



MERCEDES COLLEGE

Planning your Senior School pathway
Elective choices in Year 10



Overview of Year 10

- Complete MYP requirements
 - Core requirements
 - Mathematics
 - English
 - Languages
 - Science
 - Humanities (flexible options)
 - PE (flexible options)
 - Personal Project
 - Elective options
 - Drama, Music, Dance, Visual Art, Media, Design, Digital Technology, STEP
- Other requirements
 - RE
 - PLP (SACE)



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MYP Certification

To achieve an MYP certificate you must

- complete the 6 core subjects
- Personal Project
- meet the **service** requirements of the College (at least 2 activities logged, evidenced and reflected on)



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Approach to Year 10

- Know the pathways ahead to help identify your approach to Year 10.
- Mastery pathways give you the best chance of success at Year 12

e.g

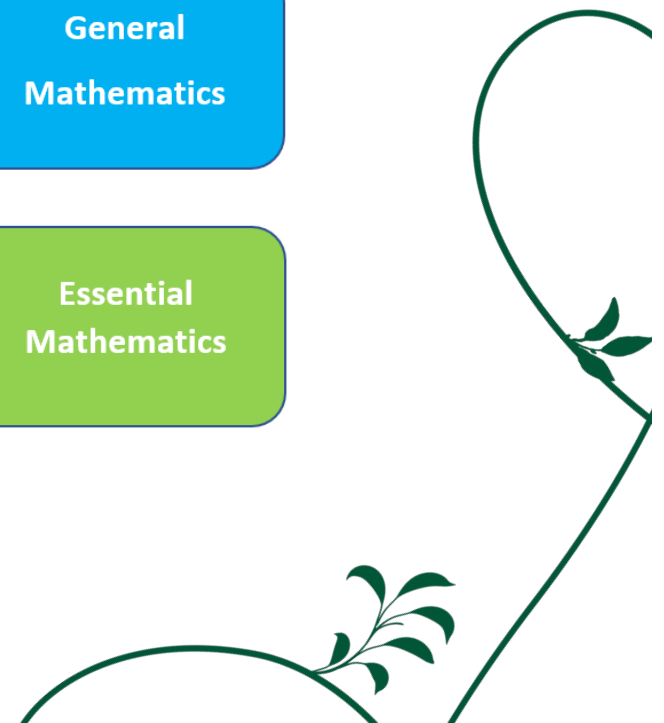
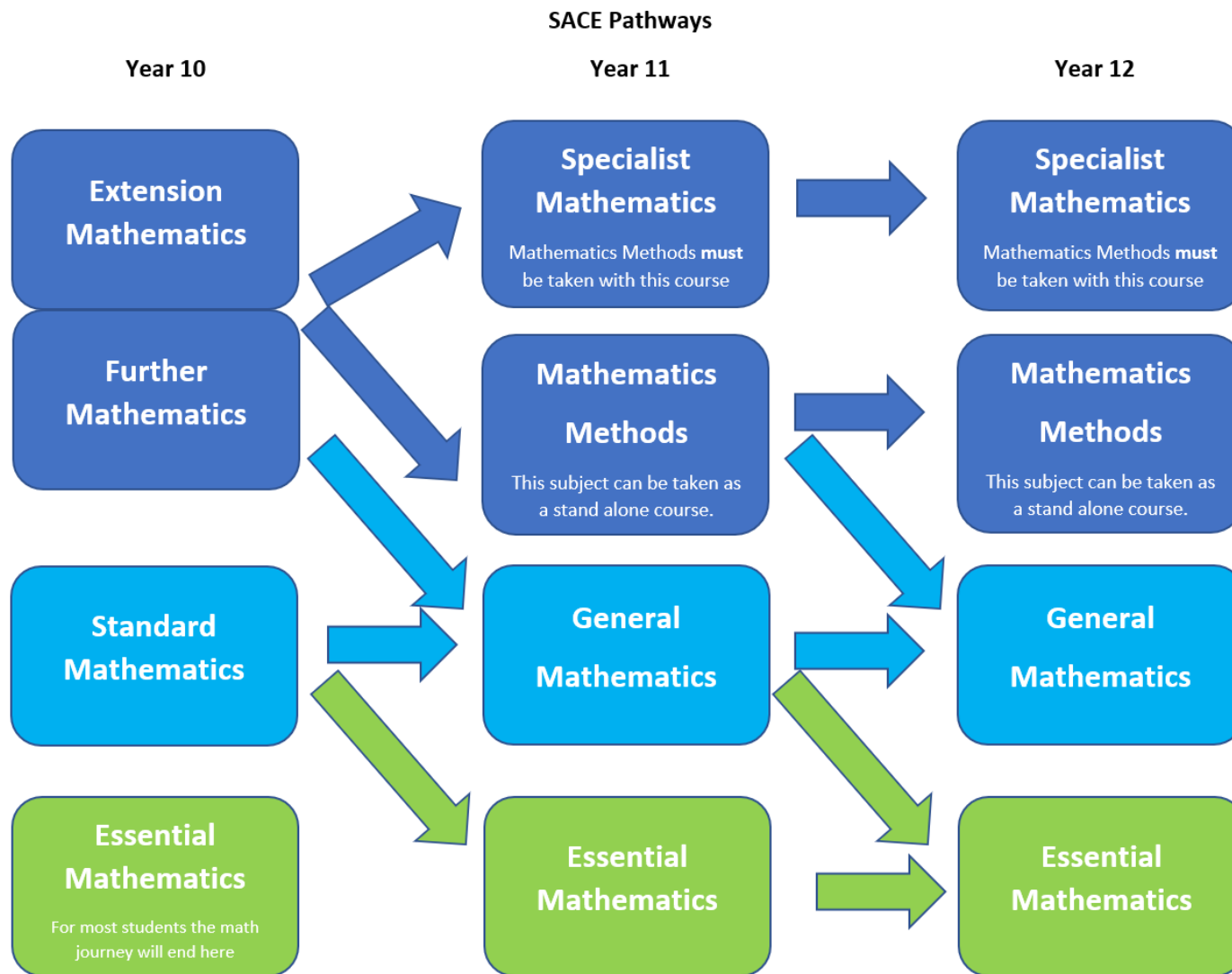
Year 10 Sport > Year 11 PE > Year 12 PE

