2023

Curriculum Guide

Roma Mitchell

Secondary College

2023 RMSC Curriculum Guide

Contents

The Roma Mitchell Secondary College Curriculum Guide is designed to assist students and parents in choosing the most appropriate subjects for their journey through school and beyond.

Dear Families

The curriculum at Roma Mitchell Secondary College (RMSC) is aligned with both state and national expectations for all schools. In addition, a number of specific programs are offered which meet the particular needs of our school community.

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 (IB) Middle Years Program & IB Diploma are rigorous academic programs which is being used in a growing number of public and private schools in South Australia, Australia and internationally.

We use the IB MYP/Diploma 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.

Whilst every effort is made to satisfy student choices, not all combinations of subjects are possible. Subjects can only run where student numbers and staffing deem them viable.

Toni Carellas
Principal

Students - consider this

- What are my future goals ?
- What career do I want to pursue ?
- Start with the end in mind – university prerequisites
- Choose subjects you enjoy
- Motivation plays a key role in your success as a student
- Take classes that offer you a challenge you are willing to take
- Look at how well you've done in past classes to help determine what level you are at. If you were struggling at maths last year, for example, you probably shouldn't be taking the advanced maths course. If you were excelling in maths, however, the advanced maths course may be a good choice
- Talk to your parents about your subject choices

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IB Middle Years Program

The IB Middle Years Program (MYP) prepares students to be successful in school and to be active, lifelong learners.

The IB MYP is a curriculum framework that is designed to meet the specific learning needs of students in the middle years of their schooling (years 7 to 10). It provides a framework of learning that encourages students to become creative, critical and reflective thinks. The MYP emphasises intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, inter-cultural understanding and global engagement - essential qualities for young people who are becoming global leaders.

The MYP is flexible enough to accommodate the demands of the Australian curriculum. It builds upon the knowledge, skills and attitudes developed in the primary years and prepares students to meet the academic challenges of the SACE.

THE IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect.

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

THE MYP

An IB education -

- focuses on learners - the IB's student-centred programs promote healthy relationships, ethical responsibility and personal challenge
- develops effective approaches to teaching and learning - IB Programs help students to develop the attitudes and skills they need for both academic and personal success
- works within global contexts - IB programs increase understanding of languages and cultures, and explore globally significant ideas and issues
- explores significant content - IB programs offer a curriculum that is broad and balanced, conceptual and connected. Informed by values described in the learner profile

THE IBMYP FUNDAMENTAL CONCEPTS

- Approaches to learning (ATL) - emphasising MYP pedagogy, including collaborative learning through inquiry
- Concepts - highlighting a concept-driven curriculum
- Global contexts - showing how learning best takes place in context
- Inquiry-based learning may result in student-initiated action, which may involve service within the community
- The MYP organises teaching and learning through eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design
- The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts.

Teaching and learning in the IB grows from an understanding of education that celebrates the many ways people work together to construct meaning and make sense of the world. Represented as the interplay between asking (inquiry), doing (action) and thinking (reflection), this constructivist approach leads towards open classrooms where different views and perspectives and valued. An IB education empowers young people for a lifetime of learning, both independently and in collaboration with others. It prepares a community of learners to engage with complex global challenges through a dynamic educational experience framed by inquiry, action and reflection.

MYP program design uses two kinds of concepts.

- **Key concepts,** from each subject group, provide interdisciplinary breadth to the program. Key concepts are broad, organising, powerful ideas that have relevance within and across subjects and disciplines, providing connections that can transfer across time and culture.
- **Related concepts,** grounded in specific disciplines, explore key concepts in greater detail, providing depth to the program. They emerge from reflection on the nature of specific subjects and disciplines, providing a focus for inquiry into subject-specific content.

Concepts can be interpreted differently and explored from various perspectives and at different levels of complexity. As students develop and deepen their understanding, they can use concepts to innovate, address challenges and solve problems.

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IB Middle Years Program

THE LEARNER PROFILE

The aim of all IB programs is to develop internationally minded people who, recognising our common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be -

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-Minded
Caring
Risk Takers
Balanced
Reflective

THE PERSONAL PROJECT

The Personal Project is the culminating task of the MYP which allows year 10 students to demonstrate what they have learned over the course of the program while pursuing a topic of their own interest.

The Personal Project encourages students to practice and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The Personal Project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a Personal Project independently.

The personal project is student-centred and enables students to engage in practical explorations through a cycle of inquiry, action and reflection. The project helps students to develop the attributes of the IB learner profile' provide students with an essential opportunity to demonstrate ATL skills developed through the MYP; and foster the development of independent, lifelong learners.

The personal project offers students a great deal of flexibility and many opportunities for differentiation of learning and expression according to their individual needs. It is a rich opportunity for students to complete an extended piece of work that challenges their own creativity and thinking about issues of concern to themselves. Creativity is encouraged by the aims and objectives of the personal project; the results are usually rewarding, and sometimes specular.

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S A C E

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.

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

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 optional 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

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/

HOW DO I GET THE SACE ?

- Every subject you complete successfully will earn you 'credits'
- 200 credits of these in the right mix of subject 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 subject will be marking 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.

