

RESPECT

DIVERSITY

EXCELLENCE



Roma Mitchell  
Secondary College

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**CURRICULUM  
HANDBOOK  
2020**

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Roma Mitchell  
Secondary College

## Shaping a better future locally and globally

The subjects and pathways described in this overview of the handbook are our predicted offerings.  
Changes in subjects offered may occur due to changes in staffing or student choice of subjects.



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## INTRODUCTION

This Curriculum Handbook has been developed to support students and families in making decisions and selections pertaining to subject choices from Years 8 to 12. The handbook contains a comprehensive overview of our curriculum.

The subjects and pathways described in this handbook are our predicted offerings for 2019. Changes in subjects offered may occur due to changes in staffing or student choice of subjects.

### MIDDLE YEARS (YEARS 8 TO 9)

The curriculum for RMSC is based on two key curriculum frameworks, The Australia Curriculum and The International Baccalaureate Middle Years Program (IB MYP).

### SENIOR YEARS (YEARS 10 TO 12)

The curriculum for the senior years is based on the South Australian Certificate of Education (SACE), refer to page 7 for details and the Australian Curriculum.

### OTHER PROGRAMS

- |                                   |  |
|-----------------------------------|--|
| Girls' Education                  | Gifted & Talented Program (GTP)                              |
| Specialist Sports Program (SSP)   | South Australian Aboriginal Sports Training Academy (SAASTA) |
| Child Protection Curriculum (CPC) | Vocational Education & Training (VET)                        |



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## PRINCIPAL'S WELCOME

Roma Mitchell Secondary College is purpose built to engage students in relevant and challenging learning. It provides flexible learning spaces and a 'schools within school' concept.

**There are three campuses, girls only, co-educational and special education, co-located onto the one school site. We build a sense of community by having middle schools and senior schools.**

Students are encouraged to achieve their potential. We do this by having high expectations and setting high standards. We support and challenge students to be successful, by providing teaching and learning programs that incorporate higher order thinking skills and technology rich classrooms to foster creativity, innovation and design.

Roma Mitchell Secondary College is authorised as an International Baccalaureate school. The International Baccalaureate Middle Years Program (IB MYP) is a rigorous academic middle school curriculum framework, which is being used in a growing number of public and private schools in South Australia, Australia and internationally. We use the IB MYP and the Australian Curriculum to develop our teaching and learning programs.

As a large secondary school, we are able to offer a broad range of academic and vocational subjects so that students are able to choose a university, TAFE or vocational education and training pathway. Students in the senior school (Years 11-12) will study the South Australian Certificate of Education (SACE). Some students may also choose to study nationally recognised certificates in Vocational Education and Training (VET) at the same time as they complete their SACE.



The Special Education Campus and special classes offers a curriculum based on the Australian Curriculum and SACE, reflective of students' needs on this campus. An interesting, challenging and relevant curriculum is delivered that assists students to become as independent as possible and transfer successfully to an appropriate post school pathway.

We offer a specialised Gifted and Talented Program, international and co-curricular activities. We also deliver programs in sport, recreation, student leadership, the arts and public speaking.

Our school has a Mathematics specialism and a focus on Science, Technology, Engineering and Mathematics (STEM). We recognise that improving students' mathematical and numeracy skills is the basis of all STEM improvement and students' studying STEM subjects in the senior years.

Our teachers work on improving our students' written literacy skills in all of their subjects. Students also need to be able to understand what they read and hear in all subjects. Improving comprehension and research skills is a key focus at Roma Mitchell Secondary College. Teachers across Years 8 to 10 work collaboratively to set "Common" Assessment Tasks, which means every student in that year level completes the same task. Teachers then meet, to reach a common understanding about the marks they give their students. This helps to achieve a common assessment standard across each year level.

We are dedicated to working closely in partnership with our students and their families or carers, so that together we can successfully meet the learning needs of each student.

**Sandy Richardson**  
Principal



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English 75

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# LEARNING AT ROMA MITCHELL SECONDARY COLLEGE

## INTERNATIONAL BACCALAURETE MIDDLE YEARS PROGRAM



### MIDDLE SCHOOL YEAR 8

#### 2 SEMESTERS

- › Language & Literature: English
- › Individuals & Societies
- › English as an additional Language or Dialect (EALD)  
**OR** Language Acquisition: German, Italian, Japanese
- › Mathematics
- › Physical & Health Education
- › Sciences

### MIDDLE SCHOOL YEAR 9

#### 2 SEMESTERS

- › Language & Literature: English
- › Individuals & Societies
- › English as an additional Language or Dialect (EALD)  
**OR** Language Acquisition: German, Italian, Japanese
- › Mathematics
- › Physical & Health Education
- › Sciences

### MIDDLE SCHOOL YEAR 10

#### 2 SEMESTERS

- › Language & Literature: English
- › Individuals & Societies
- › English as an additional Language or Dialect (EALD)  
**OR** Language Acquisition: German, Italian, Japanese
- › Mathematics
- › Physical & Health Education
- › Sciences

#### 1 SEMESTER

- › Cross Disciplinary: Personal Learning Plan
- › Personal Project

## SENIOR SCHOOL COMPULSORY SUBJECTS

### YEAR 11 SACE STAGE 1

#### 2 SEMESTERS

English/EALD/ Essential English/  
English Literary Studies  
Mathematic/Essential/General/Methods/Specialist  
**One of the following Stage 2 subjects:**  
Health  
Information Processing (IPP)  
Photography  
Workplace Practices  
Creative Arts

#### 1 SEMESTER

- › Cross Disciplinary: Research Project

### YEAR 12 SACE STAGE 2

**GREEN SECTION** indicates compulsory subjects

**BLUE SECTION** indicates elective subjects

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## LEARNING AT ROMA MITCHELL SECONDARY COLLEGE



### INTERNATIONAL BACCALAURETE MIDDLE YEARS PROGRAM



#### MIDDLE SCHOOL YEAR 8

##### 1 SEMESTER

Design & Technology

- › Digital & 3D Design
- › Food & Textiles
- › Timber & Metal

##### 1 SEMESTER

The Arts

- › Media Arts
- › Music
- › Performance (Drama/ Dance)
- › Visual Arts

##### 2 SEMESTERS

- › Specialist Sport
- › Music

#### MIDDLE SCHOOL YEAR 9

##### 1 SEMESTER

Design & Technology

- › Digital & 3D Design
- › Food & Textiles
- › Metalwork
- › Woodwork
- › Technology

##### 1 SEMESTER

The Arts

- › Dance
- › Drama
- › Media Arts
- › Music
- › Visual Arts

##### 2 SEMESTERS

- › Specialist Sport
- › Music

#### MIDDLE SCHOOL YEAR 10

##### 1 SEMESTER

Design & Technology

- › 3D Design
- › Digital Design
- › Food Technology
- › Metalwork
- › Textiles
- › Woodwork Technology

##### 1 SEMESTER

The Arts

- › Dance
- › Drama
- › Media Arts
- › Music
- › Visual Arts

##### 2 SEMESTERS

- › Specialist Sport
- › Music

### SENIOR SCHOOL ELECTIVE SUBJECTS

#### YEAR 11 SACE STAGE 1

##### 1 SEMESTER

- › Aboriginal Studies
- › Accounting
- › Modern History
- › Business Innovation
- › Child Studies
- › Creative Arts: Dance/Drama
- › Food and Hospitality
- › Geography
- › Information Processing & Publishing
- › Information Technology
- › Languages: Italian, German, Japanese
- › Legal Studies
- › Material products: Textiles, Metal, Timber
- › Music: Advanced/Experienced
- › Outdoor Education
- › Photography
- › Physical Education
- › Sciences: Chemistry, Biology, Physics, Psychology
- › Society and Culture
- › Specialist Sport: Integrated studies
- › VET courses
- › Visual Arts /Design
- › Women's Studies
- › Workplace Practices

#### YEAR 12 SACE STAGE 2

##### 2 SEMESTERS

- › Aboriginal Studies
- › Modern History
- › Business & Enterprise
- › Child Studies
- › Creative Arts: Dance/Drama/Visual Art/Design
- › Drama
- › English as an Additional Language
- › English Literary Studies
- › Essential English
- › Food & Hospitality
- › General Mathematics
- › Geography
- › Health
- › Information Processing & Publishing
- › Information Technology
- › Languages: Italian, German, Japanese
- › Legal Studies
- › Material products: Textiles, Metal, Timber
- › Mathematical Methods
- › Music Explorations
- › Music Performance Ensemble & Solo
- › Outdoor Education
- › Photography
- › Physical Education
- › Sciences: Chemistry, Biology, Physics, Psychology, Scientific Studies
- › Specialist Mathematics
- › Specialist Sport: Integrated studies
- › Society and Culture
- › Vet Courses
- › Visual Arts/Design
- › Women's Studies
- › Workplace Practices

**GREEN SECTION** indicates compulsory subjects

**BLUE SECTION** indicates elective subjects



# International Baccalaureate (IB) Middle Years Program (MYP)

## INTRODUCTION

Roma Mitchell Secondary College is an IB World School delivering the MYP in conjunction with the content from the Australian Curriculum.

The IB MYP for students aged 11-16 provides a framework of academic challenge that encourages students to embrace and understand connections between traditional subjects and the real world and become critical and reflective thinkers. The IB MYP focuses on developing students in all areas of learning such as: academic, social, physical, emotional and cultural. The outcome for students is that they are able to analyse and make sense of information rather than simply recalling it.

Students develop a set of approaches to learning skills, which enables them to inquire into their own learning. The program consists of eight subject groups integrated through global contexts. These global contexts provide a framework for learning within and across the subjects.

The IB MYP has the following eight areas of study -

Arts	Design
Individuals & Societies	Language Acquisition
Language & Literature	Mathematics
Sciences	Physical & Health Education

In addition to studying eight areas of study, students are required to complete a Personal Project. The Personal Project is a compulsory part of the IBMYP Certificate. Students will demonstrate skills, attitudes and knowledge required to complete a project over an extended period of time. The project aims to develop communication and self-management skills.

The IB MYP also requires students to participate in Service as Action in each year of the program. Students may choose to participate in action that benefits their community through opportunities presented in the taught curriculum or they may choose to find their own service opportunities outside the school. Students will choose their own service engagement and plan, conduct and reflect on it. Students participation in Service is compulsory in Years 8, 9 and 10 however it does not form part of their summative grades.

For more information about the MYP please visit the website

<http://www.ibo.org/Programs/middle-years-Program/>

or contact Noel Hernes, Assistant Principal IB MYP, Gifted & Talented and International Programs on 81 61 4600.

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## REPORTING IN THE IB MYP EXPLAINED

Example of a middle school student's report



### EXAMPLE: SAMPLE ASSESSMENT IBMYP HUMANITIES

Assessment Criteria		Achievement (Maximum 8)				
		Term 1 grades attained	Term 2 grades attained	Term 3 grades attained	Term 4 grades attained	Final grades awarded
<b>Knowing and understanding</b>	The student: i. consistently uses a wide range of terminology effectively ii. demonstrates detailed knowledge & understanding of content & concepts through thorough, accurate descriptions, explanations & examples.	7	8	-	6	7
<b>Investigating</b>	The student: i. formulates a clear & focused research question & explains its relevance ii. formulates & follows a substantial action plan to investigate a research question iii. uses research method(s) to collect & record appropriate, relevant information iv. evaluates the process & results of the investigation	-	7	2	-	5
<b>Communicating</b>	The student: i. communicates information & ideas accurately by using a style that is mostly appropriate to the audience & purpose ii. structures information & ideas in a way that is mostly appropriate to the specified format iii. often documents sources	7	5	-	6	6
<b>Thinking critically</b>	The student: i. completes a detailed discussion of concepts, issues, models, visual representation & theories ii. synthesizes information to make valid, well supported arguments iii. effectively analyses & evaluates a wide range of sources/data in terms of origin & purpose, recognising values & limitations iv. thoroughly interprets a range of different perspectives and their implications	-	-	5	8	8

### Final Subject Grade: 6

- Each IB MYP subject has a set of 4 Assessment Criteria.
- Each Assessment Criterion is graded on a scale from 0-8.
- Assessment tasks in IB MYP Subjects are designed to assess these specific Assessment Criteria.
- Each assessment task may cover just one criterion or it may cover up to all 4 criteria depending on the nature of the specific task and the requirements of the subject.
- Each term subjects will report on all of the criteria assessed during that academic period.
- A dash is used when a criterion has not been assessed in that academic period.
- Over the duration of the subject each criterion will be assessed at least twice.
- At the end of the subject teachers will assign a final grade for each criterion
- The Final Criterion grades are combined and used to calculate a final subject grade from 0-7 using the final grade conversion table on the following page.



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# REPORTING IN THE IB MYP EXPLAINED

## FINAL SUBJECT GRADE CONVERSION TABLE

FINAL GRADE	COMBINED CRITERIA GRADES	DESCRIPTOR
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

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## IB MYP

Upon completion of the IB MYP at the end of Year 10 students may be eligible to receive graduation certificates if they have met the following requirements:

CERTIFICATE	CRITERIA
Achievement	Students have achieved an overall average score of 3 or higher across all subjects and successfully completed the Personal Project
Subject Merit	Students have achieved a final score of 7 in one or more subjects and successfully completed the Personal Project
Distinction	Students have achieved an overall score greater than 6 across all subjects and successfully completed the Personal Project.

Students final subject grades (0-7) from Years 8, 9 and 10 are used to determine eligibility for receiving these certificates at the Year 10 Graduation Assembly.

Successful completion of the Personal Project is a pre-requisite for eligibility to receive any graduation certificates.

To successfully complete the Personal Project students must achieve an overall average score of 3 or higher across all four of the Project assessment criteria.

Students must have participated in at least 2 years of the IB MYP and completed their service as action component to be eligible to receive graduation certificates.



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# SENIOR SCHOOL & SACE

## South Australian Certificate of Education (SACE)

The South Australian Certificate of Education (SACE) is an internationally respected senior secondary education qualification that equips students with the knowledge, skills, and capabilities they need to progress to further learning and work as confident and responsible global citizens.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). Students will be able to study a wide range of subjects and courses as part of their SACE.

Stage 1 students at Roma Mitchell Secondary College usually undertake the Research Project as part of Year 11 study as well as one Stage 2 subject from the following: Workplace Practices, Information Processing and Publishing, Photography or Health.

Further information is available at the SACE website

<https://www.sace.sa.edu.au/studying/your-sace>

### What is VET?

VET stands for Vocational Education and Training. Students can undertake hands-on learning in a workplace setting and get a head start on their career. They learn on-the-job skills while working towards their SACE and a VET qualification. Students can gain up to 150 of their 200 SACE credits at Stage 1 and/or Stage 2 from VET.

### University and TAFE SA entry

Getting the SACE is the main entry used by the South Australian students to gain admission into university and TAFE courses. TAFE SA recognises SACE as meeting the course admission entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to qualify for the SACE, obtain an Australian Tertiary Admission Rank (ATAR) and meet any prerequisite subject requirements for the course/program.

Applications for university and TAFE courses are handled by the South Australian Tertiary Admissions Centre (SATAC). Full details of university and TAFE entry requirements are included in the SATAC Tertiary Entrance booklet.

For more information visit [www.satac.edu.au/](http://www.satac.edu.au/)

## How do I get the SACE ?

- ▶ Every subject you complete successfully will earn you 'credits'
- ▶ 200 credits of these in the right mix of subjects will give you your SACE
- ▶ A full semester (six months) of study in one subject will be worth 10 credits
- ▶ You will receive a grade for each subject—from an A to an E.
- ▶ Compulsory subjects need a C grade or better to complete the SACE
- ▶ At Stage 1 (Year 11) teachers at school will mark all your subjects
- ▶ At Stage 2 (Year 12) 70 per cent of your work will be marked at school and 30 per cent will be marked by SACE Board assessors.
- ▶ You will receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board.

The following table shows what will be required as a minimum to achieve the SACE. However, many students will choose to study more subjects than the minimum required at Year 12 (Stage 2).

REQUIREMENTS	CREDITS
<b>Year 10</b>	
Personal Learning Plan	10
<b>Year 11 (Stage 1)</b>	
Literacy (from a range of English subjects & courses)	20
Numeracy (from a range of Mathematics subjects & courses)	10
<b>Year 11 or 12 (Stage 1 or 2)</b>	
Other subjects & courses of the student's choice	up to 90
<b>Year 12 (Stage 2)</b>	
Research Project	10
Other Year 12 (Stage 2) subjects and courses*	60 or more

Indicates Year 11 (Stage 1) compulsory subjects & courses

Indicates choice subjects

Indicates Year 12 (Stage 2) compulsory subjects & courses

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## SENIOR SCHOOL & SACE

### Interstate and Overseas Students

The SACE Board will grant status for equivalent learning in recognised areas for interstate and overseas students. Information about meeting the SACE requirements for interstate and overseas students can be found on the SACE website under the students section.

### Students with a Disability

SACE Board offers a range of modified subjects at Stage 1 and Stage 2 to provide opportunities for students with identified intellectual disabilities to demonstrate their learning.

A student studying a modified subject will gain credits towards the SACE but not a grade for the subject, instead successful achievement is recorded as 'Completed'. Any modified subject a student has studied will be listed on their SACE certificate.

For more information visit  
<https://www.sace.sa.edu.au/web/modified-subjects>

### Personal Learning Plan

The Personal Learning Plan is a compulsory SACE subject, normally undertaken in Year 10. Students will consider their aspirations and research reliable career information to help them make appropriate subject choices and map out their future. Students will work towards goals they need to achieve as they progress through school towards work, training or further study.

The Personal Learning Plan will help students:

- identify and research career paths and options (including further education, training and work)
- choose appropriate SACE subjects based on plans for future work and study
- consider and access subjects and courses available in and beyond school
- review their strengths and areas they need to work on, including literacy, numeracy & information & communication technology (ICT) skills
- gain skills for future employment
- identify goals and plans for improvement
- review and adjust plans to achieve goals

The Personal Learning Plan will contribute 10 credits towards the SACE.

### Research Project

The Research Project is a compulsory subject designed to give you the opportunity to study an area of interest in depth. It will allow you to use your creativity and initiative, while developing the research and presentation skills you'll need in further study or work. Your research project can take many forms, for example:

- community-based projects, such as developing a parenting course or a youth leadership program
- technical or practical activities, such as designing or repairing a ride-on lawn mower, or building a robot
- work-related research, such as improving work rosters at a certain workplace or investigating jobs
- subject-related research, such as a historical investigation or a scientific study.

The Research Project will contribute 10 credits towards the SACE.

You must pass the Research Project with a minimum of a C grade to gain your SACE.





An inclusive environment,  
rich in diversity.

## Girls' Education

### INTRODUCTION

Roma Mitchell Secondary College has been established to ensure the very best quality education for all students.

As part of the commitment to excellence in education and optimising schooling outcomes there is a girls' only campus within Roma Mitchell Secondary College. This campus continues the tradition of offering all girls in the Adelaide Metropolitan area the opportunity to receive their education in a single sex environment.

Roma Mitchell Secondary College is in the very special position of being able to offer a co-educational option for girls and boys and a single sex option for girls all on the one site. The Girls' Education Campus focuses on promoting leadership, academic excellence and equality. All the subjects available to the students in the Co-education Campus environment are also available to girls in the Girls' Campus. Girls in the Co-educational Campus will also be able to access single sex subject options through the Girls' Education Campus. Research both here and overseas has confirmed that girls' educational success can be improved through single sex education.

The research has shown that girls working in an environment without the distraction of boys can be more successful. There are also more opportunities for girls to take up leadership roles and to engage in curriculum that explores the experiences of being female and understand better the challenges that face women and girls in all societies.

There are also studies that suggest that single sex learning environments for boys can also lead to greater success at school. (In the Co-educational Campus there are some 'boys only' classes.)

The commitment to maintaining a girls' only campus was made when the local high schools, one of which was Gepps Cross Girls' High School, amalgamated to form the Roma Mitchell Secondary College.

# Special Education

## INTRODUCTION

The Special Education Campus and special classes offer a curriculum based on The Australian Curriculum and SACE and is reflective of students needs on this campus.

An interesting, challenging and relevant curriculum is delivered, that assists students to become as independent as possible and transition successfully to an appropriate post school pathway. Opportunities for accessing subjects across the College may be negotiated on an individual basis.

### Negotiated Education Plan (NEP)

All students have an NEP that is reviewed annually or on a needs basis with parent/caregivers and associated support agencies. The NEP outlines student's individual learning goals and agreed actions to meet them. All students will have goals relating to Numeracy, Literacy and Communication as well as goals relating to the Australian Curriculum or Modified SACE.

### Communication

Teachers are responsive to students' strengths, abilities and interests. They construct lessons that integrate PECS (Picture Exchange Communication System), Proloquo2go and appropriate Augmented Adaptive Communication Devices to teach and encourage students to learn how to communicate their needs and desires. Teachers actively promote students' communication through worthwhile and challenging experiences and interactions that foster improved skills development.



Transferring their mode of communication to various community settings that are relevant to the individual student needs. Requesting, transferring, understanding, commenting and recall. Individual targets are outlined in students' Negotiated Education Plans.

### Core Curriculum

All students study an ongoing Core Curriculum that is designed to meet their individual learning needs.

### SACE, Australian Curriculum & IB MYP

In Years 8 and 9 students follow the Australian Curriculum with relevant learning in each of the curriculum areas aligned to their Negotiated Education Plan (NEP) goals. The curriculum areas include:

Literacy/English	Numeracy/Mathematics
Science	HPE
Humanities	Technology
The Arts	

In Years 10 to 12 students have the opportunity to follow a modified SACE Program. Students complete a modified Personal Project based on the IB MYP.

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# SPECIAL EDUCATION CORE CURRICULUM

## DESIGN & TECHNOLOGY

**CONTACT PERSON** Rebecca Hill

### CONTENT

Students use design and technology to enhance their learning in a range of ways suited to their abilities. In the process they learn how to deal safely and effectively with an appropriate range of materials, develop life skills and understand digital technologies.

### SKILLS

Students use assistive technology to present folios and units of work. Students are aware of kitchen safety and practice. Students explore a range of materials for varying purposes. Students are aware of cyber safety rationale and practice.

### ASSESSMENT TYPES

Demonstrate skills and knowledge of assisted technologies, produce a range of items using various materials and demonstrate planning, creating, making and evaluating.

## ENGLISH

**CONTACT PERSON** Rebecca Hill

### CONTENT

The focus is on developing students' knowledge, understanding and skills in listening, reading and viewing, speaking, writing and creating.

### SKILLS

Responding to literature, interacting with others using active listening, creating short texts, reading, letter, sound and word knowledge—decoding and spelling, increasing knowledge of high frequency words.

### ASSESSMENT TYPES

Big Write, Word Recognition, Phonological Awareness, PM Benchmark, Oral Language and Practical Literacy Reading Program.

## GEOGRAPHY

**CONTACT PERSON** Rebecca Hill

### CONTENT

Geography is a structured way to explore, analyse and understand the characteristics of places that make up our world using the concepts of place, space, environment, interconnection, sustainability, scale and change. Students are guided to develop geographical knowledge and an understanding of physical features in their communities.

### SKILLS

Students will develop a sense of wonder, curiosity and respect about places, people and culture both locally and throughout the world. They will use and understand geographical concepts and be informed, responsible and active citizens.

### ASSESSMENT TYPES

Community access, displays, folios, participation in discussion and pictures/videos.

## HEALTH AND PHYSICAL EDUCATION

**CONTACT PERSON** Luke Piesiewicz

### CONTENT

Students will learn about personal and social development, about their own health and the health of others. Students will have the opportunity to develop skills leisure and recreation.

### SKILLS

Students participate in a range of movement options and participate regularly in energetic physical activity. Develop an understanding of communication with each other to share feelings and experiences to make friends. Identify safe and unsafe situations.

### ASSESSMENT TYPES

Participation in Physical Education, health portfolio, role playing, community access activities, participation in discussions, photo/videos and display.



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## SPECIAL EDUCATION SUBJECTS

### HISTORY

**CONTACT PERSON** Rebecca Hill

#### CONTENT

Students will study time, social systems as well as societies and culture. Students explore family and community connections and build an understanding of the past and impact on the present and future.

#### SKILLS

Students develop skills in representing concepts of time present, past and future. Students identify and respect aspects of their personal culture and develop an understanding of others. Students learn to participate in decision-making and recognising rules that effect aspects of life.

#### ASSESSMENT TYPES

Community access, participation in discussions, photos/videos, display and portfolios.

### MATHEMATICS

**CONTACT PERSON** Rebecca Hill

#### CONTENT

Develop students' knowledge, understanding and skills in number. Provide students with the opportunity to connect their understandings to the community.

#### SKILLS

Recognise, model and order numbers up to 100. Explore addition and subtraction. Recognise and count small numbers of coins and notes. Use units of measurement in practical tasks e.g. cooking and telling time. Recognise basic 2 dimensional shapes. Create simple graphs using collected data and interpret them.

#### ASSESSMENT TYPES

NUMICON, practical demonstrations, portfolio of work, formal assessments, practical numeracy.

### SCIENCE

**CONTACT PERSON** Rebecca Hill

#### CONTENT

Develop an understanding of important science concepts and processes, of science's contribution to our culture and society and its applications in everyday life. Students make predictions, investigate and record their understandings. Students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena.

#### SKILLS

Students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives. Students pose questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others.

#### ASSESSMENT TYPES

Science portfolio, practical demonstrations, photos/videos, participation in discussions and display.

### THE ARTS

**CONTACT PERSON** Paul Simpson

#### CONTENT

Based on the Australian Curriculum or Modified SACE to develop an appreciation and understanding of the Arts in the areas of Music, Media, Drama and Visual Arts.

#### SKILLS

Students create and share art works. Perform individually or in a group using a variety of instruments/sound sources. Take part in drama performances.

#### ASSESSMENT TYPES

Photos and video, participation in end of year performance, contribution to displays, art projects and assembly performance.



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# SPECIAL EDUCATION MODIFIED SACE

The school offers a broad range of modified SACE subjects.

## South Australian Certificate of Education (SACE)

Modified subjects are designed to allow students with identified intellectual disabilities to demonstrate their learning in a range of challenging and achievable learning experiences. Modified subjects allow students to develop their capabilities and personal learning goals although they do not prepare for university entrance.

Modified subjects are available from the 9 learning areas of the SACE Curriculum at Stage 1 and Stage 2.

Each of the following subjects may be studied as a 10-credit subject or a 20-credit subject at the Stage 1, and as a 10-credit subject or a 20-credit subject at Stage 2.

Society and Culture	Creative Arts
Scientific Studies	Language and Culture
English Pathways	Mathematics Pathways
Health	Cross Disciplinary Studies
Science	Business & Enterprise

## The Personal Learning Plan (PLP)

Stage 1 - modified and undertaken as a 10-credit subject in Year 10.

## The Research Project

Stage 1 - modified undertaken as a 10-credit subject in Years 11 or 12.

## Capabilities

In each subject, Learning Programs provide students with opportunities for focused development of one or more of the following capabilities:

- Communication
- Citizenship
- Personal Development
- Work
- Learning

The specific learning Program and SACE plan undertaken by each student is negotiated through his or her NEP and is usually delivered over a three-year period.



## Further Information

Visit the SACE Board website at -

<https://www.sace.sa.edu.au/web/modified-subjects>

and follow the links to access a range of useful information about studying for the SACE.

# Specialist Sports Program

## INTRODUCTION

The Specialist Sport Program at Roma Mitchell Secondary College caters for elite and talented cycling, hockey or football (soccer) players who would like to undertake their chosen sport as a specialist subject taught during school hours.

The course provides students with focused and efficient development of the skills and knowledge relevant to their chosen sport as part of a select group of students with/at a similar sporting level. The program is offered as a full year subject from Years 8-12 and is gender inclusive, with the option of single sex classes depending on student numbers.

Roma Mitchell Secondary College has a working partnership with Cycling SA, Hockey SA and the Football Federation of SA. Development officers and coaches from these programs have a guiding influence on the content of the subject courses and also attend sessions with specialist sport students at the school, identifying players suitable for entry into elite pathways. Students are taught to perform essential skills and techniques with efficiency, accuracy, speed and consistency through regular analysis and refinement. Students also gain a deeper understanding of techniques, tactics and strategies in line with the Federations of each sport.

Students undertaking specialist subjects gain a variety of industry qualifications including, coaching and officiating as part of the course, which can assist students with volunteer and/or casual employment entry in their chosen sport and a pathway for community involvement. The program also has a variety of leadership and personal development opportunities as students undertake community placements as volunteers or casual employees within various sectors of the sport and recreation industry.

## Courses

The Years 8-10 Specialist Sport Program runs over the whole year as 2 semester courses.

Year 11 students (and selected Year 10 students) will undertake Stage 1 Specialist Sport and Integrated Learning.

Year 12 students will undertake Stage 2 Specialist Sport and Integrated Learning.

## Selection

All students wishing to trial for selection into the program must fill out an application form, attend a skills training session and interview.

The application form is available on the school website [www.rmssc.sa.gov.au](http://www.rmssc.sa.gov.au) or contact Theo Tsiounis Assistant Principal, Specialist Sport, Health & PE, Roma Mitchell Secondary College (08) 8161 4600. All students applying for the course will receive a letter with the times for the selection skills training session and interview. Please note there is an additional cost for all Specialist Sport subjects.







# SAASTA Training Academy

## South Australian Aboriginal Sports Training Academy

The South Australian Aboriginal Sports Training Academy (SAASTA) is a school based education Program designed to support young Aboriginal students achieve their SACE.

SAASTA offers curriculum to schools across the state with a sport and health focus and aims to improve -

- › Education, including literacy and numeracy
- › Health and fitness
- › Self esteem
- › Life skills
- › Cultural identity
- › Employment opportunities

A key component of the Program is to offer rich learning experiences that are integrated into the curriculum. The following is an indication of the activities that are centrally coordinated by the SAASTA team for school and student participation -

- › Aboriginal Power Cup (1st Semester)
- › SAASTA Shield (2nd Semester)
- › State and National Indigenous Carnivals
- › Certificate III in Sport and Recreation (50 credits Stage 2)
- › Senior First Aid Certificate

Years 10 and 11 students will study Stage 1 Integrated Learning - Aboriginal Power Cup in Semester 1 and Stage 1 Integrated Learning SAASTA Shield in Semester 2.

Year 12 students will study Stage 2 Integrated Learning-Leadership, for 2 semesters. At Years 11 and 12 students undertake a Certificate III in Sport and Recreation.

Selection into the Program will be on the basis of staff nomination, completing an application form and attending an interview.

The course is conducted once a week for a full day. Several other schools attend the Academy.



# Gifted & Talented Program

## INTRODUCTION

Roma Mitchell Secondary College is committed to supporting all students to develop to their full potential and recognise that:

- › Gifted students require challenges which match their diverse cognitive, social, emotional and physical needs and abilities. Significant support in the form of an appropriate curriculum and trained staff, in a safe positive environment, is required to ensure that their potential comes to fruition.
- › Gifted students are more challenged and motivated when they interact with students who have similar abilities and interests.
- › Gifted students have a wide range of interests but are not necessarily gifted in everything.
- › Gifted students benefit from Programs that integrate a range of higher order thinking skills in their learning.
- › Identification strategies need to identify students' specific abilities and if appropriate their needs for counselling and vocational services.

## Middle Years

- › Identified gifted students will be placed in a class with other gifted and talented students or join the Program later depending on their progress and success.
- › Students will study Language and Literature, Mathematics, Sciences and Individuals and Societies as a class. Then they will join with the other students in their year level for their other subjects.
- › The Program thereby provides a healthy balance of learning with their intellectual peers and activities with other students.

The Gifted and Talented Program will:

- › Challenge students to study at greater depth and speed.
- › Provide enrichment and extension courses within the school and with community based services.
- › Provide acceleration into higher year levels, where appropriate and in the student's best interest.

## Senior Years

It is anticipated that students will be able to utilise a wide range of special opportunities in their senior secondary years, including university studies. These decisions will be made according to each student's interest, abilities and social development and will also take into account the students' needs to gain the highest possible tertiary entrance selection score, to ensure successful entry into their chosen university courses.