Year 10 Drama > Year 11 Drama > Year 12 Drama

- Mathematics and English this year shape your options looking forward (see next slides)



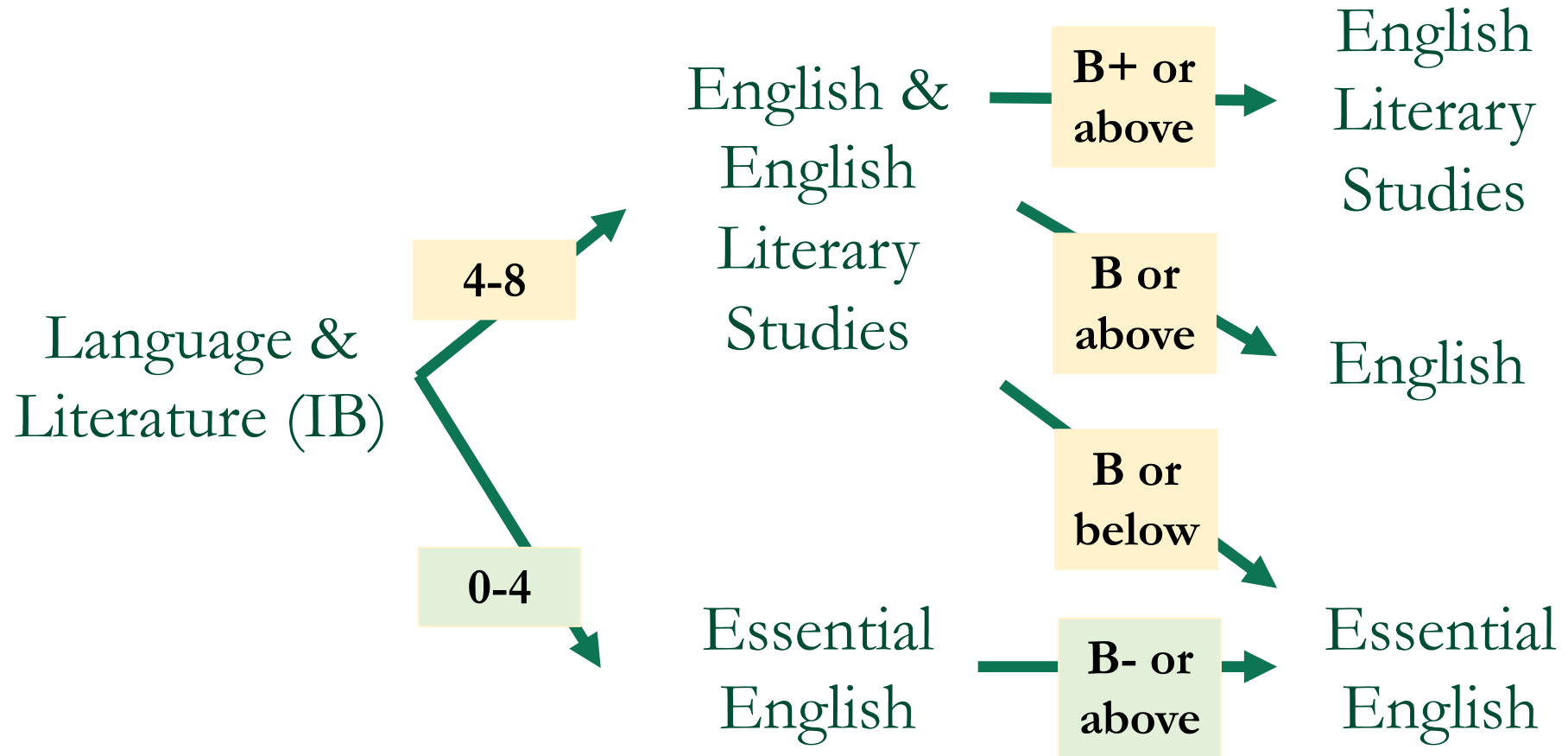
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Year 10

Year 11

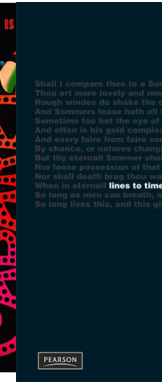
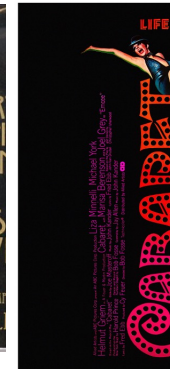
Year 12



Please be aware that these scores reflect different categories. Attention should be paid to individual strengths and weaknesses for the student in language use, analysis, etc.

English Literary Studies is different to English in a few ways.

- Both will provide “adjustment factors”/bonus points for your ATAR and count as compulsory English courses if you are looking to study in the Eastern states.
- Both involve reading books, and at Year 11 (Stage 1) are actually the same subject, with the exact same rubric!
- However, Stage 2 ELS is more focussed on preparing your academic and analytical writing, as well as your ability to participate in critical discourse, as it includes a critical reading examination worth 15% and some more complex analytical tasks.
- English, in contrast, covers a broad range of genres so that you can try a bit of everything, which may interest students that enjoy the creative/media aspects of English.
- Accordingly, ELS is for those intending to enrol in a university course that focusses on academic or analytical writing and discussion.



Essential English is different to English in a few ways.

