking Skills Social skills Communication skills
	Year 11 Term 3	<b>Topic:</b> Practice IA, Energetics & Kinetics	<b>Knowledge &amp; Skills Summary:</b> Practice IA R1.2- Energy cycles in reactions R1.4- Entropy & Spontaneity R2.2- How fast? The rate of chemical change R1.3- Energy from fuels		Thinking Skills Research skills Self-management skills
	Year 11 Term 4	<b>Topic:</b> Equilibrium & Acids and bases	<b>Knowledge &amp; Skills Summary:</b> R2.3-How far? The extent of chemical change. R3.1- Proton transfer reactions		Thinking Skills Research skills Self-management skills
	Year 12	<b>Topic:</b> Final IA, Redox Chemistry	<b>Knowledge &amp; Skills Summary:</b> Data collection		Thinking Skills Research skills

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Term 1		S3.1- Classification of elements R3.2- Electron transfer reactions		Communication skills Self-management skills
	Year 12 Term 2	<b>Topic:</b> Organic Chemistry	<b>Knowledge &amp; Skills Summary:</b> S3.2- Classification of organic compounds R3.3- Electron sharing reactions R3.4- Electron-pair sharing reactions		Thinking Skills
	Year 12 Term 3	<b>Topic:</b> Analytical Chemistry & Revision	<b>Knowledge &amp; Skills Summary:</b> S3.2- Classification of organic compounds (MS/IR and <sup>1</sup> H-NMR) Exam revision and preparation		Thinking Skills
<b>DPP Computer Science (incl. STEM Futures Elective: Computational Thinking)</b>	Year 10 Term 1	What is a Computer Scientist?  Algorithmic Thinking	<ul style="list-style-type: none"> <li>• Introduction to Computer Science</li> <li>• Investigation into the value and purpose of a Computer Scientist</li> <li>• Introduction to Computational Thinking</li> </ul>		
	Year 10 Term 2	Algorithmic Thinking  Database Design	<ul style="list-style-type: none"> <li>• Introduction to Algorithms</li> <li>• Algorithm Design Unplugged</li> <li>• Algorithms in Practice</li> <li>• Algorithms in Practice</li> <li>• Algorithms using Arduino</li> <li>• Algorithms using JavaScript (Digital design of Algorithms)</li> <li>• Introduction to Databases</li> <li>• Introduction to SQL</li> <li>• Data Types</li> <li>• Queries/Forms/Reports</li> </ul>		
<b>DPP Computer Science HL</b>	Year 10 Term 3	Introduction to Programming in Java	<ul style="list-style-type: none"> <li>• Introduction to IDEs</li> <li>• Primitive Data types and Objects</li> <li>• Boolean Expressions</li> <li>• Branching Statements</li> <li>• Strings</li> <li>• Looping Statements</li> <li>• Methods</li> </ul>		
	Year 10 Term 4	Introduction to Programming in Java  Case Study	<ul style="list-style-type: none"> <li>• Recursion (Extension)</li> <li>• Class and Objects (Extension)</li> <li>• File IO (Extension)</li> <li>• Graphical User Interfaces (Extension)</li> </ul> <p>The case study will focus on a current topic that is relevant and in the news.</p>		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			Students will study the computer science of IT system and discuss the challenges of implementing the system in the context provided.		
<b>Computer Science HL</b>	Year 11 Term 1	System design I	1.1 Systems in organizations 1.2 System design basics 4.1 General principles Case Study Intro. to IA & its criteria		
	Year 11 Term 2	System design II	1.2 System design basics D.2 Features of OOP 4.1 General principles 4.2 Connecting computational thinking and program design 2.1 Computer organization Criterion A – Planning Criterion B – Solution overview		
	Year 11 Term 3	Program development and Networking I	D.3 Program development 4.2 Connecting computational thinking and program design 4.3 Introduction to programming 3.1 Network fundamentals Criterion C – Development Criterion E – Evaluation Practice IA Work		
	Year 11 Term 4	Program development and Networking II	3.1 Network fundamentals 4.2 Connecting computational thinking and program design 4.3 Introduction to programming D.4 Advanced program development Case Study IA Topic Selection – Proposals Criterion A – Planning Criterion B – Solution overview		
	Year 12 Term 1	Abstract data structures	5.1 Abstract data structures D.4 Advanced program development Case Study Criterion C – Development		
	Year 12 Term 2	Abstract data structures II	5.1 Abstract data structures D.3 Program development Case Study Criterion D – Functionality and extensibility of product Criterion E – Evaluation		
	Year 12 Term 3	Resource management and control Revision program	6.1 Resource management 7.1 Control Case Study Exam revision and preparation		
	<b>DPP Environmental</b>	Year 10	Life Under Water	UN SDG #14 – Conserve and sustainably use the oceans, seas and marine resources for sustainable development	

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
<b>Systems &amp; Societies (incl. STEM Futures Elective: Blue Planet)</b>	Term 1		<p>Ocean as a system</p> <ul style="list-style-type: none"> <li>• Types of systems – open, closed, isolated</li> <li>• Transfer and transformations</li> <li>• Feedback systems</li> </ul> <p>Aquatic Environments</p> <ul style="list-style-type: none"> <li>• Freshwater - lakes, rivers, creeks</li> <li>• Brackish - mangroves, rivers</li> <li>• Salt - oceans, lakes</li> </ul> <p>Marine ecosystems</p> <ul style="list-style-type: none"> <li>• Intertidal – rocky shore, coastal</li> <li>• Ocean zones – pelagic, benthic abyssal</li> <li>• Abiotic factors – light, depth, turbidity, oxygen, temperature, water flow, pH</li> </ul> <p>Marine biodiversity</p> <ul style="list-style-type: none"> <li>• Measuring biodiversity – Simpson’s diversity index</li> <li>• Species interactions – ecological succession</li> </ul> <p>Impacts on Marine Environment</p> <ul style="list-style-type: none"> <li>• Invasive Species – Crown of Thorns case study</li> <li>• Weather Events – ocean currents, Australia’s ENSO cycle</li> </ul>		
	Year 10 Term 2	Human Impact	<p>Marine fieldwork</p> <ul style="list-style-type: none"> <li>• Excursion – Moreton Bay Environmental Education Centre; ocean data collection (on the Inspiration)</li> </ul> <p>Marine Conservation – Assessing the Impact</p> <ul style="list-style-type: none"> <li>• Environmental legislation - Environment Protection and Biodiversity Conservation Act, RAMSAR</li> <li>• Marine Parks</li> </ul> <p>Human Impacts to Marine systems</p> <ul style="list-style-type: none"> <li>• Pollution</li> <li>• Urbanisation</li> <li>• Fishing</li> <li>• Tourism</li> <li>• Future of our oceans</li> </ul> <p>Case study – Toondah Harbour</p> <p>Case study – Impact of the Olympic Games 2032</p> <ul style="list-style-type: none"> <li>• Sailing</li> </ul>		
<b>DPP Environmental Systems &amp; Societies SL</b>	Year 10 Term 3	Our diverse Earth	<p>Earth’s spheres</p> <p>Biosphere</p> <p>Speciation</p> <ul style="list-style-type: none"> <li>• Introduction to evolution – evidence for evolution</li> <li>• Geological timescale</li> <li>• Biological species concept</li> <li>• Natural selection</li> <li>• Artificial selection</li> </ul>		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			<ul style="list-style-type: none"> <li>• Macroevolution – divergent evolution, convergent evolution, parallel evolution</li> <li>• Isolating mechanisms - genetic drift, bottleneck effect, founder effect</li> <li>• Modes of speciation - allopatric speciation, sympatric speciation</li> <li>• Microevolution – insecticide resistance case study</li> <li>• Genetic diversity – species survival or extinction</li> <li>• Extinction – extinction events, future extinctions</li> </ul>		
	Year 10 Term 4	Earth's resources	Hydrosphere Water as a resource <ul style="list-style-type: none"> <li>• Dams</li> <li>• Water reservoirs</li> <li>• Water treatment stations</li> <li>• Water quality testing</li> </ul> Geosphere Soil as a resource <ul style="list-style-type: none"> <li>• Soil cycling</li> <li>• Soil properties</li> <li>• Soil for food production</li> <li>• Land availability</li> <li>• Farming practices</li> </ul> Atmosphere Climate change <ul style="list-style-type: none"> <li>• Biogeochemical cycles</li> <li>• Carbon sequestering</li> <li>• Atmospheric composition</li> <li>• Global warming</li> </ul>		
<b>Environmental Systems &amp; Societies SL</b>	Year 11 Term 1	Foundations of ESS	1.1 Environmental Value Systems (EVS) 1.2 Systems and Models 1.3 Energy and equilibria 1.4 Sustainability 1.5 Human's and pollution	EVS Equilibrium Sustainability Biodiversity	Thinking
		Living world	2.1 Species and populations 2.2 Communities and ecosystems		
	Year 11 Term 2	Investigating the Natural world	2.3 Flows of energy and matter 2.4 Biomes, zonation and succession 2.5 Investigating ecosystems 4.1 Introduction to water systems 4.2 Access to fresh water 4.4 Water pollution 1.3	EVS Equilibrium Sustainability Biodiversity Strategy	Thinking

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 11 Term 3	Biodiversity and conservation	Practice Internal Assessment 3.1 An introduction to biodiversity 3.2 Origins of biodiversity 3.3 Threats to biodiversity 3.4 Conservation of biodiversity	EVS Equilibrium Sustainability Biodiversity Strategy	Research Communication
	Year 11 Term 4	Food production systems	4.3 Aquatic food production systems 5.1 Introduction to soil systems 5.2 Terrestrial food production systems and food choices 5.3 Soil degradation and conservation	EVS Equilibrium Sustainability Strategy	Thinking
	Year 12 Term 1	Anthropocene	Internal Assessment (Data collection and draft)  8.1 Human population dynamics 8.2 Resource use in society 8.3 Solid domestic waste 6.1 Introduction to the atmosphere 7.2 Climate change – causes and impacts 6.2 Stratospheric ozone	EVS Equilibrium Sustainability Strategy	Research Communication
	Year 12 Term 2	Atmosphere and Climate Change	Internal Assessment (Final submission) 6.3 Photochemical smog 6.4 Acid deposition 7.1 Energy choices and security 7.3 Climate change – mitigation and adaptations 8.4 Human population and carrying capacity	EVS Equilibrium Sustainability Biodiversity Strategy	Thinking Self- Management
	Year 12 Term 3	Revision program	Exam revision and preparation		
<b>DPP Physics (incl. STEM Futures Elective: Journey to Earth X)</b>	Year 10 Term 1	Leaving Earth  Travelling in Interstellar Space	<ul style="list-style-type: none"> <li>Mechanics of accelerated motion</li> <li>Forces acting on a body</li> <li>Energy transformation</li> <li>Evidence for the Big Bang</li> <li>Cosmology and fate of the Universe</li> <li>Stellar Evolution and nuclear reactions</li> <li>Observational technology and measurements</li> </ul>		
	Year 10 Term 2	Landing on Exoplanet Proxima b	<ul style="list-style-type: none"> <li>Terminal velocity</li> <li>Momentum and impulse</li> <li>suvat equations and kinematics</li> </ul>		
<b>DPP Physics SL</b>	Year 10 Term 3	Physics Tool Box	<ul style="list-style-type: none"> <li>Working with equations and right triangles.</li> <li>SI units and metric prefixes.</li> <li>Significant figures and scientific notation.</li> <li>Errors and uncertainty, accuracy and precision.</li> <li>Tables and graphs, linearising data.</li> </ul>		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			<ul style="list-style-type: none"> <li>• Vector quantities - Horizontal and vertical components of vectors.</li> <li>• Mathematical skills including:</li> <li>• Working with equations</li> <li>• Problem solving strategies</li> <li>• Rearranging eg suvat and data booklet equations</li> <li>• Graphing</li> <li>• Spreadsheet skills</li> <li>• Model reading a variety of texts and summarising key points for development of Experimental Investigation background writing.</li> <li>• Practical investigations: <ul style="list-style-type: none"> <li>○ Hooke's Law</li> <li>○ Using callipers micrometres</li> <li>○ Density measurements – volume displaced and with callipers</li> <li>○ Hooke's Law</li> <li>○ Period of a Pendulum</li> <li>○ Period of spring</li> <li>○ Air tracks and momentum</li> <li>○ Electrostatics</li> <li>○ Loudness and decibel scale</li> </ul> </li> </ul>		
	Year 10 Term 4	Electricity	<ul style="list-style-type: none"> <li>• Electrostatics and electric charge</li> <li>• Electrostatics. Types of charge. Nature of electric charge.</li> <li>• Conductors, insulators and field lines</li> <li>• Conductors and insulators. Charging by contact and induction. Electric fields and field lines.</li> <li>• Interaction between electric charges and electric fields.</li> <li>• Electric current, DC circuits and resistance.</li> <li>• Direct current in series and parallel circuits.</li> <li>• Investigating series and parallel circuits.</li> <li>• Kirchoff's Laws conceptually using bulbs.</li> <li>• Resistance, resistivity and Ohm's Law.</li> <li>• Building simple circuits.</li> <li>• Calculating total resistance for series and parallel resistor combinations.</li> <li>• Magnetic fields around current carrying conductors.</li> </ul>		
<b>DPP Physics HL</b>	Year 10 Term 3	Physics Tool Box	SL content + <ul style="list-style-type: none"> <li>• More maths details</li> <li>• More maths practice for fluency</li> <li>• Mathematical derivation of equations</li> <li>• Geometrical proof</li> <li>• Problems with unfamiliar contexts</li> </ul>		
	Year 10	Electricity	SL content + <ul style="list-style-type: none"> <li>• Harder electrostatic vector question in 2D</li> </ul>		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Term 4		<ul style="list-style-type: none"> <li>Proving Kirchoff's laws mathematically</li> <li>Deriving the total resistance formulae</li> <li>Harder circuit questions</li> <li>Complex problems and unfamiliar contexts</li> </ul>		
Physics SL	Year 11 Term 1	<b>Topic:</b> Particle Physics Kinematics	<b>Knowledge &amp; Skills Summary:</b> B.1 Thermal energy transfers B.2 Greenhouse effect B.3 Gas laws A.1 Kinematics Motion practicals		Thinking Skills
	Year 11 Term 2	<b>Topic:</b> Kinematics, Practice IA & Waves	<b>Knowledge &amp; Skills Summary:</b> A.1 Kinematics A.2 Forces and momentum A.3 Work, energy and power Practice Internal Assessment C.1 Simple harmonic motion		Thinking Skills Social skills Communication skills
	Year 11 Term 3	<b>Topic:</b> Waves & Electricity	<b>Knowledge &amp; Skills Summary:</b> C.2 Wave model C.3 Wave phenomena C.4 Standing waves and resonance D.2 Electric and magnetic fields B.5 Current and circuits		Thinking Skills Social skills
	Year 11 Term 4	<b>Topic:</b> Internal Assessment & Fields	<b>Knowledge &amp; Skills Summary:</b> Internal Assessment D.1 Gravitational fields		Research Skills Self-management skills
	Year 12 Term 1	<b>Topic:</b> Fields & Nuclear Physics	<b>Knowledge &amp; Skills Summary:</b> D.3 Motion in electromagnetic fields E.1 Structure of the atom E.3 Radioactive decay		Thinking Skills
	Year 12 Term 2	<b>Topic:</b> Nuclear Physics & Doppler Effect	<b>Knowledge &amp; Skills Summary:</b> E.4 Fission E.5 Fusion and stars C.5 Doppler effect		Thinking Skills
	Year 12 Term 3	Revision program	Exam revision and preparation		Thinking Skills Self-management skills
Physics HL	Year 11 Term 1	<b>Topic:</b> Particle Physics & Kinematics	<b>Knowledge &amp; Skills Summary:</b> B.1 Thermal energy transfers B.2 Greenhouse effect B.3 Gas laws		Thinking Skills

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			A.1 Kinematics Motion practicals		
	Year 11 Term 2	<b>Topic:</b> Kinematics, Practice IA & Waves	<b>Knowledge &amp; Skills Summary:</b> A.1 Kinematics A.2 Forces and momentum A.3 Work, energy and power Practice Internal Assessment C.1 Simple harmonic motion		Thinking Skills Social skills Communication skills
	Year 11 Term 3	<b>Topic:</b> Waves & Electricity	<b>Knowledge &amp; Skills Summary:</b> C.2 Wave model C.3 Wave phenomena C.4 Standing waves and resonance D.2 Electric and magnetic fields		Thinking Skills Social skills
	Year 11 Term 4	<b>Topic:</b> Internal Assessment, Electricity & Fields	<b>Knowledge &amp; Skills Summary:</b> Internal Assessment B.5 Currents and circuits D.1 Gravitational fields		Research Skills Self-management skills
	Year 12 Term 1	<b>Topic:</b> Kinematics, Fields & Nuclear Physics	<b>Knowledge &amp; Skills Summary:</b> A.4 Rigid body mechanics D.3 Motion in electromagnetic fields D.4 Induction E.1 Structure of the atom E.2 Quantum physics		Thinking Skills
	Year 12 Term 2	<b>Topic:</b> Nuclear Physics, Relativity & Doppler Effect	<b>Knowledge &amp; Skills Summary:</b> E.3 Radioactive decay E.4 Fission E.5 Fusion and stars A.5 Galilean and special relativity C.5 Doppler effect		Thinking Skills
	Year 12 Term 3	Revision program	Exam revision and preparation		Thinking Skills Self-management skills
<b>DPP Sports, Exercise and Health Science (incl. STEM Futures Elective: Peak Performance)</b>	Year 10 Term 1	Body and Movement	Sport Psychology <ul style="list-style-type: none"> <li>Talent identification and developing</li> <li>Individual difference and motivation (personality in sports)</li> <li>Mental preparation for sport (inverted U/arousal and sport anxiety)</li> <li>Psychological skills training</li> </ul> Exercise Physiology <ul style="list-style-type: none"> <li>Functional anatomy – muscle, bone and joint identification</li> </ul>		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			<ul style="list-style-type: none"> <li>Respiratory and cardiovascular systems</li> <li>Fuel for energy</li> <li>Energy Systems</li> </ul> Fundamentals of Biomechanics <ul style="list-style-type: none"> <li>Force and motion</li> <li>Newtons laws</li> <li>Projectile motion</li> <li>Biomechanical analysis</li> </ul>		
	Year 10 Term 2	Measuring Performance	New Technologies in Sport Exercise and Health <ul style="list-style-type: none"> <li>UQ visit – Full day</li> </ul> Measurement and Evaluation of Human Performance <ul style="list-style-type: none"> <li>Components of fitness and principles/training thresholds</li> <li>Field testing, data gathering, interpreting graphs</li> <li>Statistical analysis</li> <li>Clinical skills</li> </ul>		
<b>DPP Sport Exercise and Health Science HL</b>	Year 10 Term 3	Performance	Nervous System <ul style="list-style-type: none"> <li>Central and Peripheral</li> <li>Motor units</li> <li>Autonomic and somatic</li> </ul> Neuromuscular Function <ul style="list-style-type: none"> <li>Sliding filament</li> <li>Muscle fibres</li> </ul> Fatigue <ul style="list-style-type: none"> <li>Central peripheral</li> <li>Recovery</li> <li>Case studies</li> </ul>		
	Year 10 Term 4	Skill	Classification <ul style="list-style-type: none"> <li>Characteristics of skills</li> <li>Practical examples</li> </ul> Principles of skill learning <ul style="list-style-type: none"> <li>Learning and performance</li> <li>Learning curves</li> </ul> Information processing <ul style="list-style-type: none"> <li>Models</li> <li>Memory</li> <li>Feedback</li> </ul> Motor programs		
<b>Sports, Exercise and Health Science HL</b>	Year 11 Term 1	Anatomy and exercise physiology	Topic 1 Anatomy <ul style="list-style-type: none"> <li>The skeletal system</li> <li>The muscular system</li> </ul> Topic 2 Exercise Physiology <ul style="list-style-type: none"> <li>Ventilatory system</li> </ul>		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			Cardiovascular system Topic 7 Further Anatomy The skin system Structure and function of the brain Topic 8 The endocrine system Practical work		
	Year 11 Term 2	Energy and movement analysis	Topic 3 Energy systems Nutrition Carbohydrate and fat metabolism Nutrition and energy systems Topic 4.3 Movement analysis Fundamentals of biomechanics Topic 10 Friction and Drag Practical work		
	Year 11 Term 3	Fitness and performance	Topic 6 Measurement and evaluation of human performance Statistical analysis Study design Components of fitness Principles of training programme design Topic 11 Skill acquisition and analysis Pedagogy for skill acquisition Notation and analysis Group 4 Project Practical Work Practice IA		
	Year 11 Term 4	Skill acquisition and analysis  Movement	Practical Work Topic 5 Skill in sports Characteristics and classification of skill Information processing Principles of skill learning Topic 4.1 and 4.2 Neuromuscular function Joint and movement type		
	Year 12 Term 1	IA and Sports psychology	IA Planning Option B: Sports Psychology Topic 12 Genetics and athletic performance Practical work		
	Year 12 Term 2	Immunity, performance and Option C Physical activity and health	Topic 13 Exercise and immunity Option C: Physical activity and health Topic 9 Fatigue IA and Practical Work		
	Year 12	Revision program	Exam revision and preparation		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Term 3				
<b>Mathematics</b>					
<b>DPP Mathematics</b>	Year 10 Term 1	Making Informed Decisions	<p>Matrices</p> <ul style="list-style-type: none"> <li>• Adding and subtracting</li> <li>• Multiplying</li> <li>• Applications</li> </ul> <p>Linear Modelling</p> <ul style="list-style-type: none"> <li>• Simultaneous equations- graphical solutions, substitution and elimination</li> <li>• Coordinate geometry through Voroni diagrams- Linear Equations, Gradient, Parallel and perpendicular lines, Perpendicular bisectors</li> <li>• Linear Inequalities</li> </ul> <p>Triangle Trigonometry</p> <ul style="list-style-type: none"> <li>• The Trigonometric Ratios – finding lengths and angles</li> <li>• Angles of Elevation and Depression</li> <li>• Bearings and other Problem solving</li> <li>• Area of triangle</li> <li>• Sine and Cosine Rules</li> </ul> <p>Algebra: Expansion and Factorisation</p> <ul style="list-style-type: none"> <li>• Expanding brackets</li> <li>• Binomial expansion</li> <li>• Factorising using common factors</li> <li>• Factorising Quadratics</li> </ul> <p>Surds</p> <ul style="list-style-type: none"> <li>• Simplifying</li> <li>• Operations with surds</li> <li>• Rationalising the Denominator</li> </ul>		
	Year 10 Term 2	Shaping the Future	<p>Algebraic Fractions</p> <ul style="list-style-type: none"> <li>• Evaluate and simplify algebraic fractions</li> <li>• Operations with algebraic fractions</li> <li>• Solving equations with algebraic fractions</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>• Review length, perimeter, Area</li> <li>• Surface Area – all prisms and pyramids</li> <li>• Volume – all prisms and pyramids</li> <li>• Capacity</li> <li>• Applications</li> </ul> <p>Statistics</p> <ul style="list-style-type: none"> <li>• Discrete vs continuous</li> </ul>		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			<ul style="list-style-type: none"> <li>• Describing distributions</li> <li>• Measures of Centre</li> <li>• Cumulative Frequency Curves</li> <li>• Box Plots</li> <li>• Standard deviation</li> </ul> <p>Graph Theory</p> <ul style="list-style-type: none"> <li>• Edges, vertices, drawing a graph from a table</li> </ul> <p>Quadratics Equations</p> <ul style="list-style-type: none"> <li>• Solving quadratic equations by factorising</li> <li>• Quadratic Formula</li> </ul> <p>Advanced Trigonometry</p> <ul style="list-style-type: none"> <li>• Trigonometry with obtuse angles</li> <li>• The Unit Circle</li> <li>• Exact angles</li> <li>• The Pythagorean Identity</li> </ul>		
<b>DPP Mathematics Applications and Interpretations SL</b>	Year 10 Term 3	Introduction to Applications and Interpretations I	<p>Sequence and Series</p> <ul style="list-style-type: none"> <li>• Arithmetic sequences and series</li> <li>• Geometric sequences and series</li> </ul> <p>Financial Mathematics (ACMNA231)</p> <ul style="list-style-type: none"> <li>• Simple interest</li> <li>• Compound interest: formula and applications</li> <li>• Comparing interest rates</li> <li>• Depreciation</li> </ul> <p>Functions and Relations</p> <ul style="list-style-type: none"> <li>• Definition of a function and a relation</li> <li>• Function notation</li> <li>• Domain and range</li> <li>• Interval notation</li> <li>• Composite Functions (GDC only)</li> <li>• Intersection of graphs</li> </ul> <p>Exponents and logarithms</p> <ul style="list-style-type: none"> <li>• Index laws, including rational indices</li> <li>• Scientific notation</li> <li>• Exponential functions</li> <li>• Graphs of exponential functions</li> <li>• Growth and decay</li> <li>• Logarithms and introduction to logarithm laws</li> </ul> <p>Modelling (Quadratic Focus)</p> <ul style="list-style-type: none"> <li>• Identifying non-linear graphs and their equations</li> <li>• Sketching graphs</li> </ul>		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			<ul style="list-style-type: none"> <li>• Transformations</li> <li>• Using graphing software</li> <li>• Using simultaneous equations/regressions to fit polynomials to data</li> </ul>		
	Year 10 Term 4	Introduction to Applications and Interpretations II	<p>Periodic Functions</p> <ul style="list-style-type: none"> <li>• Sketching</li> <li>• Solving using GDC</li> <li>• Trigonometric graphs (no <math>y=\tan x</math> and no horizontal shift included)</li> </ul> <p>Statistics</p> <ul style="list-style-type: none"> <li>• Scatter Plots</li> <li>• correlation</li> <li>• Pearson's Product Moment Correlation</li> <li>• Line of best fit</li> <li>• Linear Regression</li> <li>• Statistics in the media</li> <li>• Standard deviation</li> </ul> <p>Probability</p> <ul style="list-style-type: none"> <li>• Set notation</li> <li>• Venn diagrams and sample space</li> <li>• Probability</li> <li>• Expected number</li> <li>• Mutually exclusive events</li> <li>• Tree diagrams</li> <li>• Conditional statements</li> </ul> <ul style="list-style-type: none"> <li>• Dependent and independent events</li> </ul>		
<b>DPP Mathematics Applications and Interpretations HL</b>	Year 10 Term 3	Introduction to Applications and Interpretations I	<p>SL content +</p> <p>Geometry</p> <ul style="list-style-type: none"> <li>• Proofs</li> </ul> <p>Matrices</p> <ul style="list-style-type: none"> <li>• Determinant</li> <li>• Solving simultaneous equations</li> </ul> <p>Non-Linear Graphs</p> <ul style="list-style-type: none"> <li>• Exponential laws (include rational exponents)</li> <li>• Standard form</li> <li>• Exponential functions and their graphs</li> <li>• Solving exponential equations</li> <li>• Exponential growth and decay</li> <li>• Logarithms – laws and solving exponential equations</li> </ul> <p>Polynomials</p> <ul style="list-style-type: none"> <li>• Operations with polynomials</li> </ul>		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			<ul style="list-style-type: none"> <li>• Zeros, roots and factors</li> <li>• Polynomial inequality</li> <li>• Polynomial long division</li> <li>• Remainder and factor theorems</li> <li>• Graphing polynomials</li> <li>• Using simultaneous equations to fit polynomial functions to data.</li> </ul>		
	Year 10 Term 4	Introduction to Applications and Interpretations II	SL content + Periodic Functions <ul style="list-style-type: none"> <li>• Radians</li> <li>• Unit circle</li> <li>• Exact angles</li> <li>• Trigonometric functions and graphs</li> <li>• Trigonometric equations</li> </ul> Networking <ul style="list-style-type: none"> <li>• Constructing graphs</li> <li>• Graph theory</li> <li>• Adjacency matrices</li> <li>• Transition matrices</li> <li>• Minimum spanning trees</li> </ul>		
<b>DPP Mathematics Analysis and Approaches SL</b>	Year 10 Term 3	Introduction to Analysis and Approaches I	Sequence and Series <ul style="list-style-type: none"> <li>• Arithmetic sequences and series</li> <li>• Geometric sequences and series</li> </ul> Financial Mathematics (ACMNA231) <ul style="list-style-type: none"> <li>• Simple interest</li> <li>• Compound interest</li> <li>• Depreciation</li> </ul> Functions and Relations <ul style="list-style-type: none"> <li>• Functions and relations</li> <li>• Function notation</li> <li>• Domain and range</li> <li>• Interval notation</li> <li>• Composite Functions</li> <li>• Inverse functions</li> <li>• Intersections of graphs</li> </ul> Exponents and logarithms <ul style="list-style-type: none"> <li>• Index laws, including rational indices</li> <li>• Logarithms and logarithm laws</li> </ul> Polynomial Functions <ul style="list-style-type: none"> <li>• Equations and transformations of <math>y = ax^n</math></li> <li>• Transformations</li> </ul>		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			<ul style="list-style-type: none"> <li>Sketching polynomials (GDC only)</li> <li>Using simultaneous equations to fit polynomial functions to data.</li> <li></li> </ul>		
	Year 10 Term 4	Introduction to Analysis and Approaches II	Periodic Functions <ul style="list-style-type: none"> <li>Radian and exact values</li> <li>Unit circle</li> <li>Periodic graphs</li> <li>Solving using GDC</li> <li>Trigonometric graphs</li> <li>transformations</li> </ul> Statistics <ul style="list-style-type: none"> <li>Scatter Plots</li> <li>Time related data</li> <li>Line of best fit</li> <li>Statistics in the media</li> <li>Standard deviation</li> </ul> Probability <ul style="list-style-type: none"> <li>Set notation</li> <li>Venn diagrams and sample space</li> <li>Expected number</li> <li>Mutually exclusive events</li> <li>Tree diagrams</li> <li>Conditional statements</li> <li>Dependent and independent events</li> </ul>		
<b>DPP Mathematics Analysis and Approaches HL</b>	Year 10 Term 3	Introduction to Analysis and Approaches I	SL content + Set Notation <ul style="list-style-type: none"> <li>Notation</li> <li>Subset and compliment</li> <li>Union and Intersection</li> <li>Venn Diagrams</li> </ul> Polynomials <ul style="list-style-type: none"> <li>Operations with polynomials</li> <li>Remainder and factor theorems</li> <li>Graphs of cubic and quartic polynomials</li> </ul>		
	Year 10 Term 4	Introduction to Analysis and Approaches II	SL content + Counting <ul style="list-style-type: none"> <li>Permutations</li> <li>Combinations</li> </ul> Discrete Probability Distributions		