## Selection for the Program

Selection will be on the basis of one or more of the following:

- › Standard testing
- › Teacher nomination
- › Parent nomination
- › Student nomination

Nomination forms are available on the website [www.educationworks.sa.edu.au](http://www.educationworks.sa.edu.au) or contact Noel Hernes, Assistant Principal, IB MYP, Gifted & Talented & International Programs at Roma Mitchell Secondary College (08) 81614600.



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## VOCATIONAL EDUCATION & TRAINING (VET)

### INTRODUCTION

Vocational Education and Training (VET) is education and training that gives students skills and knowledge for work. VET operates through a national training system and is delivered, assessed and certified by Registered Training Organisations (RTOs).

The SACE enables students to include a significant amount of VET in their SACE studies. Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

These recognition arrangements help students build a coherent pathway in the SACE through VET and encourage students to complete or make significant progress toward completed VET qualifications while completing the SACE.

Training for these pathways may be delivered by accredited teaching staff, TAFE SA staff, other schools in the North Eastern Vocational Opportunities (NEVO) group or registered private training providers. In most cases the training will be conducted offsite from Roma Mitchell Secondary College.

### Courses available at Roma Mitchell Secondary College

Kitchen Operations	Certificate II
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## VET COURSES DELIVERED THROUGH NORTH EASTERN VOCATIONAL

### INTRODUCTION

NEVO (North Eastern Vocational Opportunities) is a group of secondary schools who work together to deliver a range of Vocational Education and Training (VET) opportunities and Structured Workplace Learning experiences for students in the area.

NEVO provides a foundation for careers, traineeships, apprenticeships and further study. VET Programs are offered in a wide range of industry areas. Details of NEVO courses can be found at [www.nevo.sa.edu.au](http://www.nevo.sa.edu.au)

Students can nominate for VET Programs as part of the course counselling process.

### Criteria for selection

VET offers exciting and rewarding options for students but requires increased commitment and application. As the completion of VET courses may involve a change in attendance patterns and subject choices, students are required to be proactive in ensuring that their commitments are met in the areas of school, VET and work.

Students will be required to undertake work experience in order to satisfy assessment requirements and will need to make arrangements for all travel associated with the courses. There will be some costs associated with the courses such as an administration fee, travel, and protective clothing, special equipment and course notes.

In order to express your interest in a VET Program, indicate the course you would like to undertake on your subject selection form.

Roma Mitchell Secondary College will charge an administration fee for every student completing a VET program and in addition to the above, parents will be asked to contribute toward course fees (in-line with VET policy). Details of course costs and any additional fees will be provided following subject selection.

All students must choose a full course at their year level and once entry in to a VET course is confirmed, students will be re-counseled and their timetable adjusted accordingly.

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# PEER LEADER PROGRAM

## INTRODUCTION

### SEMESTER COURSE - 10 CREDITS

The Peer Leaders Program will provide aspiring student leaders skills and experience in leading and mentoring. Enrolment in the course is by application only and criteria for selection will apply.

### Assumed Knowledge

Students must attend and participate in a two day training and selection process in the fourth term of Year 10.

### Course Description

In the Peer Leader Program, Year 11 students provide orientation for Year 8 students and run activities to promote positive relationships and build resilience.

### Content

- › Leadership Skills
- › Positive Role Modelling
- › Organisational and Management Skills

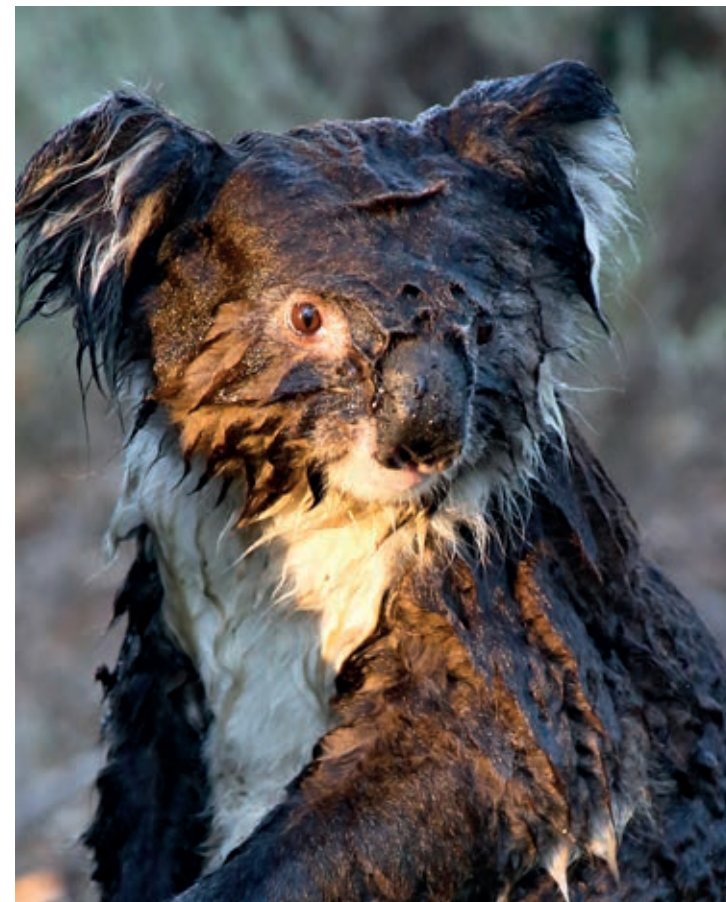
### Assessment Components

- › Reflective Review
- › Teacher and Student Feedback Surveys
- › Assessed as a "Self Directed Learning" Unit

### Additional Information

Peer Leaders must attend the Year 7 Transition Day the Year 8 Orientation Day and the Year 8 Camp with Year 8 students in term one.

For further information please see the Head of Campus, Middle School



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# CHILD PROTECTION CURRICULUM

## INTRODUCTION

Throughout the year students will be engaging with the Keeping Safe: Child Protection Curriculum (KS:CPC). The teachers delivering the program have received explicit training in the Curriculum. It is The Department for Education's responsibility under the Children's Protection Act (1993) and the Child Protection in Schools, Early Childhood Education and Care Services policy to ensure that effective abuse prevention programs are implemented and that all children and young people have access to the approved Child Protection Curriculum. Although parent permission is not required under the Education Act (1972), we encourage parents/caregivers to seek further clarification if required and to provide the teacher with any relevant information about their child that could alleviate any concerns.

The KS:CPC is evidence based, best practice curriculum developed collaboratively with child protection specialists, teachers, educational leaders and other professionals. It covers a range of concepts including new additional material on contemporary issues such as bullying and cyber safety.

The KS:CPC is divided into 5 documents specific to the year level of the students plus 2 additional documents for educators working with students from cultural or linguistically diverse backgrounds and for students with a disability.

### There are 2 main themes

We all have the right to be safe

We can help ourselves to be safe by talking to people we trust

### There are 4 focus areas

#### The right to be safe

Recognising and assessing risk, psychological pressure and manipulation

#### Relationships

A matter of rights, rights and responsibilities in relations power in relationships

#### Recognising and reporting abuse

Identifying abuse and neglect, acting to report abuse and neglect

#### Protective strategies

Problem solving strategies, network review and community support

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## SUBJECT OVERVIEW Y8



LEARNING AREA	SUBJECTS FOR Y8	DURATION 1 SEMESTER IS EQUIVALENT TO 2 TERMS
THE ARTS	Media Arts, Music, Visual Arts, Performance (Dance & Drama)	1 semester
DESIGN & TECHNOLOGIES	Digital & 3D Design, Food & Textiles, Timber & Metal	1 semester
ENGLISH	English	2 semesters
HEALTH & PHYSICAL EDUCATION	Physical Education, Health & Nutrition, Specialist Sport	2 semesters
HUMANITIES & SOCIAL SCIENCES	Individuals & Societies	2 semesters
LANGUAGE ACQUISITION	English as an additional Language (EALD), Languages other than English, German, Italian & Japanese	2 semesters
MATHEMATICS	Mathematics	2 semesters
SCIENCES	Science	2 semesters





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## SUBJECT OVERVIEW Y9



LEARNING AREA	SUBJECTS FOR Y9	DURATION 1 SEMESTER IS EQUIVALENT TO 2 TERMS
THE ARTS	Dance, Drama, Media Arts, Music, Visual Arts	1 semester
DESIGN & TECHNOLOGY	Digital & 3D Design, Food & Textiles, Metalwork, Woodwork	1 semester
ENGLISH	English	2 semesters
HEALTH & PHYSICAL EDUCATION	Physical Education, Health & Nutrition, Specialist Sport	2 semesters
HUMANITIES & SOCIAL SCIENCES	Individuals & Societies	2 semesters
LANGUAGE ACQUISITION	German, Italian & Japanese	2 semesters
MATHEMATICS	Mathematics	2 semesters
SCIENCES	Science	2 semesters

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## SUBJECT OVERVIEW Y10



LEARNING AREA	SUBJECTS FOR Y10	DURATION 1 SEMESTER IS EQUIVALENT TO 2 TERMS
THE ARTS	Dance, Drama, Media Arts, Music, Visual Arts	1 semester
CROSS DISCIPLINARY	Personal Project (IB MYP) Personal Learning Plan (PLP) SACE Stage 1	2 semesters for PP 1 semester for PLP
DESIGN & TECHNOLOGIES	3D Design, Digital Design, Food Technology, Textiles, Metalwork, Woodwork	1 semester
ENGLISH	English	2 semesters
HEALTH & PHYSICAL EDUCATION	Physical Education, Health & Nutrition, Specialist Sport	2 semesters
HUMANITIES & SOCIAL SCIENCES	Geography, History	1 semester
LANGUAGE ACQUISITION	English as an additional Language (EALD), Languages other than English, German, Italian, Japanese	2 semesters
MATHEMATICS	Mathematics	2 semesters
SCIENCES	Science	2 semesters

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# SUBJECT OVERVIEW Y11

LEARNING AREA	SUBJECTS FOR Y11	DURATION 1 SEMESTER IS EQUIVALENT TO 2 TERMS	COMPULSORY NUMBER OF UNITS REQUIRED IN EACH AREA
THE ARTS	Dance, Drama, Music Explorations, Music Experience, Visual Art, Visual Design, Creative Arts	1 semester	1 semester (for all subjects)
CROSS-DISCIPLINARY	Research Project A Research Project B	1 semester	1 semester (for all subjects)
BUSINESS, ENTERPRISE & TECHNOLOGY	Information Technology, Photography, IPP, Food & Hospitality, Textiles, Metal, Timber, Child Studies, Business Innovation, Workplace Practices, Accounting	1 semester	1 semester (for all subjects)
ENGLISH	English, English Literary Studies, Essential English English as an Additional Language(EALD)	2 semesters	2 semesters
HEALTH & PHYSICAL EDUCATION	Outdoor Education, Physical Education, Specialist Sport, SAASTA Integrated Learning, Aboriginal Power Cup, SAASTA Integrated Learning, Health & Fitness	2 semesters	1 semester (for all subjects)
HUMANITIES & SOCIAL SCIENCES	Aboriginal studies, Modern History, Geography, Legal Studies, Society & Culture, Women's Studies	1 semester	1 semester (for all subjects)
LANGUAGES	German continuers, Italian continuers, Japanese continuers	2 semesters	2 semesters (for all subjects)
MATHEMATICS	Essential Mathematics, General Mathematics, Mathematical Methods, Mathematics	2 semesters	2 semesters

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## SUBJECT OVERVIEW Y11



LEARNING AREA	SUBJECTS FOR Y11	DURATION 1 SEMESTER IS EQUIVALENT TO 2 TERMS	COMPULSORY NUMBER OF UNITS REQUIRED IN EACH AREA
<b>SCIENCES</b>	Biology, Chemistry, Physics, Psychology	2 semesters	2 semesters
<b>VET</b>	CERTIFICATE II KITCHEN OPERATIONS	2 semesters	2 semesters

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## SUBJECT OVERVIEW Y12



LEARNING AREA	SUBJECTS FOR Y12	DURATION 1 SEMESTER IS EQUIVALENT TO 2 TERMS
<b>THE ARTS</b>	Dance, Drama, Music Explorations^, Music Experience, Visual Art, Visual Design, Creative Arts	2 semesters (for all subjects)
<b>BUSINESS, ENTERPRISE &amp; TECHNOLOGY</b>	Information Technology, Photography, IPP, Food & Hospitality, Textiles, Metal, Timber, Child Studies, Business Innovation, Workplace Practices	2 semesters
<b>ENGLISH</b>	Essential English, English, English Literary Studies, English as an Additional Language(EALD)	2 semesters
<b>HEALTH &amp; PHYSICAL EDUCATION</b>	Outdoor Education, Physical Education, Special Sport Program-Integrated Learning, Stage 2 Health	2 semesters)
<b>HUMANITIES &amp; SOCIAL SCIENCES</b>	Aboriginal studies, Modern History, Geography, Legal Studies, Society & Culture, Women's Studies	2 semesters
<b>LANGUAGES</b>	German continuers, Italian continuers, Japanese continuers	2 semesters
<b>MATHEMATICS</b>	General Mathematics, Mathematical Methods, Mathematics	2 semesters
<b>SCIENCES</b>	Biology, Chemistry, Physics, Psychology, Scientific Studies	2 semester
<b>VET</b>	NEVO OPTIONS	2 semesters

# 12



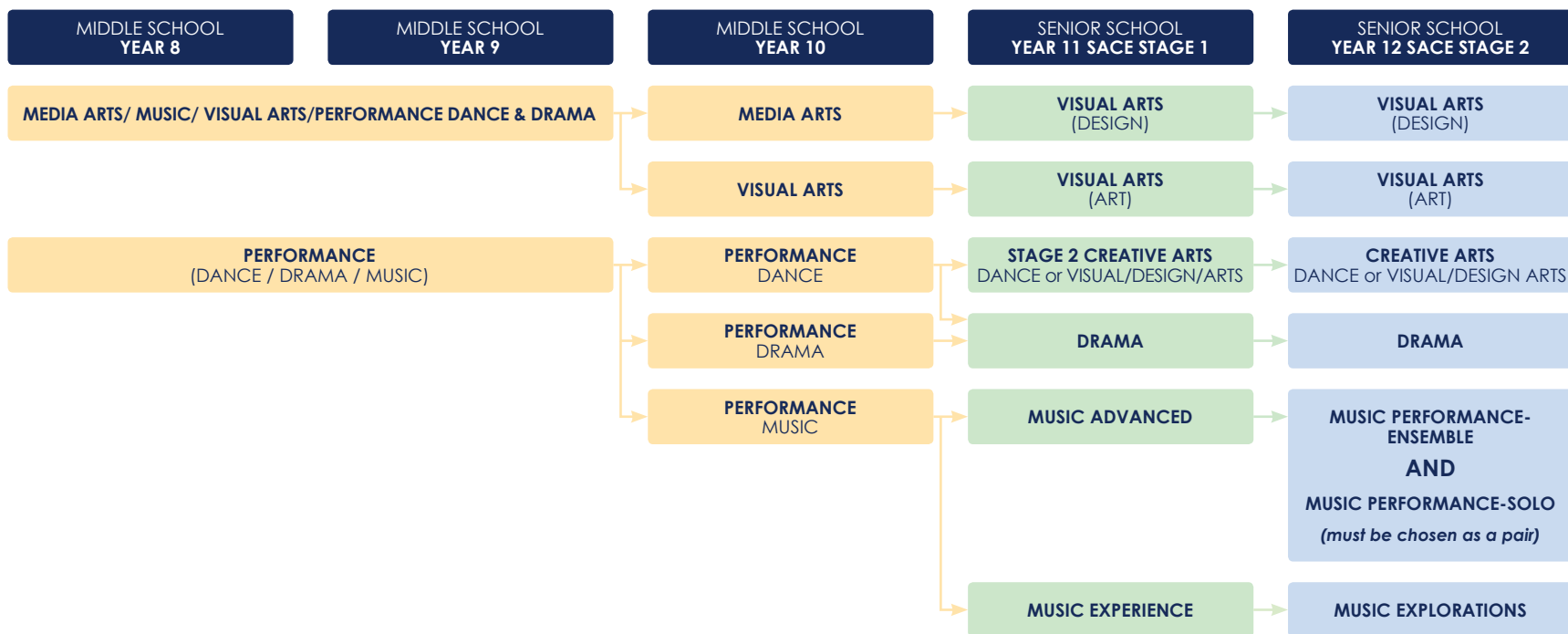


THE ARTS

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## THE ARTS

# 8

## MIDDLE YEARS SUBJECTS

Over two years in Years 8 and 9 students will study one semester of Media Arts, Visual Arts, Performance (Music/Dance/Drama).

### YEAR 8 MEDIA ARTS (DIGITAL PHOTOGRAPHY)



**LEVEL** Year 8

**CONTACT PERSON** Hamish McDonald

**LENGTH** 1 Term

#### CONTENT

Through the medium of digital photography, students analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences. Students develop and refine digital image production skills to shape the technical and symbolic elements of images. Students present photographic artworks for different community and institutional contexts while maintaining safety in the use of technologies and in interaction with others. Students refine their use of software to create the layout for a magazine and selecting which fonts, colours, titles, photographs and articles are to be used, depending on the magazine's genre, style and audience.

#### SKILLS

- DSLR Image capture, automatic & manual operation
- Image processing & editing with Adobe software
- Understanding compition & rules of Photography
- Image evaluation & analysis, symbolism & subjectivity
- Contextual understanding, purpose, narrative, audience
- Conceptual development, active citizenship
- Ethical understanding, copyright law

#### IB MYP ASSESSMENT TYPES

- Practical camerawork
- Digital image editing
- Analysis of the work of a photographer
- Practical camerawork tests
- Photoshop tutorials
- Creation of a Magazine Cover
- Media Arts Journal

#### CRITERIA

Knowledge and understanding, developing skills, thinking creatively and responding.

### YEAR 8 MUSIC



**LEVEL** Year 8

**CONTACT PERSON** Hamish McDonald

**LENGTH** 1 Term

#### CONTENT

Students learn to read music notation and apply acquired knowledge to play musical instruments. Students develop practical skills and technique on instruments building an understanding of their role in an ensemble. They create reflective compositions using software. Students watch, listen and review a performance. They reflect on their learning in music making links between concepts, skills and vocabulary acquired.

#### SKILLS

- Performing musical works with accuracy and technical control.
- Reading and playing treble, bass and percussion clef notation.
- Planning and executing creative intentions using technology as a composition tool.
- Recognising and playing rhythmic patterns

#### IB MYP ASSESSMENT TYPES

- Instrumental Skill Development – Performances
- Theory Test
- Compositions
- Performance Review
- Critical Reflection

#### CRITERIA

Knowledge and understanding, developing skills, thinking creatively and responding.



**Y8**  
Media Arts (Digital Photography)  
Music  
Visual Arts  
Performance Arts

**Y9**  
Media Arts (Digital Photography)  
Performance Music  
Performance Dance  
Performance Drama  
Visual Arts

**Y10**  
Performance Dance  
Performance Drama  
Visual Arts Media (Arts)  
Music  
Visual Arts (Art)

**Y11**  
Dance  
Drama  
Music Explorations  
Music Experience  
Visual Art  
Visual Design

Creative Arts (Visual/Art/Design)

**Y12**  
Dance  
Drama  
Music Explorations  
Music Experience  
Visual Art  
Visual Design  
Creative Arts (Visual/Art/Design)



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## THE ARTS

# 8

## MIDDLE YEARS SUBJECTS

### YEAR 8 VISUAL ART



**LEVEL** Year 8

**CONTACT PERSON** Hamish McDonald

**LENGTH** 1 Term

#### CONTENT

Students will do a range of art making throughout different techniques and practical applications. Also, they will identify and analyse how artists use visual arts to communicate ideas and show this in their art works. Students will look at a range of cultures, times, places and influences on how art is made.

#### SKILLS

- Analyse contemporary and historical art and design work using a range of techniques and mixed media to produce art design pieces.
- Continual development of using art vocabulary.
- Presenting artworks and written practical statements on their own work.

#### IB MYP ASSESSMENT TYPES

Common assessment task, arts process journal and use of literacy.

#### CRITERIA

Knowledge and understanding, developing skills, thinking creatively and responding.

### YEAR 8 PERFORMANCE (DANCE/DRAMA)



**LEVEL** Year 8

**CONTACT PERSON** Hamish McDonald

**LENGTH** 1 Term

#### CONTENT

Dance - Students study ritual, theatrical and social dance. They participate in contemporary, hip hop and break dance styles and observe cultural and social dance.

Drama - Students are introduced to drama, through practical warm up activities as a class and then partner work and group work. The focus is on the understanding and the implementation of the drama elements.

#### SKILLS

- Demonstrating the Dance and Drama Elements
- Demonstrating class work and group tasks through performance.

#### IB MYP ASSESSMENT TYPES

Practical skills, group work and performance and process journal.

#### CRITERIA

Knowledge and understanding, developing skills, thinking creatively and responding.



**Y8**  
Media Arts (Digital Photography)  
Music  
Visual Arts  
Performance Arts

**Y9**  
Media Arts (Digital Photography)  
Performance Music  
Performance Dance  
Performance Drama  
Visual Arts

**Y10**  
Performance Dance  
Performance Drama  
Visual Arts Media (Arts)  
Music  
Visual Arts (Art)

**Y11**  
Dance  
Drama  
Music Explorations  
Music Experience  
Visual Art  
Visual Design  
Creative Arts (Visual/Art/Design)

**Y12**  
Dance  
Drama  
Music Explorations  
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Visual Art  
Visual Design  
Creative Arts (Visual/Art/Design)

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## THE ARTS

# 9

## MIDDLE YEARS SUBJECTS

### YEAR 9 MEDIA ARTS (DIGITAL PHOTOGRAPHY)



**LEVEL** Year 9

**LENGTH** 1 Semester

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Through the medium of digital photography, students analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences. Students develop and refine digital image production skills to shape the technical and symbolic elements of images. Students present photographic artworks for different community and institutional contexts while maintaining safety in the use of technologies and in interaction with others. Students refine their use of software to create the layout for a magazine and selecting which fonts, colours, titles, photographs and articles are to be used, depending on the magazine's genre, style and audience.

#### SKILLS

- › DSLR Image capture, automatic & manual operation
- › Image processing & editing with Adobe software
- › Understanding compition & rules of Photography
- › Image evaluation & analysis, symbolism & subjectivity
- › Contextual understanding, purpose, narrative, audience
- › Conceptual development, active citizenship
- › Ethical understanding, copyright law

#### IB MYP ASSESSMENT TYPES

- › Practical camerawork
- › Digital image editing
- › Analysis of the work of a photographer
- › Practical camerawork tests
- › Photoshop tutorials
- › Creation of a Magazine Cover
- › Media Arts Journal

#### CRITERIA

Knowledge and understanding, developing skills, thinking creatively and responding.

### YEAR 9 MUSIC



**LEVEL** Year 9

**LENGTH** 1 Semester

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Students develop skills in accuracy and learn to control technique on their chosen instrument. They develop an understanding of music notation through interactive exercises on scales, tones, semitones, accidentals, intervals and triads. They apply acquired theoretical knowledge in a practical manner when playing instruments. Students work in different settings both as a soloist and as a member of the class ensemble to develop skills, technique and repertoire for performances. Students will improvise to create their compositions using recording techniques and software. Students access weekly instrumental lessons assisting their instrumental skill development

#### SKILLS

- › Performing musical works with accuracy, technical control and expression.
- › Understanding their role in an ensemble.
- › Reading and playing music notation.
- › Composing spontaneously within given guidelines.
- › Planning and executing creative intentions using technology as a composition tool.
- › Critically reflecting on own learning development.

#### IB MYP ASSESSMENT TYPES

- Performances - solo & ensemble
- Theory tests
- Compositions
- Performance Reviews
- Critical reflections

#### CRITERIA

Knowledge and understanding, developing skills, thinking creatively and responding.



**Y8**  
Media Arts (Digital Photography)  
Music  
Visual Arts  
Performance Arts

**Y9**  
Media Arts (Digital Photography)  
Performance Music  
Performance Dance  
Performance Drama  
Visual Arts

**Y10**  
Performance Dance  
Performance Drama  
Visual Arts Media (Arts)  
Music  
Visual Arts (Art)

**Y11**  
Dance  
Drama  
Music Explorations  
Music Experience  
Visual Art  
Visual Design  
Creative Arts (Visual/Art/Design)

**Y12**  
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Music Explorations  
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Visual Art  
Visual Design  
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Cross-disciplinary 47

Design & Technologies 51

English 75

Health & PE 86

Humanities & Social Sciences 98

Languages 110

Mathematics 121

Sciences 133

VET Subjects 143

THE ARTS

9

MIDDLE YEARS SUBJECTS

YEAR 9 DANCE



LEVEL Year 9 LENGTH 1 semester  
CONTACT PERSON Hamish McDonald

CONTENT  
Students focus on developing practical skills in contemporary dance and implementing the dance elements into the creative thinking tasks. Students research famous dancers, including the history and creation of dance for stage and film.

- SKILLS
- Developing dance technique
  - Demonstrating the dance elements
  - Demonstrating class work and student composition tasks through performance
  - Writing about dance using relevant terminology

IB MYP ASSESSMENT TYPES  
Practical skills, group work and performance, choreography and process journal.

CRITERIA  
Knowledge and understanding, developing skills, thinking creatively and responding.

YEAR 9 DRAMA



LEVEL Year 9 LENGTH 1 semester  
CONTACT PERSON Hamish McDonald

CONTENT  
Students study ritual, theatrical and social dance. They participate in contemporary, hip hop and break dance styles and observe cultural and social dance. Students are introduced to drama, through practical warm up activities as a class and then partner work and group work. The focus is on the understanding and the implementation of the drama elements.

- SKILLS
- Demonstrating the Dance and Drama Elements
  - Demonstrating class work and group tasks through performance.
  - Elements of Drama
  - Role, character and relationships – developing and analysing role play
  - Voice and Movement – blocking and props

IB MYP ASSESSMENT TYPES  
Practical skills, group work and performance, script writing, choreography and process journal.

CRITERIA  
Knowledge and understanding, developing skills, thinking creatively and responding.



Y8  
Media Arts (Digital Photography)  
Music  
Visual Arts  
Performance Arts

Y9  
Media Arts (Digital Photography)  
Performance Music  
Performance Dance  
Performance Drama  
Visual Arts

Y10  
Performance Dance  
Performance Drama  
Visual Arts Media (Arts)  
Music  
Visual Arts (Art)

Y11  
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Music Experience  
Visual Art  
Visual Design  
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Y12  
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## THE ARTS

# 9

## MIDDLE YEARS SUBJECTS

### YEAR 9 VISUAL ART



**LEVEL** Year 9

**LENGTH** 1 Semester

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Students will do a range of art making throughout different techniques and practical applications. This will involve a practical folio and visual study. Also, they will identify and analyse how artists use visual arts to communicate ideas and show this in their art works. Students will look at a range of cultures, times, places, genres and influences on how art is made.

#### SKILLS

- Analyse contemporary and historical art and design work.
- Using a range of techniques and mixed media to produce art and design pieces.
- Continual development of using art vocabulary.
- Presenting artworks and written practical statements on their own work

#### IB MYP ASSESSMENT TYPES

Common assessment task, arts process journal and use of literacy.

#### CRITERIA

Knowledge and understanding, developing skills, thinking creatively and responding.



**Y8**  
Media Arts (Digital Photography)  
Music  
Visual Arts  
Performance Arts

**Y9**  
Media Arts (Digital Photography)  
Performance Music  
Performance Dance  
Performance Drama  
Visual Arts

**Y10**  
Performance Dance  
Performance Drama  
Visual Arts Media (Arts)  
Music  
Visual Arts (Art)

**Y11**  
Dance  
Drama  
Music Explorations  
Music Experience  
Visual Art  
Visual Design  
Creative Arts (Visual/Art/Design)

**Y12**  
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Music Explorations  
Music Experience  
Visual Art  
Visual Design  
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THE ARTS

10

MIDDLE YEARS SUBJECTS

YEAR 10 DANCE



**LEVEL** Year 10  
**CONTACT PERSON** Hamish McDonald  
**LENGTH** 1 Semester

**CONTENT**

Students devise dance items that respond to the world around them. They learn technique, composition, stage craft and skills for performance. They research well known dancers, choreographers and companies from around the world.

**IB MYP ASSESSMENT TYPES**

- › Developing dance technique
- › Demonstrating the dance elements
- › Demonstrating class work and student composition tasks through performance.
- › Writing about dance in context and using relevant terminology.

**IB MYP ASSESSMENT TYPES**

Practical skills, group work and performance, choreography and process journal.

**CRITERIA**

Knowledge and understanding, developing skills, thinking creatively and responding.

YEAR 10 DRAMA



**LEVEL** Year 10  
**CONTACT PERSON** Hamish McDonald  
**LENGTH** 1 Semester

**CONTENT**

By the end of Year 10, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints. Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting in order to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

**SKILLS**

- › **Role and character**  
For example, analysing and using background, motivation, words and actions of characters to build roles; sustaining multidimensional relationships in the drama to develop the interplay between characters.
- › **Situation**  
For example, using props, costumes and furniture to establish situation; using conventions of story in drama.
- › **Voice and movement**  
For example, sustaining belief in character and situation through voice and movement; revealing character and situation through the use of voice, movement/blocking and props.
- › **Tension**  
For example, using various physical 7 digital stage effects to produce specific audience reactions through tension.
- › **Space and time**  
Manipulating time in drama; using blocking (for example, when and where to move) and stage areas (for example, upstage right, downstage centre) in planning and performance.



- Y8**  
Media Arts (Digital Photography)  
Music  
Visual Arts  
Performance Arts
- Y9**  
Media Arts (Digital Photography)  
Performance Music  
Performance Dance  
Performance Drama  
Visual Arts
- Y10**  
Performance Dance  
Performance Drama  
Visual Arts Media (Arts)  
Music  
Visual Arts (Art)
- Y11**  
Dance  
Drama  
Music Explorations  
Music Experience  
Visual Art  
Visual Design  
Creative Arts (Visual/Art/Design)
- Y12**  
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Visual Design  
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## THE ARTS

# 10

## MIDDLE YEARS SUBJECTS

### YEAR 10 DRAMA (continued)

#### > Mood and atmosphere

For example, using stage design to manipulate the feeling or tone of physical space and the dramatic action emerging from the performance.

#### > Audience

For example, modifying production elements to suit different audiences.

#### IB MYP ASSESSMENT TYPES

Common assessment task, arts process journal, written reviews, group performance and theatre history tutorial.

#### CRITERIA

Knowledge and understanding, developing skills, thinking creatively and responding.



### YEAR 10 MEDIA ARTS



#### LEVEL Year 10

**CONTACT PERSON** Hamish McDonald

**LENGTH** 1 Semester

#### CONTENT

Students will do a range of art making throughout different techniques and practical applications. This will involve a practical folio and visual study. Also, they will identify and analyse how social and cultures are portrayed. Along with how artists use visual arts to communicate ideas and show this in their art works. Students will look at a range of cultures, times, places, genres and influences on how art is made and identify style criteria from different art movements.

Along with producing art works for the visual arts, students will also experience design, and look at either visual communication, product design or architecture.

#### SKILLS

Analyse contemporary and historical art and design work. Using a range of techniques and mixed media to produce art and design pieces. Continual development of using art vocabulary. Presenting artworks and written practical statements on their work

#### IB MYP ASSESSMENT TYPES

Common assessment task, arts process journal, collage project and evaluation.

#### CRITERIA

Knowledge and understanding, developing skills, thinking creatively and responding.