- Both cover a broad range of genres so that you can try a bit of everything, which may interest students that enjoy the creative/media aspects of English.
- In contrast, **Essential English is more focussed on “real-world” texts**, such as biographies, social media, film, documentaries, websites, workplace documents, letters, emails, posters, through **greater focus on literacy**.
- Essential English is also empowered by a flexible subject outline to give students **more choice** to write, speak, and analyse texts that reflect their **individual strengths and interests**.
- However, **Essential English will not provide “adjustment factors”/bonus points for your ATAR or count as a compulsory English course if you are looking to study in the Eastern states**
- Accordingly, **if you are intending to go to TAFE, university, work in an office, start a business etc., your writing will benefit from the literacy focus of Essential English.**

Rustlers Gully Hillbillies Can't Find Form as Kirton Point Sharks Go Home Victorious



On Tuesday, the Hillbillies versed the Sharks in a chance for the Hillbillies to redeem themselves after their dismal performance at last weeks game. At the Joseph's Octagon Stadium, the stands were packed with the biggest crowd of the season, recording 258,023 fans. The atmosphere was next to none as the fans patiently waited. There were Hillbillies' fans hoping to get their first win and Sharks' fans hoping to remain top. The game went for ten minutes with both teams starting unhurried, but as the game went on the Sharks started to pull away, until the critical mistake was made by the Hillbillies' Hannah Schlink, which had the tower swaying like an alcoholic on a Friday. It sent the tower toppling down, along with their position on the ladder. The Sharks walked away from the match with their heads held

Within my advertisement, I incorporated non-diegetic sound and a long shot, providing viewers with an insight of Coffin Bay and the small community that it is. For example, I included a voice over, with a soft woman's voice, describing the Coffin Bay Holiday Rentals and how this location would provide families with the right getaway for you. This soft woman's voice allows the viewers to feel relaxed, comfortable and reassured that Coffin Bay Holiday Rentals will offer families with a cosy, coastal getaway. In the same scene, I also included a long shot which displays the entrance of Coffin Bay, showing the location and position of the majority of holiday rentals and the beautiful scenery surrounding these. This outlook of Coffin Bay portrays the size of the location in context to the bay. Also, it gives viewers an insight of the relaxing getaway to balance a busy lifestyle. These techniques will be effective in persuading the target audience of individuals, couples or families, as the scene of the bay is complemented by the reassuring voice, which creates a perfect retreat scene. The target audience will be attracted to the ideal location as they can escape to this small quiet community, without having to travel extreme distances, and avoid being interrupted by the world around them.

Example A+ Paragraphs from External Assessments

Essential English	English	English Literary Studies
<p>Sarah Stevenson's website and Instagram utilises personal introduction and anecdote to associate authenticity with the Sarah's Day brand and community. For example, on the home page of the Sarah's Day website she utilises personal introduction by introducing herself as "Sezzy, a holistic health and fitness YouTuber" (Figure 1). Sarah also states her interest, hobbies and aspects of her life that will be shared through her brand. This introduction exhibits Stevenson's personality prior to exploring the website and other social media platforms. Furthermore, it allows Stevenson to develop a positive first impression on new followers, as she portrays herself and brand as genuine, through revealing her true personality. Additionally, by utilising personal introduction Sarah's Day is portrayed as organic through her "love for natural remedies" (Figure 1) along with a healthy diet and lifestyle. For example, Sarah's Day describes her brightening skin butter as "cruelty free" (Figure 3). This encourages young women to purchase her products as they associate themselves with ethical behaviour and therefore feel as they are supporting. Similarly, Sarah Stevenson utilises anecdote within her Instagram as she describes her personal struggles with motivation. Stevenson admits to her followers that "some days [she does not] want to work out" (Figure 2). Health and fitness influencers promote the idealised perfection perceived within the beauty industry, inspiring followers to become the best version of themselves. However, Stevenson's personal struggle with motivation displays the realism of the Sarah's Day community. As a result, Sarah's Day followers view her as relatable, allowing Stevenson to develop genuine connections with her followers. Overall, personal introduction allows Sarah Stevenson to characterise herself as an ethical, nature focussed fitness influencer. This creates a relationship between herself and her less motivated followers, such as mothers, as it allows her to relate to their busy lifestyle. Furthermore, the connection between Stevenson and her follower acts as an ice breaker for people starting to gain inspiration and motivation in health.</p>	<p>Khrushchev adheres to the forms appropriate to his context, for each text. According with political speech conventions, Khrushchev carefully and logically structures the Secret Speech with an introduction, body and conclusion, gradually destroying Stalin's messianic image. Parallel sentence structure, repetition and triples command attention to the central ideas: "the cult of Stalin became the source of a series of exceedingly serious perversions of party principles, of party democracy, of revolutionary legality." In addition, short, emotive sentences such as, "Innocent individuals became victims" focus the audience's attention. The body contains many examples of imagery and triples supporting Khrushchev's inference that Stalin brainwashed the audience with, "[philosophical] deviations, cover-ups of shortcomings, and vanishings of reality". By scrutinising Stalin's corruption, Khrushchev's concludes with, "Leninism!" to signify a restoration of Lenin's more genuine principles. On the contrary, the Kitchen Debate's conventions derive from the audience's expectations regarding structure and style. The accepted style invites the use of the Russian idiom: "we don't beat flies with our nostrils!" and formal language: "/ have been insulted by experts". However, Khrushchev and Nixon use the personal pronoun "we" as a political language convention, presenting opinions as national, rather than personal to increase their validity for the audience. While the Secret Speech also uses "we" frequently, this relates ideas to the immediate audience rather than the entire constituencies as in the Kitchen Debate. The Secret Speech applies colloquialisms to a lesser degree such as "shifty", which is used to generalise, rather than convey specific facts. Generally, the Secret Speech conforms to rigid report conventions, whereas the Kitchen Debate's conventions are abstract.</p>	<p>Walcott's poem, 'Love after love', celebrates a love of self through the imagery of differentiation and disconnect between body and mind, which is seen to be eventually overcome. By conceptualising an individual as having two parts that should merge and "smile at [each] other's welcome", Walcott is able to convey that self love and acceptance is imperative and possible. The speaker is evidentially exploring the intersection between Christianity, and finding self directed worth, love and peace. Walcott urges readers to "Give wine. Give bread. Give back your heart". The entire third stanza is a clear biblical allusion to communion, where wine and bread is given to Jesus Christ. Instead of encouraging this, the author encourages giving and generosity to yourself. It is implied through the subtext of this that religion acts as a facilitator for some people to "ignore" their individual sense of self, and the call to action is to find love in "yourself" and "your life". The direct address to the readers is paired with a second person narrative perspective, which confronts readers with the ideas of abrogation of self celebration. The call to action, to "take down the love letters from the bookshelf" and thus stop seeking validation and worthiness from external sources and people, motivates readers to make changes in their own lives. The concluding line of the concluding stanza, "Feast on your life" can not be ignored as it is emphasised through its short length, contrasting to the run on sentence preceding it. Feasting is synonymous with celebration, and thus this final message remains with readers. Therefore, the process of learning to self love and celebrate individuality without external validation is conveyed and readers are led to consider and evaluate the forces on their own lives that lead to their sense of love.</p>