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			<ul style="list-style-type: none"> <li>• Definition</li> <li>• Expected value</li> </ul>		
<b>Mathematics Applications and Interpretations SL</b>	Year 11 Term 1	Representing Data and Modelling Relationships	1.1, 1.6 Number and Algebra 2.1, 2.5 Coordinate Geometry 3.1 – 3.5 Geometry and Trigonometry 4.1 – 4.3 Statistics	Validity Patterns Representation Relationships Space	Communication Self-Management Thinking
	Year 11 Term 2	Representing Space and Math Models	1.8 Solving equations with technology 2.2 – 2.6 Functions 4.4 Statistics	Relationships Change Quantity Modelling	Communication Self-Management Thinking
	Year 11 Term 3	Modelling Relationships and Irregular Areas	1.5 Exponents and logarithms 2.3 – 2.6 Functions 5.1 – 5.5, 5.8 Differentiation	Approximation Modelling Change Space	Communication Self-Management Thinking
	Year 11 Term 4	Modelling Rates of Change and Validity	4.10, 4.11 Hypothesis Testing 5.6 – 5.7 Calculus	Space Validity	Communication Self-Management Thinking
	Year 12 Term 1	Representing Situations using Mathematics	1.2 – 1.4 Sequences 1.7 Number and Finance 3.5, 3.6 Geometry	Modelling Generalisation Approximation Space	Communication Self-Management Thinking
	Year 12 Term 2	Quantifying Uncertainty and Validity	4.5, 4.6 Probability 4.7 – 4.9 Probability distributions 4.11 Hypothesis Testing	Modelling Quantities	Communication Self-Management Thinking
	Year 12 Term 3	Revision program	Exam revision and preparation		
<b>Mathematics Applications and Interpretations HL</b>	Year 11 Term 1	Interpreting Mathematics for Models	SL1.6 Number SL1.1, SL1.5 Exponents and logarithms AHL1.9, AHL1.10 Exponents and logarithms SL3.1-3.4, AHL3.7, AHL3.8 Geometry and Trigonometry SL4.1-4.3 Statistics SL2.2-2.4, AHL2.7 Functions	Approximation Representation Space	Communication Self-Management Thinking
	Year 11 Term 2	Applications of Mathematical Models	SL1.8, SL2.5, SL2.6 Mathematical Models SL4.4 Statistics SL4.10, SL4.11 Hypothesis Testing SL4.5, SL4.6 Probability SL2.1, SL3.1 Coordinate Geometry SL5.1-5.4 Differential Calculus	Equivalence Modelling Quantity	Communication Self-Management Thinking

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 11 Term 3	Representing Systems	SL5.6, SL5.7 Differential Calculus AHL 2.8 Transformations AHL5.9, AHL5.10 Differential Calculus SL2.5, AHL2.9, AHL2.10 Mathematical Models AHL4.13 Statistics SL5.5, SL5.8 Integral Calculus SL4.9 Probability Distributions SL4.11, AHL4.12 Hypothesis Testing	Validity Representation Change	Communication Self- Management Thinking
	Year 11 Term 4	Quantifying Uncertainty	SL1.2, SL1.3, AHL1.11 Sequences and Series AHL1.14 Matrices AHL5.11, AHL5.12 Integral Calculus AHL3.10-3.13 Vectors SL1.4, SL1.7 Financial Mathematics SL4.7, SL4.8 Probability Distributions SL4.11, AHL4.16, AHL4.18 Hypothesis Testing AHL4.14, AHL4.15 Probability Distributions	Generalisation Relationships Validity	Communication Self- Management Thinking
	Year 12 Term 1	Representing Space	SL3.5-3.6 Geometry AHL1.12, AHL1.13 Complex Numbers AHL 3.9 Geometry AHL1.15, AHL4.19 Matrices AHL3.14-3.16 Graph Theory	Change Patterns Systems Quantity	Communication, Self Management, Thinking, Social, Research
	Year 12 Term 2	Representing Multiple Outcomes	AHL4.17 Probability Distributions AHL4.18 Hypothesis Testing AHL5.13-5.18 Applications of Calculus	Generalisation Representation Space Change Systems Relationships	Communication, Self Management, Thinking, Social, Research
	Year 12 Term 3	Revision program	Exam revision and preparation		
	<b>Mathematics Analysis and Approaches SL</b>	Year 11 Term 1	Unit 1: Foundations of mathematical reasoning and functions	1.1,1.5 Number and Logarithms 1.2 – 1 .4, 1.8 Sequence and Series 1.7 Number and Finance 1.9 Binomial Theorem 1.6 Number and Algebra	Representation Modelling Generalisation Validity
Year 11 Term 2		Unit 2: Exploring mathematical dimensions	2.2-2.4 Functions 2.1, 3.1 Geometry 2.4 – 2.7 Functions and Quadratics	Relationships Space	Communication Self- Management Thinking
Year 11		Geometry and Trigonometry Functions II	3.2 – 3.5 Trigonometry 2.10 Equations and Graphing 2.8, 2.9, 2.11 Functions	Relationships Space Representation	Communication Self- Management

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Term 3			Modelling	Thinking
	Year 11 Term 4	Probability and Statistics Differentiation	1.1 – 4.4 Statistics 4.5, 4.6 Probability 5.1 – 5.4 Differentiation	Representation Validity Approximation Patterns Quantity	Communication Self-Management Thinking
	Year 12 Term 1	Trigonometry II Differentiation II Probability Distributions	3.6 – 3.8 Pythagorean Identity and Graphing 5.6 – 5.8 Calculus 4.7, 4.8 Probability distributions	Equivalence Representation Relationships Modelling	Communication Self-Management Thinking
	Year 12 Term 2	Integration Statistics II	5.5, 5.9 – 5.11 Integration 4.10 – 4.12 Statistics	Validity Change Representation Modelling	Communication Self-Management Thinking
	Year 12 Term 3	Revision program	Exam revision and preparation		
<b>Mathematics Analysis and Approaches HL</b>	Year 11 Term 1	From patterns to generalisations Relationships in Space Analysing Data and Quantifying Randomness	SL 2.2-2.5, HL 2.15-2.16* Functions I SL 1.2-1.4, 1.8 Sequences and Series SL 1.9, HL 1.10 Counting Principles and Binomial Expansion SL 1.9, HL1.15* Proof SL 2.1, 3.1 Geometry and Trigonometry HL 3.12 – 3.13 Vectors I SL 4.1-4.4, 4.10 Statistics I	Representation  Modelling Generalisation Validate Approximation Modelling Space Relationships Representation Validity Approximation Patterns	Communication Self-Management Thinking
	Year 11 Term 2	Representing Relationships Expanding the number system	SL 1.1,1.5,1.7 Exponents and Logarithms SL 2.6-2.7 Quadratics SL 3.4-3.5 Trigonometry I SL 2.10, HL 1.11, 1.16 Equations and Algebra HL 2.12 Polynomials HL 1.12 - 1.14*	Representation Modelling Quantity System Patterns	Communication Self-Management Thinking

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
			Complex Numbers I		
	Year 11 Term 3	Relationships in Space IIa Exploring randomness Measuring Change Relationships in Space IIb	SL 2.8-2.9, 2.11 Functions II SL 3.6-3.8, HL 3.9,3.10,3.11 Trigonometry II SL 4.5-4.6, 4.11, HL 4.13 Probability SL 5.1-5.8, AHL5.12 Differentiation SL3.2,3.3 Volume and surface area of three-dimensional solids	Space Equivalence Representation Modelling Change Quantities Representation Quantity	Communication Self- Management Thinking
	Year 11 Term 4	Measuring Change II Modelling Randomness Modelling Space and Change	SL 5.5, 5.9 – 5.11 Integration SL 4.7 – 4.12, HL 4.14 Probability and Statistics HL 3.14 – 3.15 Vectors II	Space Approximation Representation Validity Modelling	Communication Self- Management Thinking
	Year 12 Term 1	Equivalent Systems of representation Relationship in Space III Modelling Change	HL 1.14* Complex Numbers II HL 2.13 - 2.14, 2.16 Functions III HL 5.12 – 5.15* Further Calculus	Approximation Representation Change Space Validity Modelling	Communication Self- Management Thinking
	Year 12 Term 2	Modelling Space and Change II	HL 3.14 – 3.18 HL 1.15* Proof Revisited HL 5.18 – 5.19 Series and Differential Equations	Generalisation Representation Space Modelling Relationships Validity Change Approximation	Communication Self- Management Thinking
	Year 12 Term 3	Revision program	Exam revision and preparation		
<b>Theory of Knowledge</b>					
<b>Theory of Knowledge</b>	Year 11 Term 1	Knowledge and the knower – (Core) Area of Knowledge – Mathematics	Knowledge questions from the TOK guide to consider: <ul style="list-style-type: none"> <li>• Scope</li> <li>• Perspectives</li> <li>• Methods and tools</li> <li>• Ethics</li> </ul>	Evidence Certainty Truth Interpretation Power Justification Explanation Objectivity	Thinking  Communication
	Year 11 Term 2	Area of Knowledge – The Arts Knowledge and language – (Option 1)			

Subject & Level	Year level & Term	Topic	Knowledge and Skills	Concepts	ATL Skills
	Year 11 Term 3	Knowledge and technology – (Option 2) Area of Knowledge – Natural Sciences		Perspective Culture Values Responsibility	
	Year 11 Term 4	Internal Assessment – Exhibition Area of Knowledge – Human Sciences			
	Year 12 Term 1	Area of Knowledge – History Essay preparation External Assessment	Knowledge questions as above. Students are required to plan an essay based on a previous prescribed title. Students are required to plan an essay in response to one of six prescribed titles that are issued by the IB for each examination session.		
	Year 12 Term 2	External Assessment – Essay	Students are required to write an essay in response to one of six prescribed titles that are issued by the IB for each examination session.		
	Year 12 Term 3	Revision Program			

# Curriculum Map – Horizontal Alignment

Subject	Term 1	Term 2	Term 3	Term 4
	<b>Year 7</b>			
<b>Year 7 English Language and Literature</b>	<p><b>Topic:</b> Empathic biographies – Humanising Great Achievements  <b>Key &amp; Related Concepts:</b> Development, Audience Imperatives Context  <b>Global Context:</b> Scientific and Technical Innovation  <b>SOI:</b> The significance of innovation can be influenced by context.</p>	<p><b>Topic:</b> Wonder – novel study  <b>Key &amp; Related Concepts:</b> Perspective Context Setting Character  <b>Global Context:</b> Orientation in Time and Space  <b>SOI:</b> Perspectives are shaped by context in time and space.</p>	<p><b>Topic:</b> Conventions of Picture Books  <b>Key &amp; Related Concepts:</b> Creativity Genre Structure  <b>Global Context:</b> Personal and cultural expression  <b>SOI:</b> Cultural identity is expressed through creative storytelling.</p>	<p><b>Topic:</b> International voices – poetry study  <b>Key &amp; Related Concepts:</b> Connections Point of View Style  <b>Global Context:</b> Fairness and Development  <b>SOI:</b> Connection to other points of view leads to a fairer world.</p>
<b>Year 7 Language Acquisition – Chinese</b>	<p><b>Topic:</b> Getting to Know You  <b>Key &amp; Related Concepts:</b> Communication, Form, Pronunciation  <b>Global Context:</b> Identities and relationships  <b>SOI:</b> Identities and relationships influence the form and clarity of communication</p>	<p><b>Topic:</b> Making connections  <b>Key &amp; Related Concepts:</b> Connections, Word choice, structure  <b>Global Context:</b> Personal and cultural expression  <b>SOI:</b> Language, word choice and linguistic systems help make connections with people, objects or ideas</p>	<p><b>Topic:</b> Appearance and daily routine  <b>Key &amp; Related Concepts:</b> Connections, function, patterns  <b>Global Context:</b> Personal and cultural expression  <b>SOI:</b> Finding patterns and recognising functions make it easier to make connections with one another</p>	<p><b>Topic:</b> Family and hobbies  <b>Key &amp; Related Concepts:</b> Culture, meaning, message  <b>Global Context:</b> Personal and cultural expression  <b>SOI:</b> Meaningful messages require an understanding of culture</p>
<b>Year 7 Language Acquisition – French</b>	<p><b>Topic:</b> Enchante  <b>Key &amp; Related Concepts:</b> Communication Audience Message  <b>Global Context:</b> Identities and Relationships  <b>SOI:</b> The message communicated to an audience creates relationships and shape identities.</p>	<p><b>Topic:</b> School Life  <b>Key &amp; Related Concepts:</b> Connections, Structure, Context  <b>Global Context:</b> Identities and relationships  <b>SOI:</b> Context and structures makes and build connections, relationships and form identities.</p>	<p><b>Topic:</b> Friends  <b>Key &amp; Related Concepts:</b> Connections Conventions Purpose  <b>Global Context:</b> Personal and Cultural Expressions  <b>SOI:</b> Purpose through personal and cultural expression facilitates creativity through conventions.</p>	<p><b>Topic:</b> Leisure  <b>Key &amp; Related Concepts:</b> Creativity Conventions Purpose  <b>Global Context:</b> Personal and Cultural Expressions  <b>SOI:</b> Personal and Cultural expression reflect pronunciation and language form.</p>
<b>Year 7 Language Acquisition – German</b>	<p><b>Topic:</b> Getting to Know Each Other  <b>Key &amp; Related Concepts:</b> Communication Context Structure  <b>Global Context:</b> Orientation in Space and Time  <b>SOI:</b> Interconnectedness depends on clearly communicating through structure and context.</p>	<p><b>Topic:</b> School life and Pets  <b>Key &amp; Related Concepts:</b> Connections Form Audience  <b>Global Context:</b> Identities and Relationships  <b>SOI:</b> Connections enhance human relationships and audience engagement.</p>	<p><b>Topic:</b> Hobbies and Family Life  <b>Key &amp; Related Concepts:</b> Connections Message Structure  <b>Global Context:</b> Personal and cultural expression  <b>SOI:</b> Purpose and message can be expressed creatively.</p>	<p><b>Topic:</b> Home and Food  <b>Key &amp; Related Concepts:</b> Culture Conventions Function  <b>Global Context:</b> Orientation in Space and Time  <b>SOI:</b> Social history reflects the conventions and functions of language and culture.</p>
<b>Year 7 Language Acquisition – Japanese</b>	<p><b>Topic:</b> Getting to know you  <b>Key &amp; Related Concepts:</b> Communication Audience Message  <b>Global Context:</b> Identities &amp; Relationships</p>	<p><b>Topic:</b> School  <b>Key &amp; Related Concepts:</b> Connections Word choice Structure  <b>Global Context:</b> Personal &amp; Cultural Expression  <b>SOI:</b> Language, word choice and linguistic systems help make</p>	<p><b>Topic:</b> Daily Routines  <b>Key &amp; Related Concepts:</b> Connection Functions Patterns  <b>Global Context:</b> Orientation in Time &amp; Space</p>	<p><b>Topic:</b> Sports and leisure  <b>Key &amp; Related Concepts:</b> Creativity Meaning Message  <b>Global Context:</b> Personal &amp; Cultural Expression  <b>SOI:</b> Meaningful messages requires an understanding of culture.</p>

Subject	Term 1	Term 2	Term 3	Term 4
	<b>SOI:</b> Identity, beliefs and values influence communication for various messages and audiences.	connections with people, objects or ideas.	<b>SOI:</b> Finding patterns and recognising functions makes it easier to make connections with one another.	
<b>Year 7 Language Acquisition – Latin</b>	<b>Topic:</b> Life in Pompeii <b>Key &amp; Related Concepts:</b> Culture-communities Civilization Identity <b>Global Context:</b> Identities and relationships <b>SOI:</b> Pompeii had a specific layout, lifestyle and culture during the first century CE.	<b>Topic:</b> Society and culture in Pompeii <b>Key &amp; Related Concepts:</b> Culture Identity Values <b>Global Context:</b> Orientation in space and time <b>SOI:</b> The forum and the theatre were the focus of life in Pompeii and slaves were part of the society.	<b>Topic:</b> Roman lifestyle <b>Key &amp; Related Concepts:</b> Communication Pattern Values Civilization <b>Global Context:</b> Identities and relationships <b>SOI:</b> The Romans had certain beliefs about representing life after death, gladiators and hygiene.	<b>Topic:</b> Roman civics and history <b>Key &amp; Related Concepts:</b> Culture Form Purpose Values <b>Global Context:</b> Fairness and development <b>SOI:</b> Educational regulations, civic laws and natural disasters have influenced the life of Roman people.
<b>Year 7 Individuals and Societies</b>	<b>Topic:</b> The Constitution and I <b>Key &amp; Related Concepts:</b> Systems Government Citizenship <b>Global Context:</b> Personal and cultural expression (belief systems) <b>SOI:</b> Values, attitudes and beliefs shape systems of government.	<b>Topic:</b> Big-up Brisbane <b>Key &amp; Related Concepts:</b> Change Sustainability Culture <b>Global Context:</b> Globalisation and sustainability (Urban planning) <b>SOI:</b> Changes must be sustainable and reflect culture.	<b>Topic:</b> The Game of Life <b>Key &amp; Related Concepts:</b> Time, Place and Space; Choice Consumption <b>Global Context:</b> Identities and Relationships (Scarcity) <b>SOI:</b> Scarcity experienced across time, place and space affects choice and consumption.	<b>Topic:</b> Stayin' Alive <b>Key &amp; Related Concepts:</b> Global Interactions, Culture, Identity <b>Global Context:</b> Orientation in space and time (Exchange and Interaction) <b>SOI:</b> Exchange through global interactions shape culture and identity.
<b>Year 7 Sciences</b>	<b>Topic:</b> We're all Scientists & Life around us <b>Key &amp; Related Concepts:</b> Relationships Evidence Models Relationships Environment Interactions <b>Global Context:</b> Identity and Relationships Fairness and Development <b>SOI:</b> To be a scientist means to gather evidence about world around us to understand how things are related. Understanding interactions in the environment enables humans to develop global and local solutions.	<b>Topic:</b> Resourcing the Planet & Blast off into space (IDU: Science and Maths) <b>Key &amp; Related Concepts:</b> Systems Models Patterns Logic Evidence Interaction <b>Global Context:</b> Globalisation and Sustainability Orientation in time and space <b>SOI:</b> Natural and human systems create patterns. Modelling global systems. Relationships between planetary objects can be derived from the observation and interpretation of data.	<b>Topic:</b> Forces around us <b>Key &amp; Related Concepts:</b> Change, Consequences, Interactions <b>Global Context:</b> Scientific and Technical Innovation <b>SOI:</b> Interactions between forces result in changes that can be measured through scientific innovation.	<b>Topic:</b> Is there enough water fit for drinking: Water? <b>Key &amp; Related Concepts:</b> Global Interactions Transformations Consequences <b>Global Context:</b> Globalisation and Sustainability <b>SOI:</b> Finding solutions for the impact of pollution on our natural systems is a global responsibility.
<b>Year 7 Mathematics</b>	<b>Topic:</b> Is fairness always equal? <b>Key &amp; Related Concepts:</b> Form Equivalence Systems <b>Global Context:</b> Fairness and Development <b>SOI:</b> Making fair judgments is easier if we understand a variety of numeric systems and forms.	<b>Topic:</b> How can we bring things together? <b>Key &amp; Related Concepts:</b> Patterns, Simplification. <b>Global Context:</b> Identities and Relationships <b>SOI:</b> Identifying and using patterns and rules is the key to simplifying relationships, in life and in algebra.	<b>Topic:</b> How do we travel between dimensions? <b>Key &amp; Related Concepts:</b> Logic, Measurement, Generalisation <b>Global Context:</b> Scientific and Technical Innovation <b>SOI:</b> The general properties of shapes and our spatial environment can be measured by logic and manipulated and created by technology.	<b>Topic:</b> How do we measure up? <b>Key &amp; Related Concepts:</b> Form, Space, Measurement <b>Global Context:</b> Orientation in Space and Time <b>SOI:</b> Measurement is expressed in various forms to communicate the space around or within an object.  <b>Topic:</b> What's Next?

Subject	Term 1	Term 2	Term 3	Term 4
		<b>Topic:</b> Interdisciplinary Unit <b>Key &amp; Related Concepts:</b> Representation. Model <b>Global Context:</b> Orientation in space and time <b>SOI:</b> Relationships between planetary objects can be derived from the observation and interpretation of data.		<b>Key &amp; Related Concepts:</b> Logic, Generalisation, Quantity <b>Global Context:</b> Scientific and Technical Innovation (products) <b>SOI:</b> Mathematical logic helps us to find general rules in quantities and relationships and to make exciting and innovative discoveries.
Year 7 Design	<b>Topic:</b> User interface design in mobile applications <b>Key &amp; Related Concepts:</b> Development Adaptation Function <b>Global Context:</b> Personal and cultural expression <b>SOI:</b> In the development of products, functionality is crucial for stakeholders.	<b>Topic:</b> Robots and Microbits <b>Key &amp; Related Concepts:</b> Systems Resource Function <b>Global Context:</b> Globalisation and Sustainability <b>SOI:</b> Feedback allows a system to function anonymously.		
Year 7 Physical & Health Education	<b>Topic:</b> I'm a team player! <b>Key &amp; Related Concepts:</b> Communication Systems Functions <b>Global Context:</b> Fairness and development <b>SOI:</b> For systems to function, communication and inclusion is necessary to value differences.	<b>Topic:</b> Faster, higher, stronger! <b>Key &amp; Related Concepts:</b> Change Choice Perspective <b>Global Context:</b> Scientific and technical innovation <b>SOI:</b> Using scientific innovation offers perspective and leads to choices for purposeful change.	<b>Topic:</b> Games and culture <b>Key &amp; Related Concepts:</b> Relationships Movement and Interaction <b>Global Context:</b> Personal and cultural expressions <b>SOI:</b> Ritual and play are integral to the development of relationships and can be expressed through movement and interactions.	<b>Topic:</b> Move it and groove it! <b>Key &amp; Related Concepts:</b> Development Refinement and movement <b>Global Context:</b> Orientation in space and time <b>SOI:</b> Refinement of movement orientated in space in time can lead to development.
Year 7 Arts: Visual Arts	<b>Topic: Improbable Beasts</b> <b>Key &amp; Related Concepts:</b> Culture Visual culture Representation <b>Global Context:</b> Personal and cultural expression <b>SOI:</b> As culture evolves, so does the way we represent the world around us.	<b>Topic: Fantastic Fables</b> <b>Key &amp; Related Concepts:</b> Culture Visual culture Representation <b>Global Context:</b> Personal and cultural expression <b>SOI:</b> As culture evolves, so does the way we represent the world around us.		
Year 7 Arts: Music	<b>Topic: Bold &amp; the Beautiful:</b> Introduction to Music Concepts <b>Key &amp; Related Concepts:</b> Communication Play Presentation <b>Global Context:</b> Personal and cultural expression <b>SOI:</b> Arts are used as a means of cultural communication to express ideas, feelings, and emotions and is open to personal interpretation.	<b>Topic: Showstoppers: The Musical</b> <b>Key &amp; Related Concepts:</b> Creativity Composition Audience <b>Global Context:</b> Identities and relationships <b>SOI:</b> The arts are a form of self-expression, is key to identify and is a global unifier.		
Year 7 Positive Education Program	<b>Topic: New Beginnings – Building Strong Relationships; Outstanding Citizens – The SMT Way</b>	<b>Topic: Strengths as Superpowers – Taking a Strengths Based Approach;</b>	<b>Topic: Bullseye! – Setting a goal and hitting the mark; Mindfulness</b> <b>Knowledge &amp; Skills:</b>	<b>Topic: Powering Up Positivity Peak Performance – Reach for the Top</b> <b>Knowledge &amp; Skills:</b>

Subject	Term 1	Term 2	Term 3	Term 4
	<b>Knowledge &amp; Skills:</b> Positive Relationships 3. Leadership & teamwork 4. Kindness & Connections Positive Purpose 3. Core Values Positive Emotions 1. Emotional Intelligence 2. Self-Control Friendships, Active Constructive Responding (ACR), group work, online relationships, listening and negotiation Values – self and SMT, emotions, self-regulation strategies	A Healthy You – Establishing healthy habits leading to success <b>Knowledge &amp; Skills:</b> Positive Purpose 2. Character Development Positive Health 2. Self-Knowledge Positive Health 3. Physical Wellbeing Positive Accomplishment 4. Grit & Persistence Character strengths, VARK learning preferences, self-awareness, building relationships Learning organisation, time management, balance and self-care, healthy habits, delayed gratification, procrastination, using the school diary and assessment calendar, chunking, weekly study timetable	Positive Accomplishment 2. Goal Orientation 3. Mindsets Positive Health 1. Mind-Body Connection Goal setting, SMART goals, PLPs, fixed vs growth mindset, neurogenesis, strategies for achieving goals Mindfulness, flourishing, self-care, multi-taking research, negative or critical thinking, ATC	Positive Emotions 3. Positivity 4. Gratitude Positive Relationships 2. Forgiveness Positive Engagement 4. Motivation Emotions and moods, positive psychology, flourishing, languishing, negativity bias, positive emotions and strategies to cultivate, forgiveness model Intrinsic and extrinsic motivation, stages of change model, strategies to cultivate intrinsic motivation, identity and areas for improvement
<b>Year 8</b>				
<b>Year 8 English Language and Literature</b>	<b>Topic:</b> Observational Documentary – film study <b>Key &amp; Related Concepts:</b> Form Audience Imperatives Purpose <b>Global Context:</b> Personal and Cultural Expression <b>SOI:</b> Audiences connect with the expression of human experience.	<b>Topic: Animal Farm</b> – novel study <b>Key &amp; Related Concepts:</b> Communities Character Theme <b>Global Context:</b> Fairness and Development <b>SOI:</b> Characters and Themes provide insight into community power and privilege.	<b>Topic:</b> Imagining the Future – genre short story <b>Key &amp; Related Concepts:</b> Change Genre Structure Style <b>Global Context:</b> Globalisation and Sustainability <b>SOI: Imagined consequences of change have value.</b>	<b>Topic:</b> Selling sustainability – persuasion <b>Key &amp; Related Concepts:</b> Persuasion Intertextuality Purpose <b>Global Context:</b> Globalisation and Sustainability; Orientation in Time and Space <b>SOI:</b> Persuasive texts are future orientated.
<b>Year 8 Language Acquisition – Chinese</b>	<b>Topic:</b> Physical wellbeing <b>Key &amp; Related Concepts:</b> Communication, empathy, structure <b>Global Context:</b> Orientation in space and time <b>SOI:</b> Effective communication is reliant on empathy and structure	<b>Topic:</b> Healthy Living <b>Key &amp; Related Concepts:</b> Connections, meaning, purpose <b>Global Context:</b> Identities and relationships <b>SOI:</b> Identities can connect the purpose of healthy living and its meaning	<b>Topic:</b> Celebrations and festivals <b>Key &amp; Related Concepts:</b> creativity, idiom, audience <b>Global Context:</b> Orientation in space and time <b>SOI:</b> Creative expression relies on understanding of audience, space and time	<b>Topic:</b> Environment and Technology <b>Key &amp; Related Concepts:</b> Culture, point of view, context <b>Global Context:</b> Scientific and technical innovation <b>SOI:</b> Advances in technology allows sharing and understanding of different points of view
<b>Year 8 Language Acquisition – French</b>	<b>Topic:</b> Communication via technology <b>Key &amp; Related Concepts:</b> Connections Word choice Patterns Accent <b>Global Context:</b> Globalisation and sustainability <b>SOI:</b> The purpose of technology and communication connects to overall well-	<b>Topic:</b> Life changes <b>Key &amp; Related Concepts:</b> Communication Audience Conventions Function <b>Global Context:</b> Personal and cultural expression <b>SOI:</b> A structured, purposeful lifestyle will help us manage our time effectively	<b>Topic:</b> Media <b>Key &amp; Related Concepts:</b> Culture Purpose Form Context <b>Global Context:</b> Identities and relationships <b>SOI:</b> The true work of balance is to create a meaningful life for ourselves and others.	<b>Topic:</b> Future outlook <b>Key &amp; Related Concepts:</b> Creativity Structure Message <b>Global Context:</b> Fairness and development <b>SOI:</b> Visions and dreams can become a reality and the potential future.