# A

**Y8**  
Media Arts (Digital Photography)  
Music  
Visual Arts  
Performance Arts

**Y9**  
Media Arts (Digital Photography)  
Performance Music  
Performance Dance  
Performance Drama  
Visual Arts

**Y10**  
Performance Dance  
Performance Drama  
Visual Arts Media (Arts)  
Music  
Visual Arts (Art)

**Y11**  
Dance  
Drama  
Music Explorations  
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Visual Art  
Visual Design  
Creative Arts (Visual/Art/Design)

**Y12**  
Dance  
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Visual Design  
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## THE ARTS

# 10

## MIDDLE YEARS SUBJECTS

### YEAR 10 MUSIC



**LEVEL** Year 10 **LENGTH** 1 or 2 Semesters by negotiation  
**CONTACT PERSON** Hamish McDonald

#### CONTENT

Students build knowledge of music notation, applying theory concepts when playing their chosen instrument. To further critical thinking, students compose and arrange musical pieces in both traditional, modern and popular styles. Students access weekly instrumental lessons assisting their instrumental skill development and reflect on their work crucially for improvement.

Students develop an understanding of music notation through interactive exercises in major and minor scales, key signatures, the circle of 5ths, primary and secondary triads. They further develop an understanding of context through the application of understanding in composition.

#### SKILLS

- Performing musical works with accuracy, technical control and expression as a soloist and an ensemble member.
- Applying theoretical concepts to arrange music
- Manipulating sound through recording technique.
- Planning and executing creative intentions using technology as a composition tool
- Critically reflecting on the work of self and others

#### IB MYP ASSESSMENT TYPES

- Performances, solo & ensemble
- Theory tests
- Research Tasks
- Composing
- Arranging
- Critical reflection of self/ others

#### CRITERIA

Knowledge and understanding, developing skills, thinking creatively and responding.

### YEAR 10 VISUAL ARTS (ART)



**LEVEL** Year 10 **LENGTH** 1 Semester  
**CONTACT PERSON** Hamish McDonald

#### CONTENT

In Year 10, students evaluate artworks they make and view and analyse viewpoints and practices in visual arts making and display from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. Students conceptualise their representational ideas to realise a personal style in their art making and display practices. They manipulate and adapt different representational elements to enhance meaning in their artworks.

#### SKILLS

- Presenting artworks in formal and informal spaces to enhance meaning; considering the influence of viewpoints and audience on artworks; form and function; understanding the role of the studio for artists; learning to share responsibility for preparation, cleaning and storing work.
- Developing an artwork in response to the works of a particular genre, style or artist, display – presenting artworks in formal and informal spaces to enhance meaning. Observation, imagination, creativity.
- Extending skills in clay making, drawing, painting and printmaking, developing art vocabulary.

#### IB MYP ASSESSMENT TYPES

Common assessment task, arts process journal, collage project and evaluation.

#### CRITERIA

Knowledge and understanding, developing skills, thinking creatively and responding.



**Y8**  
Media Arts (Digital Photography)  
Music  
Visual Arts  
Performance Arts

**Y9**  
Media Arts (Digital Photography)  
Performance Music  
Performance Dance  
Performance Drama  
Visual Arts

**Y10**  
Performance Dance  
Performance Drama  
Visual Arts Media (Arts)  
Music  
Visual Arts (Art)

**Y11**  
Dance  
Drama  
Music Explorations  
Music Experience  
Visual Art  
Visual Design  
Creative Arts (Visual/Art/Design)

**Y12**  
Dance  
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## THE ARTS

# 11

## SENIOR YEARS SUBJECTS

### YEAR 11 CREATIVE ARTS DANCE

**LEVEL** Year 11

**CREDITS** 10 or 20

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Preferred Background/Prerequisite: Dance/Drama with an interest in creating dance for performance.

The aim of this course is for the student to gain practical and theoretical knowledge and understanding of Dance Performance, as an important component of the local and global performing arts industry.

In this subject, the focus is about staging a dance for performance. In the on-stage unit, the students learn about the life of a dancer by investigating and participating in practical dance and working collaboratively to produce a performance item/s. In the off-stage unit, the students visit the backstage area of the Festival Theatre and learn about theatre design and staging a production. Students then choose a theatre designer role and investigate and create a design product for one of the following: make up, costume, props, scenery, lighting, and or projection.

The external moderation is based on the art of choreography. Students are inspired by a choreographer and create a dance work for performance whilst maintaining a folio of research.

#### ASSESSMENT TYPES

Students demonstrate evidence of their learning through the following -

#### School Assessment

Product	50%	(1 x Performance Product and 1 x Backstage Product)
Investigation	20%	(1 x Dancer Investigation and 1 x Designer Investigation)

#### External Assessment

External Practical Skills	30%	(1 x Choreography Folio)
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### YEAR 11 VISUAL ART & DESIGN\*

**LEVEL** Year 11

**CREDITS** 10 or 20

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Visual Art/Design students will develop their artistic/design skills through exploration and practical application that aims to expand student knowledge and understanding of both visual art and or from different design period and perspectives.

**\*There will be an additional cost for this subject.**

#### ASSESSMENT TYPES

Students demonstrate evidence of their learning through the following -

#### School Assessment

Product	50%
Investigation	20%

#### External Assessment

External Practical Skills	30%
---------------------------	-----



**Y8**  
Media Arts (Digital Photography)  
Music  
Visual Arts  
Performance Arts

**Y9**  
Media Arts (Digital Photography)  
Performance Music  
Performance Dance  
Performance Drama  
Visual Arts

**Y10**  
Performance Dance  
Performance Drama  
Visual Arts Media (Arts)  
Music  
Visual Arts (Art)

**Y11**  
Dance  
Drama  
Music Explorations  
Music Experience  
Visual Art  
Visual Design  
Creative Arts (Visual/Art/Design)

**Y12**  
Dance  
Drama  
Music Explorations  
Music Experience  
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Visual Design  
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THE ARTS

11

SENIOR YEARS SUBJECTS



YEAR 11  
DRAMA\*

**LEVEL** Year 11 **CREDITS** 10 or 20  
**CONTACT PERSON** Hamish McDonald

**CONTENT**  
Students will utilise a range of historical and/or cultural dramatic techniques to create a performance for a target audience and have the opportunity to take on varying roles within that production. Students will complete tasks to analyse, evaluate and respond to their own and other's works, though review work, journal responses and research tasks.  
Students are required to attend out of school hours rehearsal sessions to be prepared for the performance task.  
Students are required to perform to a wider audience.

**\*There will be an additional cost for this subject.**

**ASSESSMENT TYPES**  
Performance, Folio, Investigation & Presentation

YEAR 11  
DANCE\*

**LEVEL** Year 11 **CREDITS** 10 or 20  
**CONTACT PERSON** Hamish McDonald

**CONTENT**  
In Dance, students develop creative, technical, and physical understanding, and an appreciation of dance as an art form. Dance has its own specific language and processes that students learn in theory and practice through the study of technique, composition, choreography, performance, and critical analysis. Students have the opportunities to develop their creativity, self-discipline, self-esteem, personal identity, and confidence. This is achieved through experiences that encourage collaboration and creative problem-solving, the acquisition of skills, knowledge, understanding and the development of aesthetic awareness.

**\*There will be an additional cost for this subject.**

**ASSESSMENT TYPES**  
Technique, Composition, Performance and Response



- Y8**  
Media Arts (Digital Photography)  
Music  
Visual Arts  
Performance Arts
- Y9**  
Media Arts (Digital Photography)  
Performance Music  
Performance Dance  
Performance Drama  
Visual Arts
- Y10**  
Performance Dance  
Performance Drama  
Visual Arts Media (Arts)  
Music  
Visual Arts (Art)
- Y11**  
Dance  
Drama  
Music Explorations  
Music Experience  
Visual Art  
Visual Design  
Creative Arts (Visual/Art/Design)
- Y12**  
Dance  
Drama  
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Music Experience  
Visual Art  
Visual Design  
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## THE ARTS

# 11

## SENIOR YEARS SUBJECTS

### YEAR 11 MUSIC ADVANCED

**LEVEL** Year 11

**CREDITS** 20

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Music Advanced is designed to extend students' existing musical understanding and skills in creating and responding to music. These programs provide pathways to Stage 2 Music Explorations.

Students explore musical works or songs from either a single genre or style, or from a range of genres and styles, demonstrating and applying theoretical concepts in context. They develop and extend their understanding of the relationship of contemporary music notation to sound and explore conventions associated with music.

For their creative works, students explore and experiment with selected elements appropriate to the instrumentation and style chosen. In developing and extending their musical literacy, students focus on contemporary music notation and terminology appropriate to their chosen style of music.

#### ASSESSMENT TYPES

- Creative Works
- Musical Literacy
- Creative Connections (External)

### YEAR 11 MUSIC EXPERIENCE

**LEVEL** Year 11

**CREDITS** 10 or 20

**CONTACT PERSON** Hamish McDonald

#### CONTENT

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

Students explore musical works or songs from either a single genre or style, or from a range of genres and styles, demonstrating and applying theoretical concepts in context. They develop and extend their understanding of the relationship of contemporary music, notation to sound and explore conventions associated with music.

For their creative works, students explore and experiment with selected elements appropriate to the instrumentation and style chosen. In developing and extending their musical literacy, students focus on contemporary music notation and terminology appropriate to their chosen style of music.

#### ASSESSMENT TYPES

- Creative Works
- Musical Literacy
- Creative Connections (External)



**Y8**  
Media Arts (Digital Photography)  
Music  
Visual Arts  
Performance Arts

**Y9**  
Media Arts (Digital Photography)  
Performance Music  
Performance Dance  
Performance Drama  
Visual Arts

**Y10**  
Performance Dance  
Performance Drama  
Visual Arts Media (Arts)  
Music  
Visual Arts (Art)

**Y11**  
Dance  
Drama  
Music Explorations  
Music Experience  
Visual Art  
Visual Design  
Creative Arts (Visual/Art/Design)

**Y12**  
Dance  
Drama  
Music Explorations  
Music Experience  
Visual Art  
Visual Design  
Creative Arts (Visual/Art/Design)



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THE ARTS

11

SENIOR YEARS SUBJECTS



YEAR 11  
VISUAL ART\*

**LEVEL** Year 11  
**CONTACT PERSON** Hamish McDonald  
**CREDITS** 10 or 20

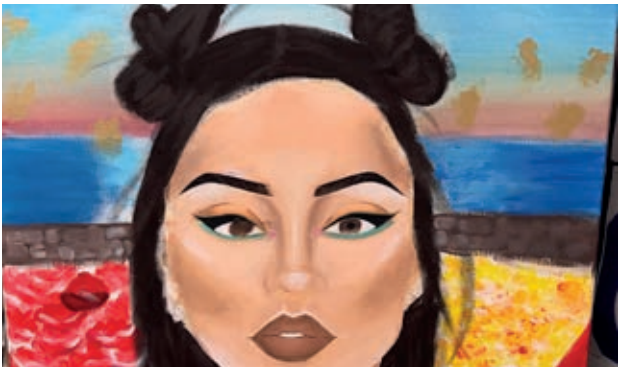
**CONTENT**  
In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces.  
  
Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.  
  
Visual Arts - Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

\*There will be an additional cost for this subject.

**ASSESSMENT TYPES**

- > Folio Assessment
- > Practical Assessment
- > Visual Study

*It is highly desirable for students to have successfully completed Year 10 Visual Art.*



YEAR 11  
VISUAL DESIGN\*

**LEVEL** Year 11  
**CONTACT PERSON** Hamish McDonald  
**CREDITS** 10 or 20

**CONTENT**  
In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces.  
  
Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.  
  
Visual Arts - Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

\*There will be an additional cost for this subject.

**ASSESSMENT TYPES**

- > Folio Assessment
- > Practical Assessment
- > Visual Study

*It is highly desirable for students to have successfully completed Year 10 Visual Art.*



<b>Y8</b>
Media Arts (Digital Photography)
Music
Visual Arts
Performance Arts
<b>Y9</b>
Media Arts (Digital Photography)
Performance Music
Performance Dance
Performance Drama
Visual Arts
<b>Y10</b>
Performance Dance
Performance Drama
Visual Arts Media (Arts)
Music
Visual Arts (Art)
<b>Y11</b>
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Music Experience
Visual Art
Visual Design
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## ARTS

# 12

## SENIOR YEARS SUBJECTS

### YEAR 12 VISUAL ART

**LEVEL** Year 12 **CREDITS** 20

**CONTACT PERSON** Hamish McDonald

#### CONTENT

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

#### ASSESSMENT TYPES

Students demonstrate evidence of their learning through the following -

School-based Assessment	Weighting
Practical Final	40%
Folio x2	30%
External Assessment	
Visual study	30%

### YEAR 12 VISUAL DESIGN

**LEVEL** Year 12 **CREDITS** 20

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Visual Arts - Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

#### ASSESSMENT TYPES

Students demonstrate evidence of their learning through the following -

School-based Assessment	Weighting
Practical Final	40%
Folio x2	30%
External Assessment	
Visual study	30%

### YEAR 12 DRAMA

**LEVEL** Year 12 **CREDITS** 20

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of text. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

#### ASSESSMENT TYPES

Students demonstrate evidence of their learning through the following -

School-based Assessment	Weighting
Group presentation	20%
Folio	30%
Interpretative study	40%
External Assessment	
Final performance	30%



**Y8**  
Media Arts (Digital Photography)  
Music  
Visual Arts  
Performance Arts

**Y9**  
Media Arts (Digital Photography)  
Performance Music  
Performance Dance  
Performance Drama  
Visual Arts

**Y10**  
Performance Dance  
Performance Drama  
Visual Arts Media (Arts)  
Music  
Visual Arts (Art)

**Y11**  
Dance  
Drama  
Music Explorations  
Music Experience  
Visual Art  
Visual Design  
Creative Arts (Visual/Art/Design)

**Y12**  
Dance  
Drama  
Music Explorations  
Music Experience  
Visual Art  
Visual Design  
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THE ARTS

12

SENIOR YEARS SUBJECTS



YEAR 12 DANCE

**LEVEL** Year 12

**CREDITS** 20

**CONTACT PERSON** Hamish McDonald

**CONTENT**

Dance students will develop their Skills Development (choreography, technique and a folio based on either the choreography or the technique study). Students will study Dance Perspectives which aims to expand students' knowledge and understanding of dance in both a historical period and a contemporary period, across local, national or global settings, or including different cultural perspectives.

They will need to be part of a Group Production to provide students with the opportunity to participate in and reflect on, the presentation, rehearsal and performance of a major dance production. This area of study is intended to give students an overview of the process of creating, presenting and performing a dance production.

**ASSESSMENT TYPES**

Students demonstrate evidence of their learning through the following -

**School-based Assessment**

Development	50%
Written Response	20%

**External Assessment**

Performance	30%
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YEAR 12 CREATIVE ARTS\*

**LEVEL** Year 12

**CREDITS** 20

**CONTACT PERSON** Hamish McDonald

**CONTENT**

Visual Art/Design students will develop their artistic/design skills through exploration and practical application that aims to expand student knowledge and understanding of both visual art and or from different design period and perspectives.

**\*There will be an additional cost for this subject.**

**ASSESSMENT TYPES**

Students demonstrate evidence of their learning through the following -

**School Assessment**

Product	50%
Investigation	20%

**External Assessment**

External Practical Skills	30%
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- Y8**
  - Media Arts (Digital Photography)
  - Music
  - Visual Arts
  - Performance Arts
- Y9**
  - Media Arts (Digital Photography)
  - Performance Music
  - Performance Dance
  - Performance Drama
  - Visual Arts
- Y10**
  - Performance Dance
  - Performance Drama
  - Visual Arts Media (Arts)
  - Music
  - Visual Arts (Art)
- Y11**
  - Dance
  - Drama
  - Music Explorations
  - Music Experience
  - Visual Art
  - Visual Design
  - Creative Arts (Visual/Art/Design)
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## THE ARTS

# 12

## SENIOR YEARS SUBJECTS

### YEAR 12 MUSIC (MUSIC EXPLORATIONS)\*

**LEVEL** Year 12

**CREDITS** 20

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Students explore musical works or songs from either a single genre or style, or from a range of genres and styles, demonstrating and applying theoretical concepts in context. They develop and extend their understanding of the relationship of contemporary music notation to sound, and explore conventions associated with music.

For their creative works, students explore and experiment with selected elements appropriate to the instrumentation and style chosen. In developing and extending their musical literacy, students focus on contemporary music notation and terminology appropriate to their chosen style of music.

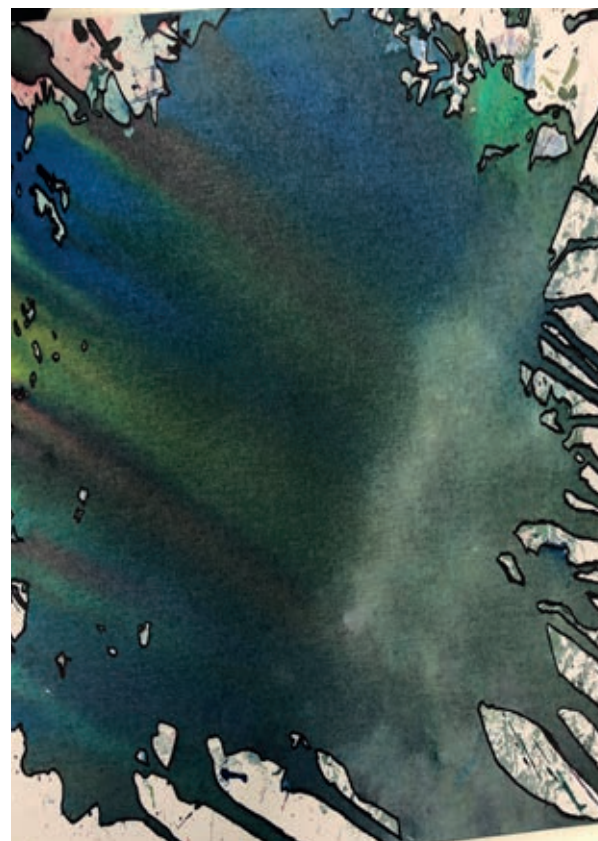
**\*There will be an additional cost for this subject.**

#### ASSESSMENT TYPES

- Musical Literacy
- Explorations
- Creative Connections (External)

#### CRITERIA

Understanding Music, Creating Music and Responding to Music.



**Y8**  
Media Arts (Digital Photography)  
Music  
Visual Arts  
Performance Arts

**Y9**  
Media Arts (Digital Photography)  
Performance Music  
Performance Dance  
Performance Drama  
Visual Arts

**Y10**  
Performance Dance  
Performance Drama  
Visual Arts Media (Arts)  
Music  
Visual Arts (Art)

**Y11**  
Dance  
Drama  
Music Explorations  
Music Experience  
Visual Art  
Visual Design  
Creative Arts (Visual/Art/Design)

**Y12**  
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Drama  
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VET Subjects 143

THE ARTS

12

SENIOR YEARS SUBJECTS



YEAR 12  
MUSIC (ENSEMBLE PERFORMANCE)

**LEVEL** Year 12 **CREDITS** 10

**CONTACT PERSON** Hamish McDonald

**CONTENT**

Students develop and extend their musical skills and techniques in creating performances as part of an ensemble. They interpret musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to the repertoire.

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

**ASSESSMENT TYPES**

- Performance
- Performance and Discussion
- Performance Portfolio (External)

**CRITERIA**

Understanding Music, Creating Music and Responding to Music.

YEAR 12  
MUSIC (SOLO PERFORMANCE)

**LEVEL** Year 12 **CREDITS** 10

**CONTACT PERSON** Hamish McDonald

**CONTENT**

Students develop and extend their musical skills and techniques in creating their own solo performances. They interpret their chosen musical works and apply to their performances an understanding of the style, structure, and conventions appropriate to their repertoire.

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

**ASSESSMENT TYPES**

- Performance
- Performance and Discussion
- Performance Portfolio (External)

**CRITERIA**

Understanding Music, Creating Music and Responding to Music.



- Y8**
- Media Arts (Digital Photography)
  - Music
  - Visual Arts
  - Performance Arts
- Y9**
- Media Arts (Digital Photography)
  - Performance Music
  - Performance Dance
  - Performance Drama
  - Visual Arts
- Y10**
- Performance Dance
  - Performance Drama
  - Visual Arts Media (Arts)
  - Music
  - Visual Arts (Art)
- Y11**
- Dance
  - Drama
  - Music Explorations
  - Music Experience
  - Visual Art
  - Visual Design
  - Creative Arts (Visual/Art/Design)
- Y12**
- Dance
  - Drama
  - Music Explorations
  - Music Experience
  - Visual Art
  - Visual Design
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CROSS-DISCIPLINARY



MIDDLE SCHOOL  
YEAR 8

MIDDLE SCHOOL  
YEAR 9

MIDDLE SCHOOL  
YEAR 10

SENIOR SCHOOL  
YEAR 11 SACE STAGE 1

SENIOR SCHOOL  
YEAR 12 SACE STAGE 2

PERSONAL PROJECT  
(IB MYP)

RESEARCH PROJECT A

PERSONAL LEARNING PLAN  
SACE STAGE 1

RESEARCH PROJECT B



IB MYP



SACE Stage 1



VET



SACE Stage 2

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## CROSS-DISCIPLINARY

# 10

## MIDDLE YEARS SUBJECTS

### YEAR 10 PERSONAL PROJECT (IB MYP)



**LEVEL** Year 10  
**CONTACT PERSON** Noel Hernes

**LENGTH** 2 Semesters

#### CONTENT

The Personal Project is compulsory part of the IB MYP Certificate. It is a student driven project, and some time will be allocated during school hours to support the project but students must complete the majority of the work in their own time. Students will begin working on the Personal Project in Semester 2 of Year 9. The project is due for submission at the end of Semester 1 in Year 10.

The Personal Project involves students setting a goal based on areas or topics of interest. The project is entirely student driven; students determine their own project topics and goals and document their research and development of initial ideas. Goals set must challenge their knowledge, skills and techniques in an appropriate way. Students will be allocated a teacher who will be their Project Supervisor. They will meet regularly to guide students through the various stages of the project and ensure the project goal is realistic and achievable taking into account prior knowledge, time allocation and resources available.

The project consists of three main components -

- Focus on topic leading towards a product or outcome
- Process journal
- Report

#### SKILLS

Students will demonstrate skills, attitudes and knowledge required to complete a project over an extended period of time. The project aims to develop communication and self- management skills.

#### IB MYP ASSESSMENT TYPES

- Report (can be written)
- Electronic (website, blog, PowerPoint)
- Oral or visual (film)
- Process Journal

#### CRITERIA

Investigating, planning, taking action and reflecting.

### YEAR 10 PERSONAL LEARNING PLAN SACE STAGE 1



**LEVEL** Year 10  
**CONTACT PERSON** Helen Neilsen

**CREDITS** 10

#### CONTENT

The Personal Learning Plan (PLP) is a compulsory 10 credit subject undertaken at Stage 1 level. Students undertake this subject in Year 10 so they can plan for Years 11 and 12. Students must achieve a C grade or better to complete the subject successfully and gain their SACE.

The PLP helps students to -

- plan their personal and learning goals for the future
- make informed decisions about their personal development, education and training

Developing goals for the future will engage students in activities such as -

- selecting subjects, courses and other learning relevant to pathways through and beyond school
- investigating possible career choices
- exploring personal and learning goals

#### IB MYP ASSESSMENT TYPES

The following assessment types enable students to demonstrate their learning in the Stage 1 Personal Learning Plan -

- Folio
- Review

#### CRITERIA

Students provide four or five pieces of evidence of their learning for assessment. Each assessment type should have a weighting of at least 20%.



**Y10**  
Personal Project (IB MYP)  
Personal Learning Plan  
SACE Stage 1

**Y11**  
Research Project A  
Research Project B



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Design & Technologies 51

English 75

Health & PE 86

Humanities & Social Sciences 98

Languages 110

Mathematics 121

Sciences 133

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CROSS-DISCIPLINARY

11

SENIOR YEARS SUBJECTS



YEAR 11 RESEARCH PROJECT A  
SACE STAGE 2

LEVEL Year 12 CREDITS 10  
CONTACT PERSON Helen Neilsen

**CONTENT**  
The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

The Stage 2 Research Project is a compulsory 10 credit subject undertaken at Stage 2. Students must achieve a C grade or better to complete the subject successfully and gain their SACE. Research Project A can count towards an Australian Tertiary Admissions Rank (ATAR).

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for leaving and living in a changing world. It enables students to develop vital planning, research, evaluation, synthesis and project management skills.

**ASSESSMENT TYPES**  
Students demonstrate evidence of their learning through the following assessment types:

**School-based Assessment**

Folio	30%
Research outcome	40%

**External Assessment**

Review	30%
--------	-----

YEAR 11 RESEARCH PROJECT B  
SACE STAGE 2

LEVEL Year 12 CREDITS 10  
CONTACT PERSON Helen Neilsen

**CONTENT**  
The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

The Stage 2 Research Project is a compulsory 10 credit subject undertaken at Stage 2. Students must achieve a C grade or better to complete the subject successfully and gain their SACE.

Research Project B can count towards an Australian Tertiary Admissions Rank (ATAR).

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for leaving and living in a changing world. It enables students to develop vital planning, research, evaluation, synthesis and project management skills.

**ASSESSMENT TYPES**  
Students demonstrate evidence of their learning through the following assessment types:

**School-based Assessment**

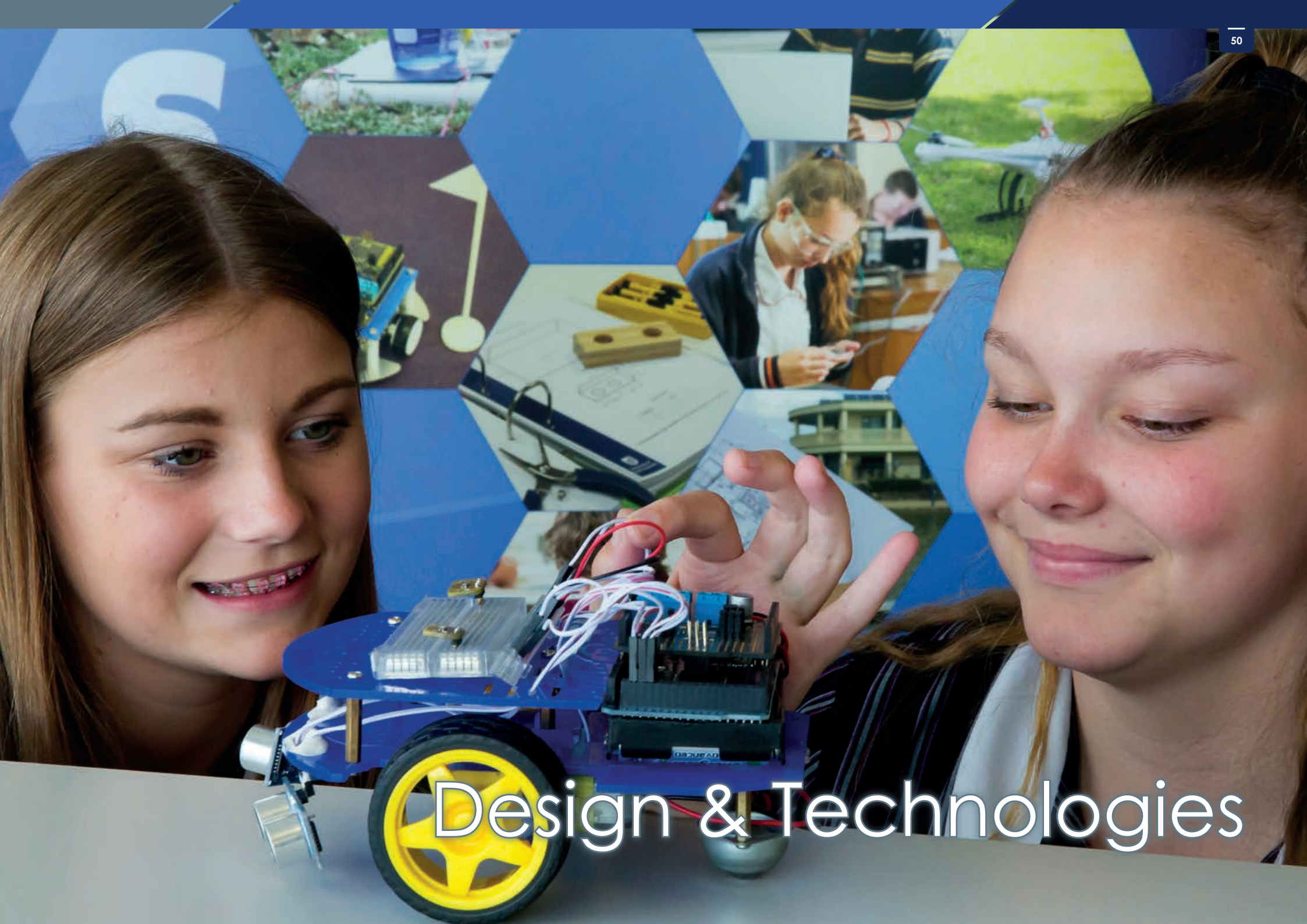
Folio	30%
Research outcome	40%

**External Assessment**

Evaluation	30%
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**Y10**  
Personal Project (IB MYP)  
Personal Learning Plan  
SACE Stage 1

**Y11**  
Research Project A  
Research Project B

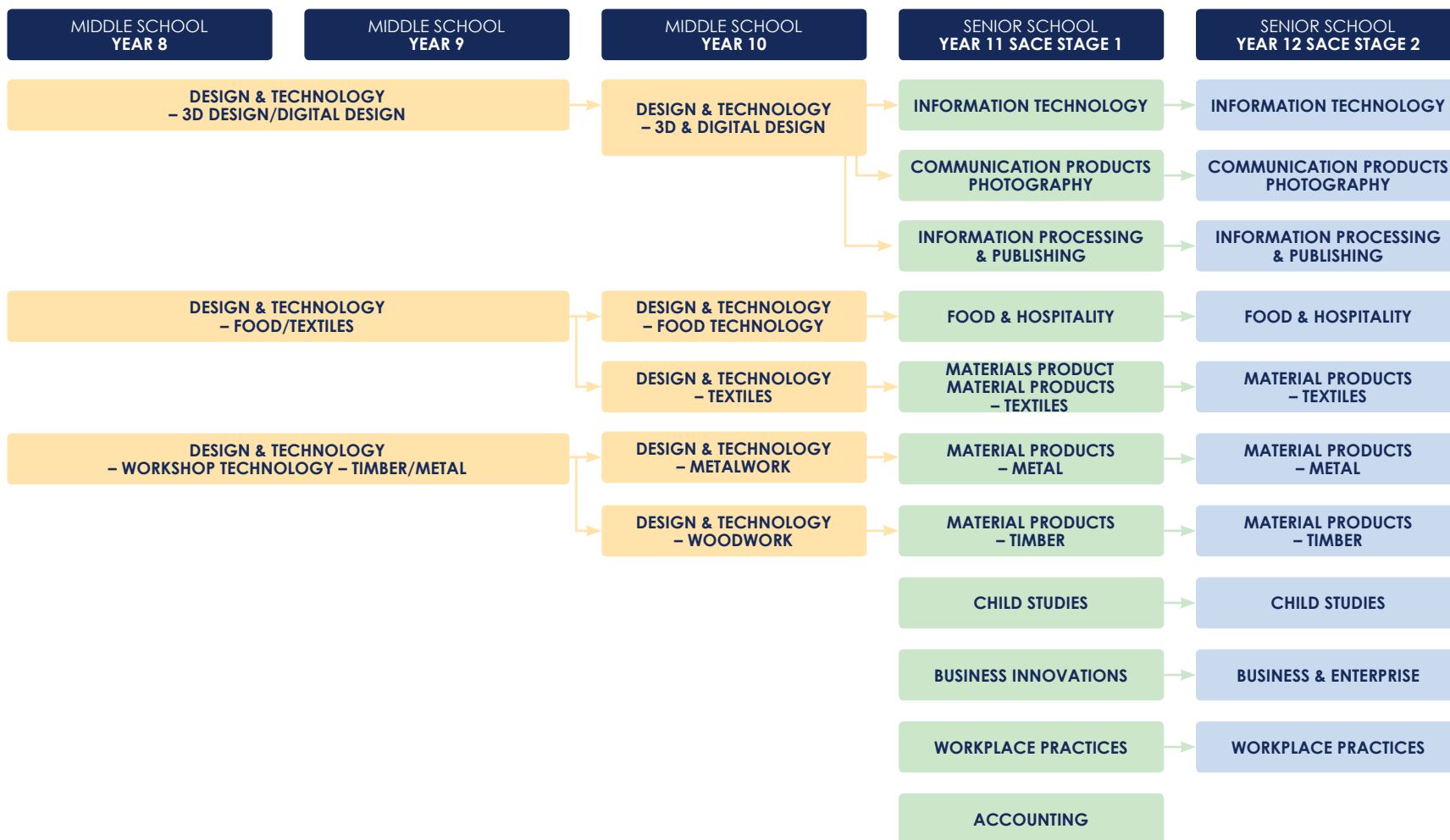


# Design & Technologies

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<b>Design &amp; Technologies</b>	<b>51</b>
English	75
Health & PE	86
Humanities & Social Sciences	98
Languages	110
Mathematics	121
Sciences	133
VET Subjects	143

# DESIGN & TECHNOLOGIES



IB MYP
  SACE Stage 1
  VET
  SACE Stage 2



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# DESIGN & TECHNOLOGIES

# 8

## MIDDLE YEARS SUBJECTS

Over two years in Years 8 and 9 students will study one semester of 3D Design and Design Technology, in addition to one semester of Food/Textiles or Workshop Technology.