Example A+ Paragraphs from External Assessments

Stage 2 English Literary Studies

Walcott's poem, 'Love after love', celebrates a love of self through the imagery of differentiation and disconnect between body and mind, which is seen to be eventually overcome. By conceptualising an individual as having two parts that should merge and "smile at [each] other's welcome", Walcott is able to convey that self love and acceptance is imperative and possible. The speaker is evidentially exploring the intersection between Christianity, and finding self directed worth, love and peace. Walcott urges readers to "Give wine. Give bread. Give back your heart". The entire third stanza is a clear biblical allusion to communion, where wine and bread is given to Jesus Christ. Instead of encouraging this, the author encourages giving and generosity to yourself. It is implied through the subtext of this that religion acts as a facilitator for some people to "ignore" their individual sense of self, and the call to action is to find love in "yourself" and "your life". The direct address to the readers is paired with a second person narrative perspective, which confronts readers with the ideas of abrogation of self celebration. The call to action, to "take down the love letters from the bookshelf" and thus stop seeking validation and worthiness from external sources and people, motivates readers to make changes in their own lives. The concluding line of the concluding stanza, "Feast on your life" can not be ignored as it is emphasised through its short length, contrasting to the run on sentence preceding it. Feasting is synonymous with celebration, and thus this final message remains with readers. Therefore, the process of learning to self love and celebrate individuality without external validation is conveyed and readers are led to consider and evaluate the forces on their own lives that lead to their sense of love.

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Stage 2 English

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Example A+ Paragraphs from External Assessments

Stage 2 Essential English

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About IB... (for Year 9s)

- **Literature A** – you choose IB for the IB “package”. This is most similar to **SACE English Literary Studies**.
- **Language B** if English is your second language.
- Benefits include better scaling (**e.g., 6 in all subjects = 93.25; 5 in all = 83**)
- Two years to develop skills rather than one
- Global outlook – continents, time periods, translated texts



Flexible Options

Semester-length subjects in each group

- PE
 - Health
 - Outdoor Education
 - Sport

These are standalone semesters. E.g You can choose a semester of Health and a semester of Sport or a whole year of one option

Repeat courses

- Humanities
 - **Commerce:** how does the world of money work? Business / Economics
 - **Geography:** how does the environment impact on humanity (and reverse)?
 - **History:** how have key events and people changed society?
 - **Psychology:** how does the brain affect our thinking and behaviour?
 - **Politics:** how does power and decision making affect our lives?

These are repeat courses. You cannot choose a full year of one subject.



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Elective Options

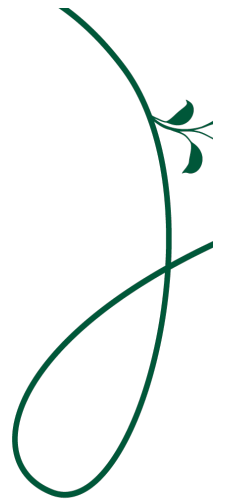
- Semester-length subjects in the following areas.
 - Visual Arts
 - Media
 - Music
 - Drama
 - Dance
 - Design
 - STEP
- You are able to choose a semester or full year option in all subjects except Media and STEP



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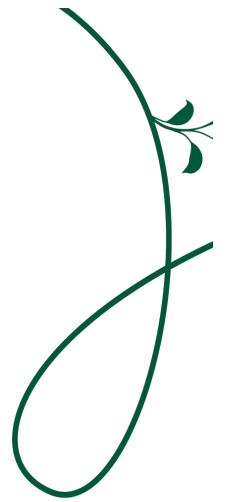
Tertiary Options

- Many pathways to tertiary study. Planning now helps keep options open. This is happening in PLP now.
- Learning about the courses available and what their entry requirements are.
 - *These may change over the next two years, but thorough research now will help provide guidance.*
- Sources of information include:
 - SATAC publications
 - Open Days
 - Web sites
- Include interstate and international destinations
- Check for scholarships and course credits



SATAC Tertiary Entrance Booklets

- Tertiary Entrance booklets contain information about transitioning from school to tertiary studies.