Subject	Term 1	Term 2	Term 3	Term 4
	being and to the identities formed within those activities.	and achieve a meaningful balance at school and home.		
<b>Year 8 Language Acquisition – German</b>	<b>Topic:</b> Leisure and Health <b>Key &amp; Related Concepts:</b> Connections Word Choice Meaning <b>Global Context:</b> Personal and Cultural Expression <b>SOI:</b> Word choice connects meaning to personal and cultural values	<b>Topic:</b> Balanced Life <b>Key &amp; Related Concepts:</b> Creativity Structure and Purpose <b>Global Context:</b> Orientation in Space and Time <b>SOI:</b> Purpose informs structure and creativity within boundaries	<b>Topic:</b> Holidays and Plans <b>Key &amp; Related Concepts:</b> Connections Meaning and Purpose <b>Global Context:</b> Identities and Relationships <b>SOI:</b> Meaning and purpose reflect identity and culture	<b>Topic:</b> Media and Friends <b>Key &amp; Related Concepts:</b> Accent Message Communication <b>Global Context:</b> Scientific and Technical Innovation <b>SOI:</b> Adaption of language communicates cultural messages
<b>Year 8 Language Acquisition – Japanese</b>	<b>Topic:</b> Family life and pets <b>Key &amp; Related Concepts:</b> Connection Context Conventions <b>Global Context:</b> Identities and relationships <b>SOI:</b> Language conventions and context needs consideration to make connections when communicating.	<b>Topic:</b> Entertainments: Let’s have fun! <b>Key &amp; Related Concepts:</b> Creativity Purpose Audience <b>Global Context:</b> Personal and cultural expression <b>SOI:</b> Consideration of audience determines our creative, personal and cultural expression.	<b>Topic:</b> Festivals and celebrations <b>Key &amp; Related Concepts:</b> Culture Message Pronunciation <b>Global Context:</b> Orientation in Space and Time <b>SOI:</b> Cultural understanding with authentic pronunciation determines the successfulness of message exchange and interaction.	<b>Topic:</b> Japanese traditions and culture <b>Key &amp; Related Concepts:</b> Connections, Culture, Meaning, Purpose <b>Global Context:</b> Personal and cultural expression <b>SOI:</b> Personal and cultural expression connects and gives us meaning and purpose in life.
<b>Year 8 Language Acquisition – Latin</b>	<b>Topic:</b> Britain during the first century CE <b>Key &amp; Related Concepts:</b> Creativity-communities Civilisation Identity Context <b>Global Context:</b> Scientific and technical innovation <b>SOI:</b> Britannia had its own highly developed civilisation before the Roman arrived.	<b>Topic:</b> The expansion of the Roman Empire <b>Key &amp; Related Concepts:</b> Connections-change Context Purpose Inter-dependence <b>Global Context:</b> Identities and relationships <b>SOI:</b> Egypt was an important country for the Rome Empire.	<b>Topic:</b> Egypt during the first century CE <b>Key &amp; Related Concepts:</b> Creativity-communities Values Civilisation Structure <b>Global Context:</b> Scientific and technical innovation <b>SOI:</b> Egyptians worshipped gods and cats and they had an ancient custom of mummifying corpses.	<b>Topic:</b> Roman baths and other superstitious beliefs <b>Key &amp; Related Concepts:</b> Creativity – perspective Values Identify Theme <b>Global Context:</b> Scientific and technical innovation <b>SOI:</b> Romans believed that hot springs are beneficial for a healthy body and curses helped to punish an offender.
<b>Year 8 Individuals and Societies</b>	<b>Topic:</b> Making Australia (History) <b>Key &amp; Related Concepts:</b> Change Cooperation Conflict <b>Global Context:</b> Identities and Relationships (Turning Points) <b>SOI:</b> Cooperation and conflict trigger turnings points which lead to change.	<b>Topic:</b> Legal Eagles (Civics and Citizenship) <b>Key &amp; Related Concepts:</b> Systems Government Rights <b>Global Context:</b> Fairness and development (Law) <b>SOI:</b> Government systems impact rights through the law.	<b>Topic:</b> The Next Big Thing (Economics and Business) <b>Key &amp; Related Concepts:</b> Change Choice Sustainability <b>Global Context:</b> Scientific and Technical Innovation (Human impact on the environment) <b>SOI:</b> Choice and sustainability drive change through human impact on the environment.	<b>Topic:</b> Australia in 2050 (Geography) <b>Key &amp; Related Concepts:</b> Global Interactions Patterns and trends Management and intervention <b>Global Context:</b> Globalisation and sustainability (population and demography) <b>SOI:</b> Patterns and trends affect global interactions when planning for the future.
<b>Year 8 Sciences</b>	<b>Topic:</b> Body in Balance <b>Key &amp; Related Concepts:</b> Systems Function Models <b>Global Context:</b> Identities and Relationships <b>SOI:</b> Complex organisms are made of smaller structures and systems, that scientists’ model in order to understand their functions.	<b>Topic:</b> Ch-ch-ch-changes <b>Key &amp; Related Concepts:</b> Change Form Interactions <b>Global Context:</b> Scientific and technical innovations <b>SOI:</b> Science enables us to change the form of matter into useful materials that can make the world a better place.	<b>Topic:</b> From the Earth <b>Key &amp; Related Concepts:</b> Change Models Transformations <b>Global Context:</b> Orientation in space and time <b>SOI:</b> The Earth is made of rocks, which over time undergo a cycle of change and transformation, which can be modelled scientifically.	<b>Topic:</b> Future of Energy <b>Key &amp; Related Concepts:</b> Relationships Energy Transformation <b>Global Context:</b> Scientific and Technical Innovat <b>SOI:</b> Through transforming energy, we can have an impact on the way people live now and, in the future.

Subject	Term 1	Term 2	Term 3	Term 4
<b>Year 8 Mathematics</b>	<b>Topic:</b> A Little Bit of History Repeating <b>Key &amp; Related Concepts:</b> Form Equivalence Representation <b>Global Context:</b> Orientation in Space and Time <b>SOI:</b> Throughout history, forms of representation have been used to justify equivalence.	<b>Topic:</b> Money, Money, Money! <b>Key &amp; Related Concepts:</b> Relationships Model Quantity <b>Global Context:</b> Globalisation and Sustainability <b>SOI:</b> Behaviour can be understood by and investigating modelling relationships.	<b>Topic:</b> You Better Shape Up <b>Key &amp; Related Concepts:</b> Relationships Generalisation Patterns Space Validity <b>Global Context:</b> Scientific and Technical Innovation <b>SOI:</b> Relationships between spatial dimensions can be used to develop innovative products.	<b>Topic:</b> Take a Chance on Me <b>Key &amp; Related Concepts:</b> Form Representation Equivalence Models <b>Global Context:</b> Identities and Relationships <b>SOI:</b> Health and wellbeing information can be communicated using a variety of equivalent forms of representation.
<b>Year 8 Design</b>	<b>Topic:</b> What is your online persona? <b>Key &amp; Related Concepts:</b> Development Form Perspective <b>Global Context:</b> Identities and Relationships <b>SOI:</b> Our design choices can influence how others perceive our online identity.	<b>Topic:</b> How does a computer think? <b>Key &amp; Related Concepts:</b> Development Adaption Function <b>Global Context:</b> Scientific and Technical Innovation <b>SOI:</b> Through understanding a potential solution, algorithmic thinking can use common ideas to solve complex problems.		
<b>Year 8 Physical and Health Education</b>	<b>Topic:</b> Food for sport <b>Key &amp; Related Concepts:</b> Development Choice Energy <b>Global Context:</b> Personal and cultural expressions <b>SOI:</b> Personal and cultural expression influences choices about energy and impacts development.	<b>Topic:</b> Use it or lose it <b>Key &amp; Related Concepts:</b> Change Systems Adaptation <b>Global Context:</b> Scientific and technical innovation <b>SOI:</b> Scientific and technical innovation guides adaptation of systems which fosters change.	<b>Topic:</b> Party Wisely <b>Key &amp; Related Concepts:</b> Relationships Choice Perspective <b>Global Context:</b> Identities and relationships <b>SOI:</b> Choice and perspective influence identity and relationships.	<b>Topic:</b> Vital Signs First Aid, So You Think You Can Dance <b>Key &amp; Related Concepts:</b> Development Function Interaction <b>Global Context:</b> Orientation in space and time <b>SOI:</b> Interactions affect functions in space and time.
<b>Year 8 Arts: Visual Arts</b>	<b>Topic:</b> The Young Archies: Investigating and planning <b>Key &amp; Related Concepts:</b> Identity Expression Narrative <b>Global Context:</b> Identities and relationships <b>SOI:</b> Identity is expressed through creative narratives.	<b>Topic:</b> STEAM Influences <b>Key &amp; Related Concepts:</b> Development and Representation <b>Global Context:</b> Scientific and technical innovation <b>SOI:</b> Developments in scientific and technical innovations are represented using media conventions.		
<b>Year 8 Arts: Music</b>	<b>Topic:</b> Beatbox: Rock/Pop/Jazz <b>Key &amp; Related Concepts:</b> Creativity Development Play Genre <b>Global Context:</b> Orientation in space and time <b>SOI:</b> Arts is viewed as a means to enable creativity to explore genre over time.	<b>Topic:</b> Reimaginings: Classical <b>Key &amp; Related Concepts:</b> Identity Composition and Genre <b>Global Context:</b> Identities and relationships <b>SOI:</b> Arts is used as a means to offer perspectives and connections that explore genre through scientific and technological innovation.		
<b>Year 8 Positive Education Program</b>	<b>Topic:</b> Outstanding Citizens – Becoming an IB Learner in both the physical and virtual world	<b>Topic:</b> Sustainable Futures Walking in Other Peoples Shoes <b>Knowledge &amp; Skills:</b>	<b>Topic:</b> The Meaningful Life – Purpose and Challenge <b>Knowledge &amp; Skills:</b>	<b>Topic:</b> Failing Well – Dealing with disappointment and managing challenge; In the Zone

Subject	Term 1	Term 2	Term 3	Term 4
	<p>Stepping It Up! – Becoming a Leader</p> <p><b>Knowledge &amp; Skills:</b></p> <p>Positive Purpose</p> <p>3. Core Values</p> <p>Positive Relationships</p> <p>4. Kindness &amp; Connections</p> <p>Positive Relationships</p> <p>3. Leadership &amp; Teamwork</p> <p>IB philosophy and mission statement, IB learner attributes, social media, contributing to SMT in a positive way, Student Code of Conduct</p> <p>Leadership and characteristics of leaders, SMT leadership process, contributing to positive teams, communication. collaboration, cooperative and inclusive behaviours</p>	<p>Positive Engagement</p> <p>1. Creativity</p> <p>2. Curiosity &amp; Interest</p> <p>Positive Relationships</p> <p>1. Empathy &amp; Compassion</p> <p>Positive Accomplishment</p> <p>1. Decision Making</p> <p>An inquiry-based unit – the class decides upon an environment issue presented by the Sustainable Futures Working Group that they can supported within the school</p> <p>High quality connections, relationships and wellbeing, neuroscience, empathy and empathetic listening, compassion, volunteering, perspectives, decision making</p>	<p>Positive Purpose</p> <p>1. Caregiving</p> <p>4. Sense of Meaning</p> <p>Positive Engagement</p> <p>1. Creativity</p> <p>2. Curiosity &amp; Interest</p> <p>Belonging and serving, four pillars of meaning, eudaimonia, hedonia, altruism, positivity circle, working in a team, serving the community</p>	<p><b>Knowledge &amp; Skills:</b></p> <p>Positive Health</p> <p>4. Resilience</p> <p>Positive Emotions</p> <p>2. Self-Control</p> <p>Positive Engagement</p> <p>3. Flow</p> <p>Positive Accomplishment</p> <p>4. Grit &amp; Persistence</p> <p>Self-image, strengths-based approach, broaden and build theory, resilience, overcoming adversity, emotional regulation strategies, delayed gratification, support networks, self-talk habits, perfectionism</p> <p>Flow, stages of engagement, flow and well-being, flow and peak performance, achieving a state of flow, balance and self-regulation, dealing with stress</p>
<b>Year 9</b>				
<b>Year 9 English Language and Literature</b>	<p><b>Topic:</b> Australian Voices – poetry</p> <p><b>Key &amp; Related Concepts:</b> Connections Structure Setting Self-expression</p> <p><b>Global Context:</b> Orientation in Time and Space</p> <p><b>SOI:</b> Connections to people and places and things empower people.</p>	<p><b>Topic:</b> Drama Study – The Curious Incident of the Dog in the Night-Time</p> <p><b>Key &amp; Related Concepts:</b> Creativity Character Style</p> <p><b>Global Context:</b> Identities and relationships</p> <p><b>SOI:</b> Personal expression of one's perspective leads to personal development.</p>	<p><b>Topic:</b> A study of rhetoric – persuasion</p> <p><b>Key &amp; Related Concepts:</b> Communication Audience Imperatives Point of view</p> <p><b>Global Context:</b> Fairness and Development; Globalisation and Sustainability</p> <p><b>SOI:</b> Choices define identity and relationships.</p>	<p><b>Topic: Shakespeare-</b> Love and Identity</p> <p><b>Key &amp; Related Concepts:</b> Relationships Theme Character</p> <p><b>Global Context:</b> Identities and Relationships</p> <p><b>SOI:</b> Cultural contexts influence representation.</p>
<b>Year 9 Language Acquisition – Chinese</b>	<p><b>Topic:</b> Balanced lifestyle</p> <p><b>Key &amp; Related Concepts:</b> Communication, empathy, structure</p> <p><b>Global Context:</b> Orientation in space and time</p> <p><b>SOI:</b> Effective communication is reliant on empathy and structure</p>	<p><b>Topic:</b> Food and culture</p> <p><b>Key &amp; Related Concepts:</b> connections, meaning, purpose</p> <p><b>Global Context:</b> Identities and relationships</p> <p><b>SOI:</b> Identities can connect the purpose of healthy living and its meaning</p>	<p><b>Topic:</b> Celebrations and festivals</p> <p><b>Key &amp; Related Concepts:</b> creativity, idiom, audience</p> <p><b>Global Context:</b> Orientation in space and time</p> <p><b>SOI:</b> Creative expression relies on understanding of audience, space and time</p>	<p><b>Topic:</b> Environment and technology</p> <p><b>Key &amp; Related Concepts:</b> culture, points of view, context</p> <p><b>Global Context:</b> scientific and technical innovation</p> <p><b>SOI:</b> Advances in technology allow sharing and understanding of different points of view</p>
<b>Year 9 Language Acquisition – French</b>	<p><b>Topic:</b> Friends and family</p> <p><b>Key &amp; Related Concepts:</b> Culture Context Structure Purpose</p> <p><b>Global Context:</b> Identities and relationships</p> <p><b>SOI:</b> Friends from different cultures will affect your belief, culture and way of living.</p>	<p><b>Topic:</b> Environment</p> <p><b>Key &amp; Related Concepts:</b> Connections Empathy Point of view Meaning</p> <p><b>Global Context:</b> Globalisation and sustainability</p> <p><b>SOI:</b> Through our behaviour and actions we can make a difference to the world.</p>	<p><b>Topic:</b> Leisure and work</p> <p><b>Key &amp; Related Concepts:</b> Communication Audience Conventions Message</p> <p><b>Global Context:</b> Identities and relationships</p> <p><b>SOI:</b> Leisure time, work and social activities connect people together, help</p>	<p><b>Topic:</b> Cultural celebrations</p> <p><b>Key &amp; Related Concepts:</b> Creativity Idiom Word choice Function</p> <p><b>Global Context:</b> Orientation in space and time</p> <p><b>SOI:</b> The way we celebrate has changed and is always in a state of flux.</p>

Subject	Term 1	Term 2	Term 3	Term 4
			get familiar with each other and improve interpersonal relationships between each other.	
<b>Year 9 Language Acquisition – German</b>	<b>Topic:</b> Everyday German <b>Key &amp; Related Concepts:</b> Communication, Audience, Context <b>Global Context:</b> Identities and Relationships <b>SOI:</b> Context communicates ideas of identity to an audience.	<b>Topic:</b> Festivals and Fun <b>Key &amp; Related Concepts:</b> Creativity, Word Choice, Structure <b>Global Context:</b> Identities and Relationships <b>SOI:</b> Word choice and structure reflect creative lifestyles.	<b>Topic:</b> Living in Germany <b>Key &amp; Related Concepts:</b> Culture Conventions Function <b>Global Context:</b> Personal and Cultural Expression <b>SOI:</b> The function and purpose of conventions reflect cultural expression.	<b>Topic:</b> Environment <b>Key &amp; Related Concepts:</b> Connections Empathy Point of View <b>Global Context:</b> Globalisation and Sustainability <b>SOI:</b> Empathy creates connections with others and different points of view.
<b>Year 9 Language Acquisition – Japanese</b>	<b>Topic:</b> Physical wellbeing <b>Key &amp; Related Concepts:</b> Communication Empathy Structure <b>Global Context:</b> Orientation in space and time <b>SOI:</b> Effective communication is reliant on empathy and structure.	<b>Topic:</b> Holidays <b>Key &amp; Related Concepts:</b> Connections Meaning Purpose <b>Global Context:</b> Identities and Relationships <b>SOI:</b> The purpose of leisure activities and their meaning are connected to one's identity.	<b>Topic:</b> Japanese stories (folktales) <b>Key &amp; Related Concepts:</b> Creativity Idiom Audience <b>Global Context:</b> Scientific and technical innovation <b>SOI:</b> Advances in technologies allow creative expressions, stories and idioms to reach wider audiences.	<b>Topic:</b> Exchange students <b>Key &amp; Related Concepts:</b> Culture Point of view Context <b>Global Context:</b> Fairness and development <b>SOI:</b> Interactions in various cultural contexts can develop a fair point of view.
<b>Year 9 Language Acquisition – Latin</b>	<b>Topic:</b> Religion and Romanisation <b>Key &amp; Related Concepts:</b> Creativity - change Identity Inter-dependence <b>Global Context:</b> Identities and relationships <b>SOI:</b> Romanisation changed the life for many people in the way people believed, travelled, and battled.	<b>Topic:</b> Historical artefacts <b>Key &amp; Related Concepts:</b> Culture – Form Purpose Structure <b>Global Context:</b> Scientific and technical innovation <b>SOI:</b> The Romans military achievements were underpinned by a well-structured and equipped Army.	<b>Topic:</b> Rome and its people <b>Key &amp; Related Concepts:</b> Connections Context Values <b>Global Context:</b> Identities and relationships <b>SOI:</b> Thanks to skilled citizens Rome achieved greatness.	<b>Topic:</b> Roman society and beliefs <b>Key &amp; Related Concepts:</b> Values Communication Civilisation Perspective <b>Global Context:</b> Identities and relationships <b>SOI:</b> The Roman society had a distinct hierarchy and many Romans were content with the official state religion.
<b>Year 9 Individuals and Societies STEM Futures Elective: Forensic Psychology</b>	<b>Unit 1</b> <b>Topic:</b> Turning to Crime <b>Key &amp; Related Concepts:</b> Change Behaviour Cognition <b>Global Context:</b> Identities and relationships <b>SOI:</b> Behaviour and cognition influence change in human nature.	<b>Unit 2</b> <b>Topic:</b> Making a Case and Reaching a Verdict <b>Key &amp; Related Concepts:</b> Systems Equity Rights <b>Global Context:</b> Fairness and Development <b>SOI:</b> Systems affect equity, rights and justice.		
<b>Year 9 Individuals and Societies STEM Futures Elective: Cultural Revolution</b>	<b>Unit 1</b> <b>Topic:</b> Movement and Populations <b>Key &amp; Related Concepts:</b> Time, Place and Space, Culture <b>Global Context:</b> Identities and Relationships <b>SOI:</b> Movement of cultures across time, place and space impact identities and relationships	<b>Unit 2</b> <b>Topic:</b> A period of 'isms' <b>Key &amp; Related Concepts:</b> Systems, ideology <b>Global Context:</b> Personal and cultural expression <b>SOI:</b> Ideological systems impact personal and cultural expression.	<b>Unit 3</b> <b>Topic:</b> Ideological Competition: Growth of Regression? <b>Key &amp; Related Concepts:</b> Global interactions and Conflict <b>Global Context:</b> Fairness and Development <b>SOI:</b> Global interactions fuelled by conflict can impact the fairness and development of knowledge.	

Subject	Term 1	Term 2	Term 3	Term 4
Year 9 Individuals and Societies STEM Futures Elective: The World in Your Pocket	<b>Unit 1</b> <b>Topic:</b> Who wants to be a millionaire? <b>Key &amp; Related Concepts:</b> Systems, management Scarcity <b>Global Context:</b> Globalisation and Sustainability <b>SOI:</b> Individuals, Businesses and Governments use systems to manage social, economic and environmental sustainability.	<b>Unit 2</b> <b>Topic:</b> So what do we make? <b>Key &amp; Related Concepts:</b> Systems, Scarcity, Resources, Management, Sustainability, Ethics <b>Global Context:</b> Globalisation and Sustainability <b>SOI:</b> Individuals, Businesses and Governments use systems to manage social, economic and environmental sustainability.	<b>Unit 3</b> <b>Topic:</b> How does Australia fit into the global economy? <b>Key &amp; Related Concepts:</b> Systems, Scarcity, Resources, Management, Sustainability, Ethics <b>Global Context:</b> Globalisation and Sustainability <b>SOI:</b> Individuals, Businesses and Governments use systems to manage social, economic and environmental sustainability.	
Year 9 Individuals and Societies STEM Futures Elective: Future of Global Cooperation	<b>Unit 1</b> <b>Topic:</b> 'Left' vs. 'Right' <b>Key &amp; Related Concepts:</b> System Citizenship <b>Global Context:</b> Identities and Relationships <b>SOI:</b> Ideologies shape government structures and political systems.	<b>Unit 2</b> <b>Topic:</b> If it isn't broke, don't fix it! <b>Key &amp; Related Concepts:</b> Change, Resources <b>Global Context:</b> Fairness and Development Imagining a hopeful future) <b>SOI:</b> Overcoming conflict in opinion can lead to sustainable global interactions.	<b>Unit 3</b> <b>Topic:</b> Only One Earth <b>Key &amp; Related Concepts:</b> Global Interactions, Perspective Cooperation <b>Global Context:</b> Globalisation Sustainability (Human impact on the environment) <b>SOI:</b> Prioritising fairness can change the development of international cooperation.	
Year 9 Sciences STEM Futures Elective: Biochemical Solutions	<b>Unit 1</b> <b>Topic:</b> The Need for Speed <b>Key &amp; Related Concepts:</b> Change Conditions Models <b>Global Context:</b> Orientation in space and time <b>SOI:</b> Models of exchange and interaction can be used to predict the effect of changing conditions.	<b>Unit 2</b> <b>Topic:</b> Living Chemistry <b>Key &amp; Related Concepts:</b> Systems Energy Interaction <b>Global Context:</b> Scientific and technical innovation <b>SOI:</b> Energy systems interact with each other and can be used for scientific and technical innovation.		
Year 9 Sciences STEM Futures Elective: World of Reactions	<b>Unit 1</b> <b>Topic:</b> Atoms, acids and neutralization <b>Key &amp; Related Concepts:</b> Change Interaction Evidence <b>Global Context:</b> Orientation in space and time <b>SOI:</b> Change is evident from exchange and interaction.	<b>Unit 2</b> <b>Topic:</b> Reaction revolution <b>Key &amp; Related Concepts:</b> Relationships Consequences Environment <b>Global Context:</b> Scientific and technical innovation <b>SOI:</b> Relationships can have environmental consequences both caused and improved by scientific and technical innovation.		
Year 9 Sciences STEM Futures Elective: Medical Physics	<b>Unit 1</b> <b>Topic:</b> Acoustic Medicine <b>Key &amp; Related Concepts:</b> Systems Patterns Development	<b>Unit 2</b> <b>Topic:</b> Nuclear Medicine <b>Key &amp; Related Concepts:</b> Change Energy Transformation	<b>Unit 3</b> <b>Topic:</b> EM Radiation Medicine <b>Key &amp; Related Concepts:</b> Systems Models Development	

Subject	Term 1	Term 2	Term 3	Term 4
	<p><b>Global Context:</b> Scientific and technical innovation</p> <p><b>SOI:</b> Technological development allows us to recognise patterns in complex systems.</p>	<p><b>Global Context:</b> Scientific and technical innovation</p> <p><b>SOI:</b> Change occurs through energy transformation, but brings with it risk and consequences.</p>	<p><b>Global Context:</b> Orientation in space and time</p> <p><b>SOI:</b> The development of models reveals more about the scale, frequency and variability within systems.</p>	
<p><b>Year 9 Sciences</b> <b>STEM Futures</b> <b>Elective:</b> <b>Sustainable Futures</b></p>	<p><b>Unit 1</b> <b>Topic:</b> One world <b>Key &amp; Related Concepts:</b> Relationships Interaction Environment <b>Global Context:</b> Globalisation and sustainability <b>SOI:</b> Interacting relationships between humans and the environment affects sustainability.</p>	<p><b>Unit 2</b> <b>Topic:</b> Cities of the future <b>Key &amp; Related Concepts:</b> Systems Consequences Transformation <b>Global Context:</b> Fairness and development <b>SOI:</b> Human capability and development enables transformation, which can have consequences within and across systems.</p>		
<p><b>Year 9 Sciences</b> <b>STEM Futures</b> <b>Elective: Fuelling the Planet</b></p>	<p><b>Unit 1</b> <b>Topic:</b> Energy in chemical reactions <b>Key &amp; Related Concepts:</b> Change Energy Transfer <b>Global Context:</b> Scientific and technical innovation <b>SOI:</b> Change results in energy transfer, which can be measured using indirect methods.</p>	<p><b>Unit 2</b> <b>Topic:</b> Fuels for society <b>Key &amp; Related Concepts:</b> Systems Energy Development <b>Global Context:</b> Scientific and technical innovation <b>SOI:</b> The development of industrialised and engineered systems increases energy demand.</p>		
<p><b>Year 9 Mathematics</b></p>	<p><b>Topic:</b> How's it work? <b>Key &amp; Related Concepts:</b> Relationships Patterns Systems Quantity <b>Global Context:</b> Identities &amp; Relationships <b>SOI:</b> Improved abilities to identify patterns and relationships between quantities leads to a better understanding of ourselves and others.</p>	<p><b>Topic:</b> Howzat! <b>Key &amp; Related Concepts:</b> Logic Equivalence Approximation Change <b>Global Context:</b> Personal &amp; Cultural Expression <b>SOI:</b> Logic, equivalence and approximation can be used for creative solutions in cultural contexts.</p>	<p><b>Topic:</b> How much? <b>Key &amp; Related Concepts:</b> Form Validity Approximation Space Models <b>Global Context:</b> Globalisation &amp; Sustainability <b>SOI:</b> Human impact on the environment can be understood through valid models and spatial forms.</p>	<p><b>Topic:</b> How likely? <b>Key &amp; Related Concepts:</b> Logic Representation Validity <b>Global Context:</b> Fairness &amp; Development <b>SOI:</b> Global inequality can be represented fairly through valid, logical approaches.</p>
<p><b>Year 9 Design</b> <b>STEM Futures</b> <b>Elective:</b> <b>Disrupting the Market</b></p>	<p><b>Unit 1</b> <b>Topic:</b> Skills Folio <b>Key &amp; Related Concepts:</b> Development Adaptation Innovation <b>Global Context:</b> Globalization and Sustainability <b>SOI:</b> Products and processes must adapt in response to market trends.</p>	<p><b>Unit 2</b> <b>Topic:</b> Young Designers <b>Key &amp; Related Concepts:</b> Communication Collaboration Markets and Trends <b>Global Context:</b> Fairness and Development <b>SOI:</b> Clear communication and effective collaboration are essential for entrepreneurial innovation.</p>		
<p><b>Year 9 Design</b></p>	<p><b>Unit 1</b></p>	<p><b>Unit 2</b> <b>Topic:</b> I am a Biomedical Engineer</p>		