### YEAR 8 DESIGN & TECHNOLOGY – 3D DESIGN



**LEVEL** Year 8

**LENGTH** 1 Term

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Students will be introduced to a range of technological systems and will work through the design process to create a range of solutions, taking into consideration social and environmental factors. They will use a range of tools such as 3D printing and laser cutting. They will problem solve and develop solutions real world problems or challenges.

#### SKILLS

Design folios that document the design process.  
Created technological solutions through a range of materials and outcomes.

#### IB MYP ASSESSMENT TYPES

Common assessment task, arts process journal and use of literacy.

#### CRITERIA

Inquiring and analysing, developing ideas, creating the solution and evaluating.

### YEAR 8 DESIGN & TECHNOLOGY – DIGITAL DESIGN



**LEVEL** Year 8

**LENGTH** 1 Term

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Students will be introduced to advanced range of information technology tools and systems to further develop understanding and skills in computational thinking. The students will learn to collect, store, analyse and visualize data to create information and model processes, entities and their relationships using structured data. The students will also learn to design algorithms and programs through tracing and test cases. The students will learn to plan and manage digital projects using an interactive approach.

#### SKILLS

Students will learn the relationship between hardware, applications and system software.

Students will learn to trace algorithms to predict results and program state for a given input and learn to collect, store, manipulate, visualise, analyse and report data in a Geographic Information Systems (GIS).

#### IB MYP ASSESSMENT TYPES

- Project based design
- Development of products as desired

#### CRITERIA

Inquiring and analysing, developing ideas, creating the solution and evaluating.

# D

**Y8**  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

**Y9**  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

**Y10**  
Digital Design  
Food  
Textiles  
Metal  
Timber

**Y11**  
Information Technology  
Photography  
Information Process &  
Publishing  
Food & Hospitality  
Textiles  
Metal  
Timber  
Child Studies  
Business Innovations  
Workplace Practices  
Accounting

**Y12**  
Information Technology  
Photography  
Information Process &  
Publishing  
Food & Hospitality  
Textiles  
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# DESIGN & TECHNOLOGIES

# 8

## MIDDLE YEARS SUBJECTS

### YEAR 8 DESIGN & TECHNOLOGY – FOOD



**LEVEL** Year 8

**CONTACT PERSON** Hamish McDonald

**LENGTH** 1 Term

#### CONTENT

Students will learn about personal, kitchen and food hygiene practices within the context of home and community settings. They will examine safe work practices around equipment, appliances, behaviours and environment within Food Technology.

#### SKILLS

##### Inquiring & Analysing

Students conduct research on current trends, analyse the existing products and develop design brief.

##### Developing Ideas

Students design specifications and choose a design that demonstrates appropriate food preparation skills while considering dietary requirements. This is followed by creating food orders using correct measurements and terminology.

##### Creating

This involves constructing and following a logical plan to create a solution i.e. multicultural buffet and party foods. Students develop skills that require equipment handling and cooking methods. Demonstrate time management and organisation skills, teamwork while implementing safe food handling and working safely in a kitchen to prepare a selection of recipes.

##### Evaluating

Students reflect on their cooking, evaluate success of the solution and how the solution could be improved and impact on the target audience.

#### IB MYP ASSESSMENT TYPES

- Folio
- Practical Assessment

#### CRITERIA

Assessment achievement criteria is task specific. Inquiring and analysing, developing ideas, creating the solution and evaluating.



#### Y8

3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

#### Y9

3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

#### Y10

Digital Design  
Food  
Textiles  
Metal  
Timber

#### Y11

Information Technology  
Photography  
Information Process & Publishing  
Food & Hospitality  
Textiles  
Metal  
Timber  
Child Studies  
Business Innovations  
Workplace Practices  
Accounting

#### Y12

Information Technology  
Photography  
Information Process & Publishing  
Food & Hospitality  
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# DESIGN & TECHNOLOGIES

# 8

## MIDDLE YEARS SUBJECTS

### YEAR 8 DESIGN & TECHNOLOGY – WORKSHOP TECHNOLOGY – TIMBER



**LEVEL** Year 8

**CONTACT PERSON** Hamish McDonald

**LENGTH** 1 Term

#### CONTENT

Through the context of Wood Technology, students are introduced to the design cycle of investigate, design, make and evaluate. Students will have the opportunity to use appropriate techniques and equipment to create a range of products from timber and manufactured board within design parameters by responding to a design brief. Students will explore the range of materials that are available within a modern timber workshop.

Subject specific literacy and numeracy for Timber will be covered in the course. Students will learn about Occupational Health and Safety within the workshop environment including Safe Operating Procedures for a range of machines.

#### SKILLS

##### Critiquing

Students will be comparing and evaluating similar products and reflecting on their final designs.

##### Designing

Students will be solving problems and creating solutions and making design choices to suit their design brief, creating basic Computer Aided Designs (CAD) and reflecting on final designs.

##### Making

Students will be developing hand tool skills and using tools safely, learning technical joining techniques such as Housing and Rebate Joints, using machines in accordance with Safe Operating Procedures and create products in both timber and manufactured board including storage solutions and kitchen implements.

#### IB MYP ASSESSMENT TYPES

Common assessment tasks ie, research assignment, product evaluations, design folio, construction of a storage box or shelf using technical joining skills, construction of a wooden toy and kitchen implement. \*The school will provide all materials.

#### CRITERIA

Inquiring and analysing, developing ideas, creating the solution and evaluating.



#### Y8

3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

#### Y9

3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

#### Y10

Digital Design  
Food  
Textiles  
Metal  
Timber

#### Y11

Information Technology  
Photography  
Information Process &  
Publishing  
Food & Hospitality  
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#### Y12

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Humanities & Social Sciences 98

Languages 110

Mathematics 121

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VET Subjects 143

DESIGN & TECHNOLOGIES

8

MIDDLE YEARS SUBJECTS

D

YEAR 8 DESIGN & TECHNOLOGY – TEXTILES



**LEVEL** Year 8  
**CONTACT PERSON** Hamish McDonald  
**LENGTH** 1 Term

**CONTENT**  
Through the context of Textiles Technology, students are introduced to the design cycle consisting of investigate, develop, create and evaluate. Students will have the opportunity to use appropriate techniques and equipment to create a textile item to meet specific design challenges.

Some students will investigate the environmental impact of textiles.

**SKILLS**  
**Inquiring & Analysing**  
Students will compare, analyse and evaluate similar textile products such as shorts, fabric organisers or bags.  
**Developing Ideas**  
Students will solve problems, create solutions and make design choices to suit their design brief, present trade sketches to communicate product designs and reflect on final design ideas.  
**Creating**  
Students will create quality products, develop appropriate machining skills and garment construction techniques (seams, casings, hems).  
**Evaluating**  
Students reflect on their product, evaluate success of the solution and how the solution could be improved and impact on the target audience.

**IB MYP ASSESSMENT TYPES**  
➤ Folio  
➤ Practical Assessment

**CRITERIA**  
Assessment achievement criteria is task specific. Inquiring and analysing, developing ideas, creating the solution and evaluating.

YEAR 8 DESIGN & TECHNOLOGY – WORKSHOP TECHNOLOGY – METAL



**LEVEL** Year 8  
**CONTACT PERSON** Hamish McDonald  
**LENGTH** 1 Term

**CONTENT**  
Students will develop their knowledge about Occupational Health and Safety within the workshop environment including Safe Operating Procedures for a wide range of machines. Through the context of Metal Technology, students are introduced to the design cycle consisting of: investigate; design, make and evaluate. Students will have the opportunity to use appropriate techniques and equipment to create a range of products within design parameters by responding to a design brief. Students will explore a range of materials that are available within a modern workshop and be exposed to a variety of Metaling machines and processes including welding and lathe work.

**SKILLS**  
**Critiquing**  
Students will be comparing and evaluating similar metal products and reflecting on their final designs.  
**Designing**  
Students will be solving problems and making design choices to suit their design brief, creating a basic Computer Aided designs (CAD), presenting and communicating design ideas and reflecting on their final design selection.  
**Making**  
Students will be developing appropriate hand tool skills and using Metaling equipment including drill press, spot welder and sheet metal bender and learning basic joining techniques and constructing a range of small projects out of metal.

**IB MYP ASSESSMENT TYPES**  
A range of assessment types will be given including common assessment tasks ie, reading comprehension. Preparing a design folio, construction of a metal tray or rack and reflective writing tasks. \*The school will provide all materials.

**CRITERIA**  
Inquiring and analysing, developing ideas, creating the solution and evaluating

Y8  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

Y9  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

Y10  
Digital Design  
Food  
Textiles  
Metal  
Timber

Y11  
Information Technology  
Photography  
Information Process & Publishing  
Food & Hospitality  
Textiles  
Metal  
Timber  
Child Studies  
Business Innovations  
Workplace Practices  
Accounting

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## DESIGN & TECHNOLOGIES

# 9

## MIDDLE YEARS SUBJECTS

### YEAR 9 DESIGN & TECHNOLOGY – 3D DESIGN



**LEVEL** Year 9

**LENGTH** 1 Term

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Students will be introduced to a range of technological systems and will work through the design process to create a range of solutions, taking into consideration social and environmental factors. They will use a range of tools such as 3D printing and laser cutting. They will problem solve and develop solutions real world problems or challenges.

#### SKILLS

Students will learn how to use 3D modeling software to develop design solutions. Students will learn to analyse and evaluate design solutions against outcomes and use a range of machinery and tools.

#### IB MYP ASSESSMENT TYPES

Design folios that document the design process.  
Create technological solutions through a range of materials and outcomes.

#### CRITERIA

Inquiring and analysing, developing ideas, creating the solution and evaluating.

### YEAR 9 DESIGN & TECHNOLOGY – DIGITAL DESIGN



**LEVEL** Year 9

**LENGTH** 1 Term

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Students will be introduced to advanced range of information technology tools and systems to further develop understanding and skills in computational thinking. The students will learn to collect, store, analyse and visualize data to create information and model processes, entities and their relationships using structured data. The students will also learn to design algorithms and programs through tracing and test cases. The students will learn to plan and manage digital projects using an interactive approach.

#### SKILLS

Students will learn the relationship between hardware, applications and system software.

Students will learn to trace algorithms to predict results and program state for a given input and learn to collect, store, manipulate, visualise, analyse and report data in a Geographic Information Systems (GIS).

#### IB MYP ASSESSMENT TYPES

- Project based design
- Development of products as desired

#### CRITERIA

Inquiring and analysing, developing ideas, creating the solution and evaluating.

# D

**Y8**  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

**Y9**  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

**Y10**  
Digital Design  
Food  
Textiles  
Metal  
Timber

**Y11**  
Information Technology  
Photography  
Information Process &  
Publishing  
Food & Hospitality  
Textiles  
Metal  
Timber  
Child Studies  
Business Innovations  
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Accounting

**Y12**  
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# DESIGN & TECHNOLOGIES

# 9

## MIDDLE YEARS SUBJECTS

### YEAR 9 DESIGN & TECHNOLOGY – FOOD



**LEVEL** Year 9

**LENGTH** 1 semester

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Students will learn about personal, kitchen and food hygiene practices within the context of home and community settings. They will examine safe work practices around equipment, appliances, behaviours and environment within Food Technology.

#### SKILLS

##### Inquiring & Analysing

Students conduct research on current trends, analyse the existing products and develop design brief.

##### Developing Ideas

Students design specifications and choose a design that demonstrates appropriate food preparation skills while considering dietary requirements. This is followed by creating food orders using correct measurements and terminology.

##### Creating

This involves constructing and following a logical plan to create a solution i.e. multicultural buffet and party foods. Students develop skills that require equipment handling and cooking methods. Demonstrate time management and organisation skills, teamwork while implementing safe food handling and working safely in a kitchen to prepare a selection of recipes.

##### Evaluating

Students reflect on their cooking, evaluate success of the solution and how the solution could be improved and impact on the target audience.

#### IB MYP ASSESSMENT TYPES

- › Folio
- › Practical Assessment

#### CRITERIA

Assessment achievement criteria is task specific. Inquiring and analysing, developing ideas, creating the solution and evaluating.

# D

#### Y8

3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

#### Y9

3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

#### Y10

Digital Design  
Food  
Textiles  
Metal  
Timber

#### Y11

Information Technology  
Photography  
Information Process &  
Publishing  
Food & Hospitality  
Textiles  
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Business Innovations  
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#### Y12

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# DESIGN & TECHNOLOGIES

## 9

## MIDDLE YEARS SUBJECTS

### YEAR 9 DESIGN & TECHNOLOGY – WORKSHOP TECHNOLOGY – METAL



**LEVEL** Year 9

**LENGTH** 1 semester

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Through the context of Metal Technology, students are introduced to the design cycle consisting of: investigate; design, make and evaluate. Students will have the opportunity to use appropriate techniques and equipment to create a range of products within design parameters by responding to a design brief. Students will explore a range of materials that are available within a modern workshop and be exposed to a variety of Metaling machines and processes including welding and lathe work.

Subject specific literacy and numeracy for Metal will be covered in the course. Students will develop their knowledge about Occupational Health and Safety within the workshop environment including Safe Operating Procedures for a wide range of machines.

#### SKILLS

##### Critiquing

Students will be comparing and evaluating similar products and reflecting on their final designs and giving feedback to their peers.

##### Designing

Students will be solving problems and creating solutions and making design choices to suit their design brief, investigating possible solutions to a problem, using Autodesk Inventor to produce basic 3D Modelling (CAD) and reflecting on final designs.

##### Making

Students will be developing hand tool skills and using tools safely, learning how to weld using machines in accordance with Safe Operating Procedures and will create products in both sheet metal and solid steel.

#### IB MYP ASSESSMENT TYPES

A range of assessment types will be given including common assessment tasks ie, research assignment.

Product evaluations and design folio including construction of a storage solution using specific technical joining skills.

\*The school will provide all materials.

#### CRITERIA

Inquiring and analysing, developing ideas, creating the solution and evaluating.

# D

**Y8**  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

**Y9**  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

**Y10**  
Digital Design  
Food  
Textiles  
Metal  
Timber

**Y11**  
Information Technology  
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VET Subjects 143

DESIGN & TECHNOLOGIES

9

MIDDLE YEARS SUBJECTS

YEAR 9 DESIGN & TECHNOLOGY – TEXTILES



**LEVEL** Year 9 **LENGTH** 1 semester

**CONTACT PERSON** Hamish McDonald

**CONTENT**  
Through the context of Textiles Technology, students are introduced to the design cycle consisting of investigate, develop, create and evaluate. Students will have the opportunity to use appropriate techniques and equipment to create a textile item to meet specific design challenges.

Students will investigate the environmental impact of textiles.

**SKILLS**  
**Inquiring & Analysing**  
Students will compare, analyse and evaluate similar textile products such as shorts, fabric organisers or bags.  
**Developing Ideas**  
Students will solve problems, create solutions and make design choices to suit their design brief, present trade sketches to communicate product designs and reflect on final design ideas.  
**Creating**  
Students will create quality products, develop appropriate machining skills and garment construction techniques (seams, casings, hems).  
**Evaluating**  
Students reflect on their product, evaluate success of the solution and how the solution could be improved and impact on the target audience.

**IB MYP ASSESSMENT TYPES**

- > Folio
- > Practical Assessment

**CRITERIA**  
Assessment achievement criteria is task specific. Inquiring and analysing, developing ideas, creating the solution and evaluating.

YEAR 9 DESIGN & TECHNOLOGY – WORKSHOP TECHNOLOGY – TIMBER



**LEVEL** Year 9 **LENGTH** 1 Semester

**CONTACT PERSON** Hamish McDonald

**CONTENT**  
Through the context of Wood Technology, students are introduced to the design cycle of investigate, design, make and evaluate. Students will have the opportunity to use appropriate techniques and equipment to create a range of products from timber and manufactured board within design parameters by responding to a design brief. Students will explore the range of materials that are available within a modern timber workshop.

Subject specific literacy and numeracy for Timber will be covered in the course. Students will learn about Occupational Health and Safety within the workshop environment including Safe Operating Procedures for a range of machines.

**SKILLS**  
**Critiquing-** Students will be comparing and evaluating similar products and reflecting on their final designs, including investigating elements of a good design.  
**Designing-** Students will be solving problems and creating solutions and making design choices to suit their design brief, investing possible solutions to a problem, using Autodesk Inventor to produce basic 3D Modelling (CAD) and reflecting on final designs.  
**Making-** Students will be further developing hand tool skills and using tools safely, learning technical joining techniques such as Mortise and Tenon, Biscuit and Dowel Joints. Using Timbering machines such as Band Saw, Lathe, Router and other portable power tools in accordance with Safe Operating Procedures. Creating products in wood using framing joints to develop assembly and finishing skills.

**IB MYP ASSESSMENT TYPES**  
Common assessment tasks ie, research assignment, product evaluations, design folio, construction of a storage solution using technical joining skills. \*The school will provide all materials.

**CRITERIA**  
Inquiring and analysing, developing ideas, creating the solution and evaluating.

D

**Y8**  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

**Y9**  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

**Y10**  
Digital Design  
Food  
Textiles  
Metal  
Timber

**Y11**  
Information Technology  
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VET Subjects	143

## DESIGN & TECHNOLOGIES

# 10

## MIDDLE YEARS SUBJECTS

### YEAR 10 DESIGN & TECHNOLOGY – 3D & DIGITAL DESIGN



**LEVEL** Year 10

**LENGTH** 1 Semester

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Students will learn how to define and deconstruct complex problems in terms of functional requirements and using iterative approaches to design and evaluate algorithms, particularly in relation to solving real world problems. In addition they will be introduced to object oriented programming concepts and modular programs. They will also learn about data and database structures particularly those that reflect the relationship of real-world data and data entities and how various database systems handle such data structures. Critically evaluate how well developed solutions and existing information systems and policies, take account of future risks and sustainability and provide opportunities for innovation and enterprise.

#### SKILLS

Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources. Analyse and visualize data to create information. Model processes, entities and their relationships using structured data. Design algorithms represented in structured English and validate algorithms through tracing and test cases. Implement modular programs to solve real world problems.

#### IB MYP ASSESSMENT TYPES

- Project based database design and development
- Assignment to model processes, entities and their relationships using structured data
- Project based program design, development and implementation to solve a real world problem
- Comprehension and communication tests and tasks.

#### CRITERIA

Inquiring and analysing, developing ideas, creating the solution and evaluating.

### YEAR 10 DESIGN & TECHNOLOGY – FOOD TECHNOLOGY



**LEVEL** Year 10

**LENGTH** 1 Semester

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Food Technology aims to develop skills and understanding about the design process and product creation while applying safe and hygienic work practices. Students develop food preparation skills and techniques along with creative presentation of food. Through two major folio tasks, namely Multicultural cuisine and Celebration foods, students learn recipe adaptation, portion size and dietary requirements besides gaining knowledge of foods from various cultures and celebrations throughout the world.

#### SKILLS

##### Inquiring & Analysing

Students conduct research on current trends, analyse the existing products and develop a design brief.

##### Developing Ideas

Students design specifications and choose a design that demonstrates appropriate food preparation skills while considering dietary requirements. This is followed by creating a food order using correct measurements and terminology.

##### Creating

This involves constructing and following a logical plan to create a solution i.e. Multicultural buffet and party foods. Students develop skills that require equipment handling and cooking methods. Demonstrate time management and organisational skills, teamwork while implementing safe food handling and working safely in a kitchen to prepare a selection of recipes.

##### Evaluating

Students reflect on their cooking, evaluate success of the solution and how the solution could be improved and impact on the target audience.

#### IB MYP ASSESSMENT TYPES

- Folio
- Practical Assessment

#### CRITERIA

Assessment achievement criteria is task specific. Inquiring and analysing, developing ideas, creating the solution and evaluating.

# D

**Y8**  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

**Y9**  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

**Y10**  
Digital Design  
Food  
Textiles  
Metal  
Timber

**Y11**  
Information Technology  
Photography  
Information Process &  
Publishing  
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Timber  
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**Y12**  
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# DESIGN & TECHNOLOGIES

# 10

## MIDDLE YEARS SUBJECTS

### YEAR 10 DESIGN & TECHNOLOGY – TEXTILES\*



#### LEVEL Year 10

#### LENGTH 1 Semester

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Textiles Technology aims to introduce students to the design cycle consisting of investigation, design, make and evaluate. Students will have the opportunity to use appropriate techniques and equipment to create a minimum of two textile items (such as Hoodies, children's clothing, fashion tops, furnishing items) within design parameters.

#### SKILLS

##### Critiquing

Students will understand the impact of textile technology on people, community and the environment. Learn/know/find out about eco-friendly fabrics, sustainable production, recycling textiles. Compare, appraise and evaluate textile products and fabrics.

##### Designing

Students will solve problems, create solutions and make design choices in relation to their design brief.

Present fashion and trade sketches to communicate design ideas. Experiment with textile fabrics, construction and decorating techniques.

##### Making

Students will select appropriate fabrics, construction and decorating techniques to develop their textile articles.

Develop a range of garment construction and decorating skills, such as machine embroidery, knit seams, sleeve application, etc. Develop an understanding of quality control through the production of their articles.

##### Evaluating

Students reflect on the designing and production of their textile articles, evaluate the success of the solution, and how their product could be improved.

#### IB MYP ASSESSMENT TYPES

A range of assessment types will be given including common assessment tasks ie, research assignment.

- › Folio displaying design brief development, mood board, fashion and trade sketches and a range of samplers
- › Investigation tasks, Eco-friendly fabrics
- › Construction of two textile articles

#### CRITERIA

Inquiring and analysing, developing ideas, creating the solution and evaluating.

**\*There will be an additional cost for this subject.**



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Digital Design  
Food/Textiles  
Workshop Technology

**Y9**  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

**Y10**  
Digital Design  
Food  
Textiles  
Metal  
Timber

**Y11**  
Information Technology  
Photography  
Information Process &  
Publishing  
Food & Hospitality  
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Metal  
Timber  
Child Studies  
Business Innovations  
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Accounting

**Y12**  
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# DESIGN & TECHNOLOGIES 10

## MIDDLE YEARS SUBJECTS

### YEAR 10 DESIGN & TECHNOLOGY – METALWORK



**LEVEL** Year 10

**LENGTH** 1 Semester

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Through the context of Metal Technology, students are introduced to the design cycle consisting of: investigate, design, make and evaluate. Students will have the opportunity to use appropriate techniques and equipment to create a range of products from metal (DVD Rack, tool box, stool, table), within design parameters. Subject specific literacy and numeracy for Metal will be covered in the course. Students will learn about Occupational Health and Safety within the workshop environment including Safe Operating Procedures for a range of Machines.

#### SKILLS

##### Critiquing

Students will be comparing and evaluating similar products and reflecting on their final designs including investigating elements of a good design.

##### Designing

Students will be solving problems and creating solutions and making design choices to suit their design brief. Creating basic Computer Aided Designs (CAD) and reflecting on final designs.

##### Making

Students will be further developing hand tool skills and using tools safely, learning techniques for bending, shaping and joining metal. Using metal working equipment including braze, fusion and mig welding. Turning metal on the lathe following Safe Operating Procedures and creating products in metal following a design brief.

#### IB MYP ASSESSMENT TYPES

A range of assessment types will be given common assessment tasks including -

- Product evaluations
- Design folio
- Construction of a metal project
- Evaluation of welding skills
- Investigation of elements of good design

\*The school will provide all materials

#### CRITERIA

Inquiring and analysing, developing ideas, creating the solution and evaluating.

### YEAR 10 DESIGN & TECHNOLOGY – WOODWORK



**LEVEL** Year 10

**LENGTH** 1 Semester

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Through the context of Wood Technology, students are introduced to the design cycle consisting of investigate, design, make and evaluate. Students will have the opportunity to use appropriate techniques and equipment to create a range of products from timber (DVD Rack, stool, chair, table), within design parameters. Subject specific literacy and numeracy for Timber will be covered in the course. Students will learn about Occupational Health and Safety within the workshop environment including Safe Operating Procedures for a range of machines.

#### SKILLS

##### Critiquing

Students will be comparing and evaluating similar products and reflecting on their final designs including investigating elements of a good design.

##### Designing

Students will be solving problems and creating solutions and making design choices to suit their design brief. Creating basic Computer Aided Designs (CAD) and reflecting on final designs.

##### Making

Students will be further developing hand tool skills and using tools safely, learning technical joining techniques such as Mortise and Tenon, Biscuit and Dowel Joints. Using Timbering machines such as Band Saw, Lathe, Router and other portable power tools in accordance with Safe Operating Procedures. Creating products in wood using framing joints to develop assembly and finishing skills.

#### IB MYP ASSESSMENT TYPES

A range of assessment types will be given common assessment tasks including -

- Product evaluations
- Design folio
- Construction of a framed timber construction product
- Evaluation of Mortise and Tenon Joints
- Investigation of elements of good design

\*The school will provide all materials

#### CRITERIA

Inquiring and analysing, developing ideas, creating the solution and evaluating.



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Digital Design  
Food/Textiles  
Workshop Technology

**Y9**  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

**Y10**  
Digital Design  
Food  
Textiles  
Metal  
Timber

**Y11**  
Information Technology  
Photography  
Information Process &  
Publishing  
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**Y12**  
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DESIGN & TECHNOLOGIES

11

SENIOR YEARS SUBJECTS

YEAR 11 PHOTOGRAPHY\*

LEVEL Year 11 CREDITS 10 or 20

CONTACT PERSON Hamish McDonald

CONTENT

In Communication Products, students use images and text to design and make products that communicate information. Students in this course undertake a range of digital camera activities based on various photographic themes of their own choice.

Through the study of Design and Technology, students develop the ability to identify, create, initiate and develop Photographic products to communicate ideas, information and concepts for a range of audiences.

Students learn to use a DSLR camera with a range of lenses, lighting equipment, backdrops, portable product photography boxes, reflectors, flash units, Adobe Photoshop and Adobe Lightroom in order to safely and competently complete three photographic products, a small photography exhibition and a range of other digitally edited images. They explore photography in both contemporary and historical settings and analyse the impacts of photographic images and products, including evaluation of impacts and consequences of their products on the individual, society or the environment. The target audience, purpose, usefulness and sustainability of their products must be considered.

\*There will be an additional cost for this subject.

ASSESSMENT TYPES

- Skills and applications tasks
- Externally moderated Folio documenting the design process
- Product & Product Records of the production process

CRITERIA

For a 20 credit subject, students should provide evidence of their learning through six assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:

- Assessment 1-Two Skills and one Material Applications Task 20%
- Assessment 2-Two producing tasks & two product records 50%
- Assessment 3-One Folio, Investigation, Planning & Evaluation 30%



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Textiles  
Metal  
Timber

Y11  
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# DESIGN & TECHNOLOGIES

# 11

## SENIOR YEARS SUBJECTS

### YEAR 11 INFORMATION TECHNOLOGY

**LEVEL** Year 11

**CREDITS** 10

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Information technology is a dynamic area characterised by frequent change. The study of information technology systems allows students to analyse the limitations and consequences of present technologies critically and to consider the implications of potential technologies. They gain an understanding of the potential of information technology to support what people do today and what they will do in the future. Students learn how a computer-based system comprises people, software, and hardware, and how to apply their knowledge and skills to a range of methods to collect and process data and transmit and produce information.

#### ASSESSMENT TYPES

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

##### School-based Assessment

Folio	20%
Skills and Applications Tasks	30%
Project	20%

##### External Assessment

Examination	30%
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### YEAR 11 FOOD & HOSPITALITY\*

**LEVEL** Year 11

**CREDITS** 10

**CONTACT PERSON** Hamish McDonald

#### CONTENT

In this subject, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

**\*There will be an additional cost for this subject.**

#### ASSESSMENT TYPES

- › Skills and applications tasks
- › Folio
- › Food Production

#### CRITERIA

Students will undertake:

- › Two skills and applications tasks
- › One folio
- › Food Product/s



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DESIGN & TECHNOLOGIES

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SENIOR YEARS SUBJECTS

YEAR 11  
TEXTILES\*

LEVEL Year 11 CREDITS 10

CONTACT PERSON Hamish McDonald

CONTENT

This is a practical based subject where technological skills related to textiles are developed. Students will be able to identify fabrics and their suitability for particular garments and adjust and use commercial patterns. They will further develop their hand and machine skills and extend their abilities to make informed decisions when constructing textile articles, such as a soft furnishing items and garments.

\*There will be an additional cost for this subject.

- ASSESSMENT TYPES
- > Skills and applications tasks
  - > Folio
  - > Product-textile article

CRITERIA

For a 10 credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

- Students undertake:
- > Two skills and applications tasks
  - > One folio
  - > One product-textile article

YEAR 11  
METAL\*

LEVEL Year 11 CREDITS 10

CONTACT PERSON Hamish McDonald

CONTENT

Through the study of Design and Technology students develop the ability to identify, create, initiate and develop products, processes, or systems. Students learn to use tools, materials and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings and analyse the impacts of technology, including social, environmental and sustainable consequences.

Students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. Contexts include metals, plastics, wood, composites, ceramics and textiles.

This course has a strong emphasis on the development of practical skills in fitting and machining including form welding and fabrication work.

\*There will be an additional cost for this subject.

- ASSESSMENT TYPES
- > Skills and applications tasks
  - > Folio
  - > Product

CRITERIA

For a 10 credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

- Students undertake:
- > Two skills and applications tasks
  - > One folio



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3D Design/  
Digital Design  
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# DESIGN & TECHNOLOGIES

# 11

## SENIOR YEARS SUBJECTS

### YEAR 11 TIMBER\*

**LEVEL** Year 11

**CREDITS** 10

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Through the study of Design and Technology students develop the ability to identify, create, initiate and develop products, processes, or systems. Students learn to use tools, materials and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings and analyse the impacts of technology, including social, environmental and sustainable consequences.

Students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. Contexts include metals, plastics, wood, composites, ceramics and textiles.

In this course students plan, design and construct a piece of furniture to meet set design constraints. They study and use both hand and power tools relevant to the manufacture of this project.

**\*There will be an additional cost for this subject.**

#### ASSESSMENT TYPES

- Skills and applications tasks
- Folio
- Product

For a 10 credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:

- Two skills and applications tasks
- One folio
- One product

#### CRITERIA

- Investigating
- Planning
- Producing
- Evaluating

### YEAR 11 CHILD STUDIES

**LEVEL** Year 11

**CREDITS** 10

**CONTACT PERSON** Hamish McDonald

#### CONTENT

The Stage 1 subject examines the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children.

Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

#### ASSESSMENT TYPES

- Practical activity
- Group activity
- Investigation

#### CRITERIA

Students will undertake:

- Two practical activities
- One group activity
- One investigation

# D

**Y8**  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

**Y9**  
3D Design/  
Digital Design  
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Workshop Technology

**Y10**  
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DESIGN & TECHNOLOGIES

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SENIOR YEARS SUBJECTS

YEAR 11  
BUSINESS INNOVATION

**LEVEL** Year 11 **CREDITS** 10

**CONTACT PERSON** Hamish McDonald

**CONTENT**

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally and globally.

Students gain an understanding of business operations and practice, develop an awareness of business, marketing and technological skills, participate in planning, developing and controlling business activities and evaluate decisions on business practices.

**ASSESSMENT TYPES**

- > Folio
- > Practical
- > Issues study

**CRITERIA**

For a 10 credit subject, it is recommended that students provide evidence of their learning through four or five assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.

At least one assessment should focus on the core topic chosen for study and at least one assessment should focus on an option topic.

YEAR 11  
WORKPLACE PRACTICES

**LEVEL** Year 11 **CREDITS** 10

**CONTACT PERSON** Hamish McDonald

**CONTENT**

In Workplace Practices students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They learn about the various forms of work, rights and responsibilities at work, issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations with either a general or industry specific focus.

The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF) Assessment.

**ASSESSMENT TYPES**

- > Folio
- > Performance
- > Reflection

**CRITERIA**

Students should provide evidence of their learning through -

- > At least 3 assessments for Folio
- > At least 2 assessments for Performance
- > At least 2 assessments for Reflection



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  - Digital Design
  - Food/Textiles
  - Workshop Technology
- Y9**
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  - Digital Design
  - Food/Textiles
  - Workshop Technology
- Y10**
  - Digital Design
  - Food
  - Textiles
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- Y11**
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  - Photography
  - Information Process & Publishing
  - Food & Hospitality
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- Y12**
  - Information Technology
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# DESIGN & TECHNOLOGIES

# 11

## SENIOR YEARS SUBJECTS

### YEAR 11 ACCOUNTING

**LEVEL** Year 11

**CREDITS** 10

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Students learn the practical skills needed to manage their own financial affairs and develop an understanding of the ethical considerations that affect financial decision-making.

They learn about the successful management of financial affairs in business, gain knowledge and skills in relation to accounting processes for organisational and business applications, and develop greater understanding of accounting concepts and standards and their use to generate financial reports. Students learn how to interpret financial information and convey this information to interested users.

#### ASSESSMENT TYPES

- Skills and Applications Tasks
- Investigation

#### CRITERIA

For a 10 credit subject, it is recommended that students provide evidence of their learning through four or five assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:

- At least two skills and application tasks
- At least one investigation

For a 20 credit subject, students should provide evidence of their learning through eight to ten assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- At least four skills and application tasks
- At least two investigation



# D

**Y8**  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

**Y9**  
3D Design/  
Digital Design  
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**Y10**  
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Metal  
Timber  
Child Studies  
Business & Enterprise  
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SENIOR YEARS SUBJECTS

YEAR 12  
INFORMATION TECHNOLOGY

Exam

**LEVEL** Year 12 **CREDITS** 20  
**CONTACT PERSON** Hamish McDonald

**CONTENT**  
Information technology is a dynamic area characterised by frequent change. The study of information technology systems allows students to analyse the limitations and consequences of present technologies critically and to consider the implications of potential technologies. They gain an understanding of the potential of information technology to support what people do today and what they will do in the future. Students learn how a computer-based system comprises people, software, and hardware, and how to apply their knowledge and skills to a range of methods to collect and process data and transmit and produce information.

**ASSESSMENT TYPES**  
Students demonstrate evidence of their learning through the following assessment types:

**School-based Assessment**

Folio	20%
Skills and Applications Tasks	30%
Project	20%

**External Assessment**

Examination	30%
-------------	-----

YEAR 12  
PHOTOGRAPHY\*

**LEVEL** Year 12 **CREDITS** 20  
**CONTACT PERSON** Hamish McDonald

**CONTENT**  
Examples of contexts for communication products include -

- > Computer-Aided Design Graphics
- > Multimedia Photography
- > Sound Web design

**\*There will be an additional cost for this subject.**

**ASSESSMENT TYPES**  
Students demonstrate evidence of their learning through the following assessment types:

**School-based Assessment**

Skills and applications tasks	30%
Product	40%

**External Assessment**

Folio	30%
-------	-----



- Y8**  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology
- Y9**  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology
- Y10**  
Digital Design  
Food  
Textiles  
Metal  
Timber
- Y11**  
Information Technology  
Photography  
Information Process & Publishing  
Food & Hospitality  
Textiles  
Metal  
Timber  
Child Studies  
Business Innovations  
Workplace Practices  
Accounting
- Y12**  
Information Technology  
Photography  
Information Process & Publishing  
Food & Hospitality  
Textiles  
Metal  
Timber  
Child Studies  
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# DESIGN & TECHNOLOGIES

# 12

## SENIOR YEARS SUBJECTS

### YEAR 12 INFORMATION PROCESSING & PUBLISHING

**LEVEL** Year 12 **CREDITS** 20

**CONTACT PERSON** Hamish McDonald

#### CONTENT

Information Processing and Publishing focuses on the application of acquired technological skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the development process.

They use technology to design and implement information processing solutions, and identify, choose and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

#### ASSESSMENT TYPES

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

##### School-based Assessment

Practical skills	30%
Issues analysis	40%

##### External Assessment

Product and documentation	30%
---------------------------	-----

### YEAR 12 FOOD HOSPITALITY\*

**LEVEL** Year 12 **CREDITS** 20

**CONTACT PERSON** Hamish McDonald

#### CONTENT

This course enables students to undertake design exercises and produce evidence of their learning. A major focus is the development of skills with regards to food preparation and presentation and the changing nature of the cuisine. Students develop relevant knowledge through a range of research and practical tasks.

**\*There will be an additional cost for this subject.**

#### ASSESSMENT TYPES

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

##### School-based Assessment

Specialised Skills tasks	20%
Design Process & solution	50%

##### External Assessment

Resource study	30%
----------------	-----



**Y8**  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

**Y9**  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

**Y10**  
Digital Design  
Food  
Textiles  
Metal  
Timber

**Y11**  
Information Technology  
Photography  
Information Process &  
Publishing  
Food & Hospitality  
Textiles  
Metal  
Timber  
Child Studies  
Business Innovations  
Workplace Practices  
Accounting

**Y12**  
Information Technology  
Photography  
Information Process &  
Publishing  
Food & Hospitality  
Textiles  
Metal  
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SENIOR YEARS SUBJECTS

YEAR 12  
TEXTILES\*

**LEVEL** Year 12 **CREDITS** 20

**CONTACT PERSON** Hamish McDonald

**CONTENT**

Students are given opportunities to develop their embellishing, construction and designing skills. With an understanding of the design process, students will produce fashion garments and/or soft furnishing items. Students will have the opportunity to investigate current issues such as the environmental, social and ethical impact of the textile industry.

**\*There will be an additional cost for this subject.**

**ASSESSMENT TYPES**

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

**School-based Assessment**

Specialised Skills tasks	20%
Design Process & solution	50%

**External Assessment**

Resource Study	30%
----------------	-----

YEAR 12  
METAL\*

**LEVEL** Year 12 **CREDITS** 20

**CONTACT PERSON** Hamish McDonald

**CONTENT**

This course develops students' knowledge and understanding of metal fabrication. It incorporates arc, gas and MIG welding, fitting and machining, CAD drawing, distortion control and finishing. Learning is done by designing, constructing and evaluating a project.

Students will be able to design and draw using a computer drawing program, a project (e.g. an engineer's vice). They will critically analyse the purpose, design concepts, and production techniques required and use appropriate design strategies to make the specified products and systems. They will also examine effects of design and technology on society; respond to the ethical, cultural, and /or environmental issues inherent in design and technology.

**\*There will be an additional cost for this subject.**

**ASSESSMENT TYPES**

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

**School-based Assessment**

Skills and applications tasks	30%
Product	40%

**External Assessment**

Folio	30%
-------	-----



- Y8**
  - 3D Design/ Digital Design Food/Textiles Workshop Technology
- Y9**
  - 3D Design/ Digital Design Food/Textiles Workshop Technology
- Y10**
  - Digital Design Food Textiles Metal Timber
- Y11**
  - Information Technology Photography Information Process & Publishing Food & Hospitality Textiles Metal Timber Child Studies Business Innovations Workplace Practices Accounting
- Y12**
  - Information Technology Photography Information Process & Publishing Food & Hospitality Textiles Metal Timber Child Studies Business & Enterprise Workplace Practices

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# DESIGN & TECHNOLOGIES

# 12

# SENIOR YEARS SUBJECTS

## YEAR 12 TIMBER\*

**LEVEL** Year 12

**CREDITS** 20

**CONTACT PERSON** Hamish McDonald

### CONTENT

This course enables students to undertake a design exercise and produce pieces of furniture using different materials. A major focus is the development of skills with static and power tools associated with frame construction and "carcase" construction.

**\*There will be an additional cost for this subject.**

### ASSESSMENT TYPES

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

#### School-based Assessment

Skills and applications tasks	30%
Product	40%

#### External Assessment

Folio	30%
-------	-----

### CRITERIA

- Investigating
- Planning
- Producing
- Evaluating

## YEAR 12 CHILD STUDIES

**LEVEL** Year 12

**CREDITS** 20

**CONTACT PERSON** Hamish McDonald

### CONTENT

The Stage 2 subject focuses on children's growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of children.

Through the study of Stage 2 Child Studies students develop a variety of research, management and practical skills.

### ASSESSMENT TYPES

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

#### School-based Assessment

Practical activity	50%
Group activity	20%

#### External Assessment

Investigation	30%
---------------	-----



**Y8**  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

**Y9**  
3D Design/  
Digital Design  
Food/Textiles  
Workshop Technology

**Y10**  
Digital Design  
Food  
Textiles  
Metal  
Timber

**Y11**  
Information Technology  
Photography  
Information Process &  
Publishing  
Food & Hospitality  
Textiles  
Metal  
Timber  
Child Studies  
Business Innovations  
Workplace Practices  
Accounting

**Y12**  
Information Technology  
Photography  
Information Process &  
Publishing  
Food & Hospitality  
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SENIOR YEARS SUBJECTS

YEAR 12  
BUSINESS & ENTERPRISE

**LEVEL** Year 12 **CREDITS** 20

**CONTACT PERSON** Hamish McDonald

**CONTENT**

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, marketing, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices.

**ASSESSMENT TYPES**

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

**School-based Assessment**

Folio	30%
Practical	20%
Issues study	20%

**External Assessment**

Report	30%
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YEAR 12  
WORKPLACE PRACTICES

**LEVEL** Year 12 **CREDITS** 20

**CONTACT PERSON** Hamish McDonald

**CONTENT**

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the relationships between work-related issues and practices, the changing nature of work, industrial relations influences, and workplace issues that may be local, national or global, or industry specific.

Students can undertake learning in the workplace and reflect on and evaluate their experiences in relation to their capabilities, interests, and aspirations.

The subject may include the undertaking of Vocational Education and Training (VET) as provided under the Australian Qualifications Framework (AQF).

**ASSESSMENT TYPES**

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

**School-based Assessment**

Folio	25%
Performance	25%
Reflection	20%

**External Assessment**

Investigation	30%
---------------	-----



- Y8**
  - 3D Design/
  - Digital Design
  - Food/Textiles
  - Workshop Technology
- Y9**
  - 3D Design/
  - Digital Design
  - Food/Textiles
  - Workshop Technology
- Y10**
  - Digital Design
  - Food
  - Textiles
  - Metal
  - Timber
- Y11**
  - Information Technology
  - Photography
  - Information Process & Publishing
  - Food & Hospitality
  - Textiles
  - Metal
  - Timber
  - Child Studies
  - Business Innovations
  - Workplace Practices
  - Accounting
- Y12**
  - Information Technology
  - Photography
  - Information Process & Publishing
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  - Textiles
  - Metal
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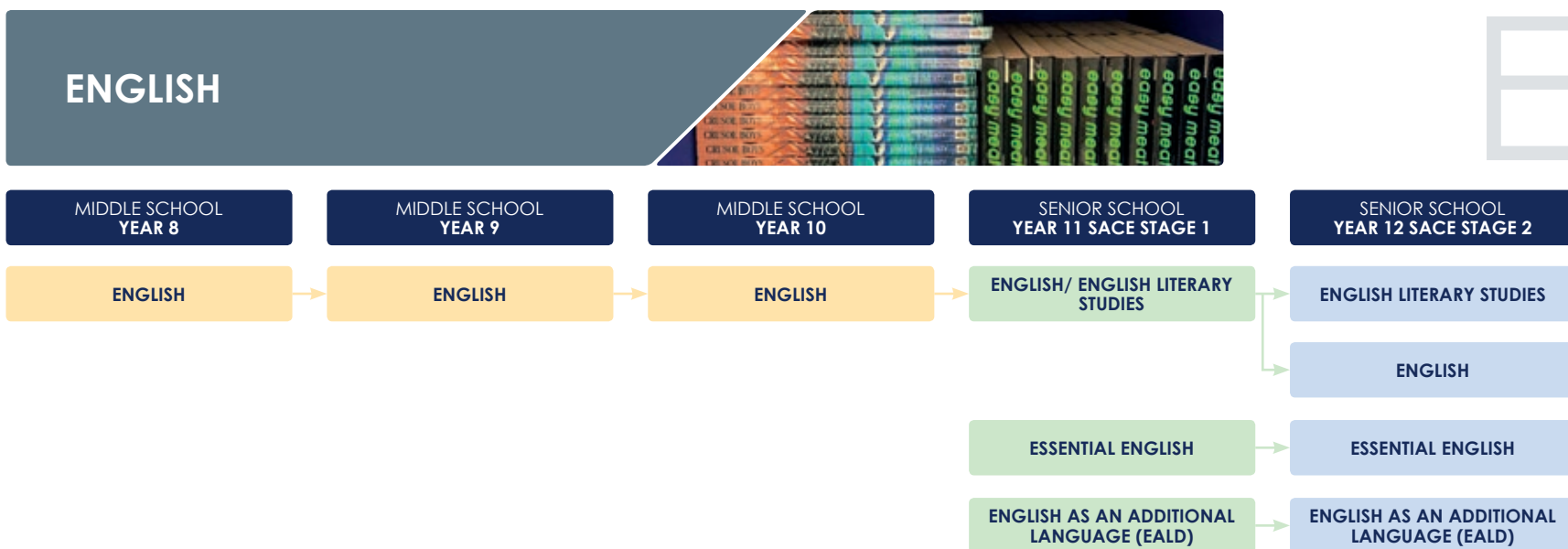


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# ENGLISH

# 8

# MIDDLE YEARS SUBJECTS

## YEAR 8 ENGLISH



**LEVEL** Year 8

**CONTACT PERSON** Fred Jarrett

**LENGTH** 2 Semesters

### CONTENT

There are 3 strands in the Australian English Curriculum, Language, Literacy and Literature.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and continue to create literary analyses and transformations of texts.

### SKILLS

#### Language

- › Understand how to change language choices for different occasions
- › Analyse the text structures applicable to various text types
- › Create oral and written texts that follow the relevant text structure
- › Understand spelling conventions
- › Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts

#### Literature

- › Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts
- › Identify, interpret and analyse how texts are created through language features and text structure
- › Create literary texts and experiment with language features

#### Literacy

- › Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives
- › Use comprehension strategies to interpret and evaluate texts
- › Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts

### IB MYP ASSESSMENT CRITERIA

- › Analysing
- › Organizing
- › Producing language
- › Using Language

# E

**Y8**  
English

**Y9**  
English

**Y10**  
English

**Y11**  
English  
English Literary Studies  
Essential English  
English as an Additional  
Language (EALD)

**Y12**  
Essential English  
English  
English Literary Studies  
English as an Additional  
Language (EALD)

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# ENGLISH

# 9

# MIDDLE YEARS SUBJECTS

## YEAR 9 ENGLISH



**LEVEL** Year 9

**CONTACT PERSON** Fred Jarrett

**LENGTH** 2 Semesters

### CONTENT

The Australian English Curriculum is built around three strands of Language, knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

Students will also engage with literary texts. They will be supported and extended to become independent readers. These texts explore themes of the human experience, ethical and global dilemmas within real-world and fictional settings. Informative texts are more complex and are about a wide range of specialized topics. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and literary analyses.

### SKILLS

#### Language

- › Understand how language evolves
- › Analyse the text structures and the choices authors make to be innovative
- › Compare and contrast techniques in constructing texts
- › Use correct punctuation conventions to create texts for different audiences and purposes
- › Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness

#### Literature

- › Recognize how people, places, identity and culture are presented in texts
- › Present and argument about the ideas and viewpoints presented in texts
- › Discover a personal understanding of the world through study of various texts
- › Create literary texts which include parody or allusion

#### Literacy

- › Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension
- › Use comprehension strategies to interpret and evaluate texts
- › Review and edit own texts to improve clarity and control over content and structure

### IB MYP ASSESSMENT CRITERIA

- › Analysing
- › Organizing
- › Producing language
- › Using Language

# E

**Y8**

English

**Y9**

English

**Y10**

English

**Y11**

English

English Literary Studies  
Essential English  
English as an Additional  
Language (EALD)

**Y12**

Essential English  
English  
English Literary Studies  
English as an Additional  
Language (EALD)



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# ENGLISH

# 10

# MIDDLE YEARS SUBJECTS

## YEAR 10 ENGLISH



**LEVEL** Year 10

**CONTACT PERSON** Fred Jarrett

**LENGTH** 2 Semesters

### CONTENT

The Australian English Curriculum is built around three strands of Language, knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

Students will also engage with literary texts. They will be supported and extended to become independent readers. These texts explore themes of the human experience, ethical and global dilemmas within real-world and fictional settings. Informative texts are more complex and are about a wide range of specialized topics. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and literary analyses.

### SKILLS

#### Language

- › Understand how language can empower and disempower people
- › Analyse the text structures of contemporary and traditional texts
- › Understand and use conventions for including references and quotes
- › Evaluate the effectiveness of images both still and moving
- › Refine vocabulary choices to improve meaning

#### Literature

- › Compare and evaluate how people, places, identity and culture are presented in texts
- › Identify, explain and discuss the ideas and viewpoints presented in texts
- › Make connections between texts
- › Create literary texts that make connections with other texts

#### Literacy

- › Plan, rehearse and deliver presentations which persuade
- › Use comprehension strategies to compare and contrast information between texts
- › Use a range of software confidently to create, edit and publish

### IB MYP ASSESSMENT CRITERIA

- › Analysing
- › Organizing
- › Producing language
- › Using Language

# E

**Y8**  
English

**Y9**  
English

**Y10**  
English

**Y11**  
English  
English Literary Studies  
Essential English  
English as an Additional  
Language (EALD)

**Y12**  
Essential English  
English  
English Literary Studies  
English as an Additional  
Language (EALD)

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# ENGLISH

# 11

## SENIOR YEARS SUBJECTS

### YEAR 11 ENGLISH LITERARY STUDIES

**\*SPECIAL REQUIREMENT** Successful completion of Y10 English

**LEVEL** Year 11

**CREDITS** 10 or 20

**CONTACT PERSON** Fred Jarrett

#### CONTENT

English Literary Studies may be undertaken as 10 credit subject at Stage 1 in the second half of the year. For students considering studying Stage 2 English Literary Studies in 2021, it is highly advisable that they select this subject.

In this subject there is an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts.

Students produce written, oral, and/or multimodal analytical responses to a text or texts. Students analyse a text from one or more critical perspectives. They may respond to texts in a variety of forms including a series of short answers and/or extended responses.

Students create imaginative, interpretive, and/or persuasive texts for different purposes, contexts, and audiences in written, oral, and/or multimodal forms.

Students produce a minimum of 5 assessment tasks, two from responding to texts and two from creating texts. One text is an intertextual study.

#### ASSESSMENT TYPES

Students are assessed against SACE English performance standards.

Each semester, students are assessed in three different task types:

- 25% Responding to texts
- 50% Creating texts
- 25% Intertextual study

Year 11 (Stage 1) English is assessed using performance standards describing five levels of achievement reported with the grades A to E.

#### SPECIAL REQUIREMENT

Successful completion of Y10 English

#### CRITERIA

For a 10 credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

For a 20 credit subject, students should provide evidence of their learning through eight assessments. Each assessment type should have a weighting of at least 20%.



**Y8**  
English

**Y9**  
English

**Y10**  
English

**Y11**  
English  
English Literary Studies  
Essential English  
English as an Additional  
Language (EALD)

**Y12**  
Essential English  
English  
English Literary Studies  
English as an Additional  
Language (EALD)

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# ENGLISH

# 11

# SENIOR YEARS SUBJECTS

## YEAR 11 ENGLISH

### LEVEL Year 11

**CREDITS** 10 or 20

**CONTACT PERSON** Fred Jarrett

### CONTENT

English may be studied as -  
10 credit subject or a 20 credit subject at Stage 1  
and as a  
20 credit subject at Stage 2

In English, students analyse the interrelationship between author, text and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives, an understanding of purpose, context and audience is applied in students' own creation of imaginative, interpretative, analytical and persuasive texts that may be written, oral or multimodal.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past and from Australian and other cultures.

### ASSESSMENT TYPES

The following assessment types enable students to demonstrate their learning in Stage 1 English -

- Responding to texts
- Creating texts
- Intertextual study

### CRITERIA

For a 10 credit subject, students should provide evidence of their learning through four assessments, with at least one assessment from each assessment type.

At least one assessment should be an oral or multimodal presentation and at least one should be in written form. Each assessment type should have a weighting of at least 20%.

For a 20 credit subject, students should provide evidence of their learning through eight assessments with at least two assessments from each assessment type. At least two assessments should be oral or multimodal presentations and at least two should be in written form. Each assessment type should have a weighting of at least 20%.



**Y8**

English

**Y9**

English

**Y10**

English

**Y11**

English

English Literary Studies

Essential English

English as an Additional  
Language (EALD)

**Y12**

Essential English

English

English Literary Studies

English as an Additional  
Language (EALD)

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ENGLISH

11

SENIOR YEARS SUBJECTS



YEAR 11  
ESSENTIAL ENGLISH

LEVEL Year 11 CREDITS 10 or 20

CONTACT PERSON Fred Jarrett

CONTENT

Essential English may be undertaken as 10 credit subject or a 20-credit subject at Stage 1 and as a 20 credit subject at Stage 2. In this subject students respond to and create texts in and for a range of personal, social, cultural and/or workplace contexts.

Students understand and interpret information, ideas and perspectives in texts and consider ways in which language choices are used to influence opinions and decisions.

The learning requirements summarises the key knowledge, skills and understandings that students are expected to develop and demonstrate through learning in Stage 1 Essential English.

In this subject, students are expected to -

- › Develop communication skills through reading, viewing, writing, listening and speaking
- › Comprehend information, ideas, and perspectives in texts selected from social, cultural, community, workplace and/or imagined contexts
- › Identify and analyse how the structure and language of texts carries for different purposes, audiences and contexts
- › Express information, ideas and perspectives using a range of textual conventions
- › Create oral, written and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts

ASSESSMENT TYPES

Assessment at Stage 1 is school based on the following assessment types enable students to demonstrate their learning in Stage 1 Essential English -

- › Responding to texts
- › Creating texts

CRITERIA

For a 10 credit subject, students should provide evidence of their learning through four assessments, with at least one assessment form each assessment type.

At least one assessment should be an oral or multimodal presentation and at least one should be in written form. Each assessment type should have a weighting of at least 20%.

For a 20 credit subject, students should provide evidence of their learning through eight assessments, with at least two assessments from each assessment type. At least two assessments should be delivered oral or multimodal presentations and at least two should be in written form.

- Y8 English
- Y9 English
- Y10 English
- Y11 English  
English Literary Studies  
Essential English  
English as an Additional Language (EALD)
- Y12 Essential English  
English  
English Literary Studies  
English as an Additional Language (EALD)



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# ENGLISH

# 11

# SENIOR YEARS SUBJECTS

## YEAR 11 ENGLISH AS AN ADDITIONAL LANGUAGE (EALD)

**LEVEL** Year 11

**CREDITS** 10 or 20

**CONTACT PERSON** Fred Jarrett

### CONTENT

Stage 1 English as an Additional Language may be studied as a 10 credit subject or a 20 credit subject. This subject focuses on development and use of skills and strategies in communication, comprehension, language and text analysis and creating texts.

Through studying a variety of oral, written and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include for example, a newspaper article, a podcast, a short story, an extract from a prose text or a scene from a film. Students explore the relationship between these structures and features and the context, purpose and audience texts. Information, ideas and opinions in texts are identified and interpreted.

Students develop confidence in creating texts for different purposes in both real and implied contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English through their study of texts and language. They develop skills for research and academic study.

### ASSESSMENT TYPES

The following assessment types enable students to demonstrate their learning in Stage 1 English as an additional language-

- Responding to texts
- Interactive study
- Language study

### CRITERIA

For a 10 credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

For a 20 credit subject, students should provide evidence of their learning through eight assessments. Each assessment type should have a weighting of at least 20%.



**Y8**  
English

**Y9**  
English

**Y10**  
English

**Y11**  
English  
English Literary Studies  
Essential English  
English as an Additional  
Language (EALD)

**Y12**  
Essential English  
English  
English Literary Studies  
English as an Additional  
Language (EALD)

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Cross-disciplinary 47

Design & Technologies 51

English 75

Health & PE 86

Humanities & Social Sciences 98

Languages 110

Mathematics 121

Sciences 133

VET Subjects 143

ENGLISH

12

SENIOR YEARS SUBJECTS

YEAR 12  
ENGLISH

**LEVEL** Year 12

**CREDITS** 20

**CONTACT PERSON** Fred Jarrett

**CONTENT**

In English students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

**ASSESSMENT TYPES**

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

**School-based Assessment**

Responding to texts	30%
Creating texts	40%

**External Assessment**

Comparative Analysis	30%
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YEAR 12  
ENGLISH LITERARY STUDIES

Exam

**LEVEL** Year 12

**CREDITS** 20

**CONTACT PERSON** Fred Jarrett

**CONTENT**

Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

Students produce responses that show the depth and clarity of their understanding. They extend their ability to sustain a reasoned critical argument by developing strategies that allow them to weigh alternative opinions against each other. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed.

**ASSESSMENT TYPES**

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

**School-based Assessment**

Responding to texts	50%
Creating texts	20%

**External Exam**

Part A Comparative text study	15%
Part B Critical reading	15%



- Y8**  
English
- Y9**  
English
- Y10**  
English
- Y11**  
English
- English Literary Studies
- Essential English
- English as an Additional Language (EALD)
- Y12**  
Essential English
- English
- English Literary Studies
- English as an Additional Language (EALD)

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# ENGLISH

# 12

# SENIOR YEARS SUBJECTS

## YEAR 12 ENGLISH AS AN ADDITIONAL LANGUAGE (EALD) <sup>Exam</sup>

**LEVEL** Year 12 **CREDITS** 20

**CONTACT PERSON** Fred Jarrett

### CONTENT

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and text creation.

Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, a short story, an extract from a prose text, or a scene from a film. Students explore the relationship between the structures and features and the purpose, audience, and context of texts. Information, ideas, and opinions in texts are identified and evaluated. Personal, social, and cultural perspectives in texts are analysed and evaluated.

Students develop confidence in creating texts for different purposes in both real and imagined contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. They develop skills for research and academic study.

### ASSESSMENT TYPES

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

#### School-based Assessment

Academic literacy study	30%
Responses to texts	40%

#### External Assessment

2 ½ hour exam	30%
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## YEAR 12 ESSENTIAL ENGLISH

**LEVEL** Year 12 **CREDITS** 20

**CONTACT PERSON** Fred Jarrett

### CONTENT

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

Students who complete 20 credits of this subject with a C grade or better will meet the literacy requirement of the SACE.

### ASSESSMENT TYPES

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

#### School-based Assessment

Responding to texts	50%
Creating texts	20%

#### External Assessment

Language Study	30%
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Students provide evidence of their learning through seven assessments, including the external assessment component.

Students complete:

- 3 assessments for responding to texts
- 3 assessments for creating texts
- 1 language study



**Y8**  
English

**Y9**  
English

**Y10**  
English

**Y11**  
English  
English Literary Studies  
Essential English  
English as an Additional  
Language (EALD)

**Y12**  
Essential English  
English  
English Literary Studies  
English as an Additional  
Language (EALD)



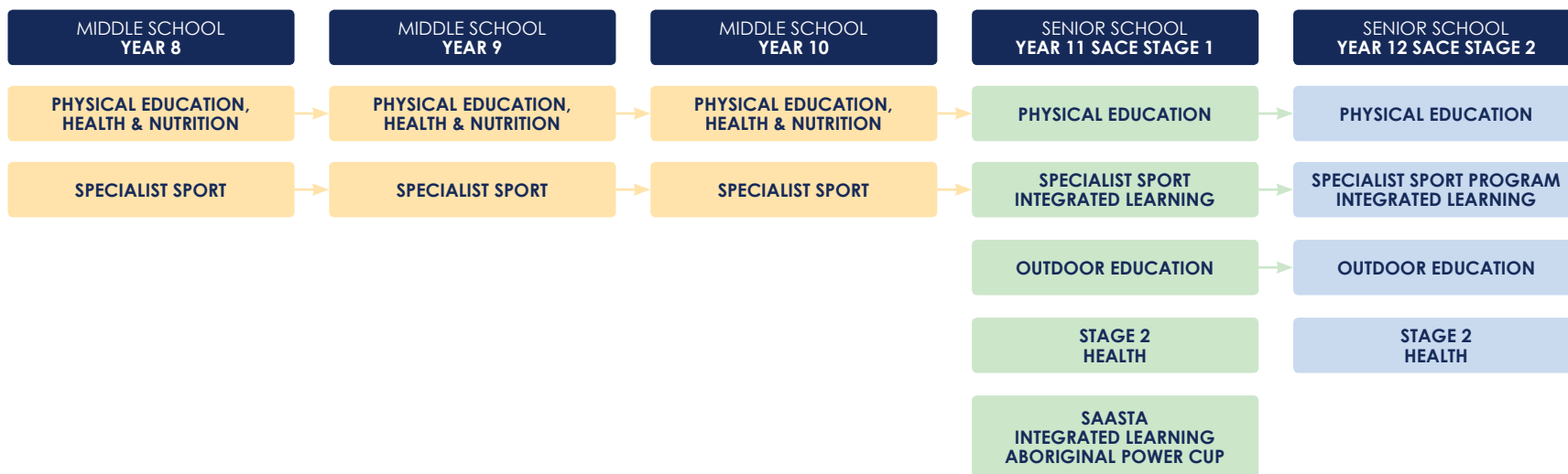


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# HEALTH & PHYSICAL EDUCATION

## 8

## MIDDLE YEARS SUBJECTS

### YEAR 8 PHYSICAL EDUCATION, HEALTH & NUTRITION



**LEVEL** Year 8

**LENGTH** 2 Semesters

**CONTACT PERSON** Theo Tsiounis

#### CONTENT

In Physical Education aims to promote the development of a range of motor skills and encourages students to understand the importance of a balanced, healthy lifestyle. This is achieved through three areas of study: Physical Education, Health and Nutrition.

First year Physical Education students should develop a greater knowledge of the components of physical health, an increased ability to reflect on their own strengths and progress and develop a sense of responsibility and interpersonal skills.

#### SKILLS

Students participate and develop practical skills in a variety of sports. They will be expected to work individually and/ or part of a group/team to improve their communication and interpersonal skills.

Literacy and numeracy skills will be developed through self-testing fitness and being able to communicate in written and oral forms on ideas and insights into related health and nutritional issues.

Research and investigative skills will be developed through investigation of issues related to Physical Education, Health and Nutrition. Technological skills will be developed in the presentation, investigation and testing of practical and theoretical aspects of the course.

#### IB MYP ASSESSMENT TYPES

Performance is assessed through a variety of components including, knowledge and understanding through common research/ comprehension tasks, practical application of theoretical concepts to the sporting environment, analysis of data, self and group evaluation as well as production and presentation of healthy foods.