Orange booklet is aimed at students studying the SACE

Green booklet is aimed at students studying the IB Diploma

<https://www.satac.edu.au/satac-publications>



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SATAC Guide

- The SATAC Guide provides information about applying for undergraduate and TAFE SA courses through SATAC
- <https://www.satac.edu.au/satac-publications>



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<https://satac.edu.au/satac-publications>

Capabilities and attributes

- Consider subjects and experiences that
 - reflect strengths and interests
 - may be required for preferred pathways (prerequisites)
 - give flexibility for future changes in direction

The University of Adelaide			
SATAC code	Course/Program	Prerequisites (Stage 2 subject)	Assumed knowledge (Stage 2 unless stated)
334211	Engineering (Honours) (Civil)	Mathematical Methods, Physics and Specialist Mathematics	Nil

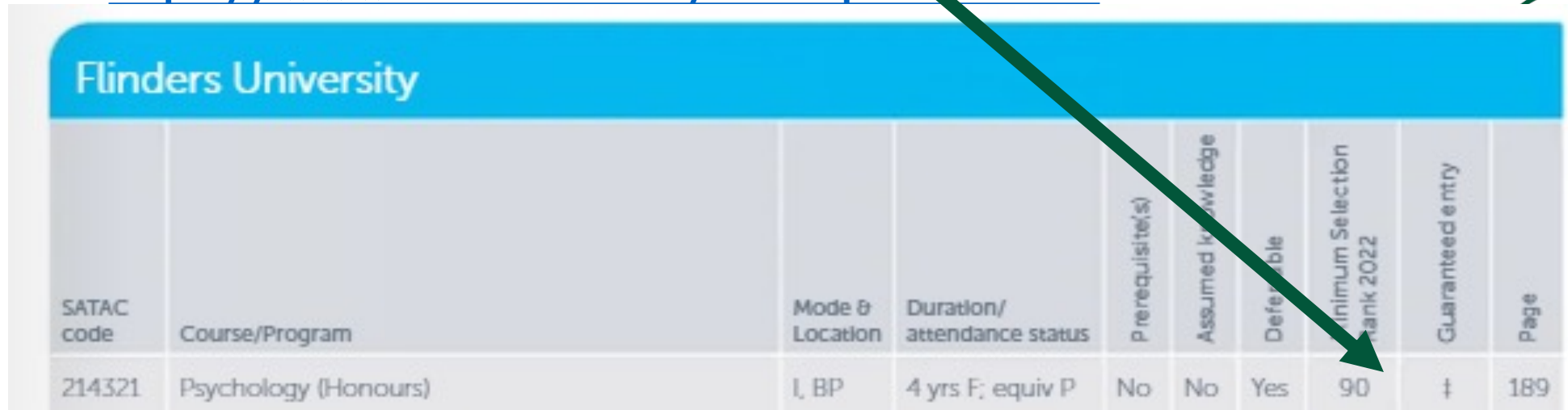


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ATAR

- Aggregate scores from final senior qualification is converted to a percentile ranking (maximum of 99.95)
- Universities will set a minimum ATAR for courses being offered. Details for SA Universities are provided in SATAC Guide
- <https://www.satac.edu.au/satac-publications>



Flinders University									
SATAC code	Course/Program	Mode & Location	Duration/ attendance status	Prerequisite(s)	Assumed knowledge	Deferrable	Minimum Selection Rank 2022	Guaranteed entry	Page
214321	Psychology (Honours)	I, BP	4 yrs F; equiv P	No	No	Yes	90	†	189



Credentials

- Mercedes College offers two pathways to obtain the credentials to enter University or alternative tertiary options:
 - IB Diploma Programme
 - South Australian Certificate of Education
- Each programme has required patterns and structures for successful completion and (if required) a pathway to generating an ATAR.