Subject	Term 1	Term 2	Term 3	Term 4
<b>STEM Futures Elective: Biomedical Engineering</b>	<p><b>Topic:</b> Foundations of Biochemical Engineering</p> <p><b>Key &amp; Related Concepts:</b> Development Innovation Evaluation</p> <p><b>Global Context:</b> Scientific and technical innovation</p> <p><b>SOI:</b> Advances in technological resources can lead to innovative solutions.</p>	<p><b>Key &amp; Related Concepts:</b> Development invention Resources</p> <p><b>Global Context:</b> Scientific and technical innovation</p> <p><b>SOI:</b> Digital tools support the rapid development of innovative solutions.</p>		
<b>Year 9 Design STEM Futures Elective: Future of Automation</b>	<p><b>Unit 1</b></p> <p><b>Topic:</b> Think like a Programmer</p> <p><b>Key &amp; Related Concepts:</b> Development Invention Evaluation</p> <p><b>Global Context:</b> Scientific and technical innovation (products, processes and solutions)</p> <p><b>SOI:</b> In product development, evaluation is necessary for invention.</p>	<p><b>Unit 2</b></p> <p><b>Topic:</b> The future of automation</p> <p><b>Key &amp; Related Concepts:</b> Systems Function Innovation</p> <p><b>Global Context:</b> Globalization and sustainability</p> <p><b>SOI:</b> The function of a system can be adapted to reduce environmental impact.</p>		
<b>Year 9 PHE STEM Futures Elective: Healthy Future</b>	<p><b>Unit 1</b></p> <p><b>Topic:</b> Body in balance</p> <p><b>Key &amp; Related Concepts:</b> Change Systems</p> <p><b>Global Context:</b> Scientific and technical innovation</p> <p><b>SOI:</b> Systems interact to adapt to physiological and environmental changes.</p>	<p><b>Unit 2</b></p> <p><b>Topic:</b> Teamwork makes the dream work</p> <p><b>Key &amp; Related Concepts:</b> Communication Balance Interaction</p> <p><b>Global Context:</b> Identities and relationships</p> <p><b>SOI:</b> Communication influences interaction and balance through roles, teams, cooperation and competition.</p>	<p><b>Unit 3</b></p> <p><b>Topic:</b> Make a difference</p> <p><b>Key &amp; Related Concepts:</b> Development Choice</p> <p><b>Global Context:</b> Identities and relationships</p> <p><b>SOI:</b> Physical, psychological and social development promotes healthy choices</p>	
<b>Year 9 Arts STEM Futures Elective: Artists as Changemakers</b>	<p><b>Topic:</b> Photography</p> <p><b>Key &amp; Related Concepts:</b> Change Interpretation Innovation</p> <p><b>Global Context:</b> Orientation in space and time</p> <p><b>SOI:</b> Innovation leads to change and can be a response to an individual's interpretation of place and time.</p>	<p><b>Topic:</b> Painting</p> <p><b>Key &amp; Related Concepts:</b> Change Interpretation Innovation</p> <p><b>Global Context:</b> Orientation in space and time</p> <p><b>SOI:</b> Innovation leads to change and can be a response to an individual's interpretation of place and time.</p>		
<b>Year 9 Arts STEM Futures Elective: Soundtrack</b>	<p><b>Topic:</b> Space Odyssey</p> <p><b>Key &amp; Related Concepts:</b> Aesthetics Interpretation Innovations</p> <p><b>Global Context:</b> Orientations in space and time</p> <p><b>SOI:</b> Arts is used as a means to offer aesthetics that can depict interpretations and innovations through exploring orientations in space and time.</p>	<p><b>Topic:</b> Soundtrack</p> <p><b>Key &amp; Related Concepts:</b> Identity Composition Narrative</p> <p><b>Global Context:</b> Identities and relationships</p> <p><b>SOI:</b> Shared narratives can communicate and strengthen identity and relationships.</p>		

Subject	Term 1	Term 2	Term 3	Term 4
<b>Year 9 Positive Education Program</b>	<p><b>Topic:</b> Moving forward – Developing; Emotional Intelligence</p> <p><b>Knowledge &amp; Skills:</b> Positive Relationships 1. Empathy and Compassion Positive Emotions 1. Emotional Intelligence 2. Self-Control Emotional intelligence, EQ vs IQ, social skills, emotional vocabulary, empathetic language, active listening, self-control, active listening</p>	<p><b>Topic:</b> Looking Forward – Beginning to investigate future pathways that align with your values and strengths</p> <p><b>Knowledge &amp; Skills:</b> Positive Purpose 2. Character Development 3. Core Values 4. Sense of Meaning Meaning, purpose and values, sense of purpose, spheres of influence, hedonic and eudaimonic goals, character strengths, value-based judgements, core values, living a meaningful life</p>	<p><b>Topic:</b> Who Am I Really? – Understanding who you really are is crucial to making the most of your gifts and your life</p> <p><b>Knowledge &amp; Skills:</b> Positive Emotions 4. Gratitude Positive Purpose 3. Core Values 4. Sense of Meaning Self-discovery, developing an understanding of who they are and what has shaped them, gratitude, gender, neuroscience, adolescence, virtues, cultivating positive emotions (engaging with modules from the Rite Journey)</p>	<p><b>Topic:</b> Getting on With Others – Developing the behaviours required to succeed in life.</p> <p><b>Knowledge &amp; Skills:</b> Positive Emotions 1. Emotional Intelligence 2. Self-Control Positive Accomplishment 4. Grit and Persistence Grit and persistence, growth mindset, shame, body image, active listening, emotional literacy, expressing feelings, think before you act, head vs heart, managing anger, aggressive vs assertive behaviours, responsible behaviours, self-regulation (engaging with modules from the Rite Journey)</p>
<b>Year 10</b>				
<b>Year 10 DPP English Language &amp; Literature</b>	<p><b>Topic:</b> Novel Study</p> <p><b>Knowledge &amp; Skills Summary:</b></p> <ul style="list-style-type: none"> <li>Novel characterisation, setting, theme, plot, style and literary features</li> <li>Annotation of literary texts</li> <li>Unpack an essay topic, form a thesis, plan and structure an essay and writing conventions</li> <li>Writer's intentions and representation in texts</li> </ul>	<p><b>Topic:</b> Persuasive Language</p> <p><b>Knowledge &amp; Skills Summary:</b></p> <ul style="list-style-type: none"> <li>Context, purpose and audience</li> <li>Reading strategies and comprehension exercises</li> <li>Persuasive text types</li> <li>Writer's intentions, power of language, aspects of diction and register</li> </ul> <p>Verbal and non-verbal oral presentation skills</p>	<p><b>Topic:</b> Drama Study</p> <p><b>Knowledge &amp; Skills Summary:</b></p> <ul style="list-style-type: none"> <li>Key ideas and authorial choices in Shakespeare's Macbeth</li> <li>Dramatic conventions and narrative structure of tragedies</li> <li>Drama representation and role in challenging cultural values</li> <li>Examine texts through literary lens</li> <li>Close reading and annotation skills</li> <li>Planning a comparative analytical essay topic, form a thesis, structure an essay and writing conventions</li> </ul>	<p><b>Topic:</b> Perspectives on Global Issues</p> <p><b>Knowledge &amp; Skills Summary:</b></p> <ul style="list-style-type: none"> <li>Close reading and comprehension of literary and non-literary texts</li> <li>Different text types for different purposes</li> <li>Views and values represented in texts</li> <li>Interpretation of texts</li> <li>Writer's intentions and authorial choices in texts</li> <li>Oral presentation outline writing skills</li> <li>Verbal and non-verbal oral presentation skills</li> </ul>
<b>Year 10 DPP Chinese</b>	<p><b>Topic:</b> Family and community</p> <p><b>Knowledge &amp; Skills Summary:</b> Family: Describing family structure and the relationship between family members. School life: Expressing likes and dislikes about school life. Picnic and travel: Describing experiences and emotion of a memorable event Social events: Listing and elaboration on items of events and experiences.</p>	<p><b>Topic:</b> Culture and events</p> <p><b>Knowledge &amp; Skills Summary:</b> Famous persons: Introducing the life and achievements of famous Chinese personalities. Exploring culture: Describe and explain the processes of cultural activities and explaining their significance. Cultural experiences: Explore and reflect on new experiences through comparing with prior experiences.</p>	<p><b>Topic:</b> Modern living</p> <p><b>Knowledge &amp; Skills Summary:</b> Social media: Discuss the pros and cons of social media. Advancement in transportation: Explore and report on the advancement of transportation and its impact on societies. Changing lifestyle: Report on the changes of lifestyles due to foreign influences and adaptation to technologies.</p>	<p><b>Topic:</b> Citizens of the world</p> <p><b>Knowledge &amp; Skills Summary:</b> Healthy living: Discuss the taste and nutrition of food items and diet. Cultural diversity: Explore and communicate the benefits of learning about differences between cultures and appreciating their impact on our lives and societies. <b>HL + ESC 5</b></p>

Subject	Term 1	Term 2	Term 3	Term 4
<b>Year 10 DPP French</b>	<p><b>Topic:</b> Engagés – Unité 5 A plus</p> <p><b>Knowledge &amp; Skills Summary:</b> Learning about heritage, discrimination Learning about the importance of social issues (DP theme: sharing the planet &amp; possibly social organisation) - Expressing an opinion - Debating, suggesting, proposing - Analysing data</p>	<p><b>Topic:</b> Faites du bruit – Unité 6 A plus 3</p> <p><b>Knowledge &amp; Skills Summary:</b> Learning about music (DP theme: human ingenuity) - Talking about habits - Expressing an opinion</p>	<p><b>HL + ESC 5</b></p> <p><b>Topic:</b> D'ici et d'ailleurs – Unité 1 A plus 4 (HL+ Heroics? +5)</p> <p><b>Knowledge &amp; Skills Summary:</b> Learning about heritage, discrimination (DP theme: Identity) - Expressing an opinion - Synthesising information - Debating, suggesting, proposing - New writing styles (texting) - Registers in language At HL - Describing characters and their evolution - Summarising literature - Expressing interest, disinterest, annoyance, enthusiasm</p>	<p><b>Topic:</b> La famille – Unité 3 A plus 4 &amp; Unité 2 : Langue vivante (HL + What does gender matter? (unité 4 A+5))</p> <p><b>Knowledge &amp; Skills Summary:</b> Learning about the evolution of language in modern society and how the idea of family has changed - Formulating criticisms and regrets - Evoking memories and past anecdotes At HL - Noticing stereotypes - Expressing expectations and hopes - Synthesising differing pieces information</p>
<b>Year 10 DPP German</b>	<p><b>Topic:</b> Identities &amp; Experiences</p> <p><b>Knowledge &amp; Skills Summary:</b> Chapters 1, 2, 3, 4, 5 Strategietraining 1 - expressing dreams and wishes - talking about future plans, role models, feelings - discussing the advantages and disadvantages of work - describing family, health concerns, stereotypes Grammar: conjunctive, verbs with prepositions, relative clauses with prepositions, genitive plural, subordinate clauses, temporal conjunctions..</p>	<p><b>Topic:</b> Experiences &amp; Human Ingenuity</p> <p><b>Knowledge &amp; Skills Summary:</b> Chapters 6, 7, 8 , 9, 10 Strategietraining 2 - talking about the future of cities - expressing dreams and wishes - describing favourite places - commenting on a restaurant visit and travel - describing health and discussing fitness and choices - discussing commitment to causes Grammar: future tense, conjunctions, simple past, relative clauses with obwohl, , participles as adjectives, prepositions with genitive, da-compounds.</p>	<p><b>Topic:</b> Human Ingenuity and Social Organisation</p> <p><b>Knowledge &amp; Skills Summary:</b> Chapters 11,12, 13, 14, 15 Strategietraining 3 - looking at strengths and weaknesses - formulating opinions and making choices - discussing conflict and resolution - formulating opinions - analysing graphs Grammar: relative clauses in nominative and accusative, relative pronouns, infinitive with 'zu', indefinite pronouns, possessive pronouns, reflexive verbs with dative pronouns, temporal conjunctions with als, seit, bevor, prepositions with trotz und wegen, verb lassen, passive voice HL + introduction to literature</p>	<p><b>Topic:</b> Sharing the Planet &amp; Social Organisation</p> <p><b>Knowledge &amp; Skills Summary:</b> Chapters 16, 17, 18,19, 20, 21 Strategietraining 4 - raising objections and offering opinions - talking about the future of cities - discussing commitment to causes - talking about the environment and the role of technology - discussing conflict and resolution - learning from history Grammar: Conjunctions, indirect questions, genitive prepositions, past perfect tense, subordinate clauses, expressions with um...zu, prepositions with genitive , preposition with ...einander, adjective declension, demonstrative pronoun, HL + introduction to literature</p>
<b>Year 10 DPP Japanese</b>	<p><b>Topic:</b> Family, home and school <b>Identities</b> アイデンティティ、 <b>Social Organisation</b> 社会の組織 <b>Knowledge &amp; Skills Summary:</b> My town, my house, and my room (describing location and direction) Introducing my family and typical Japanese family life</p>	<p><b>Topic:</b> Festivals and events, Rites of Passage <b>Experiences</b> 経験、 <b>Human ingenuity</b> 日々の暮らし <b>Knowledge &amp; Skills Summary:</b> A comparison of Japanese and Australian festivals and events</p>	<p><b>Topic:</b> Travelling to Japan <b>Language B Themes:</b> <b>Experiences</b> 経験、<b>Social Organisation</b> 社会の組織 <b>Knowledge &amp; Skills Summary:</b> Traveling to Japan • All plain forms</p>	<p><b>Topic:</b> Projecting the Environment <b>Language B Themes:</b> <b>Sharing the planet</b> 私たちの地球、 <b>Human ingenuity</b> 日々の暮らし <b>Knowledge &amp; Skills Summary:</b> Environmental issues, recycling and other ways of helping the environment</p>

Subject	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> <li>Describing family</li> </ul> <b>たいせつな家族 (iiTomo senior)</b> Describe your family and other families Talk about what you do with your family <ul style="list-style-type: none"> <li>Verb plain ことが[好き/上手/下手/とくい/にがて]です / ことができません</li> <li>...と思います。</li> <li>[reason]からです。</li> <li>たりたり</li> <li>と言います。</li> <li>てくれます。</li> <li>てこまります</li> <li>なさい</li> <li>んです・のです</li> </ul> <b>Japanese schools and my school</b> <ul style="list-style-type: none"> <li>Verbてもいいです / てはいけません</li> <li>Verbなければなりません / なくてははいけません</li> <li>Verbなくてもいいです</li> </ul> <b>この学校、あの学校どうちがう?(iiTomo senior)</b> <ul style="list-style-type: none"> <li>Verbたことがあります</li> <li>Verb なくてもいい</li> <li>Verbても、Verb なくてもいいです</li> </ul> Verb ないてください	<ul style="list-style-type: none"> <li>joining adjectives / joining sentences</li> <li>Joining verbs with the たりたり form</li> </ul> <b>Rites of passage iiTomo Senior 今とむかしをつなぐ伝統</b> <ul style="list-style-type: none"> <li>Potential form</li> <li>How things appear using みたい and よう</li> <li>Relative clauses</li> </ul> <b>Japanese influences on daily life 世界に生きる日本の文化</b> <ul style="list-style-type: none"> <li>iiTomo senior</li> <li>giving reasons using し</li> <li>nominalising adjectives</li> </ul> expectations using はず	<ul style="list-style-type: none"> <li>かかります</li> <li>と言います/と思います</li> <li>Verb plain ことにします</li> <li>Verbてみます</li> </ul> <b>Introducing my country and my city to Japanese people</b> <ul style="list-style-type: none"> <li>Verbしないで下さい</li> <li>Verbほうがいいです</li> <li>Verbつもりです</li> </ul> <b>わくわく日本旅行!(iiTomo senior)</b> <ul style="list-style-type: none"> <li>Verbのは初めてです</li> <li>Verb plainよっています</li> <li>Nounの間に</li> </ul> Place にいる間に / Verb ている間に	環境をまもるために iiTomo senior <ul style="list-style-type: none"> <li>Reading big numbers</li> <li>Indicate purpose using ために</li> <li>Express moral obligation using べき</li> <li>Describe being just about to do something, being in the middle of doing something and having done something using ところ</li> </ul> 学校でゴミ拾いけいけん
<b>Year 10 DPP Latin</b>	<b>Topic:</b> Entertainment and the Elite <b>Knowledge &amp; Skills Summary:</b> <b>Texts:</b> Finish Book 4 (33-34) Misc adapted texts from other intermediate readers <b>Grammar:</b> Future tense Future perfect tense Present passive infinitive Future passive tense <b>Cultural</b> Actors, the theatre The imperial household	<b>Topic:</b> Emperors and Tyrants <b>Knowledge &amp; Skills Summary:</b> <b>Texts</b> Selected stories from Book 5 (Domitian storyline only) Eutropius on “bad emperors” <b>Grammar</b> Indirect Speech Present Subjunctive Remaining passive forms (including subjunctive) <b>Cultural</b> Imperial power, tyranny	<b>Topic:</b> Fabulae mirabiles <b>Knowledge &amp; Skills Summary:</b> <b>Texts</b> Hyginus Short Ovid extracts Vulgate stories <b>Grammar</b> Subjunctives in main clauses Uses of the ablative Revision of all tenses <b>Cultural</b> Greco-Roman mythology and	<b>Topic:</b> Virtus et gloria) <b>Knowledge &amp; Skills Summary:</b> <b>Texts</b> Cornelius Nepos <i>Excellentium imperatorum vitae</i> Caesar’s <i>Gallic Wars</i> <b>Grammar</b> Gerunds & Gerundives Supine Semi-deponents Revision of all tenses <b>Cultural</b> Roman military strategy Famous battles

Subject	Term 1	Term 2	Term 3	Term 4
	Role of the empress		religion <b>HL Component</b> Introduction to Cicero Roman legal procedures (including Chapter 40 stories) English to Latin translation	<b>HL Component</b> Cicero preparation Rhetorical devices Introduction to composition
<b>Year 10 DPP Spanish ab initio</b>	<b>Topic:</b> Greetings and Introductions <b>Knowledge &amp; Skills Summary:</b> Identities, Nationalities & Relationships 1. Greetings & Introductions 2. Giving personal information 3. Talking about family, relationships and identity	<b>Topic:</b> My Life <b>Knowledge &amp; Skills Summary:</b> Preferences, Food & Daily Routine 1. Expressing preferences and tastes 2. Talking about food and eating habits 3. Daily Routines	<b>Topic:</b> Housing and Lifestyle <b>Knowledge &amp; Skills Summary:</b> Neighbourhood & Hobbies 1. Describing housing and furniture 2. Neighbourhood 3. Talking about hobbies and free time	<b>Topic:</b> Travel and the past <b>Knowledge &amp; Skills Summary:</b> 1. Learning about holidays, countries and weather 2. Describing past events
<b>Year 10 DPP Business Management (incl. STEM Futures Elective: Show me the Money)</b>	<b>Topic:</b> Marketing a product <b>Knowledge &amp; Skills Summary:</b> Consumers 4Ps of marketing: Price Product Case study: Water and packaging.	<b>Topic:</b> Marketing a product and entrepreneurial skills <b>Knowledge &amp; Skills Summary:</b> Place Promotion Entrepreneurship/Ventures program Sales forecasting	<b>Topic:</b> Business objectives and measuring success of a product <b>Knowledge &amp; Skills Summary:</b> Introduction to Business Key concepts: ethics, sustainability, change Organisational objectives Organisation external environment Business objectives Break-even Costs and revenues Profit and loss Dividends and retained profit	<b>Topic:</b> Measuring success of the product <b>Knowledge &amp; Skills Summary:</b> Profit and loss Return on investment Sustainability •
<b>Year 10 DPP Economics (incl. STEM Futures Elective: Tragedy of the Commons)</b>	<b>Topic:</b> The economic problem and market failure - externalities <b>Knowledge &amp; Skills Summary:</b> Economic problem Economic systems Competitive markets Allocative efficiency (optimal allocation) Market failure - externalities Government responses to externalities	<b>Topic:</b> Government response to the overuse of common access resources <b>Knowledge &amp; Skills Summary:</b> Market failure – common access resources Government intervention: Inquiry into a contemporary issue relevant to students.	<b>Topic:</b> Introduction to Macroeconomics <b>Knowledge &amp; Skills Summary:</b> The circular flow of income model PPC Business cycle AD/AS model (determinants and use for analysis) – SRAS only Macroeconomic objectives – unemployment, inflation, growth. Monetary policy	<b>Topic:</b> Free Trade & Protectionism <b>Knowledge &amp; Skills Summary:</b> Benefits and costs of trade Absolute and comparative advantage Trade protectionism – tariff and subsidy Floating exchange rates Introduce commentary article, planning document, key concept and evaluation Application and analysis Synthesis and evaluation Use and application of appropriate skills
<b>Year 10 DPP Digital Society (incl. STEM Futures Elective: Living in a Digital Society)</b>	<b>Topic:</b> Being a Data Scientist & AI in your mobile phone <b>Knowledge &amp; Skills Summary:</b> How might past events, patterns or trends help us to forecast future developments? • Systems	<b>Topic:</b> Cybersecurity <b>Knowledge &amp; Skills Summary:</b> Why do cyber-attacks happen and what are the consequences? • Power: Investigate the role of cyber security in modern politics	<b>Topic:</b> Digital Expression: Our Social Media Lives; Introduction to robotics <b>Knowledge &amp; Skills Summary:</b> How can media influence our perceptions? Expression:	<b>Topic:</b> On the Road to Driverless Cars; Relational Databases <b>Knowledge &amp; Skills Summary:</b> Global well-being; The future of work Automation and employment

Subject	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> <li>Environmental</li> <li>Business</li> <li>Characteristics of big data and data analytics</li> </ul> <p>Does the AI in our mobile phone enhance our lives? What are unintended consequences of having AI in our mobile devices?</p> <ul style="list-style-type: none"> <li>Changes within a system of interdependent connections may generate intended and unintended consequences</li> <li>Power is not evenly distributed</li> <li>Uses of mobile phones in everyday lives</li> <li>Smart/mobile devices: hardware, software, interfaces</li> <li>AI</li> </ul>	<p>and power systems. How is power shifting due to cybersecurity?</p> <ul style="list-style-type: none"> <li>Values and ethics: Function of ethical hackers, cyber criminals and cyber-crime in digital society. Do hackers share values or ethical code?</li> <li>Networks and the internet: How transfer of data packets across networks and the internet can be hacked?</li> <li>Algorithms: How does algorithm design impact on cybersecurity? Does data bias impact on the safety of systems? How do hackers exploit algorithms?</li> <li>Economic</li> <li>Political</li> </ul>	<ul style="list-style-type: none"> <li>The role of media for expressing identity</li> <li>How different aspects of an identity is expressed in different media</li> </ul> <p>Media:</p> <ul style="list-style-type: none"> <li>Types of digital media</li> <li>Characteristics of digital media</li> <li>Media authenticity, copyright, creative commons and ownership</li> <li>Addiction and psychological concerns of multimedia</li> </ul> <p>Cultural:</p> <ul style="list-style-type: none"> <li>Art, entertainment and popular culture</li> <li>Home, leisure and tourism</li> </ul> <p>Exploring microbits, sensors and TinyBit robots</p>	<p>To what extent should autonomous vehicles fully replace human-controlled vehicles in the workplace? Autonomous vehicles used for commuting can reduce traffic deaths caused by human error, decrease travel time and increase worker productivity.</p> <p>Change:</p> <ul style="list-style-type: none"> <li>What is a technological revolution?</li> <li>How might past events, patterns or trends help us to forecast future developments?</li> </ul> <p>Robots and Autonomous Technologies:</p> <ul style="list-style-type: none"> <li>Types of autonomous technologies</li> <li>Characteristics of autonomous technologies</li> <li>Evolution and dilemmas of autonomous technologies</li> </ul> <p>Cultural:</p> <ul style="list-style-type: none"> <li>Business - Employment and labour</li> <li>Political - Laws, regulations and policies</li> </ul> <p>Flat file vs relational databases Advantages of relational databases Terminology: field, record, table, data types Validation and verification Forms for user input Queries and reports</p>
<p><b>Year 10 DPP Psychology (incl. STEM Futures Elective: Inside Your Head)</b></p>	<p><b>Topic:</b> Attachment; Personality and</p> <p><b>Knowledge &amp; Skills Summary:</b> Attachment and Imprinting Explanations of attachment: Harlow's monkeys, Cupboard love theory, Bowlby Schaffer and Emerson's Stages of Attachment Types of attachment: Ainsworth's Strange Situation Disruptions of attachments Failure to form attachments and disruptions in attachment Effect of early attachment on later relationships Personality disorders Research into personality types</p> <ul style="list-style-type: none"> <li>Personality testing</li> </ul>	<p><b>Topic:</b> Learning; Intelligence</p> <p><b>Knowledge &amp; Skills Summary:</b> Behaviourism Social Learning Theory Animals and language Theories of intelligence Intelligence testing Issues in intelligence testing Neurodiversity</p>	<p><b>Topic:</b> Research Methods (at HL)</p> <p><b>Knowledge &amp; Skills Summary:</b> Research Methods in Psychology through the lens of famous and controversial research.</p> <ul style="list-style-type: none"> <li>Lab experiments</li> <li>Field experiments</li> <li>Quasi experiments</li> <li>Natural experiments</li> <li>Case studies</li> <li>Observations</li> <li>Interviews</li> <li>Questionnaires and Surveys</li> <li>Correlations</li> </ul>	<p><b>Topic:</b> Introduction to Debates (at HL)</p> <p><b>Knowledge &amp; Skills Summary:</b> Introduction to Debates in Psychology</p> <ul style="list-style-type: none"> <li>Free will versus Determinism</li> <li>Nature versus Nurture</li> <li>Reductionism versus Holism</li> <li>Nomothetic versus Idiographic</li> <li>Socially sensitive research</li> <li>Independent Inquiry Project exploring debates through the lens of Abnormal Psychology</li> <li>Situational versus Dispositional explanations of behaviour</li> </ul>

Subject	Term 1	Term 2	Term 3	Term 4
<b>Year 10 DPP Biology (incl. STEM Futures Elective: Medical Biotechnology)</b>	<b>Topic: Cells and Genes in Research</b> <b>Knowledge &amp; Skills Summary:</b> Cells and Genes <ul style="list-style-type: none"> <li>DNA structure and replication</li> <li>The genetic code - from DNA to proteins</li> <li>Genes and patterns of inheritance</li> <li>Types and causes of gene mutations</li> </ul> Cells in Research <ul style="list-style-type: none"> <li>Enzyme restriction</li> <li>Polymerase chain reaction (PCR)</li> <li>Gel electrophoresis</li> <li>Gene therapies</li> </ul>	<b>Topic: Cell Culture &amp; Stem Cells, Immunity &amp; Pandemics</b> <b>Knowledge &amp; Skills Summary:</b> Cell Culture and Stem Cells: <ul style="list-style-type: none"> <li>Uses of stem cells</li> <li>Therapeutic cloning</li> <li>Ethical issues in medical biotechnology research</li> </ul> Immunity and Pandemics: <ul style="list-style-type: none"> <li>Pathogens and infectious disease</li> <li>Disease Vectors</li> <li>Immunity, antibodies and vaccinations</li> <li>Antibiotics and antibiotic resistance</li> <li>Bioinformatics and the use of databases</li> <li>Sterile techniques and bacterial handling</li> <li>Keeping safe in laboratory research</li> </ul>	<b>Topic: Cell Membranes, Genetics and Ecology</b> <b>Knowledge &amp; Skills Summary:</b> Cell membranes <ul style="list-style-type: none"> <li>Structure and function of the plasma membrane</li> <li>Fluid mosaic model</li> <li>Passive and active transport across membranes.</li> </ul> Genetics <ul style="list-style-type: none"> <li>Overview of meiosis and the production of gametes</li> <li>Inheritance through monohybrid crosses including autosomal genes and codominance</li> <li>Analysis of pedigree charts.</li> </ul> Ecology <ul style="list-style-type: none"> <li>Abiotic and biotic factors in ecosystems</li> <li>Types of organisms based on modes of nutrition</li> <li>Transfer of energy in ecosystems</li> <li>Practical skills: quadrat sampling</li> <li>Nutrient sampling and the carbon cycle</li> </ul> At HL Genetics - Inheritance through dihybrid crosses including sex linked genes and multiple alleles.	<b>Topic: Human Physiology</b> <b>Knowledge &amp; Skills Summary:</b> Evolution <ul style="list-style-type: none"> <li>Evidence for evolution</li> <li>The theory of natural selection.</li> <li>Practical skills: evidence for human evolution.</li> <li>Speciation and cladistics.</li> </ul> Human physiology <ul style="list-style-type: none"> <li>Structure and function of the digestive system.</li> <li>Action of digestive enzymes.</li> <li>Structure and function of neurons and synapses</li> <li>Practical skills: rat dissection</li> </ul> At HL Evolution - Practical skills - analysis of gene sequences to produce phylogenetic trees; Human physiology - Structure and function of the kidney; Plant biology - Structure and function of xylem and phloem, Plant reproduction
<b>Year 10 DPP Chemistry (incl. STEM Futures Elective: Future Materials)</b>	<b>Topic: Metals and Alloys</b> <b>Knowledge &amp; Skills Summary:</b> <ul style="list-style-type: none"> <li>Inquiry – research an application of a specific metal</li> <li>Atomic structure</li> <li>Periodicity - atomic and ionic radii, first ionisation energy</li> <li>Electron arrangement</li> <li>Metallic bonding and structure</li> <li>Crystalline structures</li> <li>Properties of metals</li> <li>Examples of alloys and their properties</li> </ul>	<b>Topic: Biomaterials</b> <b>Knowledge &amp; Skills Summary:</b> <ul style="list-style-type: none"> <li>Periodicity and atomic structure review – effective nuclear charge and electronegativity</li> <li>Simple covalent molecules - bonding, structure</li> <li>Simple geometry and VSEPR theory</li> <li>Bond and molecular polarity</li> <li>Intermolecular forces</li> <li>Properties of simple covalent molecules</li> <li>Giant covalent structures - carbon allotropes</li> <li>Polymers – linking structure and evaluating properties</li> </ul>	<b>Topic: Stoichiometry</b> <b>Knowledge &amp; Skills Summary:</b> <ul style="list-style-type: none"> <li>Ionic and covalent bonding and naming review</li> <li>Balancing chemical equations</li> <li>Introducing the mole concept</li> <li>Stoichiometry - mass-mass, solution concentration calculations</li> <li>Limiting and excess reagent</li> <li>Calculating molar mass and solution concentration</li> <li>Manipulative skills – making a standard solution, using a colorimeter, using a spectrophotometer</li> <li>Data analysis skills – using Capstone, graphing in Excel</li> </ul>	<b>Topic: Reactions</b> <b>Knowledge &amp; Skills Summary:</b> <ul style="list-style-type: none"> <li>Reaction types - acid reactions, single &amp; double displacement, synthesis, decomposition, combustion (predicting products, writing balanced equations, stoichiometry calculations)</li> <li>Precipitation reactions, predicting products, solubility rules</li> <li>Collision theory and rate of reaction</li> <li>HL only - Equilibrium</li> </ul>