#### CRITERIA

Using knowledge, planning through inquiry, applying and performing and reflecting and demonstrating.



**Y8**  
PH, Health & Nutrition  
Specialist Sport

**Y9**  
PH, Health & Nutrition  
Specialist Sport

**Y10**  
PH, Health & Nutrition  
Specialist Sport

**Y11**  
Outdoor Education  
Physical Education  
Specialist Sport  
SAASTA Integrated Learning  
Aboriginal Power Cup  
SAASTA Integrated Learning  
Health & Fitness

**Y12**  
Outdoor Education  
Physical Education  
Specialist Sport Program-  
Integrated Learning  
Stage 2 Health

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# HEALTH & PHYSICAL EDUCATION

## 8

## MIDDLE YEARS SUBJECTS

### YEAR 8 SPECIALIST SPORT\*



**LEVEL** Year 8

**CONTACT PERSON** Theo Tsiounis

**LENGTH** 2 Semesters

#### CONTENT

In Year 8 the Specialist Sport Program covers Football (Soccer), Hockey and Cycling. After trialling in Year 7 students are invited to take part in one of the above sport programs. The main goal of the program is to equip students with the skills and knowledge required for success as an elite sports person. The practical component of the program concentrates on individual and team skill development.

The program aims to extend knowledge of the particular sport by incorporating the skills required for officiating, understanding the rules of the sport and the OH&S issues including injury prevention. The program also promotes healthy lifestyles and fitness for sport involvement.

**\*There will be an additional cost for this subject.**

#### SKILLS

Students will be expected to participate and develop practical sporting skills in a variety of sports. They will work individually and as part of a group/team, to improve their communication and interpersonal skills. Literacy and Numeracy skills will be developed through self-testing and analysing fitness and being able to communicate in written and oral forms on ideas and related health and nutritional issues. Research and investigative skills will be developed through investigation of issues related to Physical Education, Health and Nutrition. Technological skills will be developed in the presentation, investigation and testing of practical and theoretical aspects of the course.

#### IB MYP ASSESSMENT TYPES

Performance through a variety of practical checklists, knowledge and understanding through common research/ comprehension tasks, practical application of theoretical concepts to the sporting environment, analysis of data and self and group evaluation.

#### CRITERIA

Using knowledge, planning through inquiry, applying and performing and reflecting and demonstrating.

**Y8**  
PH, Health & Nutrition  
Specialist Sport

**Y9**  
PH, Health & Nutrition  
Specialist Sport

**Y10**  
PH, Health & Nutrition  
Specialist Sport

**Y11**  
Outdoor Education  
Physical Education  
Specialist Sport  
SAASTA Integrated Learning  
Aboriginal Power Cup  
SAASTA Integrated Learning  
Health & Fitness

**Y12**  
Outdoor Education  
Physical Education  
Specialist Sport Program-  
Integrated Learning  
Stage 2 Health

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# HEALTH & PHYSICAL EDUCATION

# 9

## MIDDLE YEARS SUBJECTS

### YEAR 9 PHYSICAL EDUCATION, HEALTH & NUTRITION



**LEVEL** Year 9

**CONTACT PERSON** Theo Tsiounis

**LENGTH** 2 Semesters

#### CONTENT

Physical Education, Health and Nutrition students will gain an understanding of how to live healthy and active lifestyles through enjoyable activities that contribute to healthy living.

Students will be engaged in a variety of theory and practical topics in relation to maintaining positive health. Theory topics such as alcohol awareness, emotional health and human sexuality, will ensure students have a greater understanding of the links between lifestyle choices and their general health and well-being.

Practical topics including football codes, tennis, softball and yoga will concentrate on skill development, team work, goal setting and leadership. Students will be encouraged to establish links between different areas of experience and engage in self-reflection, communication and teamwork.

#### SKILLS

- Students develop the motor skills necessary to successfully participate in a variety of physical activities
- Knowledge to make healthy food choices and develop kitchen skills and the skills necessary to implement such choices in their day-to-day lives
- Group work and team work skills
- Communication and literacy skills

#### IB MYP ASSESSMENT TYPES

- Use of knowledge
- Performance through practical skill development and food preparation
- Social skills and personal engagement
- Numeracy through data analysis
- Writing clear responses using correct terminology

#### CRITERIA

Using knowledge, planning through inquiry, applying and performing and reflecting and demonstrating.

# H

**Y8**  
PH, Health & Nutrition  
Specialist Sport

**Y9**  
PH, Health & Nutrition  
Specialist Sport

**Y10**  
PH, Health & Nutrition  
Specialist Sport

**Y11**  
Outdoor Education  
Physical Education  
Specialist Sport  
SAASTA Integrated Learning  
Aboriginal Power Cup  
SAASTA Integrated Learning  
Health & Fitness

**Y12**  
Outdoor Education  
Physical Education  
Specialist Sport Program-  
Integrated Learning  
Stage 2 Health

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# HEALTH & PHYSICAL EDUCATION

## 9

## MIDDLE YEARS SUBJECTS

### YEAR 9 SPECIALIST SPORT\*



**LEVEL** Year 9

**LENGTH** 2 Semesters

**CONTACT PERSON** Theo Tsiounis

#### CONTENT

The year 9, Specialist Sport Program covers three areas – Football (soccer), Hockey and Cycling. Trials are held during the previous year to ascertain whether students are accepted into the year 8 program.

Accepted Specialist Sport students will learn to further develop individual and team practical skills during small and large sided games. Students will gain deeper knowledge and understanding of key areas of fitness for the particular sport including training phases, training methods and motivation as well as knowledge and understanding of the health and nutritional issues associated with competition and training and the importance of recovery and hydration.

**\*There will be an additional cost for this subject.**

#### SKILLS

Students will be expected to participate and develop practical sporting skills in a variety of sports. There will also be a focus on development of student communication and interpersonal skills and the development of written and verbal literacy through a range of individual and group/team tasks.

#### IB MYP ASSESSMENT TYPES

- Practical performance checklists
- Knowledge and understanding through common research/ comprehension tasks
- Practical application of theoretical concepts to the sporting environment
- Data analysis
- Self and group evaluation

#### CRITERIA

Using knowledge, planning through inquiry, applying and performing, reflecting and demonstrating.

**Y8**  
PH, Health & Nutrition  
Specialist Sport

**Y9**  
PH, Health & Nutrition  
Specialist Sport

**Y10**  
PH, Health & Nutrition  
Specialist Sport

**Y11**  
Outdoor Education  
Physical Education  
Specialist Sport  
SAASTA Integrated Learning  
Aboriginal Power Cup  
SAASTA Integrated Learning  
Health & Fitness

**Y12**  
Outdoor Education  
Physical Education  
Specialist Sport Program-  
Integrated Learning  
Stage 2 Health



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# HEALTH & PHYSICAL EDUCATION

# 10

## MIDDLE YEARS SUBJECTS

### YEAR 10 PHYSICAL EDUCATION, HEALTH & NUTRITION



**LEVEL** Year 10

**CONTACT PERSON** Theo Tsiounis

**LENGTH** 2 Semesters

#### CONTENT

The aim of year 10 Physical Education Health and Nutrition is for students to achieve a critical understanding of physical activity through the integration of theory and practice. There are three components to this course: Physical Education, Health and Nutrition.

In Physical Education students will participate in a variety of individual physical activities and team sports to further develop their practical skills and analyse the connections between skills, tactics, fitness requirements and performance. During Health, students explore the concepts of resilience, communication, relationships and personal growth, whilst the focus of nutrition is on healthy eating and positive lifestyle changes.

#### SKILLS

Students will be expected to participate and develop practical sporting skills in a variety of sports. They will also focus on their communication and interpersonal skills whilst working individually and as part of a group/team.

Literacy, numeracy and research skills will be developed through self-testing, analysing fitness and communicating in written and oral forms on health and nutritional issues.

#### IB MYP ASSESSMENT TYPES

Students will be assessed on:

- › Performance through a variety of practical checklists
- › Knowledge and understanding
- › Practical application of theoretical concepts to the sporting environment
- › Data Analysis
- › Self and group evaluation
- › Production and presentation of food

#### CRITERIA

Using knowledge, planning through inquiry, applying and performing, reflecting and demonstrating.



#### Y8

PH, Health & Nutrition  
Specialist Sport

#### Y9

PH, Health & Nutrition  
Specialist Sport

#### Y10

PH, Health & Nutrition  
Specialist Sport

#### Y11

Outdoor Education  
Physical Education  
Specialist Sport  
SAASTA Integrated Learning  
Aboriginal Power Cup  
SAASTA Integrated Learning  
Health & Fitness

#### Y12

Outdoor Education  
Physical Education  
Specialist Sport Program-  
Integrated Learning  
Stage 2 Health

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# HEALTH & PHYSICAL EDUCATION

# 10

## MIDDLE YEARS SUBJECTS

### YEAR 10 SPECIALIST SPORT\*



**LEVEL** Year 10

**CONTACT PERSON** Theo Tsiounis

**LENGTH** 2 Semesters

#### CONTENT

At year 10 Specialist Sport Program covers three areas – Football (soccer), Hockey and Cycling. Trials are held the previous year to ascertain which students progress and to invite additional students.

The year 10 program builds upon the years 8 and 9 programs and further develops individual and team practical skills during small and large sided games. It also extends upon student knowledge and understanding in the areas of fitness for their particular sport, training phases, training methods and motivation for activity.

The program also develops further the knowledge and understanding of the health and nutritional issues associated with competition and training and the importance of recovery and hydration.

**\*There will be an additional cost for this subject.**

#### SKILLS

Students participate and develop practical sporting skills in a variety of sports. Students will also focus on developing written and verbal literacy skills and improving their communication and interpersonal skills. They will be expected to work both individually and as part of a group/team.

#### IB MYP ASSESSMENT TYPES

- Use of knowledge in particular sports
- Performance through practical skill development and practical skills displayed during games
- Social skills and personal engagement
- Writing clear responses using correct terminology

#### CRITERIA

Using knowledge, planning through inquiry, applying and performing, reflecting and demonstrating.

**Y8**  
PH, Health & Nutrition  
Specialist Sport

**Y9**  
PH, Health & Nutrition  
Specialist Sport

**Y10**  
PH, Health & Nutrition  
Specialist Sport

**Y11**  
Outdoor Education  
Physical Education  
Specialist Sport  
SAASTA Integrated Learning  
Aboriginal Power Cup  
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**Y12**  
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Stage 2 Health

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HEALTH & PHYSICAL EDUCATION

11

SENIOR YEARS SUBJECTS

YEAR 11  
OUTDOOR EDUCATION

LEVEL Year 11 CREDITS 10 or 20  
CONTACT PERSON Theo Tsiounis

CONTENT  
In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives and physical and emotional health through participating in outdoor activities. Students develop skills in risk management and safety management and reflect on environmental practices.

There will be an additional cost for this subject.

- ASSESSMENT TYPES
- Practical
  - Folio
  - Report
- For a 10 credit subject, students should provide evidence of their learning through four or five assessments. Each assessment type should have a weighting of at least 20%.
- Students undertake:
- One outdoor journey that includes an outdoor activity, and at least one other outdoor activity, for the practical
  - One folio assessment
  - A report for the outdoor journey

YEAR 11  
PHYSICAL EDUCATION

LEVEL Year 11 CREDITS 10 or 20  
CONTACT PERSON Theo Tsiounis

CONTENT  
In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues.

- ASSESSMENT TYPES
- Practical
  - Folio
- For a 10 credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students undertake at least one assessment from each assessment type.
- Students undertake:
- 2 or 3 practicals. The practical topics will be negotiated within the class. They will be chosen according to the facilities available and previous learning experience of the students.
  - Practical topics will be chosen to give students the best opportunity for success at Stage 2 PE.
  - 2 assessments for the folio



- Y8  
PH, Health & Nutrition  
Specialist Sport
- Y9  
PH, Health & Nutrition  
Specialist Sport
- Y10  
PH, Health & Nutrition  
Specialist Sport
- Y11  
Outdoor Education  
Physical Education  
Specialist Sport  
SAASTA Integrated Learning  
Aboriginal Power Cup  
SAASTA Integrated Learning  
Health & Fitness
- Y12  
Outdoor Education  
Physical Education  
Specialist Sport Program-  
Integrated Learning  
Stage 2 Health

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Humanities & Social Sciences	98
Languages	110
Mathematics	121
Sciences	133
VET Subjects	143

# HEALTH & PHYSICAL EDUCATION

# 11

## SENIOR YEARS SUBJECTS

### YEAR 11 SPECIALIST SPORT\*

**LEVEL** Year 11 **CREDITS** 10 or 20  
**CONTACT PERSON** Theo Tsiounis

#### CONTENT

The Specialist Sport Program (SSP) in Cycling, Hockey and Football (Soccer) provides both elite and talented players the opportunity to develop their skills, with the aim of playing to the highest level while providing a balanced high quality education. See page 14 for details about the Specialist Sports Program (SSP).

**\*There will be an additional cost for this subject.**

#### ASSESSMENT TYPES

Group project, Skills and application tasks and analysis.  
For a 10 credit subject, it is recommended that students provide evidence of their learning through three or four assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.

### YEAR 11 SAASTA INTEGRATED LEARNING ABORIGINAL POWER CUP

**LEVEL** Year 11 **CREDITS** 10  
**CONTACT PERSON** Theo Tsiounis

#### CONTENT

This subject is open to all senior Aboriginal students. Students work individually and as a group to complete a number of set tasks that work towards participation in a 3 day Carnival. The focus of the carnival is on playing 9-a-side football matches, with participation in cultural activities and attendance at careers presentations and expo as coordinated activities.

Students gain points for their team by completing tasks and the girls and boys teams with the highest number of points earn the right to play off in the Grand Final prior to a Port Power game at AAMI stadium. Regular attendance is a key factor in gaining points.

#### ASSESSMENT TYPES

Practical, Group activity and Folio and discussion

For a 10 credit subject, students should provide evidence of their learning through three or four assessments. Each assessment type should have a weighting of at least 20%.

### YEAR 11 SAASTA INTEGRATED LEARNING HEALTH & FITNESS

**LEVEL** Year 11 **CREDITS** 10  
**CONTACT PERSON** Theo Tsiounis

#### CONTENT

In Semester 2 SAASTA students will have the opportunity to undertake Integrated Learning - Health and Fitness. The subject will have a focus on three main sporting activities. These are Football (Soccer), Athletics and Surf Life Saving. Students will gain accreditation and certification in all 3 activities.

Programs will be conducted by the teacher using resources provided by the sporting associations. Representatives from each association will conduct school and regional clinics for the students to further their skills and knowledge. The subject will culminate in a two day carnival in Adelaide focusing on Surf Life Saving and Athletics where students from all SAASTA schools will compete.

#### ASSESSMENT TYPES

- Practical
- Folio
- Analysis

For a 10 credit subject, students should provide evidence of their learning through four or five assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:

- 2 or 3 practicals
- 2 assessment for the folio



**Y8**  
PH, Health & Nutrition  
Specialist Sport

**Y9**  
PH, Health & Nutrition  
Specialist Sport

**Y10**  
PH, Health & Nutrition  
Specialist Sport

**Y11**  
Outdoor Education  
Physical Education  
Specialist Sport  
SAASTA Integrated Learning  
Aboriginal Power Cup  
SAASTA Integrated Learning  
Health & Fitness

**Y12**  
Outdoor Education  
Physical Education  
Specialist Sport Program-  
Integrated Learning  
Stage 2 Health

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# HEALTH & PHYSICAL EDUCATION

# 12

## SENIOR YEARS SUBJECTS

### YEAR 12 STAGE 2 HEALTH

**LEVEL** Year 12

**CREDITS** 20

**CONTACT PERSON** Theo Tsiounis

#### CONTENT

In Health, students focus on the health and well-being of individuals, communities, and societies in shared environments. Students take a holistic approach, recognising various factors that shape behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. They gain an understanding of how health incorporates the underpinning principles of respect for diversity, social justice, and supportive environments. They consider the physical, emotional, social, cognitive, and spiritual aspects of well-being.

#### SKILLS

Students develop skills in health literacy by considering how changing social structures, technologies, community values, and complex economic, political, environmental, and social issues, affect the health and well-being of individuals and communities.

In Health, students examine the interrelationship of lifestyle, physical activity, social behaviour, health care, health care systems, and the challenges of maintaining and promoting healthy environments and healthy living in society. They examine the impact of interactions between the individual, the family, the wider community, and the environment on the health of populations. Students recognise the important role of governments and other agencies in addressing health priorities and allocating resources to build health and well-being at local, state, national, and global levels.

Students learn to be proactive in promoting lifelong skills to improve health outcomes and quality of life for themselves and their communities.

#### ASSESSMENT TYPES

##### School-based Assessment

Group Investigation and Presentation	30%
Issues Analysis	20%
Practical Activity	20%

##### External Assessment

Investigation	30%
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### YEAR 12 SPECIALIST SPORT PROGRAM INTEGRATED STUDIES

**LEVEL** Year 12

**CONTACT PERSON** Theo Tsiounis

#### CONTENT

The Specialist Sport Program (SSP) in Cycling, Hockey and Football (Soccer) provides both elite and talented players the opportunity to develop their skills with the aim of playing to the highest level while maintaining a balanced high quality education.

#### ASSESSMENT TYPES

##### School-based Assessment

Practical	30%
Group activity	20%
Folio & discussion	20%
Project	30%



**Y8**  
PH, Health & Nutrition  
Specialist Sport

**Y9**  
PH, Health & Nutrition  
Specialist Sport

**Y10**  
PH, Health & Nutrition  
Specialist Sport

**Y11**  
Outdoor Education  
Physical Education  
Specialist Sport  
SAASTA Integrated Learning  
Aboriginal Power Cup  
SAASTA Integrated Learning  
Health & Fitness

**Y12**  
Outdoor Education  
Physical Education  
Specialist Sport Program-  
Integrated Learning  
Stage 2 Health



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# HEALTH & PHYSICAL EDUCATION

# 12

## SENIOR YEARS SUBJECTS

### YEAR 12 OUTDOOR EDUCATION\*

Camp

**LEVEL** Year 12

**CREDITS** 20

**CONTACT PERSON** Theo Tsiounis

#### CONTENT

In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. Students develop skills in risk management and reflect on environmental practices.

Whilst there are no pre-requisites some knowledge of First Aid camping experience would be useful. Students undertaking this exciting course should have an interest in bushwalking, canoeing and the natural environment.

**\*There is an additional cost for this subject to cover camps and excursions through the year.**

Students should be organised to allow for excursion and camps totalling approximately 14 days over the year.

#### ASSESSMENT TYPES

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

##### School-based Assessment

Folio	20%
Group practical	30%
Individual practical (self-reliant)	20%

##### External Assessment

Environmental Investigation	30%
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### YEAR 12 PHYSICAL EDUCATION

**LEVEL** Year 12

**CREDITS** 20

**CONTACT PERSON** Theo Tsiounis

#### CONTENT

Physical Education students gain an understanding of human functioning and physical activity and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacity through performance analysis and through research of health and lifestyle issues.

Students will study units in physical performance, skill development and biomechanics, with a focus on They will developing communication and investigation skills in, and the ability to apply knowledge to practical situations.

Students explore their participation in and performance during a range of human physical activities. It is an experiential subject in which students explore their They gain a deeper understanding of their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which leads to greater movement confidence and competence. Physical activities can include sports, theme-based games, fitness and recreational activities.

#### ASSESSMENT TYPES

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

##### School-based Assessment

Type 1 Diagnostics	30%
Type 2 Improvement Analysis	40%

##### External Assessment

Type 3 Group Dynamics	30%
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# H

**Y8**

PH, Health & Nutrition  
Specialist Sport

**Y9**

PH, Health & Nutrition  
Specialist Sport

**Y10**

PH, Health & Nutrition  
Specialist Sport

**Y11**

Outdoor Education  
Physical Education  
Specialist Sport  
SAASTA Integrated Learning  
Aboriginal Power Cup  
SAASTA Integrated Learning  
Health & Fitness

**Y12**

Outdoor Education  
Physical Education  
Specialist Sport Program-  
Integrated Learning  
Stage 2 Health

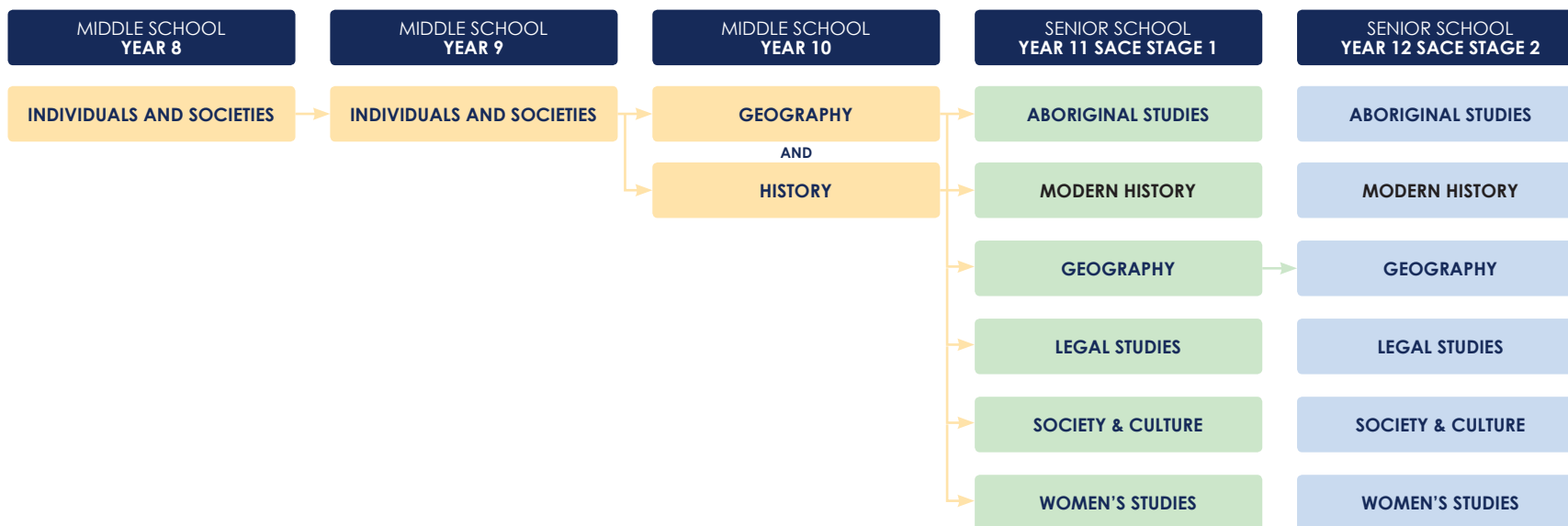


# HUMANITIES & SOCIAL SCIENCES

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# HUMANITIES & SOCIAL SCIENCES

## 8

## MIDDLE YEARS SUBJECTS

### YEAR 8 INDIVIDUALS AND SOCIETIES



**LEVEL** Year 8

**CONTACT PERSON** Fred Jarrett

**LENGTH** 2 Semesters

#### CONTENT

Humanities are divided into three core areas of study - History, Geography, Civics and Citizenship.

#### History

The Australian Curriculum History is organised into two strands-

- › Historical knowledge and understanding
- › Historical skills

At Year 8 the three In-depth Studies are: Medieval Europe c 590-1500, The Ottoman Empire c 1299 - c 1683 or the Polynesian expansion across the Pacific c 700 - 1756 and The Spanish in the Americas c1492-1572.

#### Geography

Geography is the study of the earth and its features. Students learn about the distribution of life on earth, including human life and its impacts. Geography is organised into two strands-

- › Geographical knowledge and understanding
- › Geographical inquiry and skills

**At year 8, the study of Geography is seperated into two topics**

**Topic 1** Environmental geography and resources and **Topic 2** Why people live where they do.

#### Civics and Citizenship

Civics and Citizenship is organised into two strands-

- › Civics and Citizenship, knowledge and understanding
- › Civics and Citizenship skills

#### SKILLS

##### History

- › Sequence historical events, developments and periods
- › Use historical terms and concepts
- › Identify and locate relevant sources

##### Geography

- › See relationships between geographical concepts such as place, space and environment
- › Formulating a question and research action plan of a specific geographical nature
- › Develop observation recording skills

##### Civics and Citizenship

- › Questioning and research
- › Analysis
- › Problem solving

#### CRITERIA

Knowledge and understanding, vnvestigating, thinking critically and communicating.



**Y8**  
Individuals & Societies

**Y9**  
Individuals & Societies

**Y10**  
Geography  
AND  
History

**Y11**  
Aboriginal Studies  
Modern History  
Geography  
Legal Studies  
Society & Culture  
Women's Studies

**Y12**  
Aboriginal Studies  
Modern History  
Geography  
Legal Studies  
Society & Culture  
Women's Studies



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# HUMANITIES & SOCIAL SCIENCES

## 9

## MIDDLE YEARS SUBJECTS

### YEAR 9 INDIVIDUALS AND SOCIETIES



**LEVEL** Year 9

**CONTACT PERSON** Fred Jarrett

**LENGTH** 2 Semesters

#### CONTENT

Humanities are divided into three core areas of study - History, Geography, Civics and Citizenship.

#### History

The Australian Curriculum History is organised into two strands - Historical knowledge and understanding and Historical skills.

At Year 9 the three In-depth Studies are: The Industrial Revolution (1750-1914), Making a Nation (Australia) and World War One (1914-1918)

#### Geography

Geography is the study of the earth and its features. Students learn about the distribution of life on earth, including human life and its impacts. Geography is organised into two strands-

- Geographical knowledge and understanding
- Geographical inquiry and skills

**There are two topics studied in Geography**

**Topic 1** Biomes and food security and **Topic 2** Geographies of interconnections

#### SKILLS

##### History

- Use historical terms and concepts
- Identify and select different kinds of questions about the past to inform historical inquiry
- Identify and analyse the perspectives of people from the past

##### Geography

- Problem solving
- See relationships between geographical concepts such as place, space and environment
- Develop observation recording skills

#### CRITERIA

Knowledge and understanding, investigating, thinking critically and communicating



**Y8**  
Individuals & Societies

**Y9**  
Individuals & Societies

**Y10**  
Geography  
AND  
History

**Y11**  
Aboriginal Studies  
Modern History  
Geography  
Legal Studies  
Society & Culture  
Women's Studies

**Y12**  
Aboriginal Studies  
Modern History  
Geography  
Legal Studies  
Society & Culture  
Women's Studies



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Cross-disciplinary 47

Design & Technologies 51

English 75

Health & PE 86

Humanities & Social Sciences 98

Languages 110

Mathematics 121

Sciences 133

VET Subjects 143

HUMANITIES & SOCIAL SCIENCES

10

MIDDLE YEARS SUBJECTS

YEAR 10 GEOGRAPHY



**LEVEL** Year 10 **LENGTH** 1 Semester

**CONTACT PERSON** Fred Jarrett

**CONTENT**

Geography investigates and develops an understanding of the earth and its features. It considers why places have their particular environments and human characteristics; how and why these characteristics vary from place to place; how places are connected, and how and why they are changing. Geography also explores ways of influencing and managing the future of places including their environmental, economic and social sustainability.

**Topics at Year 10 include -**

**Environmental change and management** – Processes in coastal environments.

**Geographies of human wellbeing** – What is human wellbeing, how it is measured and what aspects can we alter to enhance global equity.

Students will work with a range of geographical concepts such as: change, distance, landscape, interdependence, location and sustainability.

**SKILLS**

- Understand cause and effect relationships
- Evaluate primary and secondary data
- Develop geographical questions
- Plan and reflect on an investigation
- Case study

**IB MYP ASSESSMENT CRITERIA**

Knowledge and understanding, investigating, thinking critically and communicating.

YEAR 10 HISTORY



**LEVEL** Year 10 **LENGTH** 1 Semester

**CONTACT PERSON** Fred Jarrett

**CONTENT**

The Australian Curriculum History is organised into two strands: **Historical knowledge and Understanding and historical skills.**

Historical knowledge and understanding includes personal, family, local, state or territory, national, regional and world history. There is an emphasis on Australian history in its world history context. The Year 10 overview content identifies important features of the period 1918 to the present.

Historical skills promotes the skills used in the process of historical inquiry, for example chronology, terms and concepts, historical questions and research, perspectives and interpretations. At Year 10 the three In-depth Studies are: World War II (1939-45), Rights and Freedoms (1945 – the present) and Migration Experiences (1945 - the present).

**SKILLS**

- Use historical terms and concepts
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources
- Identify and analyse the perspectives of people from the past
- Process and synthesise information from a range of sources for use as evidence in an historical argument

**IB MYP ASSESSMENT CRITERIA**

Knowledge and understanding, investigating, thinking critically and communicating.



**Y8**

Individuals & Societies

**Y9**

Individuals & Societies

**Y10**

Geography AND History

**Y11**

Aboriginal Studies  
Modern History  
Geography  
Legal Studies  
Society & Culture  
Women's Studies

**Y12**

Aboriginal Studies  
Modern History  
Geography  
Legal Studies  
Society & Culture  
Women's Studies

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# HUMANITIES & SOCIAL SCIENCES

# 11

## SENIOR YEARS SUBJECTS

### YEAR 11 ABORIGINAL STUDIES

**LEVEL** Year 11

**CREDITS** 10 or 20

**CONTACT PERSON** Fred Jarrett

#### CONTENT

Students examine aspects of Aboriginal society and cultural life, drawing on elements of sociology, arts, literature, politics, and history. They analyse concepts such as Aboriginal, Indigenous, invasion/settlement, resistance, and reconciliation. Topics may include: Reconciliation, Culture, Land, Languages, Sites, Tourism, Law, Media, or Arts, Literature & Film.

#### ASSESSMENT TYPES

- Response
- Text production
- Reflection

For a 10 credit subject, students should provide evidence of their learning through four or five assessments. Each assessment type should have a weighting of at least 20%.

For a 20 credit subject, students should provide evidence of their learning through eight assessments. Each assessment type should have a weighting of at least 20%.

Students undertake -

- Six responses for the learning journey
- two creative presentations



### YEAR 11 MODERN HISTORY

**LEVEL** Year 11

**CREDITS** 10 or 20

**CONTACT PERSON** Fred Jarrett

#### CONTENT

Students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

#### ASSESSMENT TYPES

- Assessment Types
- Historical Skills
- Historical Study

For a 10-credit subject, students provide evidence of their learning through four assessments.

For a 20-credit subject, students provide evidence of their learning through eight assessments.

**Y8**  
Individuals & Societies

**Y9**  
Individuals & Societies

**Y10**  
Geography  
AND  
History

**Y11**  
Aboriginal Studies  
Modern History  
Geography  
Legal Studies  
Society & Culture  
Women's Studies

**Y12**  
Aboriginal Studies  
Modern History  
Geography  
Legal Studies  
Society & Culture  
Women's Studies

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HUMANITIES & SOCIAL SCIENCES

11

SENIOR YEARS SUBJECTS

YEAR 11 GEOGRAPHY

**LEVEL** Year 11 **CREDITS** 10 or 20

**CONTACT PERSON** Fred Jarrett

**CONTENT**

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments.

They appreciate the complexity of our world, the diversity of its environments and the challenges and associated opportunities facing Australia and the world.

- › Develops students' understanding and application of key geographical concepts
- › Develops students' understanding of the interdependence of human and physical environments
- › Explores contemporary geographical issues
- › Develops students' skills in fieldwork using opportunities in the local area
- › Examines geographical features, concepts and issues through the use of a range of skills and techniques, including spatial technologies.

**ASSESSMENT TYPES**

- › Geographical skills and applications
- › Fieldwork

For a 10-credit subject, students should provide evidence of their learning through four assessments, with at least two assessments from Assessment Type 1 and at least one assessment from Assessment Type 2. Each assessment type should have a weighting of at least 20%.

For a 20 credit subject, students should provide evidence of their learning through eight assessments, with at least four assessments from Assessment Type 1 and two assessments for Assessment Type 2. Each assessment type should have a weighting of at least 20%.