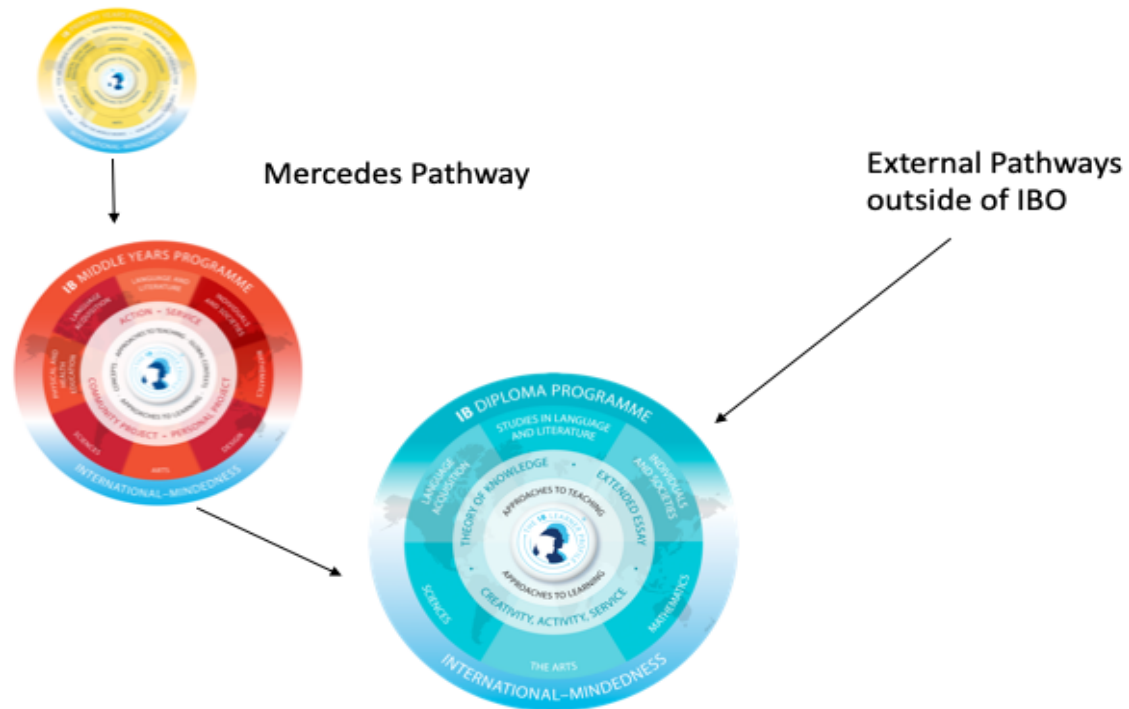


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The IB Continuum

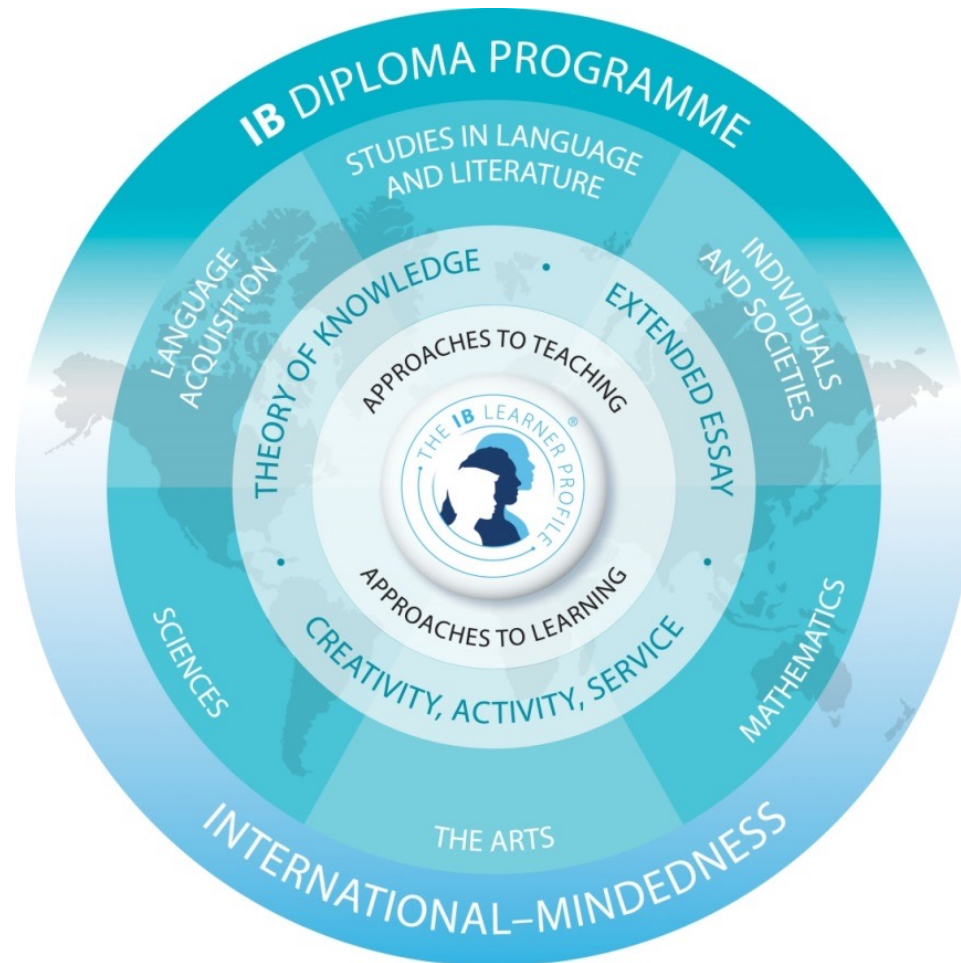
Learning Pathways



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Curriculum Requirements

- The curriculum consists of a Diploma **core** and **six subject groups**



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Group 1
English A,
Chinese A,
Other Lang A
(including self-
taught)

Group 2
Indonesian B,
French B,
English B,
Spanish
ab initio

Group 3
Economics,
Geography,
History,
Psychology,
Business
Management

Group 4
Physics,
Biology,
Chemistry,
Sports, Exercise
& Health Science



Group 6
Visual
Arts,
Theatre,
Music,
Dance

Group 5
Mathematics: Analysis
& Approaches,
Mathematics:
Applications &
Interpretation

<https://www.ibo.org/university-admission/support-students-transition-to-higher-education/course-selection-guidance/>



Curriculum Requirements

- Students choose **one** course from each subject group
 - *Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts*
- 3 subjects will be undertaken at **Higher Level** and 3 at **Standard level**
 - HL = 240 hours over two years
 - SL = 150 hours over two years



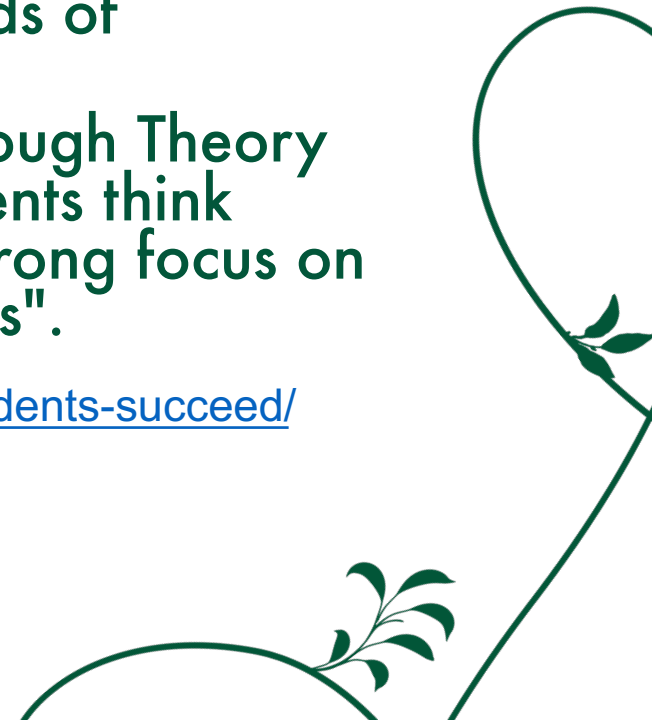
Why continue to the IB Diploma?

- You are already engaged in the style of learning that will lead you to success in the Diploma
 - The IB Diploma focusses on skills and inquiry, which prepare students for university and the workplace.
 - Holistic learning through breadth and depth. More subjects from different skill domains aids in student development.
 - The IB design their courses with the needs of university education in mind.
 - Unique approach to critical thinking through Theory of Knowledge. Aims to ensure that students think about where knowledge comes from. Strong focus on developing **Thinkers** rather than "Doers".