Credits	Requirements
	Year 10
10	Personal Learning Plan
	Year 11 (Stage One)
20	Literacy (from a range of English subjects and courses)
10	Numeracy (from a range of Mathematics subjects & courses)
	Year 11 or 12 (Stage One or Two)
up to 90	Other subjects and courses of the student's choice
	Year 12 (Stage Two)
10	Research Project
60 or more	Other Year 12 (Stage Two) subjects and courses*

Indicates year 11 Stage 1 compulsory subjects & courses

Indicates choice subjects

Indicates year 12 Stage 2 compulsory subjects & courses

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IB Diploma

The IB Diploma Program is a balance between the desirability of a broad education and the need to allow some specialisation. In all subjects the emphasis is on the development of skills and learning how to learn, in addition to mastery of subject content.

To achieve a broad and balanced program the student must choose one subject from each of these six groups. The following subjects are offered in both high level (HL) and standard level (SL) unless otherwise stated:

GROUP 1 LANGUAGE AND LITERATURE

The study of literature in the student's first language or the language of instruction of the school, including the study of world literature. At RMSC students study English A: Literature.

GROUP 2 LANGUAGE ACQUISITION

Second language other than the student's first language. There are two levels: Language B and Language Ab Initio. The prerequisite for Language B is 3 - 4 years of study in Middle School or relevant background in the language. We offer Japanese B, Italian B, German B and Italian Ab Initio.

GROUP 3 INDIVIDUALS AND SOCIETIES

Psychology; Environmental Systems and Societies (SL only). (This is an interdisciplinary subject and can be taken in either Group 3 or Group 4).

GROUP 4 SCIENCES

Chemistry; Physics; Environmental Systems and Societies (SL only), Biology. (This is an interdisciplinary subject and can be taken in either Group 3 or Group 4) and Business Management.

GROUP 5 MATHEMATICS

Mathematics Applications & Interpretations
Mathematics Analysis & Approaches

GROUP 6 THE ARTS

Visual Arts or students can choose a second subject from group 3 or group 4.

The student must choose three subjects for study in greater depth at HIGHER LEVEL (HL) and three subjects for study in somewhat lesser depth at STANDARD LEVEL (SL). Diploma students must also complete the three core elements of the Diploma requirements.

THE CORE

Theory of Knowledge (TOK) which explores the nature of knowledge across the disciplines. It encourages students to appreciate other cultural perspectives and understand their own culture. It stimulates critical reflection on knowledge and allows students to examine the grounds for moral, political and aesthetic judgments.

EXTENDED ESSAY

An extended essay of 4,000 words (maximum) which offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at university.

CAS

Creativity, Activity, Service (CAS) which involves a range of activities. The three strands of CAS,which are often interwoven with particular activities are characterised as follows -

Creativity
Arts and other experiences that involve creative thinking

Activity
Physical exertion contributing to a healthy lifestyle, complementing work elsewhere in the Diploma Program

Service
An unpaid and voluntary exchange that has a learning benefit for the student.

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IB Diploma

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Group	Year 11	Year 12
1 Language & Literature	IB English A: Literature	IB English A: Literature
2 Language Acquisiton	Italian B German B Initio Italian Japanese B	Italian B German B Initio Italian Japanese B
3 Individuals & Societies	Psychology Environmental Systems & Societies Business Management	Psychology Environmental Systems & Societies Business Management
4 Sciences	Chemistry Physics Environmental Systems & Societies Biology Sports Science	Chemistry Physics Environmental Systems & Societies Biology Sports Science
5 Mathematics	Mathematics Application and Interpretations Mathematics Analysis and Approaches	Mathematics Application and Interpretations Mathematics Analysis and Approaches
6 Arts	Visual Arts or students choose a seccond subject from group 3 or group 4	Visual Arts or students choose a seccond subject from group 3 or group 4
Theory of Knowledge (TOK)	Year 11 TOK	Year 12 TOK
Extended Essay		

ENROLMENT REQUIREMENTS & CHOOSING SUBJECTS

Use this document to make your selection and discuss these fully with your parents. Remember that you need to choose 6 subjects, one from each group and that 3 must be at Higher Level and 3 at Standard Level. Take into account:

- Your interest and ability in the subject
- Your commitment to your studies and ability to work independently
- Your university and career plans – talk with your Care Group teachers, subject teachers, IB Coordinator and Student Counsellors.
- All IB subjects at Year 11 are accredited SACE Stage 1 subjects.
- IB students may either continue with IB in Year 12 or transfer into SACE Stage 2 with the written permission of the Head of Senior School. If a student transfers to SACE Stage 2, the SACE Board requires an IB score of at least a 3 in order to receive credit for their Year 11 IB subjects.

ENGLISH A : LITERATURE (SL/HL)

LEVELS Year 11 and Year 12

LENGTH Full Year

RECOMMENDED BACKGROUND

SPECIAL REQUIREMENTS

As part of the Diploma Program (DP), students take at least one subject from studies in language and literature.

The courses offer a broad range of texts, and students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts. Students take their studies in a language in which they are academically competent.

The language A: literature course introduces students to the analysis of literary texts. It is the course through which the IB's policy of mother-tongue entitlement is delivered.