Subject	Term 1	Term 2	Term 3	Term 4
		<ul style="list-style-type: none"> <li>Natural and synthetic polymers</li> <li>Biomaterials and biopolymers</li> <li>Research an innovation in biomaterials</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to error propagation</li> <li>Gas laws and gas stoichiometry</li> <li>HL only - Empirical and molecular formula</li> </ul>	
<b>Year 10 DPP Computer Science (incl. STEM Futures Elective: Computational Thinking)</b>	<p><b>Topic:</b> What is a Computer Scientist? &amp; Algorithmic Thinking</p> <p><b>Knowledge &amp; Skills Summary:</b></p> <ul style="list-style-type: none"> <li>Introduction to Computer Science</li> <li>Investigation into the value and purpose of a Computer Scientist</li> <li>Introduction to Computational Thinking</li> <li>Introduction to Algorithms</li> <li>Algorithm Design Unplugged</li> <li>Algorithms in Practice</li> </ul>	<p><b>Topic:</b> Algorithmic Thinking &amp; Database Design</p> <p><b>Knowledge &amp; Skills Summary:</b></p> <ul style="list-style-type: none"> <li>Algorithms in Practice</li> <li>Algorithms using Arduino</li> <li>Algorithms using JavaScript (Digital design of Algorithms)</li> <li>Introduction to Databases</li> <li>Introduction to SQL</li> <li>Data Types</li> <li>Queries/Forms/Reports</li> </ul>	<p><b>Topic:</b> 5 Introduction to Programming in Java</p> <p><b>Knowledge &amp; Skills Summary:</b></p> <ul style="list-style-type: none"> <li>Introduction to IDEs</li> <li>Primitive Data types and Objects</li> <li>Boolean Expressions</li> <li>Branching Statements</li> <li>Strings</li> <li>Looping Statements</li> <li>Methods</li> </ul>	<p><b>Topic:</b> Introduction to Programming in Java &amp; Case Study</p> <p><b>Knowledge &amp; Skills Summary:</b></p> <p>The case study will focus on a current topic that is relevant and in the news. Students will study the computer science of IT system and discuss the challenges of implementing the system in the context provided.</p>
<b>Year 10 DPP Environmental Systems &amp; Societies (incl. STEM Futures Elective: Blue Planet)</b>	<p><b>Topic:</b> Life Under Water</p> <p><b>Knowledge &amp; Skills Summary:</b></p> <p>UN SDG #14</p> <p>Ocean as a system</p> <ul style="list-style-type: none"> <li>Types of systems – open, closed, isolated</li> <li>Transfer and transformations</li> <li>Feedback systems</li> </ul> <p>Aquatic Environments</p> <ul style="list-style-type: none"> <li>Freshwater - lakes, rivers, creeks</li> <li>Brackish - mangroves, rivers</li> <li>Salt - oceans, lakes</li> </ul> <p>Marine ecosystems</p> <ul style="list-style-type: none"> <li>Intertidal – rocky shore, coastal</li> <li>Ocean zones – pelagic, benthic abyssal</li> <li>Abiotic factors – light, depth, turbidity, oxygen, temperature, water flow, pH</li> </ul> <p>Marine biodiversity</p> <ul style="list-style-type: none"> <li>Measuring biodiversity – Simpson’s diversity index</li> <li>Species interactions – ecological succession</li> </ul> <p>Impacts on Marine Environment</p> <ul style="list-style-type: none"> <li>Invasive Species – Crown of Thorns case study</li> <li>Weather Events – ocean currents, Australia’s ENSO cycle</li> </ul>	<p><b>Topic:</b> Human Impact</p> <p><b>Knowledge &amp; Skills Summary:</b></p> <p>Marine fieldwork</p> <ul style="list-style-type: none"> <li>Excursion – MBEEC; ocean data collection (on the Inspiration)</li> </ul> <p>Marine Conservation – Assessing the Impact</p> <ul style="list-style-type: none"> <li>Environmental legislation - Environment Protection and Biodiversity Conservation Act, RAMSAR</li> <li>Marine Parks</li> </ul> <p>Human Impacts to Marine systems</p> <ul style="list-style-type: none"> <li>Pollution</li> <li>Urbanisation</li> <li>Tourism</li> <li>Fisheries</li> <li>Future of our oceans</li> </ul> <p>Case study – Toondah Harbour</p> <p>Case study – Impact of the Olympic Games 2032</p> <p>Sailing</p>	<p><b>Topic:</b> Our diverse Earth</p> <p><b>Knowledge &amp; Skills Summary:</b></p> <p>Earth's spheres</p> <p>Biosphere</p> <p>Speciation</p> <ul style="list-style-type: none"> <li>Evidence for evolution</li> <li>Natural selection</li> <li>Biological species concept</li> <li>Genetic drift</li> <li>Founder effect</li> <li>Allopatric speciation</li> <li>Sympatric speciation</li> </ul> <p>Biodiversity</p> <ul style="list-style-type: none"> <li>Genetic</li> <li>Species</li> <li>Ecosystem</li> </ul> <p>Hydrosphere</p> <p>Water as a resource</p> <ul style="list-style-type: none"> <li>Dams</li> <li>Water reservoirs</li> <li>Water treatment stations</li> </ul> <p>Water quality testing</p>	<p><b>Topic:</b> Earth’s resources</p> <p><b>Knowledge &amp; Skills Summary:</b></p> <p>Geosphere</p> <p>Soil as a resource</p> <ul style="list-style-type: none"> <li>Soil cycling</li> <li>Soil properties</li> <li>Soil for food production</li> <li>Land availability</li> <li>Farming practices</li> </ul> <p>Atmosphere</p> <p>Climate change</p> <ul style="list-style-type: none"> <li>Biogeochemical cycles</li> <li>Carbon sequestering</li> <li>Atmospheric composition</li> </ul> <p>Global warming</p>
<b>Year 10 DPP Physics</b>	<p><b>Topic:</b> Leaving Earth; Travelling in Interstellar Space</p>	<p><b>Topic:</b> Landing on Exoplanet Proxima b</p>	<p><b>Topic:</b> Physics Tool Box</p> <p><b>Knowledge &amp; Skills Summary:</b></p>	<p><b>Topic:</b> Astronomy</p> <p><b>Knowledge &amp; Skills Summary:</b></p>

Subject	Term 1	Term 2	Term 3	Term 4
<b>(incl. STEM Futures Elective: Journey to Earth X)</b>	<b>Knowledge &amp; Skills Summary:</b> <ul style="list-style-type: none"> <li>Mechanics of accelerated motion</li> <li>Forces acting on a body</li> <li>Energy transformation</li> </ul> <ul style="list-style-type: none"> <li>Evidence for the Big Bang</li> <li>Cosmology and fate of the Universe</li> <li>Stellar Evolution and nuclear reactions</li> <li>Observational technology and measurements</li> </ul>	<b>Knowledge &amp; Skills Summary:</b> <ul style="list-style-type: none"> <li>Terminal velocity</li> <li>Momentum and impulse</li> <li>suvat equations and kinematics</li> </ul>	<ul style="list-style-type: none"> <li>Working with equations and right triangles.</li> <li>SI units and metric prefixes.</li> <li>Significant figures and scientific notation.</li> <li>Errors and uncertainty, accuracy and precision.</li> <li>Tables and graphs, linearising data.</li> <li>Vector quantities - Horizontal and vertical components of vectors.</li> <li>Mathematical skills including: <ul style="list-style-type: none"> <li>Working with equations</li> <li>Problem solving strategies</li> <li>Rearranging eg suvat and data booklet equations</li> </ul> </li> <li>Graphing</li> <li>Spreadsheet skills</li> <li>Model reading a variety of texts and summarising key points for development of Experimental Investigation background writing.</li> <li>Practical investigations</li> </ul> <p>At HL</p> <ul style="list-style-type: none"> <li>More maths details</li> <li>More maths practice for fluency</li> <li>Mathematical deviation of equations</li> <li>Geometrical proof</li> <li>Problems with unfamiliar contexts</li> </ul>	<ul style="list-style-type: none"> <li>Electrostatics and electric charge - types and nature.</li> <li>Conductors, insulators, field lines</li> <li>Charging by contact and induction.</li> <li>Interaction between electric charges and electric fields.</li> <li>Electric current, DC circuits and resistance.</li> <li>Investigating series and parallel circuits. DC circuits</li> <li>Kirchhoff's Laws conceptually using bulbs.</li> <li>Resistance, resistivity, Ohm's Law.</li> <li>Building simple circuits.</li> <li>Calculating total resistance for series and parallel resistor combinations.</li> <li>Magnetic fields around current carrying conductors.</li> </ul> <p>At HL</p> <ul style="list-style-type: none"> <li>Harder electrostatic vector question in 2D</li> <li>Proving Kirchoff's laws mathematically</li> <li>Deriving the total resistance formulae</li> <li>Harder circuit questions</li> <li>Complex problems and unfamiliar contexts</li> </ul>
<b>Year 10 DPP Sports, Exercise and Health Science (incl. STEM Futures Elective: Peak Performance)</b>	<b>Topic: Body and Movement</b> <b>Knowledge &amp; Skills Summary:</b> Sport Psychology <ul style="list-style-type: none"> <li>Talent identification and development</li> <li>Individual difference and motivation (personality in sports)</li> <li>Mental preparation for sport (inverted U/arousal and anxiety)</li> <li>Psychological skills training</li> </ul> Exercise Physiology <ul style="list-style-type: none"> <li>Functional anatomy – muscle, bone and joint identification</li> <li>Respiratory and cardiovascular systems</li> <li>Energy systems and fuel</li> </ul>	<b>Topic: Measuring Performance</b> <b>Knowledge &amp; Skills Summary:</b> New Technologies in Sport Exercise and Health <ul style="list-style-type: none"> <li>UQ visit – Full day</li> </ul> Measurement and Evaluation of Human Performance <ul style="list-style-type: none"> <li>Components of fitness and principles/training thresholds</li> <li>Field testing, data gathering, interpreting graphs</li> <li>Statistical analysis</li> <li>Clinical skills</li> </ul>	<b>Topic: Performance</b> <b>Knowledge &amp; Skills Summary:</b> Nervous System <ul style="list-style-type: none"> <li>Central and Peripheral</li> <li>Motor units</li> <li>Autonomic and somatic</li> </ul> Neuromuscular Function <ul style="list-style-type: none"> <li>Sliding filament</li> <li>Muscle fibres</li> </ul> Fatigue <ul style="list-style-type: none"> <li>Central peripheral</li> <li>Recovery</li> <li>Case studies</li> </ul>	<b>Topic: Skills</b> <b>Knowledge &amp; Skills Summary:</b> Classification <ul style="list-style-type: none"> <li>Characteristics of skills</li> <li>Practical examples</li> </ul> Principles of skill learning <ul style="list-style-type: none"> <li>Learning and performance</li> <li>Learning curves</li> </ul> Information processing <ul style="list-style-type: none"> <li>Models</li> <li>Memory</li> <li>Feedback</li> <li>Motor programs</li> </ul>

Subject	Term 1	Term 2	Term 3	Term 4
	Fundamentals of Biomechanics <ul style="list-style-type: none"> <li>Force and motion; Newtons laws</li> <li>Projectile motion</li> <li>Biomechanical analysis</li> </ul>			
<b>Year 10 DPP Mathematics</b>	<b>Topic: Making Informed Decisions</b> <b>Knowledge &amp; Skills Summary:</b> <ul style="list-style-type: none"> <li>Matrices - Adding and subtracting, Multiplying, Applications</li> <li>Linear Modelling – Simultaneous equations, Coordinate Geometry, Linear Inequalities</li> <li>Triangle Trigonometry - The Trigonometric Ratios – finding lengths and angles, Angles of Elevation and Depression, Area of triangle, Sine and Cosine Rules</li> <li>Algebra: Expansion and Factorisation - Expanding brackets, Factorising using common factors, Binomial expansion, Factorising Quadratics</li> <li>Surds – Simplifying Operations with surds, Rationalising the Denominator</li> <li></li> <li></li> </ul>	<b>Topic: Shaping the Future</b> <b>Knowledge &amp; Skills Summary:</b> <ul style="list-style-type: none"> <li>Algebraic Fractions – Operations, Solving Equations</li> <li>Measurement – Area, Surface Area – all prisms and pyramids, Volume – all prisms and pyramids, Capacity, Applications</li> <li>Statistics – Discrete vs Continuous, Distributions, Measures of Centre, Cumulative Frequency Curves, Box Plots, Standard Deviation</li> <li>Graph Theory – Edges, Vertices, drawing a graph from a table</li> <li>Quadratics - Solving Quadratic Equations by Factorising, Quadratic Equation</li> <li>Advanced Trigonometry – Trigonometry with obtuse angles, The Unit Circle, Exact Angles, The Pythagorean Identity</li> </ul>	<b>Topic: Introduction to AI and AA I</b> <b>Knowledge &amp; Skills Summary:</b> <ul style="list-style-type: none"> <li>Sequence and Series - Arithmetic and Geometric sequences and series</li> <li>Financial Mathematics - Simple interest, Compound interest: formula and applications, Depreciation</li> <li>Functions and Relations - definition of a function and a relation, Function notation, Domain and range, Interval notation, Composite Functions, Intersection of Graphs</li> <li>Exponents and logarithms - Index laws, including rational indices, Logarithms and introduction to logarithm laws</li> </ul> In AA SL Functions and Relations – Inverse Functions; Polynomial Functions – Equations and Transformations, Sketching polynomials (GDC only), Using simultaneous equations to fit polynomial functions to data In AI SL Modelling (Quadratic Focus) – Non-linear graphs, transformations, using graphing software, using simultaneous equations At AI HL Matrices – Determinant, Solving Simultaneous Equations; Non-Linear Graphs – Exponential Laws, Standard Form, Exponential functions and graphs, Growth and Decay, Logarithms (laws and solving exponential equations); Polynomials – Operations, zeroes, roots and factors, inequality, long division, remainder and factor theorems, graphing At AA HL Set Notation – Notation, Subset and compliment, Union and Intersection, Venn Diagrams; Functions	<b>Topic: Introduction to AI and AA II</b> <b>Knowledge &amp; Skills Summary:</b> <ul style="list-style-type: none"> <li>Periodic Functions – Sketching, Solving using GDC, Trigonometric graphs (no <math>y=\tan x</math> and no horizontal shift included)</li> <li>Probability - Venn diagrams and sample space, Mutually exclusive events, Tree diagrams, Conditional statements, Dependent and independent events</li> <li>Statistics - Scatter Plots, Time related data, Line of best fit, Statistics in the media, Standard deviation</li> </ul> In AA SL Periodic Functions – Radian and Exact Values, Unit circle In AI SL/HL Statistics – Pearson's Product Moment Correlation, Linear regression At AI HL Probability – Sample space, theoretical and experimental probability, Laws of probability, expected value; Networking – Constructing graphs, Graph theory , adjacency matrices, transition matrices, minimum spanning trees At AA HL Periodic Functions – Pythagorean Identities, Trig equations, double angle identities Counting – Permutations, Combinations; Discrete Probability Distributions – Definition, Expected value

Subject	Term 1	Term 2	Term 3	Term 4
			and Relations - Modulus functions; Polynomials – Operations, Remainder and factor theorems, graphs of cubic and quartic polynomials	
<b>Year 11</b>				
<b>Year 11 English Language &amp; Literature SL</b>	<b>Topic:</b> How is identity explored through literary texts? <b>Knowledge &amp; Skills Summary:</b> Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community; Politics, power and justice; Beliefs, values and education	<b>Topic:</b> How is identity explored through non-literary texts? <b>Knowledge &amp; Skills Summary:</b> Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community; Politics, power and justice; Beliefs, values and education	<b>Topic:</b> What tensions exist between scientific progress and ethics? <b>Knowledge &amp; Skills Summary:</b> Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Science, technology and the environment	<b>Topic:</b> How do authors use language to explore emotions, values and conflicts? <b>Knowledge &amp; Skills Summary:</b> Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community
<b>Year 11 English Language &amp; Literature HL</b>	<b>Topic:</b> How is identity explored through literary texts? <b>Knowledge &amp; Skills Summary:</b> Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community; Politics, power and justice; Beliefs, values and education	<b>Topic:</b> How is identity explored through non-literary texts? <b>Knowledge &amp; Skills Summary:</b> Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community; Politics, power and justice; Beliefs, values and education	<b>Topic:</b> What tensions exist between scientific progress and ethics? <b>Knowledge &amp; Skills Summary:</b> Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Science, technology and the environment	<b>Topic:</b> How do authors use language to explore emotions, values and conflicts? <b>Knowledge &amp; Skills Summary:</b> Area of Exploration: Readers, Writers, Texts; Time and Space Global Issue links: Culture, identity and community
<b>Year 11 French ab initio SL</b>	<b>Topic:</b> Welcome to French lifestyles <b>Knowledge &amp; Skills Summary:</b> Physical geography, Climate, Neighbourhood Personal attributes, Personal relationships, Eating and drinking Daily routine, Transport, Holidays	<b>Topic:</b> French leisure and entertainment <b>Knowledge &amp; Skills Summary:</b> Entertainment, Media, Leisure Holidays, Eating and drinking, Transport, Physical geography, Climate Education, The workplace, Neighbourhood	<b>Topic:</b> French youth <b>Knowledge &amp; Skills Summary:</b> Physical well-being, Eating and drinking Personal relationships, The workplace, Neighbourhood Entertainment, Technology Physical Geography, Climate, Global issues	<b>Topic:</b> French daily life <b>Knowledge &amp; Skills Summary:</b> Holidays, Transport Employment, Education, Media
<b>Year 11 French B SL</b>	<b>Topic:</b> Health <b>Knowledge &amp; Skills Summary:</b> Conceptual understandings: <ul style="list-style-type: none"> <li>Healthy lifestyle (food, sport, sleep, sustainability)</li> <li>Positive &amp; negative effects of technology on general health</li> <li>Medical advancements, scientific discoveries (Benefits, but also controversy &amp; debate)</li> </ul> Skills: reading, listening, speaking and writing. Links to TOK: family links, origins, locations, languages and expression, memory, intuition, emotion, reason, faith, school.	<b>Topic:</b> Tourism <b>Knowledge &amp; Skills Summary:</b> Conceptual understandings: <ul style="list-style-type: none"> <li>Holidays</li> <li>What kind of tourist are you?</li> <li>Influence of technology on travel</li> <li>Influence of social media (influencers etc)</li> <li>Environmental impact of tourism</li> <li>Volunteering holidays</li> </ul> Skills: reading, listening, speaking and writing.	<b>Topic:</b> French heritage <b>Knowledge &amp; Skills Summary:</b> Conceptual understandings: <ul style="list-style-type: none"> <li>French cinema, history of cinema, influence of French innovations and styles</li> <li>French art</li> <li>French literature</li> <li>L'exception culturelle</li> </ul> Skills: reading, listening, speaking and writing. Links to TOK: human ingenuity, science, technology, society, art, cinema, books, media.	<b>Topic:</b> Strikes <b>Knowledge &amp; Skills Summary:</b> Conceptual understandings: <ul style="list-style-type: none"> <li>Mai '68</li> <li>Mouvement « flower power », manifestations contre la guerre</li> <li>Gilets jaunes</li> <li>Grèves pour le climat</li> </ul> Skills: reading, listening, speaking and writing. Links to TOK: can we believe everything we read/hear, reliability, environmental problems, industrial and consumer responsibility in managing the effects of climate change.

Subject	Term 1	Term 2	Term 3	Term 4
		Links to TOK: social life, discrimination, laws, technology and learning a language.		
<b>Year 11 French B HL</b>	<p><b>Topic:</b> Health <b>Knowledge &amp; Skills Summary:</b> Conceptual understandings:</p> <ul style="list-style-type: none"> <li>• Healthy lifestyle (food, sport, sleep, sustainability)</li> <li>• Positive &amp; negative effects of technology on general health</li> <li>• Medical advancements, scientific discoveries (Benefits, but also controversy &amp; debate)</li> </ul> <p>Skills: reading, listening, speaking and writing. Links to TOK: family links, origins, locations, languages and expression, memory, intuition, emotion, reason, faith, school. HL only: written and oral activity on <i>Les identités meurtrières</i> by Amin Maalouf (see Le Monde en Français, pp. 27-28)</p>	<p><b>Topic:</b> Tourism <b>Knowledge &amp; Skills Summary:</b> Conceptual understandings:</p> <ul style="list-style-type: none"> <li>• Holidays</li> <li>• What kind of tourist are you?</li> <li>• Influence of technology on travel</li> <li>• Influence of social media (influencers etc)</li> <li>• Environmental impact of tourism</li> <li>• Volunteering holidays</li> </ul> <p>Skills: reading, listening, speaking and writing. Links to TOK: social life, discrimination, laws, technology and learning a language. HL only: reading activity on <i>Kiffe Kiffe Demain</i> by Faïza Guène (see Le Monde en Français, pp 215)</p>	<p><b>Topic:</b> French heritage <b>Knowledge &amp; Skills Summary:</b> Conceptual understandings:</p> <ul style="list-style-type: none"> <li>• French cinema, history of cinema, influence of French innovations and styles</li> <li>• French art</li> <li>• French literature</li> <li>• L'exception culturelle</li> </ul> <p>Skills: reading, listening, speaking and writing. Links to TOK: human ingenuity, science, technology, society, art, cinema, books, media. HL only: reading activity on <i>Tarmac</i> by Nicolas Dickner (see Le Monde en Français, pp 154).</p>	<p><b>Topic:</b> Strikes <b>Knowledge &amp; Skills Summary:</b> Conceptual understandings:</p> <ul style="list-style-type: none"> <li>• Mai '68</li> <li>• Mouvement « flower power », manifestations contre la guerre</li> <li>• Gilets jaunes</li> <li>• Grèves pour le climat</li> </ul> <p>Skills: reading, listening, speaking and writing. Links to TOK: can we believe everything we read/hear, reliability, environmental problems, industrial and consumer responsibility in managing the effects of climate change. HL only: reading, writing and speaking activities on <i>Le scaphandre et le papillon</i> by Jean-Dominique Bauby (see Le Monde en Français, pp 322-325)</p>
<b>Year 11 German ab initio SL</b>	<p><b>Topic:</b> German in Daily Life <b>Knowledge &amp; Skills Summary:</b> Furniture, Schoollife, Worklife, Technology Grammar: Prepositions, Adjectives, Two Way Prepositions, Modal Verbs, Sentence Structure, Indirect Questions</p>	<p><b>Topic:</b> German Worldwide <b>Knowledge &amp; Skills Summary:</b> Friends, Emergency, Food, Shopping, Party, Culture Grammar: Past Tense, Adjectives, Relative Sentences, Cases, Prepositions, Verbs with prepositions</p>	<p><b>Topic:</b> German Together <b>Knowledge &amp; Skills Summary:</b> Relationships, Swapping Items, Cooking and Diets, Environment Grammar: Verbs in past, present and future, prepositions, Adjectives, Conjunctive II</p>	<p><b>Topic:</b> German Culture and Extension <b>Knowledge &amp; Skills Summary:</b> Consolidation and extension of grammar and extending the knowledge of German through texts, videos and audio.</p>
<b>Year 11 German B SL</b>	<p><b>Topic:</b> Identities and Relationships <b>Knowledge &amp; Skills Summary:</b> Deutsch im Einsatz Chapter 1</p> <ul style="list-style-type: none"> <li>- Reflecting on who we are</li> <li>- Stereotypes</li> <li>- Healthy eating and fitness</li> <li>- Values and Religion</li> <li>- Globalisation</li> </ul> <p>Grammar: adjectives, modal verbs, connectives, pronouns, reflexive verbs and pronouns Links to TOK: In what ways can language be used to influence, persuade or manipulate people?</p>	<p><b>Topic:</b> Identities and Relationships &amp; Experiences <b>Knowledge &amp; Skills Summary:</b> Deutsch im Einsatz Chapter 2</p> <ul style="list-style-type: none"> <li>- Multiculturalism in Germany</li> <li>- German cuisine</li> <li>- Festivals and Traditions</li> <li>- Travel with Purpose</li> </ul> <p>Grammar: colloquialisms, sentence structure, present tense, opinions Skills: reading, listening, speaking and writing. Links to TOK: Does language describe our experience of the world, or does it actively shape our experience of the</p>	<p><b>Topic:</b> Experiences <b>Knowledge &amp; Skills Summary:</b></p> <ul style="list-style-type: none"> <li>- Multiculturalism in Germany</li> <li>- German cuisine</li> <li>- Festivals and Traditions</li> <li>- Travel with Purpose</li> </ul> <p>Grammar: colloquialisms, sentence structure, present tense, opinions Skills: reading, listening, speaking and writing. Links to TOK: Does language describe our experience of the world, or does it actively shape our experience of the world? To what extent are we aware of</p>	<p><b>Topic:</b> Human Ingenuity <b>Knowledge &amp; Skills Summary:</b> Deutsch im Einsatz Chapter 3</p> <ul style="list-style-type: none"> <li>- Influence of the media</li> <li>- Film genres with close analysis</li> <li>- Music with Conscience</li> <li>- Influence of Advertising</li> </ul> <p>Grammar: sentence structure with relative pronouns, review writing, passive Skills: reading, listening, speaking and writing. Links to TOK: Is it possible to think without language? If people speak</p>