YEAR 11 LEGAL STUDIES

**LEVEL** Year 11 **CREDITS** 10 or 20

**CONTACT PERSON** Fred Jarrett

**CONTENT**

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context.

Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

**ASSESSMENT TYPES**

- › Response
- › Issues Study
- › Presentation

For a 10 credit subject, students should provide evidence of their learning through four or five assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:

- › At least two assessment for the folio
- › At least one issues study
- › At least one presentation

For a 20 credit subject, students should provide evidence of their learning through eight to ten assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:

- › at least two assessments for the folio
- › at least one issues study
- › at least one presentation.



- Y8**  
Individuals & Societies
- Y9**  
Individuals & Societies
- Y10**  
Geography AND History
- Y11**  
Aboriginal Studies  
Modern History  
Geography  
Legal Studies  
Society & Culture  
Women's Studies
- Y12**  
Aboriginal Studies  
Modern History  
Geography  
Legal Studies  
Society & Culture  
Women's Studies

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# HUMANITIES & SOCIAL SCIENCES

# 11

## SENIOR YEARS SUBJECTS

### YEAR 11 SOCIETY & CULTURE

**LEVEL** Year 11

**CREDITS** 10 or 20

**CONTACT PERSON** Fred Jarrett

#### CONTENT

In Society and Culture students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups.

Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

#### ASSESSMENT TYPES

- › Sources analysis
- › Group activity
- › Investigation

For a 10 Credit subject, it is recommended that students provide evidence of their learning through three or four assessments.

Each assessment type should have a weighting of at least 20%.

Students undertake:

- › at least one sources analysis assessment
- › at least one group activity
- › at least one investigation.

For a 20-credit subject, it is recommended that students provide evidence of their learning through six to eight assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:

- › two to four sources analysis assessments
- › two group activities
- › two investigations.

### YEAR 11 WOMEN'S STUDIES

**LEVEL** Year 11

**CREDITS** 10 or 20

**CONTACT PERSON** Fred Jarrett

#### CONTENT

In Women's Studies students explore and analyse the relationship between women, gender and social identity through the application of the Gender Analysis Framework.

Gender Analysis Framework: Women, Gender, and Social Identity

**Topic 1:** Representations of Women in Cultural Texts

**Topic 2:** Key Issues in Women's Studies (one issues study)

#### ASSESSMENT TYPES

Students should provide evidence of their learning through three or four assessments. Each assessment type should have a weighting of at least 20%.

- › Text analysis
- › Group presentation
- › Issues analysis

A 10 Credit subject consists of -

- › Gender Analysis Framework: Women, Gender, and Social Identity Text analysis
- › One group task.

A 20 credit subject consists of -

- › Gender Analysis Framework: Women, Gender, and Social Identity Text analysis
- › Two group tasks
- › Two Issues Studies



**Y8**  
Individuals & Societies

**Y9**  
Individuals & Societies

**Y10**  
Geography  
AND  
History

**Y11**  
Aboriginal Studies  
Modern History  
Geography  
Legal Studies  
Society & Culture  
Women's Studies

**Y12**  
Aboriginal Studies  
Modern History  
Geography  
Legal Studies  
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HUMANITIES & SOCIAL SCIENCES

11

SENIOR YEARS SUBJECTS

YEAR 11 MODERN HISTORY Exam

LEVEL Year 11 CREDITS 20

CONTACT PERSON Fred Jarrett

CONTENT

Stage 2 Modern History consists of the following content:  
Students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations. They explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world. Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.  
Students study one topic from 'Modern nations' and one topic from 'The world since 1945',

ASSESSMENT TYPES

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

School assessment (70%)

- > Assessment Type 1: Historical Skills (50%)
- > Assessment Type 2: Historical Study (20%)

External Assessment (30%)

- > Assessment Type 3: Examination (30%)

Students provide evidence of their learning through seven assessments, including the external assessment component.

Students undertake:

- > five historical skills assessments
- > one historical study
- > one examination.



- Y8 Individuals & Societies
- Y9 Individuals & Societies
- Y10 Geography AND History
- Y11 Aboriginal Studies Modern History Geography Legal Studies Society & Culture Women's Studies
- Y12 Aboriginal Studies Modern History Geography Legal Studies Society & Culture Women's Studies



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The Arts	29
Cross-disciplinary	47
Design & Technologies	51
English	75
Health & PE	86
Humanities & Social Sciences	98
Languages	110
Mathematics	121
Sciences	133
VET Subjects	143

# HUMANITIES & SOCIAL SCIENCES

# 12

## SENIOR YEARS SUBJECTS

### YEAR 12 GEOGRAPHY

Exam

LEVEL Year 12

CREDITS 20

CONTACT PERSON Fred Jarrett

#### CONTENT

Stage 2 Geography consists of the following content:

- the transforming world
- fieldwork

The transforming world introduces students to the changes taking place across human and physical environments. This includes the characteristics and causes of changes in environmental, social, and economic systems. Students become aware of the interconnectedness of the changes and links across each of these three systems. Through the study of environmental change, students develop their understanding of the impact of people on ecosystems and our role in climate change. Students also examine social and economic change and develop their understanding of population trends and movements, the growth and impact of globalisation and localisation, and global patterns of inequality.

Students undertake independent fieldwork on a local topic or issue of personal interest. Students collect primary data using a wide range of data-collection techniques, and develop their skills of geographical inquiry and analysis. They will then use a range of graphical presentations to support their findings and conclusions.

#### ASSESSMENT TYPES

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

##### School-based Assessment

Geographical Skills and Applications	40%
Fieldwork Report	30%

##### External Assessment

Examination	30%
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Students provide evidence of their learning through six assessments, including the external assessment component. Students complete:

- four geographical skills and applications tasks
- one fieldwork report
- an examination



Y8

Individuals &amp; Societies

Y9

Individuals &amp; Societies

Y10

Geography  
AND  
History

Y11

Aboriginal Studies  
Modern History  
Geography  
Legal Studies  
Society & Culture  
Women's Studies

Y12

Aboriginal Studies  
Modern History  
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HUMANITIES & SOCIAL SCIENCES

12

SENIOR YEARS SUBJECTS

YEAR 12  
ABORIGINAL STUDIES

**LEVEL** Year 12 **CREDITS** 20

**CONTACT PERSON** Fred Jarrett

**CONTENT**

Students examine aspects of Aboriginal society and cultural life, drawing on elements of sociology, arts, literature, politics, and history. They analyse concepts such as Aboriginal, Indigenous, invasion/settlement, resistance, and reconciliation.

**ASSESSMENT TYPES**

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

**School-based Assessment**

Response	30%
Report	20%
Text Production	20%

**External Assessment**

Research Investigation	30%
------------------------	-----

YEAR 12  
LEGAL STUDIES

Exam

**LEVEL** Year 12 **CREDITS** 20

**CONTACT PERSON** Fred Jarrett

**CONTENT**

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

**ASSESSMENT TYPES**

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

**School-based Assessment**

Folio	50%
Inquiry	20%

**External Assessment**

Examination	30%
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**Y8**  
Individuals & Societies

**Y9**  
Individuals & Societies

**Y10**  
Geography  
AND  
History

**Y11**  
Aboriginal Studies  
Modern History  
Geography  
Legal Studies  
Society & Culture  
Women's Studies

**Y12**  
Aboriginal Studies  
Modern History  
Geography  
Legal Studies  
Society & Culture  
Women's Studies

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# HUMANITIES & SOCIAL SCIENCES

# 11

## SENIOR YEARS SUBJECTS

### YEAR 12 MODERN HISTORY

Exam

**LEVEL** Year 12

**CREDITS** 20

**CONTACT PERSON** Fred Jarrett

#### CONTENT

Stage 2 Modern History consists of the following content:

Students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations. They explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world. Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

Students study one topic from 'Modern nations' and one topic from 'The world since 1945'.

#### ASSESSMENT TYPES

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

##### School assessment (70%)

- Assessment Type 1: Historical Skills (50%)
- Assessment Type 2: Historical Study (20%)

##### External Assessment (30%)

- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through seven assessments, including the external assessment component.

Students undertake:

- five historical skills assessments
- one historical study
- one examination.



**Y8**

Individuals & Societies

**Y9**

Individuals & Societies

**Y10**

Geography  
AND  
History

**Y11**

Aboriginal Studies  
Modern History  
Geography  
Legal Studies  
Society & Culture  
Women's Studies

**Y12**

Aboriginal Studies  
Modern History  
Geography  
Legal Studies  
Society & Culture  
Women's Studies

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Languages 110

Mathematics 121

Sciences 133

VET Subjects 143

HUMANITIES & SOCIAL SCIENCES

12

SENIOR YEARS SUBJECTS

YEAR 12 SOCIETY & CULTURE

**LEVEL** Year 12

**CREDITS** 20

**CONTACT PERSON** Fred Jarrett

**CONTENT**

In Society and Culture students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

**ASSESSMENT TYPES**

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

**School-based Assessment**

Folio	50%
Interaction	20%

**External Assessment**

Investigation	30%
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YEAR 12 WOMEN'S STUDIES

**LEVEL** Year 12

**CREDITS** 20

**CONTACT PERSON** Fred Jarrett

**CONTENT**

Students develop an understanding of how gender is constructed, and analyse the social implications of gender relations for a diversity of women across different contexts, times, and cultures. Students analyse the ways various social structures, cultural practices, and ways of thinking disempower women. They investigate methods of empowering women and addressing gender bias to encourage change.

**ASSESSMENT TYPES**

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

**School-based Assessment**

Text analysis	20%
Essay	20%
Folio	30%

**External Assessment**

Issues analysis	30%
-----------------	-----

Students provide evidence of their learning through six or seven assessments, including the external assessment component.

- Students complete:
- > 1-2 text analysis
  - > 1 essay
  - > 3 assessments for the folio
  - > 1 issues analysis



- Y8**

Individuals & Societies
- Y9**

Individuals & Societies
- Y10**

Geography AND History
- Y11**

Aboriginal Studies  
Modern History  
Geography  
Legal Studies  
Society & Culture  
Women's Studies
- Y12**

Aboriginal Studies  
Modern History  
Geography  
Legal Studies  
Society & Culture  
Women's Studies





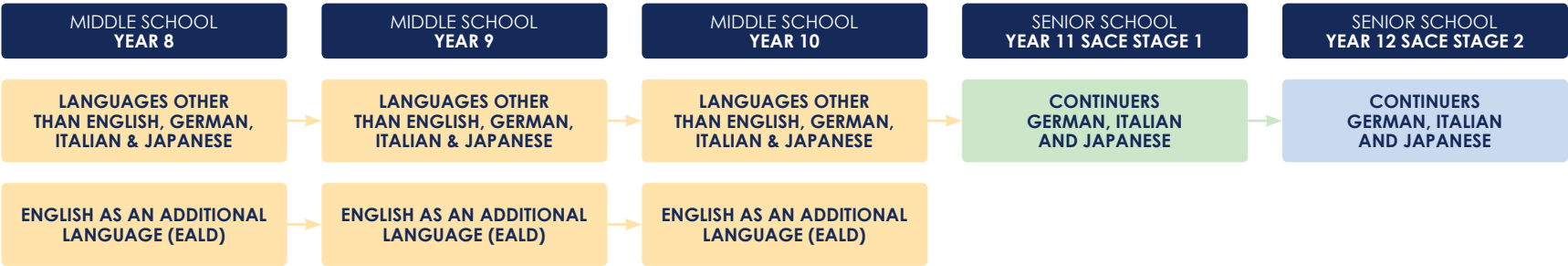
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# LANGUAGES

# 8

# MIDDLE YEARS SUBJECTS

## YEAR 8 LANGUAGES OTHER THAN ENGLISH, GERMAN, ITALIAN AND JAPANESE



**LEVEL** Year 8

**CONTACT PERSON** Fred Jarrett

**LENGTH** 2 Semesters

### CONTENT

The Australian Curriculum for languages is designed under two strands:

#### Communicating

Students will use language for a range of communicative purposes including socialising, informing, creating, translating and reflecting.

#### Understanding

Students will analyse language and culture through understanding the systems of language, language variation and change and the role of language and culture in communications.

Students will choose between German, Italian and Japanese and continue with this language in Years 9 and 10. German and Italian are alphabetic languages, which use the same writing system as English. Japanese is non-alphabetic and students learn a new writing system of 'kana' written symbols.

### SKILLS

#### Communicating

- Participate in classroom routines and exchanges by following instructions, asking and answering questions, apologising and making requests
- Present in modelled spoken and written texts information relating to the student's own world and that of other teenagers
- Translate and interpret texts such as greetings, signs, emails and conversations, from target language to English and vice versa, noticing similarities and differences

#### Understanding Language

- Develop knowledge of elements of the target language's grammatical system
- Recognise some of the common variations in the target language as it is used in different contexts and locations by different people
- Understand that language use is shaped by and reflects the values, ideas and norms of a community

### IB MYP ASSESSMENT CRITERIA PHASES 1,2

- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken, written and visual texts
- Using language in spoken and written form.

#### Y8

English as an additional Language (EALD)  
Languages other than English, German, Italian and Japanese

#### Y9

English as an additional Language (EALD)  
Languages other than English, German, Italian and Japanese

#### Y10

English as an additional Language (EALD)  
Languages other than English, German, Italian and Japanese

#### Y11

German continuers  
Italian continuers  
Japanese continuers

#### Y12

German continuers  
Italian continuers  
Japanese continuers

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# LANGUAGES

# 8

# MIDDLE YEARS SUBJECTS

## YEAR 8 ENGLISH AS AN ADDITIONAL LANGUAGE (EALD)



**LEVEL** Year 8

**CONTACT PERSON** Fred Jarrett

**LENGTH** 2 Semesters

### CONTENT

EALD students will develop -

- Communication skills and strategies
- Comprehension skills and strategies
- Language and text analysis skills and strategies
- Create a range of texts

EALD students with a Scale level of 7 and below are expected to be part of the EALD Year 8 program. When their use of Standard Australian English improves to Level 8 they may choose to learn another language other than English. They may choose to study German, Italian or Japanese.

### SKILLS

#### Communicating

- Communicating ideas orally, digitally and in writing
- Producing short texts which present facts, a point of view or an opinion

#### Comprehension

- Identifying and describing characters, settings and events presented in stories
- Retelling and responding to familiar texts

#### Language and text analysis

- Identifying the way information in texts has been structured and ordered
- Explaining the purposes of common text types

#### Create a range of texts

- Using simple written and oral text forms, punctuation and grammatical structures including graphic representations of information
- Using simple strategies for planning and editing

### IB MYP ASSESSMENT CRITERIA PHASES 3,4

- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken, written and visual text
- Using language in spoken and written form.

### Y8

English as an additional Language (EALD)  
Languages other than English, German, Italian and Japanese

### Y9

English as an additional Language (EALD)  
Languages other than English, German, Italian and Japanese

### Y10

English as an additional Language (EALD)  
Languages other than English, German, Italian and Japanese

### Y11

German continuers  
Italian continuers  
Japanese continuers

### Y12

German continuers  
Italian continuers  
Japanese continuers

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English	75
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Humanities & Social Sciences	98
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# LANGUAGES

# 9

# MIDDLE YEARS SUBJECTS

## YEAR 9 LANGUAGES OTHER THAN ENGLISH, GERMAN, ITALIAN AND JAPANESE



**LEVEL** Year 9

**CONTACT PERSON** Fred Jarrett

**LENGTH** 2 Semesters

### CONTENT

The Australian Curriculum for languages is designed under two strands:

#### Communicating

Students will use language for a range of communicative purposes including socialising, informing, creating, translating and reflecting.

#### Understanding

Students will analyse language and culture through understanding the systems of language, language variation and change as well as the role of language and culture in communications.

Students will choose between German, Italian and Japanese and continue with this language in Years 9 and 10. German and Italian are alphabetic languages, which use the same writing system as English. Japanese is non-alphabetic and students learn a new writing system of 'kana' written symbols.

### SKILLS

#### Communicating

- Initiate and maintain interactions with peers and adults by seeking and offering ideas, opinions and feelings as well as information related to relationships, school experience, the community and future plans
- Present information and opinions in different and familiar text types appropriate to audience, context and purpose, applying conventions of text types
- Create bilingual texts such as captions, glossaries or footnotes to interpret cultural and linguistic aspects of texts
- Understanding language
- Notice examples in spoken target language of variation in features such as pronunciation, rhythm and stress, and the use of contractions; apply in writing common target language spelling and punctuation rules
- Identify and analyse linguistic features of the target language that vary according to audience, context and purpose in familiar modelled spoken and written texts
- Explore the relationship between language, culture and communication and how it impacts on attitudes and beliefs

#### IB MYP ASSESSMENT CRITERIA PHASES 1,2,3

- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken, written and visual text
- Using language in spoken and written form.

**Y8**  
English as an additional  
Language (EALD)  
Languages other than  
English, German,  
Italian and Japanese

**Y9**  
English as an additional  
Language (EALD)  
Languages other than  
English, German,  
Italian and Japanese

**Y10**  
English as an additional  
Language (EALD)  
Languages other than  
English, German,  
Italian and Japanese

**Y11**  
German continuers  
Italian continuers  
Japanese continuers

**Y12**  
German continuers  
Italian continuers  
Japanese continuers

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English	75
Health & PE	86
Humanities & Social Sciences	98
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# LANGUAGES

# 9

# MIDDLE YEARS SUBJECTS

## YEAR 9 ENGLISH AS AN ADDITIONAL LANGUAGE (EALD) OR DIALECT



**LEVEL** Year 9

**CONTACT PERSON** Fred Jarrett

**LENGTH** 2 Semesters

### CONTENT

EALD students will develop -

- › Communication skills and strategies
- › Comprehension skills and strategies
- › Language and text analysis skills and strategies
- › Create a range of texts

EALD students with a Scale level of 7 and below are expected to be part of the EALD Year 9 program. When their use of Standard Australian English improves to Level 8 they may choose to learn another language other than English. They may choose to study German, Italian or Japanese.

### SKILLS

#### Communicating

- › Communicating ideas and opinions in a growing range of situations
- › Collaborating as a way to solve problems or to create texts

#### Comprehension

- › Describing characters and settings presented in literary texts and recounting plot details
- › Identifying emotive language and sociocultural references in a growing range of situations

#### Language and text analysis

- › Identifying dialogue, as well as first person and third person narration used in literary texts
- › Identifying common differences in texts and grammar between spoken and written language in familiar texts

#### Create a range of texts

- › Using appropriate form, content and style for a range of common purposes and audiences
- › Using description, imagery and an awareness of characterisation

### IB MYP ASSESSMENT CRITERIA PHASES 3,4

- › Comprehending spoken and visual text
- › Comprehending written and visual text
- › Communicating in response to spoken, written and visual text
- › Using language in spoken and written form

**Y8**  
English as an additional  
Language (EALD)  
Languages other than  
English, German,  
Italian and Japanese

**Y9**  
English as an additional  
Language (EALD)  
Languages other than  
English, German,  
Italian and Japanese

**Y10**  
English as an additional  
Language (EALD)  
Languages other than  
English, German,  
Italian and Japanese

**Y11**  
German continuers  
Italian continuers  
Japanese continuers

**Y12**  
German continuers  
Italian continuers  
Japanese continuers



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# LANGUAGES

# 10

# MIDDLE YEARS SUBJECTS

## YEAR 10 LANGUAGES OTHER THAN ENGLISH, GERMAN, ITALIAN AND JAPANESE



**LEVEL** Year 10

**CONTACT PERSON** Fred Jarrett

**LENGTH** 2 Semesters

### CONTENT

The Australian Curriculum for languages is designed under two strands:

#### Communicating

Students will use language for a range of communicative purposes including socialising, informing, creating, translating and reflecting.

#### Understanding

Students will analyse language and culture through understanding the systems of language, language variation and change as well as the role of language and culture in communication.

Students continue to learn the language studied in Year 9, either German, Italian or Japanese. In Year 10 students begin to express their thoughts and ideas in the target language. They write in more complex sentence patterns and are respond to texts which have an aesthetic purpose or intention to inform or persuade. In Japanese, students continue to use the Japanese kana, reading and writing in all three kana forms.

### SKILLS

#### Communicating

- › Develop classroom language to contribute to structured discussions and monitor learning by giving and following instructions and advice, making suggestions, asking questions for clarification, and expressing agreement or disagreement.
- › Translate and interpret aspects of informative and imaginative texts, identifying and explaining some of the challenges involved and adjustments required when transferring meaning between languages and cultures.
- › Reflect on self as a language user and discuss own and others' cultural identity, considering how it is both shaped by and influences ways of communicating and thinking.

#### Understanding Language

- › Identify, comprehend and create a range of different text types, including simple narrative, informative and persuasive texts such as diary entries, letters, advertisements and articles, incorporating appropriate linguistic, textual and cultural elements
- › Understand that language has power and changes over time as a result of contact with other languages and with influences such as globalisation, new technologies and knowledge
- › Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs

### IB MYP ASSESSMENT CRITERIA PHASES 1,2,3

- › Comprehending spoken and visual text
- › Comprehending written and visual text
- › Communicating in response to spoken, written and visual text
- › Using language in spoken and written form

**Y8**  
English as an additional  
Language (EALD)  
Languages other than  
English, German,  
Italian and Japanese

**Y9**  
English as an additional  
Language (EALD)  
Languages other than  
English, German,  
Italian and Japanese

**Y10**  
English as an additional  
Language (EALD)  
Languages other than  
English, German,  
Italian and Japanese

**Y11**  
German continuers  
Italian continuers  
Japanese continuers

**Y12**  
German continuers  
Italian continuers  
Japanese continuers

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# LANGUAGES

# 10

# MIDDLE YEARS SUBJECTS

## YEAR 10 ENGLISH AS AN ADDITIONAL LANGUAGE (EALD) OR DIALECT



**LEVEL** Year 10

**CONTACT PERSON** Fred Jarrett

**LENGTH** 2 Semesters

### CONTENT

EALD students will develop -

- Communication skills and strategies
- Comprehension skills and strategies
- Language and text analysis skills and strategies
- Create a range of texts

EALD students with a Scale level of 7 and below are expected to be part of the EALD Year 10 program. When their use of Standard Australian English improves to Level 8 they may choose to learn another language other than English. They may choose to study German, Italian or Japanese.

### SKILLS

#### Communicating

- Interacting with others in oral, written and digital forms in a range of contexts
- Using some common idiomatic and colloquial expressions appropriate for the context of communication

#### Comprehension

- Using knowledge of text structure to locate information and to aid understanding of increasingly unfamiliar texts
- Identifying and explaining common metaphors, symbols and sociocultural references in texts

#### Language and text analysis

- Explaining how meaning changes with shifts in tone and register
- Explaining the purposes and structures of different types of texts

#### Create a range of texts

- Using stylistic and grammatical choices for effect
- Using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling and grammar

### IB MYP ASSESSMENT CRITERIA PHASES 3,4

- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken, written and visual text
- Using language in spoken and written form

**Y8**  
English as an additional  
Language (EALD)  
Languages other than  
English, German,  
Italian and Japanese

**Y9**  
English as an additional  
Language (EALD)  
Languages other than  
English, German,  
Italian and Japanese

**Y10**  
English as an additional  
Language (EALD)  
Languages other than  
English, German,  
Italian and Japanese

**Y11**  
German continuers  
Italian continuers  
Japanese continuers

**Y12**  
German continuers  
Italian continuers  
Japanese continuers

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# LANGUAGES

# 11

# SENIOR YEARS SUBJECTS

## YEAR 11 CONTINUERS GERMAN, ITALIAN AND JAPANESE

### LEVEL Year 11

CREDITS 20

**CONTACT PERSON** Fred Jarrett

### CONTENT

A Stage 1 locally assessed language at continuers level is a 10 credit subject or a 20 credit subject depending on its selection as either a semester or full year course.

Stage 1 Languages at continuers level are organised around three prescribed themes and a number of prescribed topics and suggested subtopics.

These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity.

The prescribed themes are consistent across all languages at continuers level. The prescribed topics may vary from one language to another. There are three prescribed themes: The Individual, The Language speaking Communities and The Changing World.

### ASSESSMENT TYPES

#### School-based Assessment

Interaction	25%
Text production	25%
Text analysis	25%
Investigation	25%

For a 10 credit subject, students should provide evidence of their learning through five assessments. For a 20 credit subject, students should provide evidence of their learning through ten assessments, with at least two assessments from each assessment type.

### After school languages offered by the Adelaide School of Languages (on site) Arabic, Hindi and Persian



### Y8

English as an additional Language (EALD)  
Languages other than English, German, Italian and Japanese

### Y9

English as an additional Language (EALD)  
Languages other than English, German, Italian and Japanese

### Y10

English as an additional Language (EALD)  
Languages other than English, German, Italian and Japanese

### Y11

German continuers  
Italian continuers  
Japanese continuers

### Y12

German continuers  
Italian continuers  
Japanese continuers

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# LANGUAGES

# 12

# SENIOR YEARS SUBJECTS

## YEAR 12 CONTINUERS GERMAN, ITALIAN AND JAPANESE

Exam

**LEVEL** Year 12

**CREDITS** 20

**CONTACT PERSON** Fred Jarrett

### CONTENT

A Stage 2 locally assessed language at continuers level is a 20 credit subject.

Stage 2 Languages at continuers level are organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity.

The prescribed themes are consistent across all languages at continuers level. The prescribed topics may vary from one language to another. There are three prescribed themes: The Individual, The Language-speaking Communities and The Changing World.

The theme 'The Individual' enables students to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. This theme also enables students to study topics from the perspectives of other people.

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

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

### ASSESSMENT TYPES

#### School-based Assessment

Folio	50%
In-depth study	20%

#### External Assessment

Examination	30%
-------------	-----

**After school languages offered by the Adelaide School of Languages (on site)**  
**Arabic, Hindi and Persian**

**Y8**  
English as an additional  
Language (EALD)  
Languages other than  
English, German,  
Italian and Japanese

**Y9**  
English as an additional  
Language (EALD)  
Languages other than  
English, German,  
Italian and Japanese

**Y10**  
English as an additional  
Language (EALD)  
Languages other than  
English, German,  
Italian and Japanese

**Y11**  
German continuers  
Italian continuers  
Japanese continuers

**Y12**  
German continuers  
Italian continuers  
Japanese continuers



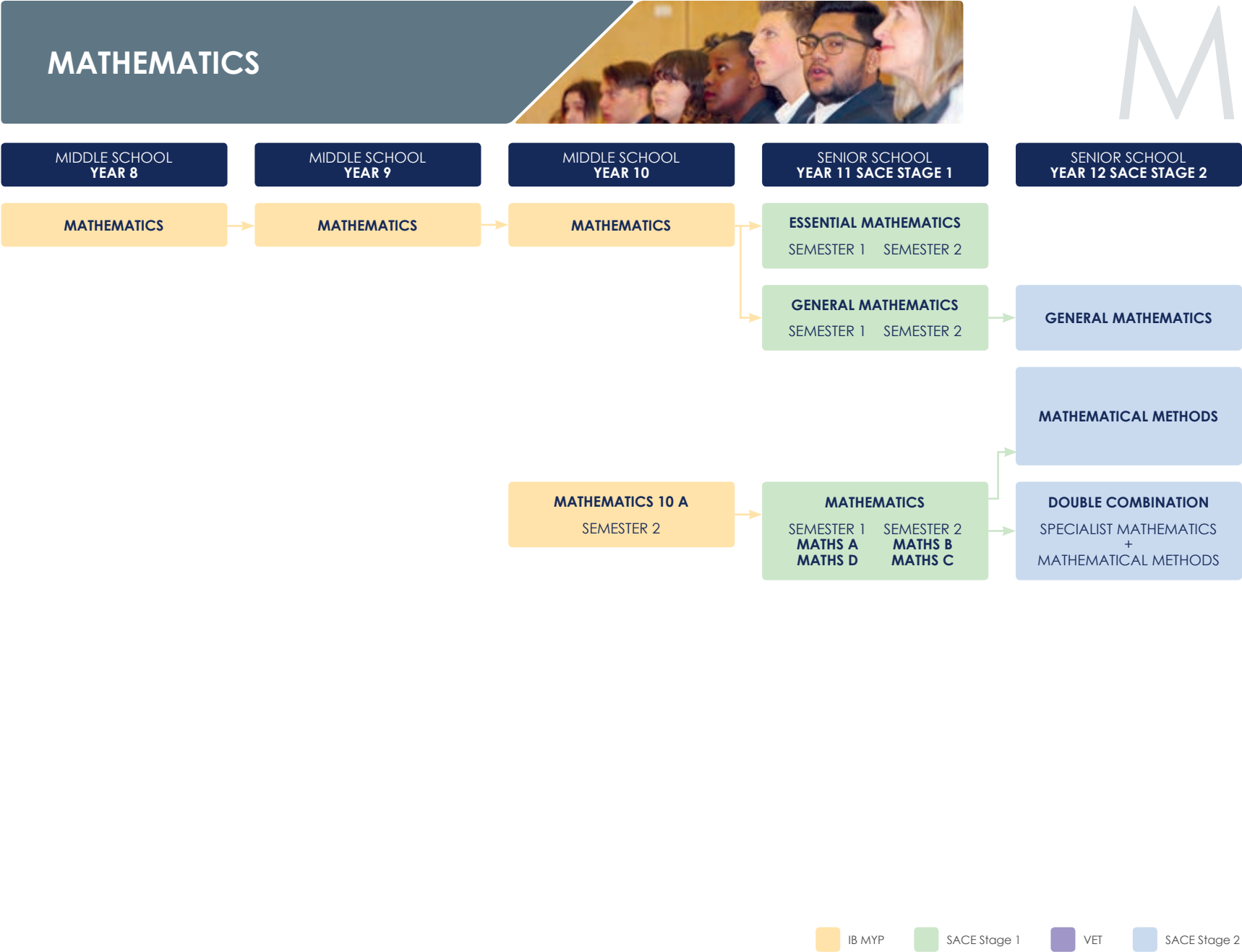


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# MATHEMATICS

# 8

# MIDDLE YEARS SUBJECTS

## YEAR 8 MATHEMATICS



**LEVEL** Year 8

**CONTACT PERSON** Louise Mather

**LENGTH** 2 Semesters

### CONTENT

The Australian Curriculum: Mathematics is organised around the interaction of three content strands (number and algebra, measurement and geometry, and statistics and probability) and four proficiency strands (understanding, fluency, problem-solving and reasoning).

At RMSC the content and proficiency strands have been used as the basis for writing IBMYP units of work. Each unit is structured to explore a statement of inquiry within a global context.

During Year 8 students learn to use efficient mental and written strategies to carry out the four operations with integers. They round decimals and solve problems involving percentages. Students recognise the index laws and apply them to whole numbers and variables. They simplify a variety of algebraic expressions and solve linear equations. They graph linear relationships on the Cartesian plane. They solve a range of everyday problems involving rates and ratios. Students determine complementary events and use the sum of probabilities to solve problems. They understand the challenges of collecting representative data and the effect on medians.

Students choose appropriate units of measurement for area and volume and solve problems. They recognise the features of circles and solve problems involving circumference and area. Students identify conditions for congruence of plane shapes and establish properties of quadrilaterals and solve related numerical problems. They solve problems involving time duration.

Robotics and programming is introduced as a practical STEM (Science, Technology, Engineering & Maths) experience of how mathematical, science and technology can be applied in everyday life and continue to shape our world.

**Scientific Calculators are an essential requirement in mathematics courses in the Middle Years**

### IB MYP ASSESSMENT TYPES

- Students will take part in a range of assessment tasks including
- Solving problems
- Tests
- Research assignments (theoretical, historical and career related)
- Investigations and practical applications of skills developed

### CRITERIA

Knowing and understanding, investigating patterns, communicating and applying mathematics in real- life contexts.