The course is organized into three areas of exploration and seven central concepts, and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

KEY FEATURES OF THE CURRICULUM AND ASSESSMENT MODELS

- Available at higher and standard levels
- Higher level study requires a minimum of 240 class hours, while standard level study requires a minimum of 150 class hours
- Students study 13 works at higher level and 9 works at standard level from a representative selection of literary forms, periods and places
- Students develop the ability to engage in close, detailed analysis of literary works, building understanding of the techniques involved in literary criticism
- The study of literary works in context is emphasised, and through the study of literature in translation the student is challenged to reflect on the role of cultural assumptions in interpretation
- Students are assessed through a combination of formal examination and oral and written coursework.
- The formal examination comprises two essay papers, one requiring the analysis of a passage of unseen literary text, and the other comparative response to a question based on two works studied
- Students also perform an oral activity presenting their analysis of two works studied
- HL students comply with an additional written coursework requirement which consists of writing a 1200 - 1500 word essay on one of the works studied

LANGUAGES AB INITIO - ITALIAN, GERMAN B, ITALIAN B, JAPANESE B (SL)

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

Offered at SL only, language ab initio is a language acquisition course designed for students with no previous experience in—or very little exposure to—the target language. Language ab initio students develop their receptive, productive and interactive skills while learning to communicate in the target language in familiar and unfamiliar contexts. Students develop the ability to communicate through the study of language, themes and texts.

There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. While the themes are common to both language ab initio and language B, the language ab initio syllabus additionally prescribes four topics for each of the five themes, for a total of 20 topics that must be addressed over the two years of the course.

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

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

PSYCHOLOGY

The IB Diploma Program psychology course is the systematic study of behaviour and mental processes.

Since the psychology course examines the interaction of biological, cognitive and sociocultural influences on human behaviour, it is well placed in group 3, individuals and societies. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behaviour.

The holistic approach reflected in the curriculum, which sees biological, cognitive and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behaviour and mental processes. The ethical concerns raised by the methodology and application of psychological research are also key considerations of the IB psychology course.

ENVIRONMENTAL SYSTEMS & SOCIETIES

Through studying environmental systems and societies (ES&S) students will be provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face.

The teaching approach is such that students are allowed to evaluate the scientific, ethical and socio-political aspects of issues.

ES&S is one of two interdisciplinary courses offered in the Diploma Program, Literature and Performance is the other interdisciplinary course. Because it is an interdisciplinary course, students can study this course and have it count as either an individuals and societies or a science course, or both. This gives students the opportunity to study (an) additional subject(s) from any group.

Students will be able to study this course successfully with no specific previous knowledge of science or geography. However, as the course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific methods, a course that shares these aims would be good preparation.

During the course, students will study eight different topics. An important aspect of the ES&S course is hands-on work in the laboratory and/or out in the field.

KEY FEATURES OF THE CURRICULUM AND ASSESSMENT MODELS

- Available only at standard level (SL)
- The minimum prescribed number of hours is 150
- A hands-on approach to the course delivery is emphasised.
- Students are assessed both externally and internally
- External assessment consists of two written papers and provides opportunities for students to demonstrate an understanding through the application, use, synthesis, analysis and evaluation of environmental issues, information, concepts, methods, techniques and explanations.
- Internal assessment task accounts for 25% of the final assessment. This involves the completion of an individual investigation of an ESS research question that has been designed and implemented by the student. The investigation is submitted as a written report.

SPORTS SCIENCE

SPORTS SCIENCE

This course lies within the Sciences. Students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method.

SEHS students participate in a compulsory group 4 project. This collaborative and interdisciplinary exercise provides an opportunity for students to explore scientific solutions to global questions.

Key features of the curriculum and assessment model

• Available at standard (SL) and higher levels (HL)
• The minimum prescribed number of hours is 150 for SL and 240 for HL
• The SEHS course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health.
• A combination of syllabus content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyse human performance.
• The SEHS course has strong international dimensions such as international sporting competition and the international bodies that regulate them. Ethical issues that exist within sporting competitions are considered.
• The comprehensive curriculum provides excellent preparation for university courses including those specifically related to Sport, Sports Science or Physical Education.

BUSINESS MANAGEMENT

BUSINESS MANAGEMENT

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques.

Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

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

1. encourage a holistic view of the world of business
2. empower students to think critically and strategically about individual and organizational behaviour
3. promote the importance of exploring business issues from different cultural perspectives
4. enable the student to appreciate the nature and significance of change in a local, regional and global context
5. promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
6. develop an understanding of the importance of innovation in a business environment.

CHEMISTRY (SL/HL)

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

Both theory and practical work should be undertaken by all students as they complement one another naturally, both in school and in the wider scientific community. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. It also allows students to develop interpersonal and information technology skills, which are essential to life in the 21st century.

By studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject. Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings.

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

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

PHYSICS (SL/HL)

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject.

Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Besides helping us better understand the natural world, physics gives us the ability to alter our environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

By studying physics students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the subject.

Teachers provide students with opportunities to develop manipulative skills, design investigations, collect data, analyse results and evaluate and communicate their findings. Through the overarching theme of the nature of science, the aims of the DP physics course are to enable students to:

PHYSICS (cont'd)

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

MATHEMATICS: APPLICATIONS AND INTEPRETATIONS

Individual students have different needs, aspirations, interests and abilities.
For this reason there are two different DP subjects in mathematics -

Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students. Both courses are offered at SL and HL.

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

Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

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

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

MATHEMATICS ANALYSIS AND APPROACHES (SL/HL)

The Mathematics: Analysis and Approaches course is designed for students who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalisation. This course is suitable for students who may go on to further study in subjects that have a significant level of mathematics content, for example mathematics itself, engineering, physical sciences or economics.

TOPICS COVERED THROUGH THE COURSE

The five topics below are covered during the SL course – each of these topics has sub-topics.

- Number and Algebra
- Functions
- Geometry and Trigonometry
- Probability and Statistics
- Calculus

In addition to this the course contains investigative and inquiry-based learning, supporting the students in their internally assessed exploration task.

There is some content that is common with the Mathematics: Applications and Interpretations course but the Mathematics: Analysis and Approaches has a greater emphasis on calculus, numerical and algebraic approaches.