<https://www.ibo.org/university-admission/discover-why-ib-students-succeed/>

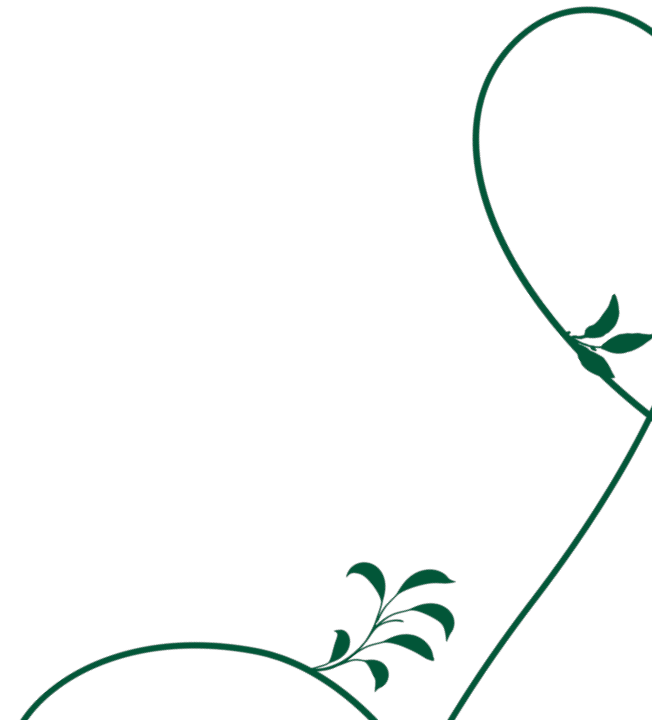


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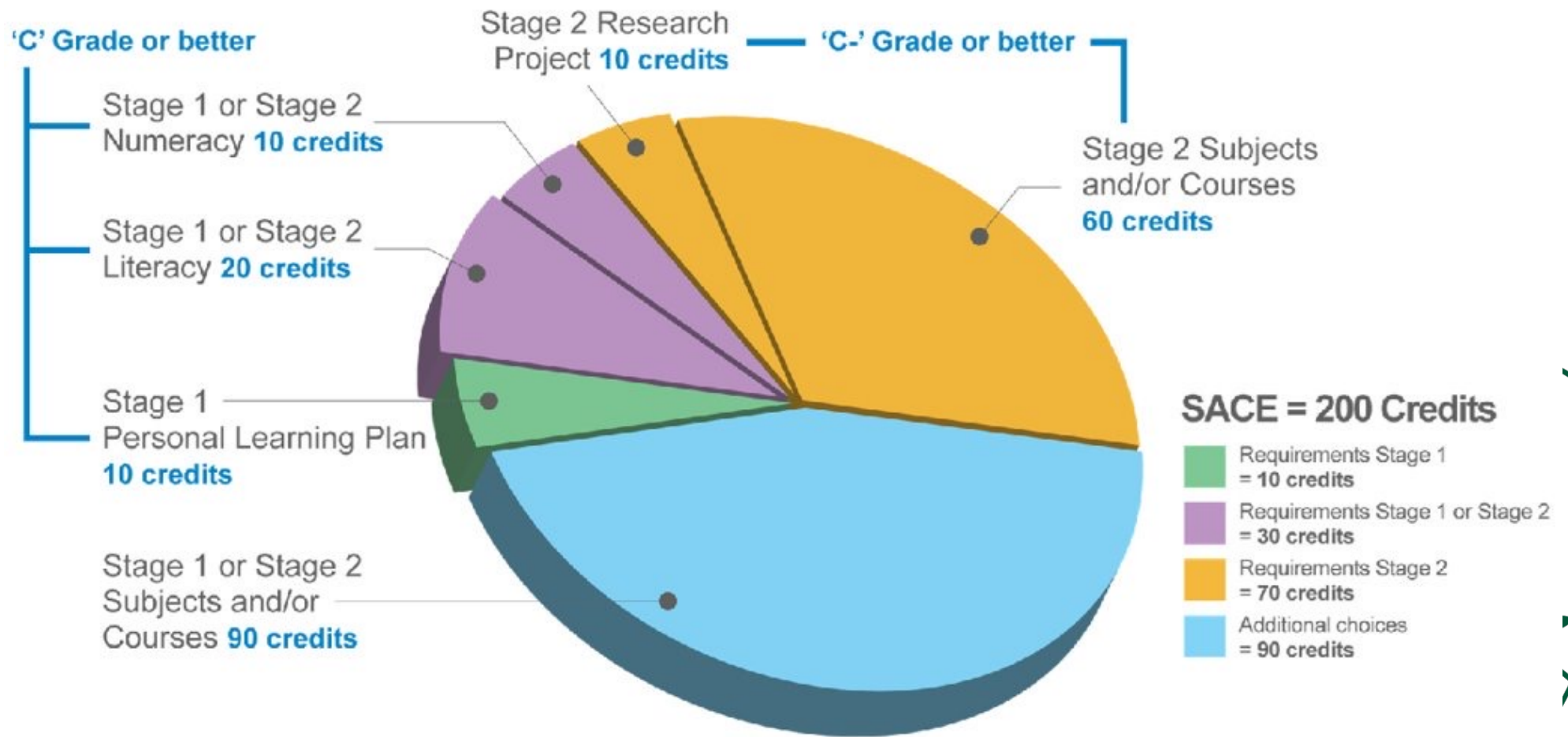


SACE Completion at Mercedes College

- Students must gain at least **200** credits to qualify for a SACE Certificate.
- A successful semester of study earns **10** credits in a subject.
- Some subjects are compulsory.
- Lots of subjects are free choice.