**Y8**  
Mathematics

**Y9**  
Mathematics

**Y10**  
Mathematics

**Y11**  
Essential Mathematics  
General Mathematics  
Mathematical Methods  
Mathematics

**Y12**  
General Mathematics  
Mathematical Methods  
Mathematics

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# MATHEMATICS

# 9

# MIDDLE YEARS SUBJECTS

## YEAR 9 MATHEMATICS



**LEVEL** Year 9

**CONTACT PERSON** Louise Mather

**LENGTH** 2 Semesters

### CONTENT

The Australian Curriculum: Mathematics is organised around the interaction of three content strands (number and algebra, measurement and geometry, and statistics and probability) and four proficiency strands (understanding, fluency, problem-solving and reasoning.) <https://australiancurriculum.edu.au/>

At RMSC the content and proficiency strands have been used as the basis for writing IBMYP units of work. Each unit is structured to explore a statement of inquiry within a global context.

During Year 9, students learn to express numbers in scientific notation and apply the index laws to numbers. They expand and factorise algebraic expressions and solve problems involving simple interest. Students solve linear equations using graphical and algebraic techniques. Students list outcomes, assign and determine probabilities for events. They construct displays and investigate the position of the mean and median and describe the shape of the distribution. Students calculate areas of shapes and volume and surface area of right prisms.

They investigate similar and congruent triangles and problems involving Pythagoras' theorem. Students recognise the connection between similarity and the trigonometric ratios and use trigonometry to solve right-angled triangle problems.

**Scientific Calculators are an essential requirement in mathematics courses in the Middle Years**

### IB MYP ASSESSMENT TYPES

Students will take part in a range of assessment tasks including

- Solving problems
- Tests
- Research assignments (theoretical, historical and career related)
- Investigations and practical applications of skills developed

The assessment tasks address the inquiry questions and encourage students to explore mathematical ideas in deep and connected ways. Formative assessment tasks prepare students for the summative tasks and provide valuable information about the progress of student learning.

### CRITERIA

Knowing and understanding, investigating patterns, communicating and applying mathematics in real- life contexts.



**Y8**  
Mathematics

**Y9**  
Mathematics

**Y10**  
Mathematics

**Y11**  
Essential Mathematics  
General Mathematics  
Mathematical Methods  
Mathematics

**Y12**  
General Mathematics  
Mathematical Methods  
Mathematics

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# MATHEMATICS

# 10

# MIDDLE YEARS SUBJECTS

## YEAR 10 MATHEMATICS



### LEVEL Year 10

LENGTH 2 or 3 Semesters

CONTACT PERSON Louise Mather

### CONTENT

The Australian Curriculum: Mathematics is organised around the interaction of three content strands (number and algebra, measurement and geometry, and statistics and probability) and four proficiency strands (understanding, fluency, problem-solving and reasoning.) <https://australiancurriculum.edu.au/>

At RMSC the content and proficiency strands have been used as the basis for writing IBMYP units of work. Each unit is structured to explore a statement of inquiry within a global context.

During Year 10, students learn to expand and factorise quadratic expressions and find unknown values after substitution into formulas. They represent relationships on the Cartesian Plane and solve linear and quadratic equations. They make connections between simple and compound interest. Students list outcomes, assign and determine probabilities for chance experiments and investigate independent events. They construct box-plots and compare data sets. Students investigate and describe statistical relationships and evaluate statistical reports.

Students solve problems involving volume and surface area of a range of prisms and apply reasoning to proofs and numerical exercises. They apply trigonometry to solve right-angled triangle problems.

***In Semester 2 students who are intending to pursue Specialist Mathematics or Mathematical Methods will be encouraged to take the Mathematics 10A course.***

Scientific Calculators are an essential requirement in mathematics courses in the Middle Years however students who are planning to take Specialist Mathematics or Mathematical Methods courses in Years 11 and 12 are recommended to purchase and begin using a Graphics Calculator.

### IB MYP ASSESSMENT TYPES

Students will take part in a range of assessment tasks including

- Solving problems
- Tests
- Research assignments (theoretical, historical and career related)
- Investigations and practical applications of skills developed

The assessment tasks address the inquiry questions and encourage students to explore mathematical ideas in deep and connected ways. Formative assessment tasks prepare students for the summative tasks and provide valuable information about the progress of student learning.

### CRITERIA

Knowing and understanding, investigating patterns, communicating and applying mathematics in real- life contexts.



**Y8**  
Mathematics

**Y9**  
Mathematics

**Y10**  
Mathematics

**Y11**  
Essential Mathematics  
General Mathematics  
Mathematical Methods  
Mathematics

**Y12**  
General Mathematics  
Mathematical Methods  
Mathematics

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# MATHEMATICS

# 11

# SENIOR YEARS SUBJECTS



## YEAR 11 ESSENTIAL MATHEMATICS

**LEVEL** Year 11

**CREDITS** 20

**CONTACT PERSON** Louise Mather

### CONTENT

This subject is intended for students planning to pursue a career in a range of trades or vocations. This includes occupations such as automotive, building and construction, electrical, hairdressing, hospitality, community nursing and services, plumbing and retail industries. Stage 1 Essential Mathematics consists of the following list of eight topics -

TOPIC	SEMESTER 1	TOPIC	SEMESTER 2
1	Calculations, Time and Ratio	5	Saving and Borrowing
2	Earning and Spending	6	Measurement
3	Geometry	7	Data in Context
4	Budgeting	8	Measurement

For a 10 credit subject, students study three topics from the list. For a 20 credit subject, students study all six topics from the list. The topics selected will be sequenced and structured to suit individual cohorts of students.

### ASSESSMENT TYPES

For each 10 credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

- 1 Skills and Application Tasks (SATS)**  
Three SATS for each 10 credit or semester course
- 2 Folio**  
At least one folio for each 10 credit or semester course

**Y8**  
Mathematics

**Y9**  
Mathematics

**Y10**  
Mathematics

**Y11**  
Essential Mathematics  
General Mathematics  
Mathematical Methods  
Mathematics

**Y12**  
General Mathematics  
Mathematical Methods  
Mathematics



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Sciences	133
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# MATHEMATICS

# 11

# SENIOR YEARS SUBJECTS



## YEAR 11 GENERAL MATHEMATICS

**LEVEL** Year 11

**CREDITS** 20

**CONTACT PERSON** Louise Mather

### CONTENT

Stage 1 General Mathematics may be studied as a 10 credit or a 20 credit subject. Successful completion of this subject at a Stage 2 level prepares students for entry to Tertiary courses requiring a non-specialised background in mathematics.

Stage 1 General Mathematics consists of the following list of six topics -

TOPIC	SEMESTER 1	TOPIC	SEMESTER 2
1	Investing and Borrowing	2	Measurement
3	Statistical Investigation	4	Applications of Trigonometry
5	Linear and Exponential Functions and their Graphs	6	Matrices and Networks

Each Semester of work provides 10 SACE credits

### ASSESSMENT TYPES

For each 10 credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

- 1 Skills and Application Tasks (SATS)**  
Three SATS for each 10 credit or semester course
- 2 Mathematical Investigation**  
At least one Mathematical Investigation for each 10 credit or semester course  
Maximum of 12 single-sided A4 pages

**Y8**  
Mathematics

**Y9**  
Mathematics

**Y10**  
Mathematics

**Y11**  
Essential Mathematics  
General Mathematics  
Mathematical Methods  
Mathematics

**Y12**  
General Mathematics  
Mathematical Methods  
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Design & Technologies 51

English 75

Health & PE 86

Humanities & Social Sciences 98

Languages 110

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Sciences 133

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MATHEMATICS

11

SENIOR YEARS SUBJECTS



YEAR 11  
MATHEMATICS

LEVEL Year 11 CREDITS 30, 40

CONTACT PERSON Louise Mather

CONTENT

Stage 1 Mathematics is arranged at Roma Mitchell Secondary College as four 10 credit subjects. Mathematics develops an increasingly complex and sophisticated understanding of trigonometry, polynomials, calculus, statistics, mathematical arguments and proofs and using mathematical models.

Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics. Stage 1 Mathematics consists of the following list of twelve topics -

- 1. Functions and Graphs
- 2. Polynomials
- 3. Trigonometry
- 4. Counting and Statistics
- 5. Growth and Decay
- 6. Introduction to Differential Calculus
- 7. Arithmetic and Geometric Sequences and Series
- 8. Geometry
- 9. Vectors in the Plane
- 10. Further Trigonometry
- 11. Matrices
- 12. Real and Complex Numbers

The following information shows how the topics are arranged each semester to meet the development of concepts and learning for students progressing to Mathematical Methods and Specialist Mathematics in Stage 2.

Successful completion of Maths A, B and C is a pre-requisite for Mathematical Methods in Stage 2.  
Successful completion of Maths A, B, C and D is a pre-requisite for Specialist Mathematics in Stage 2.

SEMESTER 1 MATHEMATICS A & D	SEMESTER 2 MATHEMATICS B & C
Maths A Pre Mathematics Methods, Topics 3, 2, 11	Maths B Pre Mathematics Methods, Topics 1, 5, 7
Maths D Pre Specialist Mathematics, Topics 9, 10, 12	Maths C Pre Mathematics Methods, Topics 4, 6, 8

- Y8 Mathematics
- Y9 Mathematics
- Y10 Mathematics
- Y11 Essential Mathematics  
General Mathematics  
Mathematical Methods  
Mathematics
- Y12 General Mathematics  
Mathematical Methods  
Mathematics

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# MATHEMATICS

# 11

# SENIOR YEARS SUBJECTS



## YEAR 11 MATHEMATICS (CONTINUED)

Each Semester or 10 credit unit covers three topics. A problem-based approach is integral to the development of the mathematical models and associated key concepts in each topic.

Note; A "C" grade or higher in Maths A, B and C is required as a pre-requisite for Mathematical Methods in year 12. A "C" grade or higher in Maths A, B, C and D is required as a pre-requisite for Specialist Mathematics in year 12.

### ASSESSMENT TYPES

For each 10 credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

- 1 Skills and Application Tasks (SATS)**  
Three SATS for each 10 credit or semester course
- 2 Mathematical Investigation**  
At least one Mathematical Investigation for each 10 credit or semester course  
Maximum of 12 single-sided A4 pages



**Y8**  
Mathematics

**Y9**  
Mathematics

**Y10**  
Mathematics

**Y11**  
Essential Mathematics  
General Mathematics  
Mathematical Methods  
Mathematics

**Y12**  
General Mathematics  
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# MATHEMATICS

# 12

# SENIOR YEARS SUBJECTS



## YEAR 12 GENERAL MATHEMATICS

Exam

**LEVEL** Year 12

**CREDITS** 20

**CONTACT PERSON** Louise Mather

### CONTENT

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

### ASSESSMENT TYPES

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

#### School-based Assessment

Folio	40%
In-depth study	20%

#### External Assessment

Examination	30%
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**Y8**  
Mathematics

**Y9**  
Mathematics

**Y10**  
Mathematics

**Y11**  
Essential Mathematics  
General Mathematics  
Mathematical Methods  
Mathematics

**Y12**  
General Mathematics  
Mathematical Methods  
Mathematics

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# MATHEMATICS

# 12

# SENIOR YEARS SUBJECTS



## YEAR 12 MATHEMATICAL METHODS

Exam

LEVEL Year 12

CREDITS 20

CONTACT PERSON Louise Mather

### CONTENT

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

### ASSESSMENT TYPES

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

#### School-based Assessment

Skills and Application Tasks	Six SATs Equivalent of one SAT with the use of a calculator or notes	50%
Mathematical investigation	One mathematic investigation Maximum of fifteen A4 pages	20%

#### External Assessment

Examination	3 hour exam Access to approved technology 2 unfolded A4 sheets handwritten notes (i.e. 4 sides of sheets)	30%
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**Y8**  
Mathematics

**Y9**  
Mathematics

**Y10**  
Mathematics

**Y11**  
Essential Mathematics  
General Mathematics  
Mathematical Methods  
Mathematics

**Y12**  
General Mathematics  
Mathematical Methods  
Mathematics



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Health & PE 86

Humanities & Social Sciences 98

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MATHEMATICS

12

SENIOR YEARS SUBJECTS



YEAR 12  
SPECIALISTS MATHEMATICS

Exam

LEVEL Year 12 CREDITS 20

CONTACT PERSON Louise Mather

CONTENT

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills and understanding which provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, including using mathematical models. It includes the study of functions, vectors and calculus.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

ASSESSMENT TYPES

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

School-based Assessment

Skills and Application Task	Six SATs Equivalent of one SAT without the use of a calculator or notes	50%
Mathematical investigation	One mathematic investigation Maximum of fifteen A4 pages	20%

External Assessment

Examination	3 hour exam Access to approved technology 2 unfolded A4 sheets handwritten notes (i.e. 4 sides of sheets)	30%
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Y8	Mathematics
Y9	Mathematics
Y10	Mathematics
Y11	Essential Mathematics General Mathematics Mathematical Methods Mathematics
Y12	General Mathematics Mathematical Methods Mathematics



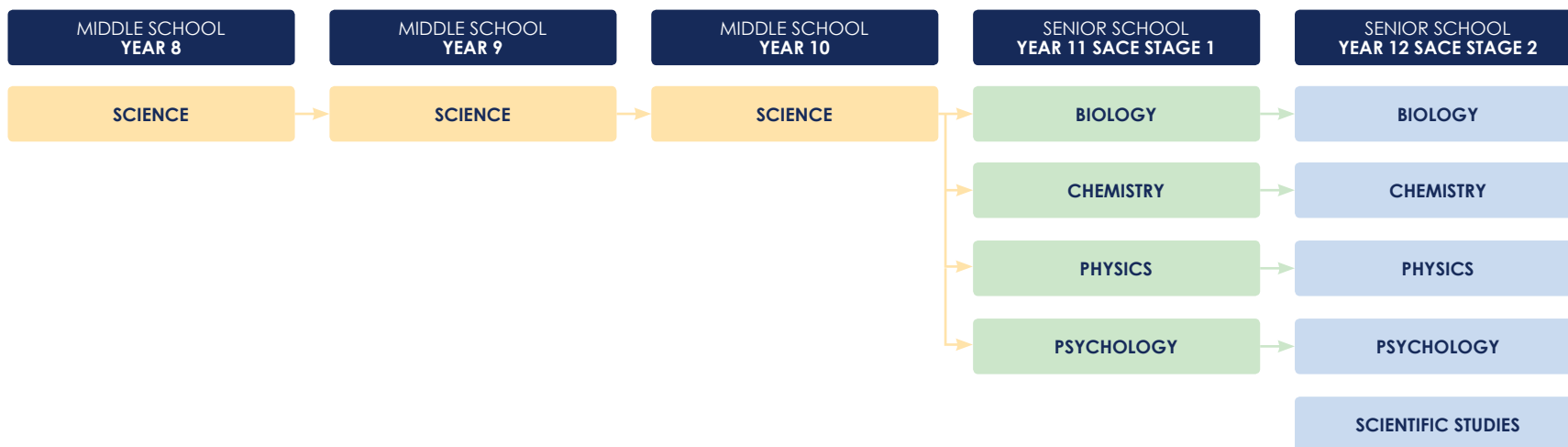
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The Arts	29
Cross-disciplinary	47
Design & Technologies	51
English	75
Health & PE	86
Humanities & Social Sciences	98
Languages	110
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<b>Sciences</b>	<b>133</b>
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Sciences	133
VET Subjects	143

# SCIENCES

# 8

# MIDDLE YEARS SUBJECTS

## YEAR 8 SCIENCE



**LEVEL** Year 8

**LENGTH** 2 Semesters

**CONTACT PERSON** Louise Mather

### CONTENT

The Australian Curriculum: Science has three interrelated strands: science understanding, science as a human endeavour and science inquiry skills. Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. The science understanding strand comprises four sub-strands: Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences. Students explore science, through a clearly described inquiry process and skills are developed through investigations, experiments and research assignments.

At RMSC the three interrelated strands, with a content sub strand, are used as the basis for writing IBMYP units of work. Each unit is structured to explore a statement of inquiry within a global context.

In Year 8, students are introduced to biological concepts through the study of cells, the structure and function of cell organelles and how systems work within a multi cellular organism. When introduced to chemical sciences students explore changes in matter and distinguishing between chemical and physical changes. They are introduced to physics concepts through exploring and classifying different forms of energy. Within earth science students learn about the rock cycle.

Science as a Human Endeavour is taught throughout the course; students learn about how science thinking has come about, how science concepts are developed, used and influence society. Students explore current theories and use their knowledge to propose solutions to real problems. Throughout the course students will build awareness of how science applications can affect people in different ways.

Robotics and programming is introduced as a practical STEM (Science, Technology, Engineering & Maths) experience of how mathematical, science and technology can be applied in everyday life and continue to shape our world.

### IB MYP ASSESSMENT TYPES

A range of assessment tasks provide students with the opportunity to demonstrate their learning through research assignments, projects and models, tests, issues analysis, laboratory skills and practical investigations. Some of the assessment tasks will be undertaken in groups to develop teamwork and collaboration skills. Scientific literacy skills are developed through practical reports, extended response questions, essays and research assignments.

### CRITERIA

Using knowledge, inquiring and designing, processing and evaluating, reflecting on the impacts of science.

**Y8**  
Science

**Y9**  
Science

**Y10**  
Science

**Y11**  
Biology  
Chemistry  
Physics  
Psychology

**Y12**  
Biology  
Chemistry  
Physics  
Psychology  
Scientific Studies

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The Arts	29
Cross-disciplinary	47
Design & Technologies	51
English	75
Health & PE	86
Humanities & Social Sciences	98
Languages	110
Mathematics	121
Sciences	133
VET Subjects	143

# SCIENCES

# 9

# MIDDLE YEARS SUBJECTS

## YEAR 9 SCIENCE



**LEVEL** Year 9

**CONTACT PERSON** Louise Mather

**LENGTH** 2 Semesters

### CONTENT

The Australian Curriculum: Science has three interrelated strands: science understanding, science as a human endeavour and science inquiry skills. <https://australiancurriculum.edu.au/>. Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. The science understanding strand comprises four sub-strands: Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences. Students explore science, through a clearly described inquiry process and skills are developed through investigations, experiments and research assignments.

At RMSC the three interrelated strands, with a content sub strand, are used as the basis for writing IBMYP units of work. Each unit is structured to explore a statement of inquiry within a global context.

In Year 9 students continue to develop biological concepts through study of the human body and how it responds to the external environment. Students learn to distinguish between biotic and abiotic components of ecosystems and study how energy flows through ecosystems.

Physics concepts taught concentrate on the structure of the atom and the process of nuclear decay. In Chemistry important everyday chemical changes are described and students understand how matter can be rearranged. The concept of conservation of matter is introduced and students develop a more sophisticated view of energy transfer.

Changes to the earth are studied through understanding energy and forces affecting systems such as continental movement. This concept is taught through an interdisciplinary unit with Humanities

Science as a Human Endeavour is taught throughout the course. Students describe how social and technologies factors have influenced scientific developments and they predict how future science and technological developments may affect people's lives.

### IB MYP ASSESSMENT TYPES

A range of assessment tasks provide students with the opportunity to demonstrate their learning and inquiry skills through research assignments, projects and models, tests, issues analysis, laboratory skills and practical investigations.

Some of the assessment tasks will be undertaken in groups to develop teamwork and collaboration skills. Scientific literacy skills are developed through practical reports, extended response questions, essays and research assignments.

### CRITERIA

Using knowledge, inquiring and designing, processing and evaluating, reflecting on the impacts of science.

# S

**Y8**  
Science

**Y9**  
Science

**Y10**  
Science

**Y11**  
Biology  
Chemistry  
Physics  
Psychology

**Y12**  
Biology  
Chemistry  
Physics  
Psychology  
Scientific Studies



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English	75
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# SCIENCES

# 10

# MIDDLE YEARS SUBJECTS

## YEAR 10 SCIENCE



### LEVEL Year 10

**CONTACT PERSON** Louise Mather

**LENGTH** 2 Semesters

### CONTENT

The Australian Curriculum: Science has three interrelated strands: science understanding, science as a human endeavour and science inquiry skills. <https://australiancurriculum.edu.au/>. Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. The science understanding strand comprises four sub-strands: Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences. Students explore science, through a clearly described inquiry process and skills are developed through investigations, experiments and research assignments.

At RMSC the three interrelated strands, with a content sub strand, are used as the basis for writing IBMYP units of work. Each unit is structured to explore a statement of inquiry within a global context.

At Year 10 students explore the concepts that underpin genetics, heredity and evolution. Students are introduced to the concepts of psychology. Atomic theory is developed to understand relationships of elements within the periodic table. They study chemical reactions and how different factors affect the rate of reactions.

Within physics they study and predict motion by understanding the relationship between force, mass and acceleration. They continue to understand energy through knowledge of energy conservation, transfer and transformations.

Students begin to link the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection, diversity of life, the Big Bang Theory and the origin of the universe. They describe relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

### IB MYP ASSESSMENT TYPES

A range of assessment tasks provide students with the opportunity to demonstrate their learning through research assignments, projects and models, tests, issues analysis, laboratory skills and practical investigations. Some of the assessment tasks will be undertaken in groups to develop teamwork and collaboration skills. Scientific literacy skills are developed through practical reports, extended response questions, essays and research assignments.

Practical Science Inquiry Skills are taught through investigations, experiments and research assignments. They use the scientific method to explore the concepts being taught and inquiry questions.

### CRITERIA

Using knowledge, inquiring and designing, processing and evaluating, reflecting on the impacts of science.

**Y8**  
Science

**Y9**  
Science

**Y10**  
Science

**Y11**  
Biology  
Chemistry  
Physics  
Psychology

**Y12**  
Biology  
Chemistry  
Physics  
Psychology  
Scientific Studies

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Mathematics 121

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SCIENCES

11

SENIOR YEARS SUBJECTS

YEAR 11 BIOLOGY

**LEVEL** Year 11 **CREDITS** 10 or 20  
**CONTACT PERSON** Louise Mather

**CONTENT**  
In Biology students investigate and learn about the structure and function of a range of living organisms, how they interact with other living things, and with their environments. The topics include cells and micro organisms, infectious diseases, multi cellular organisms, biodiversity and ecosystems. Students have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.

- ASSESSMENT TYPES**
- › Investigations folio
  - › Skills and applications tasks

**CRITERIA**  
For a 10 credit subject, students should provide evidence of their learning through four or five assessments, at least one of which involves collaborative work. Each assessment type should have a weighting of at least 20%.  
Students undertake:

- › At least one practical investigation and at least one investigation with a focus on Science as a Human Endeavour (SHE) for their folio
- › At least one skills and applications task

YEAR 11 CHEMISTRY

**LEVEL** Year 11 **CREDITS** 10 or 20  
**CONTACT PERSON** Louise Mather

**CONTENT**  
The study of Chemistry involves investigating and learning about the properties, uses, means of production and reactions of natural and processed materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

- ASSESSMENT TYPES**  
For a 10 credit subject, students should provide evidence of their learning through four or five assessments. Each assessment type should have a weighting of at least 20%.
- › Investigations folio
  - › Skills and applications tasks

**CRITERIA**  
For a 10 credit subject, students should provide evidence of their learning through four or five assessments, at least one of which involves collaborative work. Each assessment type should have a weighting of at least 20%.  
Students undertake:

- › At least one practical investigation and at least one investigation with a focus on Science as a Human Endeavour (SHE) for their folio
- › At least one skills and applications task



**Y8**  
Science

**Y9**  
Science

**Y10**  
Science

**Y11**  
Biology  
Chemistry  
Physics  
Psychology

**Y12**  
Biology  
Chemistry  
Physics  
Psychology  
Scientific Studies

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Design & Technologies	51
English	75
Health & PE	86
Humanities & Social Sciences	98
Languages	110
Mathematics	121
Sciences	133
VET Subjects	143

## SCIENCES

# 11

## SENIOR YEARS SUBJECTS

### YEAR 11 PHYSICS

**LEVEL** Year 11

**CREDITS** 10 or 20

**CONTACT PERSON** Louise Mather

#### CONTENT

The study of Physics offers opportunities for students to understand and appreciate the physical world. This subject requires the investigation and interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter and atoms and nuclei.

#### ASSESSMENT TYPES

- Investigations folio
- Skills and applications tasks

#### CRITERIA

For a 10 credit subject, students should provide evidence of their learning through four or five assessments, at least one of which involves collaborative work. Each assessment type should have a weighting of at least 20%.

Students undertake:

- At least one practical investigation and at least one investigation with a focus on Science as a Human Endeavour (SHE) for their folio
- At least one skills and applications task

### YEAR 11 PSYCHOLOGY

**LEVEL** Year 11

**CREDITS** 10 or 20

**CONTACT PERSON** Louise Mather

#### CONTENT

The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Topics include an introduction to psychology, brain structure and behaviour, emotions and social behaviour.

Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing and employment and leisure.

#### ASSESSMENT TYPES

- Investigations folio
- Skills and applications tasks

#### CRITERIA

For a 10 credit subject, students should provide evidence of their learning through four or five assessments, at least one of which involves collaborative work. Each assessment type should have a weighting of at least 20%.

Students undertake:

- At least one practical investigation and at least one investigation for their folio
- At least one skills and applications task

# S

**Y8**  
Science

**Y9**  
Science

**Y10**  
Science

**Y11**  
Biology  
Chemistry  
Physics  
Psychology

**Y12**  
Biology  
Chemistry  
Physics  
Psychology  
Scientific Studies

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Cross-disciplinary 47

Design & Technologies 51

English 75

Health & PE 86

Humanities & Social Sciences 98

Languages 110

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VET Subjects 143

SCIENCES

12

SENIOR YEARS SUBJECTS

YEAR 12 BIOLOGY

Exam

LEVEL Year 12 CREDITS 20

CONTACT PERSON Louise Mather

CONTENT

The study of Biology involves investigating and learning about the structure and function of a range of living organisms, how they interact with other living things, and with their environments. Student have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment. The four topics include DNA and proteins, cells as the basis of life, homeostasis and evolution.

ASSESSMENT TYPES

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

School-based Assessment

Skills and application tasks	40%
Folio	30%

External Assessment

Examination	30%
-------------	-----

YEAR 12 CHEMISTRY

Exam

LEVEL Year 12 CREDITS 20

CONTACT PERSON Louise Mather

CONTENT

The study of Chemistry involves investigating and learning about the properties, uses, means of production, and reactions of natural and processed materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

Topic involve the exploration of materials and their atoms, combining atoms, molecules, mixtures and solutions, acids and redox reactions.

ASSESSMENT TYPES

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

School-based Assessment

Skills and application tasks	40%
Folio	30%

External Assessment

Examination	30%
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- Y8 Science
- Y9 Science
- Y10 Science
- Y11 Biology, Chemistry, Physics, Psychology
- Y12 Biology, Chemistry, Physics, Psychology, Scientific Studies

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## SCIENCES

# 12

## SENIOR YEARS SUBJECTS

### YEAR 12 PHYSICS

Exam

**LEVEL** Year 12**CREDITS** 20**CONTACT PERSON** Louise Mather

#### CONTENT

The study of Physics offers opportunities for students to understand and appreciate the physical world. This subject requires the investigation and interpretation of phenomena of physics through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei.

#### ASSESSMENT TYPES

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

##### School-based Assessment

Skills and application tasks	40%
Folio	30%

##### External Assessment

Examination	30%
-------------	-----

### YEAR 12 PSYCHOLOGY

Exam

**LEVEL** Year 12**CREDITS** 20**CONTACT PERSON** Louise Mather

#### CONTENT

The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Topics include introduction to psychology, personality, altered states of minds, learning and social cognition.

Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing and employment and leisure.

#### ASSESSMENT TYPES

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

##### School-based Assessment

Skills and application tasks	40%
Folio	30%

##### External Assessment

Examination	30%
-------------	-----

S

**Y8**  
Science

**Y9**  
Science

**Y10**  
Science

**Y11**  
Biology  
Chemistry  
Physics  
Psychology

**Y12**  
Biology  
Chemistry  
Physics  
Psychology  
Scientific Studies



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SCIENCES

12

SENIOR YEARS SUBJECTS



YEAR 12  
SCIENTIFIC STUDIES

**LEVEL** Year 12 **CREDITS** 20  
**CONTACT PERSON** Louise Mather

**CONTENT**  
In Scientific Studies students investigate the world of science as it relates to their lives.

The Scientific Studies framework is flexible and uses student interests and contexts to determine themes and topics for study. At Roma Mitchell Secondary College students have a strong interest in health sciences and physiology. In this subject, two unifying themes will be covered with four to six topics studied overall.

Students learn to identify investigable questions, design their research using scientific approaches, collect data and other evidence, and analyse and critique their findings. The scientific topics chosen, or issues that arise during investigations, are informed by the application of key scientific ideas, skills, concepts and understanding.

**ASSESSMENT TYPES**  
Students demonstrate evidence of their learning through the following assessment types:

<b>School-based Assessment</b>	
Inquiry folio	50%
➤ 3 tasks with SIS focus	
➤ 1 Science as a Human Endeavour investigation	
➤ 1 individual inquiry design proposal	
Collaborative Inquiry	20%
➤ 1 collaborative inquiry (submitted electronically)	
<b>External Assessment</b>	
Individual Inquiry (1,500 words)	30%



- Y8**  
Science
- Y9**  
Science
- Y10**  
Science
- Y11**  
Biology  
Chemistry  
Physics  
Psychology
- Y12**  
Biology  
Chemistry  
Physics  
Psychology  
Scientific Studies





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VET SUBJECTS

MIDDLE SCHOOL  
YEAR 8

MIDDLE SCHOOL  
YEAR 9

MIDDLE SCHOOL  
YEAR 10

SENIOR SCHOOL  
YEAR 11 SACE STAGE 1

SENIOR SCHOOL  
YEAR 12 SACE STAGE 2

CERTIFICATE II  
KITCHEN OPERATIONS

NEVO OPTIONS



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# VOCATIONAL EDUCATION & TRAINING

VET

## CERTIFICATE II KITCHEN OPERATIONS

**CREDITS** 40 Stage 1 SACE Credits  
**CONTACT PERSON** Cathryn Pearce

### CONTENT

This program provides the opportunity for students who are seeking employment in the Hospitality Industry. This course focuses on the basics of cooking and students receive training in health and safety, food safety, food preparation and knife handling skills in the Commercial Kitchen at Roma Mitchell Secondary College. Students will prepare, cook and serve food for Café Roma and a number of school functions throughout the year as part of the on-the-job training.

### CAREER PATHWAYS

Career Pathways could include employment in the hotels, restaurants or cafes or apprenticeships in Commercial Cookery, Diploma in Hospitality at TAFE or University Hospitality Management or Food Technology Degrees.

## NEVO OPTIONS

Please refer to the North Eastern Vocational Opportunities website at <https://nevo.sa.edu.au/vet-courses/>



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# VOCATIONAL EDUCATION & TRAINING

VET

## INTRODUCTION

Vocational Education and Training (VET) is education and training that gives students skills and knowledge for work. VET operates through a national training system and is delivered, assessed and certified by Registered Training Organisations (RTOs).

The SACE enables students to include a significant amount of VET in their SACE studies. Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

These recognition arrangements help students build a coherent pathway in the SACE through VET and encourage students to complete or make significant progress toward completed VET qualifications while completing the SACE.

Roma Mitchell Secondary College offer a variety of specialist vocational courses which prepare students for specific career pathways or continued study in that area at TAFE. Successful completion of vocational training courses will enable students to receive SACE accreditation.

Training for these pathways may be delivered by accredited teaching staff, TAFE SA staff, other schools in the North Eastern Vocational Opportunities (NEVO) group or registered private training providers. In most cases the training will be conducted offsite from Roma Mitchell Secondary College.

Courses are available on site to Roma Mitchell Secondary College students.

## SACE

The SACE can be tailored to each student's needs and interests:

- You will be able to gain credit for a wide range of learning activities, including undertaking a trade, studying at TAFE or other registered training organisations, and for some part-time work.
- To gain credit for part-time work you will need to produce evidence that shows how your job has helped you to build skills and knowledge.
- An apprenticeship can count towards the SACE. This means you can gain on-the-job skills while working towards both the SACE and a recognised VET Qualification.



Certificate II  
Kitchen Operations  
NEVO Options







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**Government of South Australia**  
Department for Education