ACTIVITIES AND ASSESSMENT

Teacher and students have regular weekly opportunities to assess progress and attainment. Some activities assess student achievement against formal criteria, such as worksheets, problem sets or quizzes. Learning is also supported with discussion forums, journals, email, and regular live lessons in the online classroom.

ADVICE FROM OUR TEACHERS

In order to succeed, it is recommended students set aside five to six hours a week.

A Graphical Display calculator is required for this course. Pamoja recommends the following two calculators:

Texas Instruments TI-84 Plus CE
Texas Instruments TI-Nspire (a non CAS version)

BENEFITS TO STUDENTS

Taking Mathematics: Analysis and Approaches SL online will enable students to:

- be supported by highly experienced IB teachers
- develop independence in learning and time-management
- develop their ability to work in a connected world
- become experienced in a wide range of online learning tools
- better cope with online learning demands in higher education

BIOLOGY (SL/HL)

Biologists investigate the living world at all levels using many different approaches and techniques.

At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function. Many discoveries remain to be made and great progress is expected in the 21st century.

Through studying a science subject students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, the emphasis on a practical approach. In addition, through the overarching theme of the "Nature of Science" this knowledge and skills will be put into the context of way science and scientists work in the 21st Century and the ethical debates and limitations of creative scientific endeavour.

The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and data bases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

BIOLOGY SYLLABUS OUTLINE

Higher level (240 hours)
- 20% Internal assessment (individual investigation)
- 80% External assessment

Standard level (150 hours)
- 20% Internal assessment (individual investigation)
- 80% External assessment

KEY FEATURES OF THE CURRICULUM AND ASSESSMENT MODELS

- Available at standard (SL) and higher levels (HL)
- The minimum prescribed number of hours is 150 for SL and 240 for HL
- Students are assessed both externally and internally
- Biology students at SL and HL undertake a common core syllabus and a common internal assessment (IA) scheme.

While there are core skills and activities common to both SL and HL students, students at HL are required to study the options and some topics in greater depth as well as some additional topics. The distinction between SL and HL is one of breadth and depth.

A practical approach to the course delivery is emphasised through the interdisciplinary group 4 project and a mixture of both short-term and long-term experiments and investigations.

Internal assessment accounts for 20% of the final assessment and this is assessed through a single individual investigation. This investigation may involve a hands-on approach, use of data-bases, modelling, simulation or a hybrid. Student work is internally assessed by the teacher and externally moderated by the IB.

The external assessment of biology consists of three written papers. In paper 1 there are 30 (at SL) or 40 (at HL) multiple-choice questions. Paper 2 contains short-answer and extended-response questions on the core (and Additional Higher Level (AHL) material at HL). Paper 3 has two sections; Section A contains one data-based question and several short-answer questions on experimental work on the core (and AHL material at HL). Section B contains short-answer and extended-response questions from each of the four options.

Much of this information is taken directly from the biology subject guide, available to all IB teachers on the program resource centre.

VISUAL ARTS **OR** STUDENTS CHOOSE A SECOND SUBJECT FROM GROUP 3 OR GROUP 4

VISUAL ARTS

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding.

They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

The IB Diploma Program visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and inter-cultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

Area of Study Year 7	Subject	Duration
ARTS	2D Art Performance Art	1 Semester
DESIGN	Digital Technology Workshop Technology(Wood/Metal)	1 Semester
INDIVIDUALS & SOCIETIES	History + Geography + Civics and Citizenship + Business & Economics	2 Semesters
LANGUAGE ACQUISITION		2 Semesters
LANGUAGE AND LITERATURE	English Literacy	2 Semesters
MATHEMATICS	Mathematics Numeracy	2 Semesters
PHYSICAL & HEALTH EDUCATION	Health & Physical Education	2 Semesters
SCIENCE	Science	2 Semesters
Area of Study Year 8	**Subject**	**Duration**
ARTS	3D Art Music	1 Semester
DESIGN	Food Technology 3D Design	1 Semester
INDIVIDUALS & SOCIETIES	History + Geography + Civics and Citizenship + Business & Economics	2 Semeseters
LANGUAGE ACQUISITION	Japanese, German, Italian	2 Semesters
LANGUAGE AND LITERATURE	English Literacy	2 Semesters
MATHEMATICS	Mathematics Numeracy	2 Semesters
PHYSICAL & HEALTH EDUCATION	Health & Physical Education	2 Semesters
SCIENCE	Science	2 Semesters
Area of Study Year 9	**Subject**	**Duration**
ARTS	Art, Media Drama, Music, Dance	Semester
DESIGN	Food Technology Woodwork/Metalwork Digital Technology/ 3D Design	Semester
INDIVIDUALS & SOCIETIES	History + Geography + Civics and Citizenship + Business & Economics	2 Semesters
LANGUAGE ACQUISITION	Japanese, German, Italian	2 Semesters
LANGUAGE AND LITERATURE	English Literacy	2 Semesters
MATHEMATICS	Mathematics Numeracy (selected students) Extended Mathematics	2 Semesters
PHYSICAL & HEALTH EDUCATION	Health & Physical Education	2 Semesters
SCIENCE	Science	2 Semesters
COMMUNITY PROJECT	Futures education	