Subject	Term 1	Term 2	Term 3	Term 4
		world? To what extent are we aware of the impact of culture on what we believe or know?	the impact of culture on what we believe or know?	more than one language, is what they know different in each language?
<b>Year 11 German B HL</b>	<p><b>Topic:</b> Identities and Relationships  <b>Knowledge &amp; Skills Summary:</b>  Deutsch im Einsatz Chapter 1</p> <ul style="list-style-type: none"> <li>- Reflecting on who we are</li> <li>- Stereotypes</li> <li>- Healthy eating and fitness</li> <li>- Values and Religion</li> <li>- Globalisation</li> </ul> <p>Grammar: adjectives, modal verbs, connectives, pronouns, reflexive verbs and pronouns  Links to TOK: In what ways can language be used to influence, persuade or manipulate people?  HL only: written and oral activity on Tschick by Wolfgang Herrndorf</p>	<p><b>Topic:</b> Identities and Relationships &amp; Experiences  <b>Knowledge &amp; Skills Summary:</b>  Deutsch im Einsatz Chapter 2</p> <ul style="list-style-type: none"> <li>- Multiculturalism in Germany</li> <li>- German cuisine</li> <li>- Festivals and Traditions</li> <li>- Travel with Purpose</li> </ul> <p>Grammar: colloquialisms, sentence structure, present tense, opinions  Skills: reading, listening, speaking and writing.  Links to TOK: Does language describe our experience of the world, or does it actively shape our experience of the world? To what extent are we aware of the impact of culture on what we believe or know?  HL only: reading activity on Tschick by Wolfgang Herrndorf</p>	<p><b>Topic:</b> Experiences  <b>Knowledge &amp; Skills Summary:</b></p> <ul style="list-style-type: none"> <li>- Multiculturalism in Germany</li> <li>- German cuisine</li> <li>- Festivals and Traditions</li> <li>- Travel with Purpose</li> </ul> <p>Grammar: colloquialisms, sentence structure, present tense, opinions  Skills: reading, listening, speaking and writing.  Links to TOK: Does language describe our experience of the world, or does it actively shape our experience of the world? To what extent are we aware of the impact of culture on what we believe or know?  HL only: reading activity on Tschick by Wolfgang Herrndorf</p>	<p><b>Topic:</b> Human Ingenuity  <b>Knowledge &amp; Skills Summary:</b>  Deutsch im Einsatz Chapter 3</p> <ul style="list-style-type: none"> <li>- Influence of the media</li> <li>- Film genres with close analysis</li> <li>- Music with Conscience</li> <li>- Influence of Advertising</li> </ul> <p>Grammar: sentence structure with relative pronouns, review writing, passive  Skills: reading, listening, speaking and writing.  Links to TOK: Is it possible to think without language? If people speak more than one language, is what they know different in each language?  HL only: reading activity on Der Vorleser by Bernhard Schlink</p>
<b>Year 11 Japanese ab initio SL</b>	<p><b>Topic:</b> My Everyday Life  <b>Knowledge &amp; Skills Summary:</b>  Neighbourhood, Locations, Directions  School related likes and dislikes  Family life, Personal relationships, Personal attributes</p>	<p><b>Topic:</b> Holidays and Celebrations  <b>Knowledge &amp; Skills Summary:</b>  Holidays in Japan and Australia  Celebrations in Japan, Special days in Japan, National holidays, Traditional activities, Festivals  Daily routines, Weather/seasons, Climate</p>	<p><b>Topic:</b> Entertainment  <b>Knowledge &amp; Skills Summary:</b>  Expressing feelings and opinions, Transport  Hobbies, Sports, Leisure activities, Fitness, Health  Environmental issues, Global issues</p>	<p><b>Topic:</b> Society  <b>Knowledge &amp; Skills Summary:</b>  Education, School subjects, School timetable, Rules and expectations, School routines, Social issues about schooling, School uniforms, Jobs, Future/dreams, Media, Technology Shopping, Talking about preferences, Clothing</p>
<b>Year 11 Japanese B SL</b>	<p><b>Topic:</b> International traditional food  <b>Knowledge &amp; Skills Summary:</b></p> <ul style="list-style-type: none"> <li>• What ideas and images do we associate with a healthy lifestyle?</li> <li>• How would living in another country affect our worldview?</li> <li>• How do the development of technology affect our life?</li> </ul> <p>Text formats: review, instructions, speech, blog, website, critical writing</p>	<p><b>Topic:</b> What is education for?  <b>Knowledge &amp; Skills Summary:</b></p> <ul style="list-style-type: none"> <li>• What opportunities and challenges the 21st century workplace bring?</li> <li>• What role does language play?</li> </ul> <p>Text formats: blog, social media text, letter, interview</p>	<p><b>Topic:</b> How do we express ourselves through art?  <b>Knowledge &amp; Skills Summary:</b></p> <ul style="list-style-type: none"> <li>• What can we learn about a culture through its artistic expressions?</li> <li>• (What ethical and environmental issues arise from living in the modern world and how can we resolve them?)</li> </ul> <p>Text formats: poetry, song lyric, poster, audio-visual text</p>	<p><b>Topic:</b> Extreme travel  <b>Knowledge &amp; Skills Summary:</b></p> <ul style="list-style-type: none"> <li>• How does travel broaden one's horizon?</li> <li>• What ideas and images do we associate with a healthy lifestyle?</li> </ul> <p>Text formats: blog, diary, brochure, news report, review, article</p>
<b>Year 11 Japanese B HL</b>	<p><b>Topic:</b> International traditional food  <b>Knowledge &amp; Skills Summary:</b></p> <ul style="list-style-type: none"> <li>• What ideas and images do we associate with a healthy lifestyle?</li> </ul>	<p><b>Topic:</b> What is education for?  <b>Knowledge &amp; Skills Summary:</b></p> <ul style="list-style-type: none"> <li>• What opportunities and challenges the 21st century workplace bring?</li> </ul>	<p><b>Topic:</b> How do we express ourselves through art?  <b>Knowledge &amp; Skills Summary:</b></p>	<p><b>Topic:</b> Extreme travel  <b>Knowledge &amp; Skills Summary:</b></p> <ul style="list-style-type: none"> <li>• How does travel broaden one's horizon?</li> </ul>

Subject	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> <li>How would living in another country affect our worldview?</li> <li>How do the development of technology affect our life?</li> </ul> Text formats: review, instructions, speech, blog, website, critical writing HL: スパゲティーの年に 村上春樹 (注文の多い料理店 宮沢賢治)	<ul style="list-style-type: none"> <li>What role does language play?</li> </ul> Text formats: blog, social media text, letter, interview HL: 注文の多い料理店 宮沢賢治 はじめての文学 重松清(one of the short stories in this book)	<ul style="list-style-type: none"> <li>What can we learn about a culture through its artistic expressions?</li> <li>(What ethical and environmental issues arise from living in the modern world and how can we resolve them?)</li> </ul> Text formats: poetry, song lyric, poster, audio-visual text HL: みどりご石田衣良	<ul style="list-style-type: none"> <li>What ideas and images do we associate with a healthy lifestyle?</li> </ul> Text formats: blog, diary, brochure, news report, review, article HL: 気まぐれロボット 星新一
<b>Year 11 Latin B SL</b>	<b>Topic:</b> Virtues & Vices <b>Knowledge &amp; Skills Summary:</b> Introduction to authentic Latin texts Roman values	<b>Topic:</b> Power and Popularity Part 1 <b>Knowledge &amp; Skills Summary:</b> Sallust <i>Bellum Jugurthum</i> Late republican politics: Marius & Sulla Historical writing	<b>Topic:</b> Power and Popularity Part 2 <b>Knowledge &amp; Skills Summary:</b> Lucan <i>Bellum Civile</i> Cicero <i>Epistulae</i> Introduction to Roman poetry Civil war: Caesar & Pompey	<b>Topic:</b> Pax Augusta <b>Knowledge &amp; Skills Summary:</b> Seneca <i>De Clementia</i> Cicero <i>Philippics</i> Virgil <i>Aeneid 6</i> Transition from republic to empire Roman philosophy Rhetorical devices
<b>Year 11 Latin B HL</b>	<b>Topic:</b> Virtues & Vices <b>Knowledge &amp; Skills Summary:</b> Introduction to authentic Latin texts Roman values Introduction to prose composition	<b>Topic:</b> Power and Popularity Part 1 <b>Knowledge &amp; Skills Summary:</b> Sallust <i>Bellum Jugurthum</i> Late republican politics: Marius & Sulla Historical writing Cicero <i>pro Caelio</i>	<b>Topic:</b> Power and Popularity Part 2 <b>Knowledge &amp; Skills Summary:</b> Lucan <i>Bellum Civile</i> Cicero <i>Epistulae</i> Introduction to Roman poetry Civil war: Caesar & Pompey Cicero <i>pro Caelio</i>	<b>Topic:</b> Pax Augusta <b>Knowledge &amp; Skills Summary:</b> Seneca <i>De Clementia</i> Cicero <i>Philippics</i> Virgil <i>Aeneid 6</i> Transition from republic to empire Roman philosophy Rhetorical devices Cicero <i>pro Caelio</i>
<b>Year 11 Spanish ab initio SL</b>	<b>Topic:</b> Welcome to Spanish lifestyles <b>Knowledge &amp; Skills Summary:</b> Personal attributes Personal relationships Eating and drinking	<b>Topic:</b> Spanish leisure and entertainment <b>Knowledge &amp; Skills Summary:</b> Physical well-being Daily routine Leisure Holidays	<b>Topic:</b> Spanish youth <b>Knowledge &amp; Skills Summary:</b> Festivals and celebrations Transport Entertainment	<b>Topic:</b> Spanish daily life <b>Knowledge &amp; Skills Summary:</b> Technology Neighbourhood Education
<b>Year 11 Business Management HL</b>	<b>Topic:</b> Unit 1: Introduction to business management <b>Knowledge &amp; Skills Summary:</b> 1.1 What is a business? 1.2 Types of business entities 1.3 Business objectives 1.4 Stakeholders 1.5 Growth and evolution 1.6 Multinational companies (MNCs) Toolkit: SWOT analysis, STEEPLE analysis, Business plan, Circular business models, Decision Trees 3.1 Introduction to finance 3.2 Sources of finance	<b>Topic:</b> Unit 3: Finance and accounts <b>Knowledge &amp; Skills Summary:</b> 3.3 Costs and revenues 5.5 Break-even analysis 3.4 Final accounts 3.5 Profitability and liquidity ratio analysis 3.6 Efficiency ratio analysis 3.7 Cash flow 3.8 Investment appraisal 3.9 Budgets Toolkit: Business plan, contribution, Boston Consulting Group (BCG) matrix, Descriptive Statistics	<b>Topic:</b> Unit 4: Marketing <b>Knowledge &amp; Skills Summary:</b> 4.1 Role of marketing 4.2 Market planning 4.3 Sales forecasting 4.4 Market research 4.5 Extended marketing mix of 7Ps 4.6 International marketing Toolkit: Ansoff Matrix, BCG, Gantt & Porter's, descriptive statistics, GANTT, Force Field Analysis (FFA), Decision Trees, Critical Path Analysis Launch Internal Assessment week 5.	<b>Topic:</b> Unit 2: Human Resource Management <b>Knowledge &amp; Skills Summary:</b> 2.1 Introduction to human resource management 2.2 Organizational structure 2.3 Leadership and management 2.4 Motivation and demotivation (rewards only) Toolkit: Hofstede's Cultural Dimensions, FFA, STEEPLE, SWOT analysis, Decision Trees, Descriptive Statistics, Critical Path Analysis

Subject	Term 1	Term 2	Term 3	Term 4
<b>Year 11 Digital Society HL</b>	<p><b>Topic:</b> Introduction to Digital Society, Digital Fundamentals, Our Digital Economy</p> <p><b>Knowledge &amp; Skills Summary:</b></p> <p>1 What is digital society?</p> <p>2 Introduction to Concepts</p> <p>3 Content</p> <p>3.1 Data</p> <p>3.2 Algorithms</p> <p>3.3 Computers (3.3A – C)</p> <p>3.4 Networks and the internet (3.4A-D)</p> <p>4.2 Economic</p> <p>4.2A Business</p> <p>4.2B Employment and labour</p>	<p><b>Topic:</b> Our Digital Economy, Looking after our Environment, Sustainable Development</p> <p><b>Knowledge &amp; Skills Summary:</b></p> <p>Context: 4.2 Economic</p> <p>4.2C Goods, services and currencies</p> <p>4.2D Globalization</p> <p>3 Content</p> <p>3.4D Computing network providers and services</p> <p>3.4E The world wide web</p> <p>3.6A Types of AI</p> <p>3.6B Types and uses of machine learning</p> <p>5 Introduction to HL Inquiry Interventions <i>(The challenge and intervention framework)</i></p> <p>5.3B Responsible use of resources</p> <p>4.3 Environmental Context to include:</p> <p>4.3C Cities, infrastructures and built environments</p> <p>4.3D Agriculture</p> <p>Content focus:</p> <p>3.7 robots and autonomous technologies in context (3.7A-3.7B with appropriate aspects of 3.7C and 3.7D)</p>	<p><b>Topic:</b> Digital Culture, The Inquiry Project</p> <p><b>Knowledge &amp; Skills Summary:</b></p> <p>3.5 Media</p> <p>Focus on 3.5A and 3.5B with focus on technical skills for Inquiry Project presentation</p> <p>Sustainable Development</p> <p>5.3B Responsible use of resources with a focus on aspect of:</p> <p>3.7 Robots and autonomous technologies (3.7A – 3.7B)</p> <p>4.7 Social components of identity</p> <p>Building on 4.3C</p> <p>Introduction to the Inquiry Project <i>Research skills (OPVL revisited)</i> <i>Finding a research topic (week 9-10)</i> <i>Commencing research (week 10)</i></p>	<p><b>Topic:</b> The Inquiry Project, Governance and human rights</p> <p><b>Knowledge &amp; Skills Summary:</b></p> <p>Inquiry Project</p> <p>Inquiry Project</p> <p>HL Interventions: Governance and human rights</p> <p>5.2C Diversity and discrimination</p> <p>With focus on 4.1 Cultural and 4.7 Social (digital divide) and including aspects of:</p> <p>3.5A Types of digital media (focus on eSports, synthetic digital media)</p> <p>3.5D Digital media dilemmas</p> <p>3.6 Artificial intelligence</p>
<b>Year 11 Economics HL</b>	<p><b>Topic:</b> Introduction to Economics, Microeconomics, The global economy</p> <p><b>Knowledge &amp; Skills Summary:</b></p> <p>1.1 What is economics?</p> <p>4.1 Benefits of international trade (comparative/absolute advantage only)</p> <p>1.2 How do economists approach the world? (HET – Classical School of 18<sup>th</sup> &amp; 19<sup>th</sup> C only)</p> <p>2.1 Demand</p> <p>2.5 Elasticity of demand</p> <p>2.2 Supply</p> <p>2.6 Elasticity of supply</p> <p>2.3 Competitive market equilibrium</p> <p>4.5 Exchange rates (RLA Floating ER's Diagrams and Determinants Only)</p>	<p><b>Topic:</b> Microeconomics, The global economy, Microeconomics</p> <p><b>Knowledge &amp; Skills Summary:</b></p> <p>2.7 Role of government in microeconomics</p> <p>4.2 Types of trade protection (Standard Protection Diagrams Only)</p> <p>4.5 Exchange rates (RLA in 2.7 Fixed ER's Diagrams Only)</p> <p>2.8 Market failure—externalities and common pool or common access resources</p> <p>2.9 Market failure—public goods</p> <p>2.4 Critique of the maximizing behaviour of consumers (Rational Consumer Choice &amp; Behavioural Economics Only).</p> <p>1.2 HET – Behavioural Economics Only</p> <p>2.10 Market failure—asymmetric information</p>	<p><b>Topic:</b> Microeconomics, Macroeconomics</p> <p><b>Knowledge &amp; Skills Summary:</b></p> <p>2.11 Market failure—market power (Oligopoly, Monopolistic Competition, Market Power Evaluation &amp; Government Intervention)</p> <p>2.12 The market's inability to achieve equity</p> <p>3.1 Measuring economic activity and illustrating its variations</p> <p>3.2 Variations in economic activity—aggregate demand and aggregate supply</p> <p>1.2 How do economists approach the world? (HET – Keynesian Vs Monetarism/New Classical)</p> <p>3.3 Macroeconomic objectives</p>	<p><b>Topic:</b> Macroeconomics</p> <p><b>Knowledge &amp; Skills Summary:</b></p> <p>3.5 Demand management (demand side policies)—monetary policy</p> <p>3.6 Demand management—fiscal policy</p> <p>3.7 Supply-side policies</p>

Subject	Term 1	Term 2	Term 3	Term 4
		2.4 Critique of the maximizing behaviour of producers 2.11 Market failure—market power (Up to PC/Monopoly)		
<b>Year 11 Psychology HL</b>	<p><b>Topic:</b> Core: Biological Approach <b>Knowledge &amp; Skills Summary:</b> Biological Approach The brain and behaviour</p> <ul style="list-style-type: none"> <li>Techniques used to study the brain in relation to behaviour</li> <li>Localization</li> <li>Neuroplasticity</li> <li>Neurotransmitters and their effect on behaviour</li> </ul> <p>Hormones and behaviour</p> <ul style="list-style-type: none"> <li>Hormones and behaviour</li> <li>Pheromones and behaviour</li> </ul> <p>Genetics and behaviour</p> <ul style="list-style-type: none"> <li>Genetic similarities</li> </ul> <p>Evolutionary explanations</p>	<p><b>Topic:</b> Core: Biological Approach; Core: Cognitive Approach <b>Knowledge &amp; Skills Summary:</b> The role of animal research in understanding human behaviour &amp; animal ethics Cognitive Approach Cognitive processing</p> <ul style="list-style-type: none"> <li>Models of memory</li> <li>Schema theory</li> <li>Thinking and decision-making</li> <li>Reliability of cognitive processes</li> <li>Reconstructive memory</li> <li>Emotion and cognition</li> </ul> <p>The influence of emotion on cognitive processes Biases in thinking and decision-making</p>	<p><b>Topic:</b> Core: Cognitive Approach; Core: Sociocultural Approach; Research Methods <b>Knowledge &amp; Skills Summary:</b> Cognitive processing in the digital world The individual and the group</p> <ul style="list-style-type: none"> <li>Social identity theory</li> <li>Social cognitive theory</li> <li>Stereotype</li> </ul> <p>Cultural origins of behaviour and cognition</p> <ul style="list-style-type: none"> <li>Culture and its influence on behaviour and cognition</li> <li>Cultural dimensions</li> </ul> <p>Cultural influences on individual attitudes,</p> <ul style="list-style-type: none"> <li>identity and behaviours</li> <li>Enculturation</li> <li>Acculturation</li> </ul> <p>The influence of globalization on individual attitudes, identities and behaviour Paper 3 Research Methods</p>	<p><b>Topic:</b> Core: Sociocultural Approach Simple Experimental Study (Draft IA) <b>Knowledge &amp; Skills Summary:</b> Elements of researching behaviour</p> <ul style="list-style-type: none"> <li>Sampling and Ethics</li> <li>Analysing and presenting data</li> <li>Evaluating research</li> </ul> <p>Reliability, validity, credibility and bias in research Drawing conclusions</p> <ul style="list-style-type: none"> <li>Correlation and causation</li> <li>Replication</li> </ul> <p>Transferability for qualitative research Triangulation</p>
<b>Year 11 Biology SL</b>	<p><b>Topic:</b> Molecules of Life, Cells <b>Knowledge &amp; Skills Summary:</b> Molecules A1.1 Water B1.2 Proteins C1.1 Enzymes and metabolism B1.1 Carbohydrates and Lipids A1.2 Nucleic acids Cells A2.2 Cell Structure B2.1 Membranes and membrane transport</p>	<p><b>Topic:</b> Cells, Reactions and Processes of Life <b>Knowledge &amp; Skills Summary:</b> Cells D2.3 Water potential B2.2 Organelles and compartmentalisation B2.3 Cell specialisation D2.1 Cell and nuclear division Molecules C1.2 Cell respiration C1.3 Photosynthesis D1.1 DNA Replication</p>	<p><b>Topic:</b> Reactions and Processes of Life, Body systems and Homeostasis <b>Knowledge &amp; Skills Summary:</b> Molecules D1.2 Protein synthesis D1.3 Mutations and gene editing Organisms D3.2 Inheritance C3.1 Integration of body systems Cells C2.2 Neural signalling</p>	<p><b>Topic:</b> Body systems and Homeostasis <b>Knowledge &amp; Skills Summary:</b> Organisms B3.1 Gas exchange B3.2 Transport C3.2 Defence against disease Final IA</p>
<b>Year 11 Biology HL</b>	<p><b>Topic:</b> Molecules of Life, Cells <b>Knowledge &amp; Skills Summary:</b> Molecules</p>	<p><b>Topic:</b> Cells, Reactions and Processes of Life <b>Knowledge &amp; Skills Summary:</b></p>	<p><b>Topic:</b> Reactions and Processes of Life, Body systems and Homeostasis <b>Knowledge &amp; Skills Summary:</b></p>	<p><b>Topic:</b> Body systems and Homeostasis <b>Knowledge &amp; Skills Summary:</b></p>

Subject	Term 1	Term 2	Term 3	Term 4
	A1.1 Water B1.2 Proteins C1.1 Enzymes and metabolism B1.1 Carbohydrates and Lipids A1.2 Nucleic Acids Cells A2.2 Cell Structure B2.1 Membranes and membrane transport A1.2 Nucleic acids Cells A2.2 Cell Structure B2.1 Membranes and membrane transport	Cells D2.3 Water potential B2.2 Organelles and compartmentalisation B2.3 Cell specialisation D2.1 Cell and nuclear division A2.1 Origins of cells Molecules C1.2 Cell respiration C1.3 Photosynthesis	Molecules D1.1 DNA Replication D1.2 Protein Synthesis D1.3 Mutations and gene editing Cells D2.2 Gene Expression Organisms D3.2 Inheritance	Organisms C3.2 Integration of body systems Cells C2.1 Chemical signalling C2.2 Neural signalling Final IA
<b>Year 11 Chemistry SL</b>	<b>Topic:</b> Atomic structure, Periodicity & Introduction to Stoichiometry <b>Knowledge &amp; Skills Summary:</b> S1.1- The particulate nature of matter S1.2- The nuclear atom S1.3- Electron configurations S3.1- The periodic table R3.4- Complex ions S1.4- Counting particles by mass- The mole	<b>Topic:</b> Stoichiometry & Structure and bonding <b>Knowledge &amp; Skills Summary:</b> R2.1- The amount of chemical change S1.5- Ideal gases S2.1- The ionic model S2.3- The metallic model	<b>Topic:</b> Practice IA, Structure and bonding & Introduction to Energetics <b>Knowledge &amp; Skills Summary:</b> Practice IA S2.2- The covalent model S2.4- From models to materials R1.3- Energy from fuels	<b>Topic:</b> Energetics & Kinetics <b>Knowledge &amp; Skills Summary:</b> R1.1- Measuring enthalpy changes R1.2- Energy cycles in reactions R2.2- The rate of chemical change
<b>Year 11 Chemistry HL</b>	<b>Topic:</b> Atomic structure, Periodicity & Introduction to Stoichiometry <b>Knowledge &amp; Skills Summary:</b> S1.1- The particulate nature of matter S1.2- The nuclear atom S1.3- Electron configurations S3.1- The periodic table R3.4- Complex ions S1.4- Counting particles by mass- The mole. R2.1- How much? The amount of chemical change S1.5- Ideal gases	<b>Topic:</b> Stoichiometry & Structure and bonding <b>Knowledge &amp; Skills Summary:</b> S2.1- The ionic model S2.2- The covalent model S2.3- The metallic model S2.4- From models to materials R1.1- Measuring enthalpy changes R1.2- Energy cycles in reactions	<b>Topic:</b> Practice IA, Energetics & Kinetics <b>Knowledge &amp; Skills Summary:</b> Practice IA R1.2- Energy cycles in reactions R1.4- Entropy & Spontaneity R2.2- How fast? The rate of chemical change R1.3- Energy from fuels	<b>Topic:</b> Equilibrium & Acids and bases <b>Knowledge &amp; Skills Summary:</b> R2.3-How far? The extent of chemical change. R3.1- Proton transfer reactions
<b>Year 11 Computer Science HL</b>	<b>Topic:</b> System Design I <b>Knowledge &amp; Skills Summary:</b> 1.1 Systems in organizations 1.2 System design basics 4.1 General principles Case Study Intro. To IA & its criteria	<b>Topic:</b> System design II <b>Knowledge &amp; Skills Summary:</b> 1.2 System design basics D.2 Features of OOP 4.1 General principles 4.2 Connecting computational thinking and program design 2.1 Computer organization Criterion A – Planning	<b>Topic:</b> Program Development I <b>Knowledge &amp; Skills Summary:</b> D.3 Program development 4.2 Connecting computational thinking and program design 4.3 Introduction to programming 3.1 Network fundamentals Criterion C – Development Criterion E – Evaluation	<b>Topic:</b> Networking and Program development II <b>Knowledge &amp; Skills Summary:</b> 3.1 Network fundamentals 4.2 Connecting computational thinking and program design 4.3 Introduction to programming D.4 Advanced program development Case Study

Subject	Term 1	Term 2	Term 3	Term 4
		Criterion B – Solution overview	Practice IA Work	IA Topic Selection – Proposals Criterion A – Planning Criterion B – Solution overview
<b>Year 11 Environmental Systems &amp; Societies SL</b>	<b>Topic:</b> Foundations of ESS, Living World <b>Knowledge &amp; Skills Summary:</b> 1.4 Environmental Value Systems,EVS 1.5 Systems and Models 5.1 Energy and equilibria 1.5 Sustainability 1.5 Human's and pollution 2.1 Species and populations 2.2 Communities and ecosystems	<b>Topic:</b> Investigating the Natural world <b>Knowledge &amp; Skills Summary:</b> 2.3 Flows of energy and matter 2.4 Biomes, zonation and succession 2.5 Investigating ecosystems 4.1 Introduction to water systems 4.2 Access to fresh water 4.4 Water pollution	<b>Topic:</b> <i>Biodiversity and conservation</i> <b>Knowledge &amp; Skills Summary:</b> Practice Internal Assessment 3.1 An introduction to biodiversity 3.2 Origins of biodiversity 3.3 Threats to biodiversity 3.4 Conservation of biodiversity	<b>Topic:</b> <i>Food production systems</i> <b>Knowledge &amp; Skills Summary:</b> 4.3 Aquatic food production systems 5.1 Introduction to soil systems 5.2 Terrestrial food production systems and food choices 5.3 Soil degradation and conservation
<b>Year 11 Physics SL</b>	<b>Topic:</b> Particle Physics & Kinematics <b>Knowledge &amp; Skills Summary:</b> B.1 Thermal energy transfers B.2 Greenhouse effect B.3 Gas laws A.1 Kinematics Motion practicals	<b>Topic:</b> Kinematics, Practice IA & Waves <b>Knowledge &amp; Skills Summary:</b> A.1 Kinematics A.2 Forces and momentum A.3 Work, energy and power Practice Internal Assessment C.1 Simple harmonic motion	<b>Topic:</b> Waves & Electricity <b>Knowledge &amp; Skills Summary:</b> C.2 Wave model C.3 Wave phenomena C.4 Standing waves and resonance D.2 Electric and magnetic fields B.5 Current and circuits	<b>Topic:</b> Internal Assessment & Fields <b>Knowledge &amp; Skills Summary:</b> Internal Assessment D.1 Gravitational fields
<b>Year 11 Physics HL</b>	<b>Topic:</b> Particle Physics & Kinematics <b>Knowledge &amp; Skills Summary:</b> B.1 Thermal energy transfers B.2 Greenhouse effect B.3 Gas laws A.1 Kinematics Motion practicals	<b>Topic:</b> Kinematics, Practice IA & Waves <b>Knowledge &amp; Skills Summary:</b> A.1 Kinematics A.2 Forces and momentum A.3 Work, energy and power Practice Internal Assessment C.1 Simple harmonic motion	<b>Topic:</b> Waves & Electricity <b>Knowledge &amp; Skills Summary:</b> C.2 Wave model C.3 Wave phenomena C.4 Standing waves and resonance D.2 Electric and magnetic fields	<b>Topic:</b> Internal Assessment, Electricity & Fields <b>Knowledge &amp; Skills Summary:</b> Internal Assessment B.5 Currents and circuits D.1 Gravitational fields
<b>Year 11 Sports, Exercise and Health Science HL</b>	<b>Topic:</b> Anatomy and exercise physiology <b>Knowledge &amp; Skills Summary:</b> Topic 1 Anatomy The skeletal system The muscular system Topic 2 Exercise Physiology Ventilatory system Cardiovascular system Topic 7 Further Anatomy The skin system Structure and function of the brain Topic 8 The endocrine system Practical work	<b>Topic:</b> Energy and movement analysis <b>Knowledge &amp; Skills Summary:</b> Topic 3 Energy systems Nutrition Carbohydrate and fat metabolism Nutrition and energy systems Topic 4.3 Movement analysis Fundamentals of biomechanics Topic 10 Friction and Drag Practical work	<b>Topic:</b> Fitness and performance <b>Knowledge &amp; Skills Summary:</b> Topic 6 Measurement and evaluation of human performance Statistical analysis Study design Components of fitness Principles of training programme design Topic 11 Skill acquisition and analysis Pedagogy for skill acquisition Notation and analysis Group 4 Project Practical Work Practice IA	<b>Topic:</b> Skill acquisition and analysis Movement <b>Knowledge &amp; Skills Summary:</b> Practical Work Topic 5 Skill in sports Characteristics and classification of skill Information processing Principles of skill learning Topic 4.1 and 4.2 Neuromuscular function Joint and movement type