SACE Completion at Mercedes College





Compulsory Subjects

At Stage 1 (Year 11):

- **PLP** - Exploring pathways and capabilities.
 - Studied in Year 10
 - Transitioning from the MYP to the SACE or DP
 - Planning careers and pathways
- **Literacy**
 - 20 credits (full year) of English
- **Numeracy**
 - 10 credits (1 semester) of Mathematics





Compulsory Subjects

At Stage 2 (Year 12):

- **SACE Completion** - 70 credits at C- or better.
 - Research Project (10 credits)
 - Other Stage 2 subjects (at least 60 additional credits)
- **To qualify for an ATAR** – 90 credits at C- or better
 - Research Project (10 credits)
 - Other Stage 2 subjects (at least 80 additional credits)

Four Stage 2 subjects (80 credits) + RP (10 credits)



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The Research Project

- Designed to give students time to do a rigorous and detailed study in an area of interest
 - Worth **10** credits
 - C- grade or better needed to pass
 - Can be included in the ATAR calculation
-
- At Mercedes, the Research Project is undertaken in **Year 11 Semester 2**

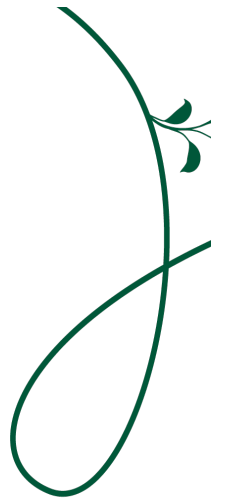


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Additional Subjects

- Outside the compulsory subjects, you can study anything you want:
 - SACE subjects offered at Mercedes
 - SACE subjects offered by other providers
 - **One** IB subject
 - VET courses
 - University Courses
- Speak to Mr Deegan (or myself) if there's something you want to learn...



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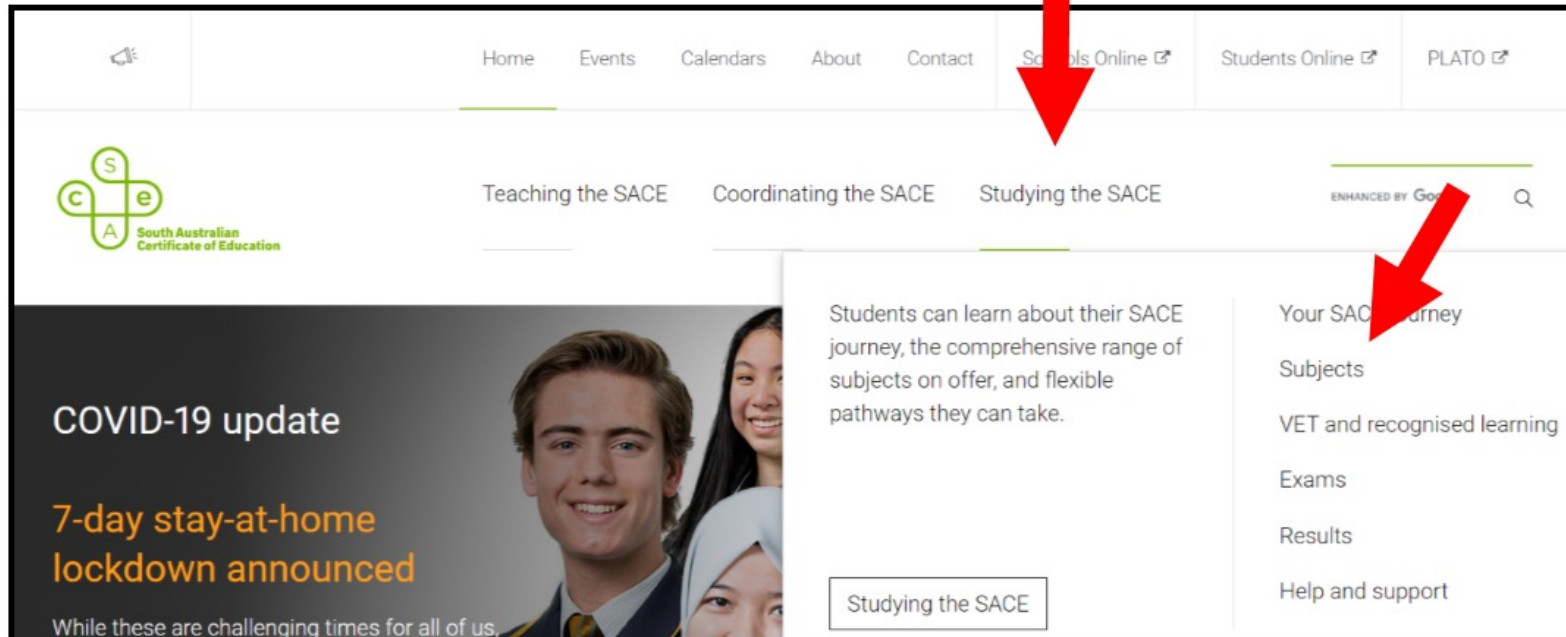
Why SACE?

- SACE offers flexibility and variety of courses to study.
 - You can choose not to undertake a Science, a Humanities, a Language.
 - You can choose to increase breadth (e.g. 5 subjects in Year 12)
 - VET, Uni, one IB class
- You can (and must) decide how you will prepare yourself for your future.
 - Begin thinking beyond school. **What skills do you need to flourish at university and in life?** You can plan your school around that driving question.



Further Information

Go to the SACE website: sace.sa.edu.au



See curriculum information on College website:

<https://www.mercedes.catholic.edu.au/learning/senior-school/>



What now?

- **Wednesday 24 August** - Students will receive an email with access to Edval Choice.
- **Friday 2 September** - Students nominate flexible and elective preferences for 2023 via Edval Choice.
 - *Note that preferences are not a guarantee. They will be used to construct subject lines that best fit nominations and College resources.*
- Allocations will be finalised in Term 4



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Need more information?

- Current & Future subject teachers
- Learning Area Leaders
- Mr Deegan (Student Pathways)
- Mr Whitehead (IB Diploma)
- Mr Price (SACE)
- Mercedes College Website (curriculum links)
- SACE Board Website
- IB Website
- SATAC, etc



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