Area of Study	Subject	Duration
ARTS	Design Music (Full year optional) Dance Drama Media Arts Visual Arts	1 Semester
DESIGN	Food Technology Digital Technology 3D Design Fashion Design Workshop Technology	1 Semester
INDIVIDUALS & SOCIETIES	History Environmental Studies Entrepreneurship and Business Culture and Society	1 Semester 1 Semester 1 Semester 1 Semester
LANGUAGE ACQUISITION	Japanese German Italian	2 Semesters
LANGUAGE AND LITERATURE	English Literacy	2 Semesters
MATHEMATICS	Mathematics Numeracy (selected students) Extended Mathematics Maths Enrichment	2 Semesters 1 Semester 10A full year Semester 2
FUTURES EDUCATION	Personal Learning Plan Personal Project	1 Semester
PHYSICAL & HEALTH EDUCATION	Health & Physical Education	1 Semester
SCIENCE	Genetics, Chemistry Physics and Astronomy (space industries) Sustainability & Horticulture Sports Science & Nutrition Psychology & Forensics	Semester 1 Semester 2 Semester (choice) Semester (choice) Semester (choice)

Area of Study	Subject	Duration
ARTS	Design Art Dance Creative Arts (Visual Design Arts) Drama Music Explorations	
DESIGN & TECHNOLOGIES	Digital Technology Information Processing & Publishing Food Technology Textiles Metalwork Furniture Construction (Wood) Child Studies Business Innovations Workplace Practices Photography	
ENGLISH	English Literary Studies English Essential English EALD	
HEALTH & PHYSICAL EDUCATION	Health & Physical Education Special Sport Integrated Learning (Football, AFLW, Cricket) Outdoor Education Integrated Learning Health Stage 2 Integrated Learning SAASTA Integrated Learning Aboriginal Power Cup	
HUMANITIES & SOCIAL SCIENCE	Aboriginal Studies Modern History Geography Legal Studies Society & Culture Women's Studies Accounting	
LANGUAGES	German, Italian & Japanese (IB Diploma)	
MATHEMATICS	Essential Mathematics General Mathematics Mathematics Maths A, Maths D Maths B, Maths C	 Semester 1 Semester 2
SCIENCES	Biology Chemsitry Physics Psychology Scientific Studies	
VET & SACE	Research Project A Research Project B VET - Kitchen Operations	

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Year 12 SACE Stage 2

Area of Study	Subject	Duration
ARTS	Visual Design Visual Art Dance Drama Music Performance Ensemble Music Explorations Music (Solo Explorations)	
DESIGN & TECHNOLOGIES	Digital Technology Information Processing & Publishing Food Technology Textiles Metalwork Furniture Construction (Wood) Child Studies Business Innovations Workplace Practices Photography	
ENGLISH	English Literary Studies English Essential English EALD	
HEALTH & PHYSICAL EDUCATION	Health & Physical Education Special Sport Integrated Learning (Football, AFLW, Cricket) Outdoor Education Health Stage 2	
HUMANITIES & SOCIAL SCIENCE	Aboriginal Studies Modern History Geography Legal Studies Society & Culture Women's Studies Accounting	
LANGUAGES	IB German, Italian & Japanese	
MATHEMATICS	General Mathematics Essential Maths Mathematical Methods Double Combination Specialist Mathematicss & Mathematical Methods	
SCIENCES	Biology Chemsitry Physics Psychology Scientific Studies	

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International Baccalaureate Diploma

Area of Study	Subject	Duration
ARTS	Visual Arts Or choose a second subject from group 3 or group 4	
INDIVIDUALS & SOCIETIES	Psychology Environmental Systems & Societies Business Management	
LANGUAGE & LITERATURE	IB English A: Literature	
LANGUAGE ACQUISITION	Italian B German B AB Intio Italian Japanese B	
MATHEMATICS	Mathematics Application & Interpretations (SL/HL) Mathematics Analysis & Approaches (SL/HL)	
SCIENCES	Biology Chemsitry Environmental Systems & Societies Sport Science Physics	
CORE	Theory of Knowledge (ToK) Extended Essay (EE) Creativity, Activity, Service (CAS)	

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Arts

Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, visual art, craft and design works, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles.

Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
VISUAL ART (2D)	VISUAL ART (3D)	VISUAL ART	VISUAL ART	ART	VISUAL ART
PERFORMANCE		MEDIA ARTS (PHOTOGRAPHY/ FILM)	MEDIA ARTS (PHOTOGRAPHY/ FILM)	CREATIVE ARTS	VISUAL DESIGN
			DESIGN	DESIGN	
		DANCE	DANCE	DANCE	DANCE
		DRAMA	DRAMA	DRAMA	DRAMA
	MUSIC	MUSIC	MUSIC	MUSIC (MUSIC EXPLORATIONS) STAGE 2	MUSIC ENSEMBLE PERFORMANCE
					MUSIC EXPLORATIONS
					MUSIC (SOLO EXPLORATIONS)

2D ART Y7

LEVEL Year 7

LENGTH 1 Term

CONTENT

Students develop planning skills for art-making by exploring techniques and processes used by different contemporary and traditional artists. They learn how to generate ideas from sources of inspiration and practice practical skill development such as those in painting, drawing, photography & printmaking to enhance representation of ideas in final products. Students evaluate and critique the works of artist from various time periods and art movements, to recognize how artist represent a theme, concept or idea in their artwork. Students learn a variety on technical skills and ways to manipulate materials and processes.