Subject	Term 1	Term 2	Term 3	Term 4
<b>Year 11 Mathematics Applications &amp; Interpretations SL</b>	<b>Topic:</b> Interpreting Mathematics for Models <b>Knowledge &amp; Skills Summary:</b> 1.1, 1.6 Number and Algebra 2.1, 2.5 Coordinate Geometry 3.1 – 3.5 Geometry and Trigonometry 4.1 – 4.3 Statistics	<b>Topic:</b> Representing Space and Math Models <b>Knowledge &amp; Skills Summary:</b> 1.8 Solving equations with technology 2.2 – 2.6 Functions 4.4 Statistics	<b>Topic:</b> Modelling Relationships and Irregular Areas <b>Knowledge &amp; Skills Summary:</b> 1.5 Exponents and logarithms 2.3 – 2.6 Functions 5.1-5.5, 5.8 Differentiation	<b>Topic:</b> Modelling Rates of Change and Validity <b>Knowledge &amp; Skills Summary:</b> 4.10, 4.11 Hypothesis Testing 5.6 – 5.7 Calculus
<b>Year 11 Mathematics Applications &amp; Interpretations HL</b>	<b>Topic:</b> Interpreting Mathematics for Models <b>Knowledge &amp; Skills Summary:</b> SL1.6 Number SL1.1, SL1.5 Exponents and logarithms AHL1.9, AHL1.10 Exponents and logarithms SL3.1-3.4, AHL3.7, AHL3.8 Geometry and Trigonometry SL4.1-4.3 Statistics SL2.2-2.4, AHL2.7 Functions	<b>Topic:</b> Applications of Mathematical Models <b>Knowledge &amp; Skills Summary:</b> SL1.8, SL2.5, SL2.6 Mathematical Models SL4.4 Statistics SL4.10, SL4.11 Hypothesis Testing SL4.5, SL4.6 Probability SL2.1, SL3.1 Coordinate Geometry SL5.1-5.4 Differential Calculus	<b>Topic:</b> Representing Systems <b>Knowledge &amp; Skills Summary:</b> SL5.6, SL5.7 Differential Calculus AHL 2.8 Transformations AHL5.9, AHL5.10 Differential Calculus SL2.5, AHL2.9, AHL2.10 Mathematical Models AHL4.13 Statistics SL5.5, SL5.8 Integral Calculus SL4.9 Probability Distributions SL4.11, AHL4.12 Hypothesis Testing	<b>Topic:</b> Quantifying Uncertainty <b>Knowledge &amp; Skills Summary:</b> SL1.2, SL1.3, AHL1.11 Sequences and Series AHL1.14 Matrices AHL5.11, AHL5.12 Integral Calculus AHL3.10-3.13 Vectors SL1.4, SL1.7 Financial Mathematics SL4.7, SL4.8 Probability Distributions SL4.11, AHL4.16, AHL4.18 Hypothesis Testing AHL4.14, AHL4.15 Probability Distributions
<b>Year 11 Mathematics Analysis &amp; Approaches SL</b>	<b>Topic:</b> Number and Algebra <b>Knowledge &amp; Skills Summary:</b> 1.1,1.5 Number and Logarithms 1.2 – 1.4, 1.8 Sequence and Series 1.7 Number and Finance 1.9 Binomial Theorem 1.6 Number and Algebra	<b>Topic:</b> Functions <b>Knowledge &amp; Skills Summary:</b> 2.2-2.4 Functions 2.1, 3.1 Geometry 2.4 – 2.7 Functions and Quadratics	<b>Topic:</b> Geometry and Trigonometry; Functions II <b>Knowledge &amp; Skills Summary:</b> 3.2 – 3.5 Trigonometry 2.10 Equations and Graphing 2.8, 2.9, 2.11 Functions	<b>Topic:</b> Probability and Statistics; Differentiation <b>Knowledge &amp; Skills Summary:</b> 4.1– 4.4 Statistics 4.5, 4.6 Probability 5.1 – 5.4 Differentiation
<b>Year 11 Mathematics Analysis &amp; Approaches HL</b>	<b>Topic:</b> From patterns to generalisations; Relationships in Space <b>Knowledge &amp; Skills Summary:</b> SL 2.2-2.5, HL 2.15-2.16* Functions I SL 1.2-1.4, 1.8 Sequences and Series SL 1.9, HL 1.10 Counting Principles and Binomial Expansion SL 1.9, HL1.15* Proof SL 2.1, 3.1 Geometry and Trigonometry HL 3.12 – 3.13 Vectors I SL 4.1-4.4, 4.10 Statistics I	<b>Topic:</b> Representing Relationships; Analysing Data and Quantifying Randomness <b>Knowledge &amp; Skills Summary:</b> SL 2.2-2.5, HL 2.15-2.16* Functions I SL 2.6-2.7 Quadratics SL 3.4-3.5 Trigonometry I SL 2.10, HL 1.11, 1.16 Equations and Algebra HL 2.12 Polynomials HL 1.12 – 1.14* Complex Numbers I	<b>Topic:</b> Relationships in Space II; Exploring randomness; Measuring Change <b>Knowledge &amp; Skills Summary:</b> SL 2.8-2.9, 2.11 Functions II SL 3.6-3.8, HL 3.9,3.10,3.11 Trigonometry II SL 4.5-4.6, 4.11, HL 4.13 Probability SL 5.1-5.8, AHL5.12 Differentiation SL3.2,3.3 Volume and surface area of three-dimensional solids	<b>Topic:</b> Expanding the number system; Measuring Change II; Modelling Randomness; Modelling 3D Space <b>Knowledge &amp; Skills Summary:</b> SL 5.5, 5.9 – 5.11 Integration SL 4.7 – 4.12, HL 4.14 Probability and Statistics HL 3.14 – 3.15 Vectors II

Subject	Term 1	Term 2	Term 3	Term 4
<b>Year 11 Theory of Knowledge</b>	<p><b>Topic:</b> Knowledge and the knower – (Core); Area of Knowledge – Mathematics</p> <p><b>Knowledge &amp; Skills Summary:</b> Knowledge questions from the TOK guide to consider:</p> <ul style="list-style-type: none"> <li>• Scope</li> <li>• Perspectives</li> <li>• Methods and tools</li> <li>• Ethics</li> </ul>	<p><b>Topic:</b> Area of Knowledge – The Arts; Knowledge and language – (Option 1)</p> <p><b>Knowledge &amp; Skills Summary:</b> Knowledge questions from the TOK guide to consider:</p> <ul style="list-style-type: none"> <li>• Scope</li> <li>• Perspectives</li> <li>• Methods and tools</li> <li>• Ethics</li> </ul>	<p><b>Topic:</b> Knowledge and technology – (Option 2); Area of Knowledge – Natural Sciences</p> <p><b>Knowledge &amp; Skills Summary:</b> Knowledge questions from the TOK guide to consider:</p> <ul style="list-style-type: none"> <li>• Scope</li> <li>• Perspectives</li> <li>• Methods and tools</li> <li>• Ethics</li> </ul>	<p><b>Topic:</b> Internal Assessment – Exhibition; Area of Knowledge – Human Sciences</p> <p><b>Knowledge &amp; Skills Summary:</b> Knowledge questions from the TOK guide to consider:</p> <ul style="list-style-type: none"> <li>• Scope</li> <li>• Perspectives</li> <li>• Methods and tools</li> <li>• Ethics</li> </ul>
<b>Year 12</b>				
<b>Year 12 English Language &amp; Literature SL</b>	<p><b>Topic:</b> How, and for what larger purpose, do authors portray conflict (individual, familial, societal, political)?</p> <p><b>Knowledge &amp; Skills Summary:</b> Area of Exploration: Time and Space; Intertextuality Global Issue links: Politics, power and justice</p>	<p><b>Topic:</b> How, and for what larger purpose, do authors portray conflict (individual, familial, societal, political)?</p> <p><b>Knowledge &amp; Skills Summary:</b> Area of Exploration: Readers, Writers, Texts; Time and Space; Intertextuality Global Issue links: Politics, power and justice</p>	<p><b>Topic:</b> Revision program</p> <p><b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation</p>	
<b>Year 12 English Language &amp; Literature HL</b>	<p><b>Topic:</b> How, and for what larger purpose, do authors portray conflict (individual, familial, societal, political)?</p> <p><b>Knowledge &amp; Skills Summary:</b> Area of Exploration: Time and Space; Intertextuality Global Issue links: Politics, power and justice</p>	<p><b>Topic:</b> How, and for what larger purpose, do authors portray conflict (individual, familial, societal, political)?</p> <p><b>Knowledge &amp; Skills Summary:</b> Area of Exploration: Readers, Writers, Texts; Time and Space; Intertextuality Global Issue links: Politics, power and justice</p>	<p><b>Topic:</b> Revision program</p> <p><b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation</p>	
<b>Year 12 French ab initio SL</b>	<p><b>Topic:</b> French in the world</p> <p><b>Knowledge &amp; Skills Summary:</b> Employment, Entertainment, Sport, Shopping Physical health, Environmental Concerns</p>	<p><b>Topic:</b> Global Impact</p> <p><b>Knowledge &amp; Skills Summary:</b> Technology, Media, Relationships World concerns, Climate, Physical Geography, Environmental concerns</p>	<p><b>Topic:</b> Revision Program</p> <p><b>Knowledge &amp; Skills Summary:</b></p>	
<b>Year 12 French B SL</b>	<p><b>Topic:</b> Cultural Identity</p> <p><b>Knowledge &amp; Skills Summary:</b> Conceptual understandings:</p> <ul style="list-style-type: none"> <li>• Migration stories, search for a better life</li> <li>• War &amp; Refugees</li> <li>• Maintaining culture in a new country (customs, language, migrant communities)</li> <li>• Culture clash- values, religion</li> </ul> <p>Skills: reading, listening, speaking and writing.</p>	<p><b>Topic:</b> Discrimination</p> <p><b>Knowledge &amp; Skills Summary:</b> Conceptual understandings:</p> <ul style="list-style-type: none"> <li>• l'islamophobie, la laïcité</li> <li>• equality in workplaces &amp; schools</li> <li>• riots against police discrimination</li> <li>• les banlieues</li> </ul> <p>Skills: reading, listening, speaking and writing.</p>	<p><b>Topic:</b> Revision Program</p> <p><b>Knowledge &amp; Skills Summary:</b></p>	

Subject	Term 1	Term 2	Term 3	Term 4
	Links to TOK: travels, reality television, informative pieces on television and reliability of information, fake news, the internet, human knowledge.	Links to TOK: culture, mental and physical health, managing a balance, prejudices.		
<b>Year 12 French B HL</b>	<p><b>Topic:</b> Cultural Identity <b>Knowledge &amp; Skills Summary:</b> Conceptual understandings:</p> <ul style="list-style-type: none"> <li>• Migration stories, search for a better life</li> <li>• War &amp; Refugees</li> <li>• Maintaining culture in a new country (customs, language, migrant communities)</li> <li>• Culture clash- values, religion</li> </ul> <p>Skills: reading, listening, speaking and writing. Links to TOK: travels, reality television, informative pieces on television and reliability of information, fake news, the internet, human knowledge. HL only: reading activity on <i>Voyages et autres déplacements</i> by Sylvie Massicotte (see Le Monde en Français, pp 93-94)</p>	<p><b>Topic:</b> Discrimination <b>Knowledge &amp; Skills Summary:</b> Conceptual understandings:</p> <ul style="list-style-type: none"> <li>• l'islamophobie, la laïcité</li> <li>• equality in workplaces &amp; schools</li> <li>• riots against police discrimination</li> <li>• les banlieues</li> </ul> <p>Skills: reading, listening, speaking and writing. Links to TOK: culture, mental and physical health, managing a balance, prejudices. HL only: reading activity on <i>Biographie de la faim</i> by Amélie Nothomb (see Le Monde en Français, pp 54-55).</p>	<b>Topic:</b> Revision Program <b>Knowledge &amp; Skills Summary:</b>	
<b>Year 12 German ab initio SL</b>	<b>Topic:</b> Revision Program <b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation			
<b>Year 12 German B SL</b>	<p><b>Topic:</b> Social Organisation <b>Knowledge &amp; Skills Summary:</b> Deutsch im Einsatz Chapter 4</p> <ul style="list-style-type: none"> <li>- Influences of digital media</li> <li>- Problems with social media</li> <li>- Different social backgrounds and their importance on young people's lives</li> <li>- German school system</li> <li>- Role of the internet in schools today</li> <li>- German laws and society including punishments</li> </ul> <p>Grammar: modal verbs, prepositions, passive sentences Skills: reading, listening, speaking and writing. Links to TOK: To what extent is our perspective determined by our</p>	<p><b>Topic:</b> Sharing the Planet <b>Knowledge &amp; Skills Summary:</b> Deutsch im Einsatz Chapter 5</p> <ul style="list-style-type: none"> <li>- Consequences of globalisation</li> <li>- Consumer society and fair trade</li> <li>- Influence of environmental concerns on daily life</li> <li>- Relationship between travel and environment</li> <li>- Global refugee situation</li> <li>- Consequences of Germany quitting nuclear energy</li> </ul> <p>Grammar: adverbs, conjunctions, emotive language, indirect speech, future tense Skills: reading, listening, speaking and writing.</p>	<b>Topic:</b> Revision Program <b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation	

Subject	Term 1	Term 2	Term 3	Term 4
	membership of a particular culture? How are metaphors used in the construction of knowledge?	Links to TOK: What would be lost if the whole world shared one common language? Is there anything that is true for all cultures?		
<b>Year 12 German B HL</b>	<p><b>Topic:</b> Social Organisation <b>Knowledge &amp; Skills Summary:</b> Deutsch im Einsatz Chapter 4</p> <ul style="list-style-type: none"> <li>- Influences of digital media</li> <li>- Problems with social media</li> <li>- Different social backgrounds and their importance on young people's lives</li> <li>- German school system</li> <li>- Role of the internet in schools today</li> <li>- German laws and society including punishments</li> </ul> <p>Grammar: modal verbs, prepositions, passive sentences Skills: reading, listening, speaking and writing. Links to TOK: To what extent is our perspective determined by our membership of a particular culture? How are metaphors used in the construction of knowledge? HL only: reading activity on Der Vorleser by Bernhard Schlink</p>	<p><b>Topic:</b> Sharing the Planet <b>Knowledge &amp; Skills Summary:</b> Deutsch im Einsatz Chapter 5</p> <ul style="list-style-type: none"> <li>- Consequences of globalisation</li> <li>- Consumer society and fair trade</li> <li>- Influence of environmental concerns on daily life</li> <li>- Relationship between travel and environment</li> <li>- Global refugee situation</li> <li>- Consequences of Germany quitting nuclear energy</li> </ul> <p>Grammar: adverbs, conjunctions, emotive language, indirect speech, future tense Skills: reading, listening, speaking and writing. Links to TOK: What would be lost if the whole world shared one common language? Is there anything that is true for all cultures? HL only: reading activity on Selected Poems</p>	<p><b>Topic:</b> Revision Program <b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation</p>	
<b>Year 12 Japanese ab initio SL</b>	<p><b>Topic:</b> Healthy Living <b>Knowledge &amp; Skills Summary:</b> Physical health, Education, Leisure, Social issues, Weather, Seasons, Holidays, Festivals, Celebrations</p>	<p><b>Topic:</b> The world around us <b>Knowledge &amp; Skills Summary:</b> Diet, Dining etiquette, Holidays, Transport, Physical geography, Physical health, Technology, Media, Social issues, Education, Personal relationships, The workplace</p>	<p><b>Topic:</b> Revision Program <b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation</p>	
<b>Year 12 Japanese B SL</b>	<p><b>Topic:</b> What's your identity? <b>Knowledge &amp; Skills Summary:</b></p> <ul style="list-style-type: none"> <li>• What constitutes identity?</li> <li>• How do you express identity?</li> <li>• What ethical challenges arise from living in the modern world? And how do we resolve them?</li> </ul> <p>Text formats: diary, interview, essay, email, blog, opinion column</p>	<p><b>Topic:</b> For our peaceful future <b>Knowledge &amp; Skills Summary:</b></p> <ul style="list-style-type: none"> <li>• What environmental and social issues present challenges to the world? and how can these challenges be overcome?</li> <li>• How do the development in science and technology influence our lives?</li> </ul> <p>Text formats: Article, news report, opinion column, report, debateText</p>	<p><b>Topic:</b> Revision Program <b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation</p>	

Subject	Term 1	Term 2	Term 3	Term 4
		formats: Article, news report, opinion column, report, debate		
<b>Year 12 Japanese B HL</b>	<b>Topic:</b> What's your identity? <b>Knowledge &amp; Skills Summary:</b> <ul style="list-style-type: none"> <li>What constitutes identity?</li> <li>How do you express identity?</li> <li>What ethical challenges arise from living in the modern world? And how do we resolve them?</li> </ul> Text formats: diary, interview, essay, email, blog, opinion column HL: 蜘蛛の糸 / よだかの星宮沢賢治	<b>Topic:</b> For our peaceful future <b>Knowledge &amp; Skills Summary:</b> <ul style="list-style-type: none"> <li>What environmental and social issues present challenges to the world? and how can these challenges be overcome?</li> <li>How do the development in science and technology influence our lives?</li> </ul> Text formats: Article, news report, opinion column, report, debate	<b>Topic:</b> Revision Program <b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation	
<b>Year 12 Latin B SL</b>	<b>Topic:</b> Fate and Fortune <b>Knowledge &amp; Skills Summary:</b> Vergil <i>Aeneid</i> 2 Latin epic poetry Scansion Poetic devices	<b>Topic:</b> Fate and Fortune <b>Knowledge &amp; Skills Summary:</b> Vergil <i>Aeneid</i> 2 Latin epic poetry Scansion Poetic devices	<b>Topic:</b> Revision Program <b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation	
<b>Year 12 Latin B HL</b>	<b>Topic:</b> Fate and Fortune <b>Knowledge &amp; Skills Summary:</b> Vergil <i>Aeneid</i> 2 Latin epic poetry Scansion Poetic devices	<b>Topic:</b> Fate and Fortune <b>Knowledge &amp; Skills Summary:</b> Vergil <i>Aeneid</i> 2 Latin epic poetry Scansion Poetic devices	<b>Topic:</b> Revision Program <b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation	
<b>Year 12 Spanish ab initio SL</b>	<b>Topic:</b> Spanish in the world <b>Knowledge &amp; Skills Summary:</b> The workplace, Social Issues, Physical geography	<b>Topic:</b> Global Impact <b>Knowledge &amp; Skills Summary:</b> The environment Global issues	<b>Topic:</b> Revision Program <b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation	
<b>Year 12 Business Management HL</b>	<b>Topic:</b> Unit 5: Operations management <b>Knowledge &amp; Skills Summary:</b> 2.4 Motivation and demotivation 2.5 Organizational (corporate) culture 2.6 Communication 2.7 Industrial/employee relations 5.1 Introduction to operations management Tool kit: Ansoff, BCG, GANTT & Porter's FFA, Decision tree, Hofstede's CD, SWOT analysis	<b>Topic:</b> Unit 5: Operations Management <b>Knowledge &amp; Skills Summary:</b> 5.2 Operations methods 5.3 Lean production and quality management 5.4 Location 5.5 Break-even analysis 5.6 Production planning 5.7 Crisis management and contingency planning 5.8 Research and development 5.9 Management information systems Tool kit: Circular business, FFA, Critical path analysis, Linear regression, Descriptive statistics, Decision trees, Circular business models, Contribution	<b>Topic:</b> Revision Program <b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation	
<b>Year 12 Digital Society HL</b>	<b>Topic:</b> Our Political World, Governance and Human Rights, Digital Health	<b>Topic:</b> Pre-release, Human Knowledge including the future of work	<b>Topic:</b> Revision Program <b>Knowledge &amp; Skills Summary:</b>	

Subject	Term 1	Term 2	Term 3	Term 4
	<b>Knowledge &amp; Skills Summary:</b> Inquiry Project Focus on presentation 4.6 Political Context 4.6A Political processes 4.6B Governing bodies 4.6C Conflicts and war 4.6D Laws, regulations and policies 5.3 Governance and human rights <i>HL interventions around:</i> 5.2A Conflict, peace and security 5.2B Participation and representation 4.5 Health 4.4A Medicine and health 4.4B The human body 4.4C Mental health HL Intervention focus on 5.1A Local and global inequalities: Access to health care and medicine	<b>Knowledge &amp; Skills Summary:</b> HL Pre-release 4.3 Environmental 4.3A Natural resources and ecosystems 4.3B Pollution and Waste 5.3 Sustainable Development 5.3A Climate change and action 5.3C Managing pollution and waste 4.5 Human knowledge 4.5A Learning and education 4.5B Science and technology innovation 5.1 Global well-being 5.1C The future of work	Exam revision and preparation	
<b>Year 12 Economics HL</b>	<b>Topic:</b> The global economy <b>Knowledge &amp; Skills Summary:</b> 4.1 Benefits of international trade (Detailed) 4.2 Types of trade protection (Refresher) 4.3 Arguments for and against trade control/protection 4.4 Economic integration 4.4 Exchange rates (refresher & evaluation) 4.6 Balance of payments	<b>Topic:</b> Macroeconomics, The global economy <b>Knowledge &amp; Skills Summary:</b> 3.4 Economics of inequality and poverty 4.7 Sustainable development 4.8 Measuring development 4.9 Barriers to economic growth and/or economic development 4.10 Economic growth and/or economic development strategies	<b>Topic:</b> Revision program <b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation	
<b>Year 12 Psychology HL</b>	<b>Topic:</b> Option: The Psychology of human relationships <b>Knowledge &amp; Skills Summary:</b> Determinants of health Bystanderism Pro social behaviour Promoting Pro Social behavior Research Methods Ethical considerations	<b>Topic:</b> Option: Abnormal Psychology <b>Knowledge &amp; Skills Summary:</b> Factors influencing diagnosis <ul style="list-style-type: none"> <li>• Normality versus abnormality</li> <li>• Classification systems</li> <li>• The role of clinical biases in diagnosis</li> <li>• Validity and reliability of diagnosis</li> </ul> Etiology of abnormal psychology <ul style="list-style-type: none"> <li>• Explanations for disorders (MDD)</li> <li>• Prevalence rates and disorders</li> </ul> Treatment of disorders	<b>Topic:</b> Revision program <b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation	

Subject	Term 1	Term 2	Term 3	Term 4
		<ul style="list-style-type: none"> <li>Biological treatments</li> <li>Psychological treatments</li> <li>The role of culture in treatment</li> <li>Assessing the effectiveness of treatment(s)</li> </ul> Approaches to research Ethical considerations		
<b>Year 12 Biology SL</b>	<b>Topic:</b> Body systems and Homeostasis, Biodiversity and Evolution <b>Knowledge &amp; Skills Summary:</b> Organisms D3.1 Reproduction D3.3 Homeostasis A3.1 Diversity of organisms Ecosystems A4.2 Conservation of Biodiversity A4.1 Evolution and Speciation D4.1 Natural Selection	<b>Topic:</b> Biodiversity and Evolution, Ecosystems and Climate Change <b>Knowledge &amp; Skills Summary:</b> Ecosystems C4.2 Transfers of energy and matter C4.1 Populations and communities B4.1 Adaptation to environment B4.2 Ecological niches	<b>Topic:</b> Ecosystems and Climate change, Revision <b>Knowledge &amp; Skills Summary:</b> Ecosystems D4.2 Stability and change D4.3 Climate change Exam revision and preparation	
<b>Year 12 Biology HL</b>	<b>Topic:</b> Body systems and Homeostasis, Biodiversity and Evolution <b>Knowledge &amp; Skills Summary:</b> Organisms B3.1 Gas exchange B3.2 Transport C3.2 Defence against disease Cells A2.3 Viruses Organisms B3.3 Muscle and motility ( <i>HL only</i> ) D3.1 Reproduction D3.3 Homeostasis	<b>Topic:</b> Biodiversity and Evolution, Ecosystems and Climate Change <b>Knowledge &amp; Skills Summary:</b> Organisms A3.1 Diversity of organisms A3.2 Classification and cladistics Ecosystems A4.2 Conservation of biodiversity A4.1 Evolution and speciation D4.1 Natural selection C4.2 Transfers of energy and matter C4.1 Populations and communities	<b>Topic:</b> Ecosystems and Climate change, Revision <b>Knowledge &amp; Skills Summary:</b> Ecosystems B4.1 Adaptation to environment B4.2 Ecological niches D4.2 Stability and change D4.3 Climate change Exam revision and preparation	
<b>Year 12 Chemistry SL</b>	<b>Topic:</b> Final IA, Equilibrium & Acids and bases <b>Knowledge &amp; Skills Summary:</b> Data collection R2.3- The extent of chemical change R3.1- Proton transfer reactions	<b>Topic:</b> Redox & Organic Chemistry <b>Knowledge &amp; Skills Summary:</b> S3.1- Classification of elements R3.2- Electron transfer reactions S3.2- Classification of organic compounds	<b>Topic:</b> Organic Chemistry & Revision <b>Knowledge &amp; Skills Summary:</b> R3.3- Electron sharing reactions R3.4- Electron-pair sharing reactions S2.4- Polymers (2.4.4-2.4.5) Exam revision and preparation	
<b>Year 12 Chemistry HL</b>	<b>Topic:</b> Final IA, Redox Chemistry <b>Knowledge &amp; Skills Summary:</b> Data collection S3.1- Classification of elements R3.2- Electron transfer reactions	<b>Topic:</b> Organic Chemistry <b>Knowledge &amp; Skills Summary:</b> S3.2- Classification of organic compounds R3.3- Electron sharing reactions	<b>Topic:</b> Analytical Chemistry & Revision <b>Knowledge &amp; Skills Summary:</b> S3.2- Classification of organic compounds (MS/IR and <sup>1</sup> H-NMR) Exam revision and preparation	

Subject	Term 1	Term 2	Term 3	Term 4
		R3.4- Electron-pair sharing reactions		
<b>Year 12 Computer Science HL</b>	<b>Topic:</b> Abstract data structures <b>Knowledge &amp; Skills Summary:</b> 5.1 Abstract data structures D.4 Advanced program development Case Study Criterion C – Development	<b>Topic:</b> Abstract data structures II <b>Knowledge &amp; Skills Summary:</b> 5.1 Abstract data structures D.3 Program development Case Study Criterion D – Functionality and extensibility of product Criterion E – Evaluation	<b>Topic:</b> Revision program <b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation	
<b>Year 12 Environmental Systems &amp; Societies SL</b>	<b>Topic:</b> Anthropocene <b>Knowledge &amp; Skills Summary:</b> Internal Assessment (Data collection and draft) 8.1 Human population dynamics 8.2 Resource use in society 8.3 Solid domestic waste 6.1 Introduction to the atmosphere 7.2 Climate change – causes and impacts 6.2 Stratospheric ozone	<b>Topic:</b> Atmosphere and Climate Change <b>Knowledge &amp; Skills Summary:</b> Internal Assessment (Final submission) 6.3 Photochemical smog 6.4 Acid deposition 7.1 Energy choices and security 7.3 Climate change – mitigation and adaptations 8.4 Human population and carrying capacity	<b>Topic:</b> Resource management and control; Revision program <b>Knowledge &amp; Skills Summary:</b> 6.1 Resource management 7.1 Control Case Study Exam revision and preparation	
<b>Year 12 Physics SL</b>	<b>Topic:</b> Fields & Nuclear Physics <b>Knowledge &amp; Skills Summary:</b> D.3 Motion in electromagnetic fields E.1 Structure of the atom E.3 Radioactive decay	<b>Topic:</b> Nuclear Physics & Doppler Effect <b>Knowledge &amp; Skills Summary:</b> E.4 Fission E.5 Fusion and stars C.5 Doppler effect	<b>Topic:</b> Revision program <b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation	
<b>Year 12 Physics HL</b>	<b>Topic:</b> Kinematics, Fields & Nuclear Physics <b>Knowledge &amp; Skills Summary:</b> A.4 Rigid body mechanics D.3 Motion in electromagnetic fields D.4 Induction E.1 Structure of the atom E.2 Quantum physics	<b>Topic:</b> Nuclear Physics, Relativity & Doppler Effect <b>Knowledge &amp; Skills Summary:</b> E.3 Radioactive decay E.4 Fission E.5 Fusion and stars A.5 Galilean and special relativity C.5 Doppler effect	<b>Topic:</b> Revision program <b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation	
<b>Year 12 Sports, Exercise and Health Science HL</b>	<b>Topic:</b> IA and Sports psychology <b>Knowledge &amp; Skills Summary:</b> IA Planning Option B: Sports Psychology Topic 12 Genetics and athletic performance Practical work	<b>Topic:</b> Immunity, performance and Option C Physical activity and health <b>Knowledge &amp; Skills Summary:</b> Topic 13 Exercise and immunity Option C: Physical activity and health Topic 9 Fatigue IA and Practical Work	<b>Topic:</b> Revision program <b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation	

Subject	Term 1	Term 2	Term 3	Term 4
Year 12 Mathematics Applications & Interpretations SL	<p><b>Topic:</b> Representing Situations using Mathematics</p> <p><b>Knowledge &amp; Skills Summary:</b> 1.2 – 1.4 Sequences 1.7 Number and Finance 3.5, 3.6 Geometry</p>	<p><b>Topic:</b> Quantifying Uncertainty and Validity</p> <p><b>Knowledge &amp; Skills Summary:</b> 4.5, 4.6 Probability 4.7 – 4.9 Probability distributions 4.11 Hypothesis Testing</p>	<p><b>Topic:</b> Revision program</p> <p><b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation</p>	
Year 12 Mathematics Applications & Interpretations HL	<p><b>Topic:</b> Representing Space</p> <p><b>Knowledge &amp; Skills Summary:</b> SL3.5-3.6 Geometry AHL1.12, AHL1.13 Complex Numbers AHL 3.9 Geometry AHL1.15, AHL4.19 Matrices AHL3.14-3.16 Graph Theory</p>	<p>AHL4.17 Probability Distributions AHL4.18 Hypothesis Testing AHL5.13-5.18 Applications of Calculus</p>	<p><b>Topic:</b> Revision program</p> <p><b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation</p>	
Year 12 Mathematics Analysis & Approaches SL	<p><b>Topic:</b> Trigonometry II; Differentiation II; Probability Distributions</p> <p><b>Knowledge &amp; Skills Summary:</b> 3.6 – 3.8 Pythagorean Identity and Graphing 5.6 – 5.8 Calculus 4.7, 4.8 Probability distributions</p>	<p><b>Topic:</b> Integration; Statistics II</p> <p><b>Knowledge &amp; Skills Summary:</b> 5.5, 5.9 – 5.11 Integration 4.10 – 4.12 Statistics 4.1-4.4, 4.10 Statistics I</p>	<p><b>Topic:</b> Revision program</p> <p><b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation</p>	
Year 12 Mathematics Analysis & Approaches HL	<p><b>Topic:</b> Equivalent Systems of representation; Relationship in Space III; Modelling Change</p> <p><b>Knowledge &amp; Skills Summary:</b> HL 1.14* Complex Numbers II HL 2.13 - 2.14, 2.16 Functions III HL 5.12 – 5.15* Further Calculus</p>	<p><b>Topic:</b> Modelling Space and Change</p> <p><b>Knowledge &amp; Skills Summary:</b> HL 3.14 – 3.18 HL 1.15* Proof Revisited HL 5.18 – 5.19 Series and Differential Equations</p>	<p><b>Topic:</b> Revision program</p> <p><b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation</p>	
Year 12 Theory of Knowledge	<p><b>Topic:</b> Area of Knowledge – History; Essay preparation; External Assessment</p> <p><b>Knowledge &amp; Skills Summary:</b> Students are required to plan an essay based on a previous prescribed title. Students are required to plan an essay in response to one of six prescribed titles that are issued by the IB for each examination session.</p>	<p><b>Topic:</b> External Assessment – Essay</p> <p><b>Knowledge &amp; Skills Summary:</b> Students are required to write an essay in response to one of six prescribed titles that are issued by the IB for each examination session.</p>	<p><b>Topic:</b> Revision program</p> <p><b>Knowledge &amp; Skills Summary:</b> Exam revision and preparation</p>	