SCHOOL ASSESSMENT TYPES

- Arts Process Journal
- Final Major Artworks
- Folio
- Practitioner's Statement

PERFORMANCE Y7

LEVEL Year 7

LENGTH 1 Term

CONTENT

Students learn how to combine the elements of drama in devised and scripted pieces of work to develop roles and characters. They understand ideals around telling stories within a context. They plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect. Students develop their choreographic intent by applying the elements of dance to structure dance pieces using devices and form. They practice, rehearse and refine technical skills in style-specific techniques and extend the combinations of fundamental movement skills to explore these dance styles. Students perform in groups and individually to build on their awareness of body articulation and extend their understanding of space, time and dynamics.

SCHOOL ASSESSMENT TYPES

- Arts Process Journal
- Critique
- Evaluation
- Performances

3D ART Y8

LEVEL Year 8

LENGTH 1 Term

CONTENT

Students develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes. Students design and create and visual solutions for selected concepts through a variety of visual arts forms, including Printmaking, Sculpture and Installation Art. Students exhibit and curate their artworks individually or collaboratively, demonstrating how artworks are displayed to enhance the intention to an audience. They document the evolution of selected art styles and relate these concepts to their current practice.

SCHOOL ASSESSMENT TYPES

- Arts Process Journal
- Final Major Artworks
- Folio
- Practitioner's Statement

MUSIC Y8

LEVEL Year 8

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. By creating reflective compositions using software, students reflect and make links between concepts, skills and vocabulary acquired.

SCHOOL ASSESSMENT TYPES

- Instrumental skill development - accuracy and technical control
- Ensemble or Solo Performances
- Theory - rhythmic patterns
- Compositions
- Performance review
- Critical reflection n

VISUAL ARTS Y9

LEVEL Year 9

LENGTH 1 Semester

CONTENT

Student experiment with various mediums, adapt techniques to refine their personal aesthetic. Through responding and critiquing art as both artist and audience, students research and analyse the characteristics, qualities, properties and constraints of materials in a range of forms, styles, practices. Students manipulate processes to make visual artworks that are cross-media or cross-form. Students make decisions about the final display of works to strengthen the overall intention. Students investigate a range of contemporary and historical artist and art movements as sources of inspiration to further develop their own ideas.

SCHOOL ASSESSMENT TYPES

- Arts Process Journal
- Final Major Artworks
- Folio
- Practitioner's Statement

MUSIC Y9

LEVEL Year 9

LENGTH 1 Term

CONTENT

Students begin to improvise and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music.

By evaluate a range of music and compositions, students begin to inform and refine their own compositions and performances. They explore personal styles in composition manipulate combinations of music elements in a range of styles, using technology and notation. Students practice and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skills. They perform music applying techniques and expression.

SCHOOL ASSESSMENT TYPES

- Ensemble or Solo Performances - accuracy and technical control and expression
- Theory - Reading and playing music notation
- Compositions
- Performance review
- Critical reflection

MEDIA ARTS (FILM/PHOTOGRAPHY) Y9

LEVEL Year 9

LENGTH 1 Semester

CONTENT

Students plan and design media artworks for a range of purposes, to analyse the way in which audiences make meaning. Students evaluate how technicaMEl and symbolic elements are manipulated in media artworks, and use this as the basis for their editing processes. Student understand the various uses of manipulation software and techniques involved for capturing imagery and explore contemporary styles of media forms to develop and refine media production skills.

SCHOOL ASSESSMENT TYPES

- Practical camera work
- Digital image editing
- Analysis and critique of artist work
- Media Arts Journal

DANCE Y9

LEVEL Year 9

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. Students use the elements of dance to plan compositions in align with selected music pieces, that can vary in style and genre.

SCHOOL ASSESSMENT TYPES

- Choreography Planning
- Process journal
- Dance Presentations

DRAMA Y9

LEVEL Year 9

LENGTH 1 Semester

CONTENT

Students learn how to better understand and manipulate expressive skills in drama they perform and view.

They study specific interpretation techniques that extend the use of voice and body movement to sustain belief in a variety of characters. They manipulate dramatic action to better understand dynamics within situations, pertaining to a particular narrative. Students experiment with idea of mood and atmosphere, as well as dramatic symbol and modify production elements to suit different audiences.

SCHOOL ASSESSMENT TYPES

- Drama Performances
- Film/Play Critique
- Arts Process Journal

VISUAL ARTS Y10

LEVEL Year 10

LENGTH 1 Semester

CONTENT

Students learn how to manipulate materials and processes to develop and refine techniques in their artworks. They develop and refine their own processes, by planning and designing artworks that represent their artistic intention. Students can select forms of art such as painting, drawing, photography, printmaking, sculpture and many more. Students present ideas for displaying artworks and evaluate displays of artworks within exhibition spaces. They evaluate how representations and imagery communicate meaning in works. They look at various art movements and styles throughout history and apply this to modern day contexts. Students analyse an artist's work to generate ideas for their own while developing their art making process.

SCHOOL ASSESSMENT TYPES

- Arts Process Journal
- Final Major Artworks
- Folio
- Practitioner's Statement

MUSIC Y10

LEVEL Year 10

LENGTH 1 Semester

CONTENT

Students build knowledge of music notation, applying theory concepts when playing their chosen instrument. Students compose and arrange musical pieces pertaining to traditional, modern and popular styles. Students practice during additional weekly instrumental lessons to assist their practical skill development. They 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 composition.

SCHOOL ASSESSMENT TYPES

- Ensemble or Solo Performances - accuracy and technical control and expression
- Theory - Reading and playing music notation
- Compositions
- Performance review – Critical reflection

MEDIA ARTS (PHOTOGRAPHY/FILM) Y10

LEVEL Year 10

LENGTH 1 Semester

CONTENT

Students develop techniques to construct new and alternative points of view through images, sounds and text. They refine use of structured intent and character settings, whilst investigating genre conventions within compositions.

Students use various editing software and programs to analyse the ways in which audiences make meaning, interact with and share media artworks. They evaluate the social and ethical implications of media arts within our current society.

SCHOOL ASSESSMENT TYPES

- Media Arts Journal
- Short Film
- Practical camera work
- Digital image editing
- Film Critique

DANCE Y10

LEVEL Year 10

LENGTH 1 Semester

CONTENT

Students will explore meaning and interpretation through forms and elements of Dance. Students will practice and refine technical skills to develop proficiency in genre- and style-specific techniques. They will structure dances using movement motifs, choreographic devices and form while performing to emphasizing expressive skills. Students evaluate their own choreography and performance, and that of others to inform and refine their understanding.

SCHOOL ASSESSMENT TYPES

- Arts Process Journal
- Choreography Planning
- Group and Solo Performances
- Critiques
- Study of a performance

DRAMA Y10

LEVEL Year 10

LENGTH 1 Semester

CONTENT

Students develop roles and characters through performing devised and scripted drama, making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience. 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 to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

SCHOOL ASSESSMENT TYPES

- Arts Process Journal
- Group Production/Monologue
- Film Study

DESIGN Y10

LEVEL Year 10

LENGTH 1 Semester

CONTENT

Students study the design elements, enabling students to develop skills in investigating the evolving practices, technologies and concepts involved in developing designs to meet the needs of a design brief. Through critical reflection within the fields of Product, Industrial, Environmental, Graphic and Architectural design, students will develop a thorough understanding of the design process that includes researching, idea generation and problem solving to generate creative solutions that are both practical and functional.

SCHOOL ASSESSMENT TYPES

- Arts process Journal
- Evaluation
- Final Design Product
- Folio
- Visual Study

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Arts

VISUAL ARTS Y11

LEVEL Year 10

LENGTH 1 Semester

CONTENT

Students produce backups folios that document their learning and development of practical skills and ideas, in support of their own work of art. Students can choose the major focus of their work for their practical from the following: painting, drawing, photography, ceramics, sculpture, printmaking, mixed media, fabrication (metal, plastic, wood), installation, textiles and many more. Students will annotate their work to clarify their thinking on artists and their works and document art making processes. Generation of ideas and inspirations from styles and art movements, are investigated and linked to concepts presented in a research based visual study.

SCHOOL ASSESSMENT TYPES

- Practical Final 30%
- Folio 40%
- External – Visual Study 30%

DESIGN Y11

LEVEL Year 11

LENGTH 1 Semester

CONTENT

Students produce folios that documents their learning and development of practical skills and ideas, in support of their own design piece. Students can choose the major focus of their work for their practical from the following: architectural, product, environmental, interior and graphic design. Students will annotate their work to clarify their thinking on artists and their works and document design cycle processes. Generation of ideas and inspirations from styles, movements, are investigated and linked to concepts presented in a research based visual study.

SCHOOL ASSESSMENT TYPES

- Practical Final 30%
- Folio 40%
- External – Visual Study 30%

MUSIC EXPERIENCE Y11

LEVEL Year 11

LENGTH 1 Semester

CONTENT

Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions. Students experiment, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding structural and stylistic features of music, expressing their musical ideas, and reflecting on and critiquing their own music.

SCHOOL ASSESSMENT TYPES

- Music Library 30%
- Explorations 40%
- Creative Connections 30%

Arts

CREATIVE ARTS Y11

LEVEL Year 11

LENGTH 1 Semester

CONTENT

Students actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, visual artifacts, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles.

Focused study of the work of creative arts practitioners provides students with in-depth knowledge of the nature of their work and their roles and responsibilities within the creative arts. Students build a personal aesthetic by working in the creative arts and appraising creative arts products. By analysing and evaluating creative arts products in different contexts, students gain an understanding of the ways in which creative arts contribute to our society and viewed by an audience.

SCHOOL ASSESSMENT TYPES

- Product 50%
- Folio 50%

DANCE Y11

LEVEL Year 11

LENGTH 1 Semester

CONTENT

ADDITIONAL FEES MAY APPLY TO THIS SUBJECT

Students will have the opportunity to engage in process, development and production including practice and disciplines connected with the art form. Students participate in practical workshops and collaborate to produce a performance. Students learn about theatre design and stage production, investigating the role of theatre, costume, prop designers as well as roles in lighting and or projection. Students construct a research folio of various forms and processes for developing choreography, from here creating a performance based on a particular style..

SCHOOL ASSESSMENT TYPES

- Product 50% - (1 x Performance Product 1 x Backstage Product)
- Investigation 20%
- (1 x Dancer Investigation 1 x Designer Investigation)
- External 30% - Exam Practical skills (1 x Choreography Folio)

DRAMA Y11

LEVEL Year 11

LENGTH 1 Semester

CONTENT

ADDITIONAL FEES MAY APPLY TO THIS SUBJECT

Students learn and apply creative and analytical skills to produce their own dramatic outcomes, both individually and collaboratively. They analyse and evaluate professional dramatic works and draw links between these and the development of their own practice. Students develop their understanding of drama, their thinking as artists, and their skills as practitioners in one or more dramatic roles. Students interpret meanings and develop dramatic language skills to identify and analyse dramatic choices.