# Assessment Map – Vertical Alignment

Subject	Term 1	Term 2	Term 3	Term 4
<b>English Language and Literature</b>				
<b>Year 7 English Language and Literature</b>	Biography	Character Speech	Picture Book	Poetry Anthology
<b>Year 8 English Language and Literature</b>	Group Documentary Proposal	Written Analysis	Genre Short Story	Persuasive Speech
<b>Year 9 English Language and Literature</b>	Poetry podcast	Novel Creative Response	Group Campaign	Written Analysis
<b>Year 10 DPP English Language and Literature</b>	Analytical Essay Exam	CAR Log Assignment Oral Presentation	Analytical Essay Exam	Oral Presentation HL Essay (HL only)
<b>Year 11 English Language and Literature SL</b>	Exam	Mini-Individual Oral #1 Exam	Mini-Individual Oral #2	Final Individual Oral Exam
<b>Year 11 English Language and Literature HL</b>	Exam	Mini-Individual Oral #1 Exam	Mini-Individual Oral #2	Final Individual Oral Exam
<b>Year 12 English Language and Literature SL</b>	Exam	Exam	Mock Exams	Final IB Exams
<b>Year 12 English Language and Literature HL</b>	HL Essay Exam	Exam	Mock Exams	Final IB Exams
<b>Language Acquisition</b>				
<b>Year 7 Language Acquisition – all</b>	Listening Exam Speaking Exam	Reading Exam Writing Exam	Listening Exam Speaking Exam	Reading Exam Writing Exam
<b>Year 8 Language Acquisition – all</b>	Listening Exam Speaking Exam	Reading Exam Writing Exam	Listening Exam Speaking Exam	Reading Exam Writing Exam
<b>Year 9 Language Acquisition – all</b>	Listening Exam Speaking Exam	Reading Exam Writing Exam	Listening Exam Speaking Exam	Reading Exam Writing Exam
<b>Year 7 Language Acquisition – Latin</b>	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam	Grammar and Translation Exam Assignment	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam	Grammar and Translation Exam Assignment
<b>Year 8 Language Acquisition – Latin</b>	Grammar and Translation Exam Assignment	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam	Grammar and Translation Exam Assignment	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam
<b>Year 9 Language Acquisition – Latin</b>	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam	Grammar and Translation Exam Assignment	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam	Grammar and Translation Exam Assignment
<b>Year 10 DPP Chinese</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 10 DPP French</b>	Speaking Exam	Listening Comprehension Exam	Speaking Exam	Listening Comprehension Exam

Subject	Term 1	Term 2	Term 3	Term 4
	Reading Exam	Writing Exam	Reading Exam	Writing Exam
<b>Year 11 French ab initio SL</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 11 French B SL</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 11 French B HL</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 12 French ab initio SL</b>	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
<b>Year 12 French B SL</b>	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
<b>Year 12 French B HL</b>	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
<b>Year 10 DPP German</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 11 German ab initio SL</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 11 German B SL</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 11 German B HL</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 12 German ab initio SL</b>	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
<b>Year 12 German B SL</b>	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
<b>Year 12 German B HL</b>	Mock Individual Oral Reading Exam	Individual Oral Listening Exam	Mock Exams	Final IB Exams
<b>Year 10 DPP Japanese</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 11 Japanese ab initio SL</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 11 Japanese B SL</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 11 Japanese B HL</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 12 Japanese ab initio SL</b>	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
<b>Year 12 Japanese B SL</b>	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
<b>Year 12 Japanese B HL</b>	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
<b>Year 10 DPP Latin</b>	Term Exam Research Dossier	Term Exam	Term Exam Research Dossier	Term Exam HL only composition
<b>Year 11 Latin B SL</b>	Exam	Exam	Exam Research Dossier	Exam

Subject	Term 1	Term 2	Term 3	Term 4
Year 11 Latin B HL	Exam	Exam	Exam Research Dossier	Exam
Year 12 Latin B SL	Exam	Exam Research Dossier	Mock Exams	Final IB Exams
Year 12 Latin B HL	Exam HL Composition	Exam Research Dossier	Mock Exams	Final IB Exams
Year 10 DPP Spanish	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 11 Spanish ab initio SL	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
Year 12 Spanish ab initio SL	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
<b>Individuals and Societies</b>				
Year 7 Individuals and Societies	Civics Infographic	Geography Report	Economics Exam	Historical Inquiry
Year 8 Individuals and Societies	Source Analysis Exam	Historical Inquiry Civics Exam	Economics Research	Geography Pamphlet
Year 9 I&S STEM Futures Elective: Forensic Psychology	Unit 1 Case Study	Unit 2 Crime Scene Practical Investigation Unit 3 Exam		
Year 9 I&S STEM Futures Elective: Cultural Revolution	Unit 1 Research supported reflections	Unit 2 Presentation Unit 3 Exam		
Year 9 I&S STEM Futures Elective: The World in Your Pocket	Unit 1 Exam	Unit 2 Infographic Unit 3 Presentation		
Year 9 I&S STEM Futures Elective: Future of Global Cooperation	Unit 1 Exam	Unit 2 Inquiry Essay Unit 3 Exam		
Year 10 DPP Business Management (incl. STEM Futures Elective: Show Me the Money)	Exam	Exam	Exam	Exam
Year 11 Business Management HL	Exam	Exam	Exam	Exam
Year 12 Business Management HL	Exam Internal Assessment	Exam	Mock Exams	Final IB Exams
Year 10 DPP Economics (incl. STEM Futures Elective: Tragedy of the Commons)	Exam	Exam	Exam	Commentary

Subject	Term 1	Term 2	Term 3	Term 4
<b>Year 11 Economics HL</b>	Class Test Exam	Class Test Exam	Internal Assessment 1 Exam	Exam
<b>Year 12 Economics HL</b>	Internal Assessment 2 Exam	Internal Assessment 3	Mock Exams Internal Assessment Portfolio	Final IB Exams
<b>DPP Digital Society HL (incl. STEM Futures Elective: Living in a Digital Society)</b>	Exam	Exam	Project Exam	Exam
<b>Year 11 Digital Society HL</b>	Exam	Exam	Exam	Exam
<b>Year 12 Digital Society HL</b>	Inquiry Project Exam	Exam	Mock Exams	Final IB Exams
<b>Year 10 DPP Psychology (incl. STEM Futures Elective: Inside Your Head)</b>	Exam	Exam	Exam	Exam
<b>Year 11 Psychology HL</b>	Exam	In Class Exam Exam	Exam	Exam
<b>Year 12 Psychology HL</b>	Internal Assessment Exam	Exam	Mock Exams	Final IB Exams
<b>Sciences</b>				
<b>Year 7 Sciences</b>	Case Study Exam	Exam IDU Assignment	Scientific Investigation	Project
<b>Year 8 Sciences</b>	Exam	Scientific Investigation	Exam	Project
<b>Year 9 STEM Futures Elective: Biochemical Solutions</b>	Unit 1 Knowledge and data test	Unit 2 In class independent scientific investigation Exam (assessing Unit 1 and 2)		
<b>Year 9 STEM Futures Elective: World of Reactions</b>	Unit 1 Knowledge and data test In class independent scientific investigation	Unit 2 Exam (assessing Unit 1 and 2)		
<b>Year 9 STEM Futures Elective: Medical Physics</b>	Unit 1	Unit 2 In class independent scientific investigation Exam (assessing Unit 1 and 2)		
<b>Year 9 STEM Futures Elective: Sustainable Futures</b>	Unit 1 Field Studies Investigation	Unit 2 Assignment Exam (assessing Unit 1 and 2)		
<b>Year 9 STEM Futures Elective: Fuelling the Planet</b>	Unit 1 In class individual scientific investigation	Unit 2 Research Project Exam (assessing Unit 1 and 2)		
<b>Year 10 DPP Biology (incl. STEM Futures Elective: Medical Biotechnology)</b>	Laboratory Log Book Exam	Exam	Exam	Experimental Investigation Exam
<b>Year 11 Biology SL &amp; HL</b>	Internal Assessment Practice Exam	Internal Assessment Practice Exam	Exam	Exam

Subject	Term 1	Term 2	Term 3	Term 4
<b>Year 12 Biology SL &amp; HL</b>	Internal Assessment Exam	Exam	Mock Exams	Final IB Exams
<b>Year 10 DPP Chemistry (incl. STEM Futures Elective: Future Materials)</b>	Exam	Research Assignment Exam	Experimental Investigation Exam	Exam
<b>Year 11 Chemistry SL &amp; HL</b>	Exam	Exam	Internal Assessment Practice Exam	Exam
<b>Year 12 Chemistry SL &amp; HL</b>	Exam	Internal Assessment Exam	Mock Exams	Final IB Exams
<b>Year 10 DPP Computer Science (incl. STEM Futures Elective: Computational Thinking)</b>	Exam	Project Exam	Exam	Project Exam
<b>Year 11 Computer Science HL</b>	Exam	Exam	Internal Assessment Practice Exam	Exam
<b>Year 12 Computer Science HL</b>	Exam	Internal Assessment Exam	Mock Exams	Final IB Exams
<b>Year 10 DPP Environmental Systems &amp; Societies (incl. STEM Futures Elective: Blue Planet)</b>	Exam	Field Studies Booklet Exam	Exam	Experimental Investigation Exam
<b>Year 11 ESS SL</b>	Exam	Exam	Exam Internal Assessment Practice	Exam
<b>Year 12 ESS SL</b>	Exam	Exam Internal Assessment	Mock Exams	Final IB Exams
<b>Year 10 DPP Physics (incl. STEM Futures Elective: Journey to Earth X)</b>	Data Report Exam	Experimental Investigation Exam	Experimental Investigation Exam	Exam
<b>Year 11 Physics SL &amp; HL</b>	Exam	Internal Assessment Practice Exam	Exam	Exam
<b>Year 12 Physics SL &amp; HL</b>	Internal Assessment Exam	Exam	Mock Exams	Final IB Exams
<b>DPP Sports, Exercise and Health Science (incl. STEM Futures Elective: Peak Performance)</b>	Exam	Project Exam	Exam	Exam
<b>Year 11 Sports, Exercise and Health Science HL</b>	Exam	Exam	Exam	Internal Assessment Practice Exam
<b>Year 12 Sports, Exercise and Health Science HL</b>	Exam	Internal Assessment Exam	Mock Exams	Final IB Exams

Subject	Term 1	Term 2	Term 3	Term 4
<b>Mathematics</b>				
<b>Year 7 Mathematics</b>	Test 1 Test 2	Assignment - Interdisciplinary Test 2- Investigation: how can we bring things together?	Investigation: How can we travel between dimensions? Test 1	Test - How do we measure up? Test 2
<b>Year 8 Mathematics</b>	Investigation – A little bit of history repeating.	Test 1 Money, Money, Money - Project	Investigation – You Better Shape Up (Criterion B) Test 1	Assignment – Take a Chance on Me Test 2 Test 3
<b>Year 9 Mathematics</b>	Investigation - How does it work? Test 1	Assignment – Howzat? Test 2	Assignment – How much? Test 1	Investigation – How likely? Test 2
<b>Year 10 DPP Mathematics</b>	Investigation Exam	Exam	Exam	Exploration Exam
<b>Year 11 Mathematics AI &amp; AA SL &amp; HL</b>	Internal Assessment Portfolio task Exam	Internal Assessment Portfolio task Exam	Internal Assessment Portfolio task Exam	In class exam End of term Exam
<b>Year 12 Mathematics AI &amp; AA SL &amp; HL</b>	Internal Assessment (AI SL only) Exam	Internal Assessment (AA SL, AI & AA HL) Exam	Mock Exams	Final IB Exams
<b>Arts</b>				
<b>Year 7 Arts: Visual Arts</b>	Unit 1 – Responding Making	Unit 2 – Responding Making		
<b>Year 7 Arts: Music</b>	Unit 1 – Theory & Listening Test Skills Portfolio	Unit 2 – Composition Skills Folio		
<b>Year 8 Arts: Visual Arts</b>	Unit 1 – Responding Making	Unit 2 – Responding Making		
<b>Year 8 Arts: Music</b>	Unit 1 – Composition Skills Folio	Unit 2 – Composition Skills Folio		
<b>Year 9 Arts STEM Futures Elective: Artists as Changemakers</b>	Unit 1 Responding Making	Unit 2 Responding Making		
<b>Year 9 Arts STEM Futures Elective: Soundtrack</b>	Unit 1 Composition Skills Folio	Unit 2 Composition Skills Folio		
<b>Design</b>				
<b>Year 7 Design</b>	Portfolio	Portfolio		
<b>Year 8 Design</b>	Portfolio	Portfolio		
<b>Year 9 Design STEM Futures Elective: Disrupting the Market</b>	Report and Product	Report and Product Exam		
<b>Year 9 Design STEM Futures Elective: Biomedical Engineering</b>	Report and Product	Report and Product Exam		
<b>Year 9 Design STEM Futures Elective: Future of Automation</b>	Report and Product	Report and Product Exam		
<b>Physical and Health Education</b>				
<b>Year 7 Physical and Health Education</b>	Reflective Journal Practical	Biomechanics analysis project	Practical Cultural Presentation	Planning a fitness routine Analysis and evaluation of a fitness routine
<b>Year 8 Physical and Health Education</b>	Food Diary Analysis Practical	Training program design	Short response to first aid stimulus Practical	Exam Dance performance

Subject	Term 1	Term 2	Term 3	Term 4
<b>Year 9 PHE STEM Futures Elective: Healthy Future</b>	Unit 1 – Exam Unit 2 – Team training plan and evaluation, Practical skills assessment	Unit 3 Health promotion, Practical skills assessment		
<b>Year 9 Arts STEM Futures Elective: Soundtrack</b>	Unit 1 Composition Skills Folio	Unit 2 Composition Skills Folio		
<b>Theory of Knowledge</b>				
<b>Year 11 TOK</b>	Reflection	Reflection	Reflection	Reflections x 3 Exhibition (Internal Assessment)
<b>Year 12 TOK</b>	Practice Essay	Final Essay Draft	Essay (External Assessment)	

# Assessment Map – Horizontal Alignment

Subject	Term 1	Term 2	Term 3	Term 4
<b>Year 7</b>				
<b>Year 7 English Language and Literature</b>	Biography	Character Speech	Picture Book	Poetry Anthology
<b>Year 7 Language Acquisition – all</b>	Listening Exam Speaking Exam	Reading Exam Writing Exam	Listening Exam Speaking Exam	Reading Exam Writing Exam
<b>Year 7 Language Acquisition – Latin</b>	Grammar and Reading Comprehension Exam Culture and Test Analysis Exam	Grammar and Translation Exam Assignment	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam	Grammar and Translation Exam Assignment
<b>Year 7 Individuals and Societies</b>	Civics Infographic	Geography Report	Economics Exam	Historical Inquiry
<b>Year 7 Sciences</b>	Case Study Exam	Exam IDU Assignment	Scientific Investigation	Project
<b>Year 7 Mathematics</b>	Test 1 Test 2	Assignment - Interdisciplinary Test - Investigation	Investigation Test 1	Project Test 2
<b>Year 7 Design</b>	Report Report	Report Report		
<b>Year 7 Physical and Health Education</b>	Reflective Journal Practical	Biomechanics analysis project	Practical Cultural Presentation	Planning a fitness routine Analysis and evaluation of a fitness routine
<b>Year 7 Arts: Visual Arts</b>	Unit 1 – Responding Making	Unit 2 – Responding Making		
<b>Year 7 Arts: Music</b>	Unit 1 Theory & Listening Test Skills Portfolio	Unit 2 Composition Skills Folio		
<b>Year 8</b>				
<b>Year 8 English Language and Literature</b>	Group Documentary Proposal	Written Analysis	Genre Short Story	Persuasive Speech
<b>Year 8 Language Acquisition – all</b>	Listening Exam Speaking Exam	Reading Exam Writing Exam	Listening Exam Speaking Exam	Reading Exam Writing Exam
<b>Year 8 Language Acquisition – Latin</b>	Grammar and Translation Exam Assignment	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam	Grammar and Translation Exam Assignment	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam
<b>Year 8 Individuals and Societies</b>	Source Analysis Exam	Historical Inquiry Civics Exam	Economics Research	Geography Pamphlet
<b>Year 8 Sciences</b>	Exam	Scientific Investigation	Exam	Project
<b>Year 8 Mathematics</b>	Investigation Test 1	Project	Inquiry Test 2	Project Test 3
<b>Year 8 Design</b>	Report Report	Report Report		

Subject	Term 1	Term 2	Term 3	Term 4
<b>Year 8 Physical and Health Education</b>	Food Diary Analysis Practical	Training program design	Short response to first aid stimulus Practical	Exam Dance performance
<b>Year 8 Arts: Visual Arts</b>	Unit 1 – Responding Making	Unit 2 – Responding Making		
<b>Year 8 Arts: Music</b>	Unit 1 – Composition Skills Folio	Unit 2 – Composition Skills Folio		
<b>Year 9</b>				
<b>Year 9 English Language and Literature</b>	Poetry podcast	Novel Creative Response	Group Campaign	Written Analysis
<b>Year 9 Language Acquisition – all</b>	Listening Exam Speaking Exam	Reading Exam Writing Exam	Listening Exam Speaking Exam	Reading Exam Writing Exam
<b>Year 9 Language Acquisition – Latin</b>	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam	Grammar and Translation Exam Assignment	Grammar and Reading Comprehension Exam Culture and Text Analysis Exam	Grammar and Translation Exam Assignment
<b>Year 9 I&amp;S STEM Futures Elective: Forensic Psychology</b>	Unit 1 Case Study	Unit 2 Crime Scene Practical Investigation Exam		
<b>Year 9 I&amp;S STEM Futures Elective: Cultural Revolution</b>	Unit 1 Research supported reflections	Unit 2 Presentation Unit 3 Exam		
<b>Year 9 I&amp;S STEM Futures Elective: The World in Your Pocket</b>	Unit 1 Exam	Unit 2 Infographic Unit 3 Presentation		
<b>Year 9 I&amp;S STEM Futures Elective: Future of Global Cooperation</b>	Unit 1 Exam	Unit 2 Inquiry Essay Unit 3 Exam		
<b>Year 9 STEM Futures Elective: Biochemical Solutions</b>	Unit 1 Knowledge and data test	Unit 2 In class independent scientific investigation Exam (assessing Unit 1 and 2)		
<b>Year 9 STEM Futures Elective: World of Reactions</b>	Unit 1 Knowledge and data test In class independent scientific investigation	Unit 2 Exam (assessing Unit 1 and 2)		
<b>Year 9 STEM Futures Elective: Medical Physics</b>	Unit 1	Unit 2 In class independent scientific investigation Exam (assessing Unit 1 and 2)		
<b>Year 9 STEM Futures Elective: Sustainable Futures</b>	Unit 1 Field Studies Investigation	Unit 2 Assignment Exam (assessing Unit 1 and 2)		
<b>Year 9 STEM Futures Elective: Fuelling the Planet</b>	Unit 1 In class individual scientific investigation	Unit 2 Research Project Exam (assessing Unit 1 and 2)		
<b>Year 9 Mathematics</b>	Inquiry Test 1	Exploration Test 2	Exploration Test 1	Inquiry Test 2

Subject	Term 1	Term 2	Term 3	Term 4
<b>Year 9 Design STEM Futures Elective: Disrupting the Market</b>	Unit 1 Report Report	Unit 2 Report Exam		
<b>Year 9 Design STEM Futures Elective: Biomedical Engineering</b>	Unit 1 Report Report	Unit 2 Report Exam		
<b>Year 9 Design STEM Futures Elective: Future of Automation</b>	Unit 1 Report Report	Unit 2 Report Exam		
<b>Year 9 PHE STEM Futures Elective: Healthy Future</b>	Unit 1 – Exam Unit 2 – Team training plan and evaluation Practical skills assessment	Unit 3 Health promotion Practical skills assessment		
<b>Year 9 Arts STEM Futures Elective: Artists as Changemakers</b>	Unit 1 Responding Making	Unit 2 Responding Making		
<b>Year 9 Arts STEM Futures Elective: Soundtrack</b>	Unit 1 – Composition Skills Folio	Unit 2 – Composition Skills Folio		
<b>Year 10</b>				
<b>Year 10 DPP English Language and Literature</b>	Analytical Essay Exam	CAR Log Assignment Oral Presentation	Analytical Essay Exam	Oral Presentation HL Essay (HL only)
<b>Year 10 DPP Chinese</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 10 DPP French</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 10 DPP German</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 10 DPP Japanese ab initio</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 10 DPP Japanese</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 10 DPP Latin</b>	Term Exam Research Dossier	Term Exam	Term Exam Research Dossier	Term Exam HL only composition
<b>Year 10 DPP Spanish</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 10 DPP Business Management (incl. STEM Futures Elective: Show Me the Money)</b>	Exam	Exam	Exam	Exam
<b>Year 10 DPP Economics (incl. STEM Futures Elective: Tragedy of the Commons)</b>	Exam	Exam	Exam	Commentary

Subject	Term 1	Term 2	Term 3	Term 4
<b>Year 10 DPP Digital Society (incl. STEM Futures Elective: Living in a Digital Society)</b>	Exam	Exam	Project Exam	Exam
<b>Year 10 DPP Psychology (incl. STEM Futures Elective: Inside Your Head)</b>	Exam	Exam	Exam	Exam
<b>Year 10 DPP Biology (incl. STEM Futures Elective: Medical Biotechnology)</b>	Laboratory Log Book Exam	Exam	Exam	Experimental Investigation Exam
<b>Year 10 DPP Chemistry (incl. STEM Futures Elective: Future Materials)</b>	Exam	Research Assignment Exam	Experimental Investigation Exam	Exam
<b>Year 10 DPP Computer Science (incl. STEM Futures Elective: Computational Thinking)</b>	Exam	Project Exam	Exam	Project Exam
<b>Year 10 DPP Environmental Systems &amp; Societies (incl. STEM Futures Elective: Blue Planet)</b>	Exam	Field Studies Booklet Exam	Exam	Experimental Investigation Exam
<b>Year 10 DPP Physics (incl. STEM Futures Elective: Journey to Earth X)</b>	Data Report Exam	Experimental Investigation Exam	Experimental Investigation Exam	Exam
<b>DPP Sports, Exercise and Health Science (incl. STEM Futures Elective: Peak Performance)</b>	Exam	Project Exam	Exam	Exam
<b>Year 10 DPP Mathematics</b>	Investigation Exam	Exam	Exam	Exploration Exam
<b>Year 11</b>				
<b>Year 11 English Language and Literature SL</b>	Exam	Mini-Individual Oral #1 Exam	Mini-Individual Oral #2	Final Individual Oral Exam
<b>Year 11 English Language and Literature HL</b>	Exam	Mini-Individual Oral #1 Exam	Mini-Individual Oral #2	Final Individual Oral Exam
<b>Year 11 French ab initio SL</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 11 French B SL</b>	Speaking Exam	Listening Comprehension Exam	Speaking Exam	Listening Comprehension Exam

Subject	Term 1	Term 2	Term 3	Term 4
	Reading Exam	Writing Exam	Reading Exam	Writing Exam
<b>Year 11 French B HL</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 11 German ab initio SL</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 11 German B SL</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 11 German B HL</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 11 Japanese ab initio SL</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 11 Japanese B SL</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 11 Japanese B HL</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 11 Latin B SL</b>	Exam	Exam	Research Dossier	Exam
<b>Year 11 Latin B HL</b>	Exam	Exam	Research Dossier	Exam
<b>Year 11 Spanish ab initio SL</b>	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam	Speaking Exam Reading Exam	Listening Comprehension Exam Writing Exam
<b>Year 11 Business Management HL</b>	Exam	Exam	Exam	Exam
<b>Year 11 Digital Society HL</b>	Exam	Exam	Exam	Exam
<b>Year 11 Economics HL</b>	Class Test Exam	Class Test Exam	Internal Assessment 1 Exam	Exam
<b>Year 11 Psychology HL</b>	Exam	In Class Exam Exam	Exam	Exam
<b>Year 11 Biology SL &amp; HL</b>	Internal Assessment Practice Exam	Internal Assessment Practice Exam	Exam	Exam
<b>Year 11 Chemistry SL &amp; HL</b>	Exam	Exam	Internal Assessment Practice Exam	Exam
<b>Year 11 Computer Science HL</b>	Exam	Exam	Internal Assessment Practice Exam	Exam
<b>Year 11 ESS SL</b>	Exam	Exam	Exam Internal Assessment Practice	Exam
<b>Year 11 Physics SL &amp; HL</b>	Exam	Internal Assessment Practice Exam	Exam	Exam
<b>Year 11 Sports, Exercise and Health Science HL</b>	Exam	Exam	Exam	Internal Assessment Practice Exam
<b>Year 11 Mathematics AI &amp; AA SL &amp; HL</b>	Internal Assessment Portfolio task Exam	Internal Assessment Portfolio task Exam	Internal Assessment Portfolio task Exam	In class exam End of term Exam
<b>Year 11 TOK</b>	Reflection	Reflection	Reflection	Reflections x 3 Exhibition (Internal Assessment)
<b>Year 12</b>				
<b>Year 12 English Language and Literature SL</b>	Exam	Exam	Mock Exams	Final IB Exams

Subject	Term 1	Term 2	Term 3	Term 4
<b>Year 12 English Language and Literature HL</b>	HL Essay Exam	Exam	Mock Exams	Final IB Exams
<b>Year 12 French ab initio SL</b>	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
<b>Year 12 French B SL</b>	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
<b>Year 12 French B HL</b>	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
<b>Year 12 German ab initio SL</b>	Mock Exams	Final IB Exams		
<b>Year 12 German B SL</b>	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
<b>Year 12 German B HL</b>	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
<b>Year 12 Japanese ab initio SL</b>	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
<b>Year 12 Japanese B SL</b>	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
<b>Year 12 Japanese B HL</b>	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
<b>Year 12 Latin B SL</b>	Exam	Exam Research Dossier	Mock Exams	Final IB Exams
<b>Year 12 Latin HL</b>	Exam HL Composition	Exam Research Dossier	Mock Exams	Final IB Exams
<b>Year 12 Spanish ab initio SL</b>	Mock Individual Oral Reading and Writing Exam	Individual Oral Listening Comprehension Exam	Mock Exams	Final IB Exams
<b>Year 12 Business Management HL</b>	Internal Assessment Exam	Exam	Mock Exams	Final IB Exams
<b>Year 12 Economics HL</b>	Internal Assessment 2 Exam	Internal Assessment 3	Mock Exams Internal Assessment Portfolio	Final IB Exams
<b>Year 12 Digital Society HL</b>	Inquiry Project Exam	Exam	Mock Exams	Final IB Exams
<b>Year 12 Psychology HL</b>	Internal Assessment Exam	Exam	Mock Exams	Final IB Exams
<b>Year 12 Biology SL &amp; HL</b>	Internal Assessment Exam	Exam	Mock Exams	Final IB Exams
<b>Year 12 Chemistry SL &amp; HL</b>	Exam	Internal Assessment Exam	Mock Exams	Final IB Exams
<b>Year 12 Computer Science HL</b>	Exam	Internal Assessment Exam	Mock Exams	Final IB Exams
<b>Year 12 ESS SL</b>	Exam	Exam Internal Assessment	Mock Exams	Final IB Exams
<b>Year 12 Physics SL &amp; HL</b>	Internal Assessment Exam	Exam	Mock Exams	Final IB Exams

Subject	Term 1	Term 2	Term 3	Term 4
<b>Year 12 Sports, Exercise and Health Science HL</b>	Exam	Internal Assessment Exam	Mock Exams	Final IB Exams
<b>Year 12 Mathematics AI &amp; AA SL &amp; HL</b>	Internal Assessment (AI SL only) Exam	Internal Assessment (AA SL, AI & AA HL) Exam	Mock Exams	Final IB Exams
<b>Year 12 TOK</b>	Practice Essay	Final Essay Draft	Essay (External Assessment)	-