SCHOOL ASSESSMENT TYPES

- Performance 30%
- Creative Synthesis 30%
- Responding to Drama 40%

VISUAL ART Y12

LEVEL Year 12

LENGTH 2 Semesters

CONTENT

Students produce backups folios that document their learning and development of practical skills and ideas, in support of their own work of art. Students can choose the major focus of their work for their practical from the following: painting, drawing, photography, ceramics, sculpture, printmaking, mixed media, fabrication (metal, plastic, wood), installation, textiles and many more. Students will annotate their work to clarify their thinking on artists and their works and document art making processes. Generation of ideas and inspirations from styles and art movements, are investigated and linked to concepts presented in a research based visual study.

SCHOOL ASSESSMENT TYPES

- Practical Finals 30%
- Folios 40%
- External – Visual Study 30%

DESIGN Y12

LEVEL Year 12

LENGTH 2 Semesters
CONTENT

Students produce folios that documents their learning and development of practical skills and ideas, in support of their own design piece. Students can choose the major focus of their work for their practical from the following: architectural, product, environmental, interior and graphic design. Students will annotate their work to clarify their thinking on artists and their works and document design cycle processes. Generation of ideas and inspirations from styles, movements, are investigated and linked to concepts presented in a research based visual study.

SCHOOL ASSESSMENT TYPES

- Practical Finals 30%
- Folios 40%
- External – Visual Study 30%

DANCE Y12

LEVEL Year 12

LENGTH 2 Semesters

CONTENT

ADDITIONAL FEES MAY APPLY TO THIS SUBJECT

Students will have the opportunity to engage in process, development and production including practice and disciplines connected with the art form. Students participate in practical workshops and collaborate to produce a performance. Students learn about theatre design and stage production, investigating the role of theatre, costume, prop designers as well as roles in lighting and or projection. Students construct a research folio of various forms and processes for developing choreography, from here creating a performance based on a particular style.

SCHOOL ASSESSMENT TYPES

- Product 50%
- Inquiry 20%
- External – Practical Skills 30%

Arts

DRAMA Y12

LEVEL Year 12

LENGTH 2 Semesters

CONTENT

ADDITIONAL FEES MAY APPLY TO THIS SUBJECT

This course consists of the following two areas of dramatic study: Company and Production, Exploration and Vision. The two areas of study integrate exploring, analysing, conceiving, creating, making, and evaluating drama. Students apply the dramatic process to make meaningful drama for audiences. Students create drama from ideas and theoretical foundations, and by experimenting with concepts, processes, aesthetics, and the application of skills. Students assume dramatic roles and explore and analyse ideas, forms, conventions, styles, and innovations. They reflect on their own and others' dramatic ideas and products, and analyse and evaluate dramatic choices.

SCHOOL ASSESSMENT TYPES

- Group Production 40%
- Evaluation & Creativity 30%
- External - Creative Process 30%

MUSIC EXPLORATIONS Y12

LEVEL Year 12

LENGTH 2 Semesters

CONTENT

ADDITIONAL FEES MAY APPLY TO THIS SUBJECT

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

SCHOOL ASSESSMENT TYPES

- Music Library 30%
- Explorations 40%
- External - Creative Connections 30%

MUSIC ENSEMBLE Y12

LEVEL Year 12

LENGTH 2 Semesters

CONTENT

ADDITIONAL FEES MAY APPLY TO THIS SUBJECT

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.

SCHOOL ASSESSMENT TYPES

- Performance 30%
- Performance & Discussion 40%
- External - Performance Portfolio 30%

MUSIC SOLO EXPLORATIONS Y12

LEVEL Year 12

LENGTH 2 Semesters

CONTENT

ADDITIONAL FEES MAY APPLY TO THIS SUBJECT

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.

SCHOOL ASSESSMENT TYPES

- Performance 30%
- Performance & Discussion 40%
- External - Performance Portfolio 30%

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
WORKSHOP TECHNOLOGY	3D DESIGN TECHNOLOGY	DIGITAL TECHNOLOGY (SYSTEMS - CODING/ 3D DESIGN)	DIGITAL TECHNOLOGY	DIGITAL TECHNOLOGY	DIGITAL TECHNOLOGY
DIGITAL TECHNOLOGY			3D DESIGN		
			FASHION DESIGN	TEXTILES	TEXTILES
	FOOD TECHNOLOGY	FOOD TECHNOLOGY	FOOD TECHNOLOGY	FOOD TECHNOLOGY	FOOD TECHNOLOGY
		WORKSHOP TECHNOLOGY	WORKSHOP TECHNOLOGY	METALWORK	METALWORK
				FURNITURE CONSTRUCTION (WOOD)	FURNITURE CONSTRUCTION (WOOD)
				BUSINESS INNOVATIONS	BUSINESS INNOVATIONS
				CHILD STUDIES	CHILD STUDIES
				INFORMATION PROCESSING & PUBLISHING	INFORMATION PROCESSING & PUBLISHING
				PHOTOGRAPHY	PHOTOGRAPHY
				WORKPLACE PRACTICES	WORKPLACE PRACTICES

WORKSHOP Y7

LEVEL Year 7

LENGTH 1 Term

CONTENT

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/or metal 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 and metal workshop. Students will develop their knowledge of Safe Operating Procedures for a wide range of machines, hand tools and processes including sheet metal construction and welding and lathe work.

SCHOOL ASSESSMENT TYPES

- Design Folio
- Product Evaluations
- Final Product

DIGITAL TECHNOLOGY Y7

LEVEL Year 7

LENGTH 1 Term

CONTENT

Students will be introduced to a variety of software and tools to further develop their understanding of computational thinking. Students will learn basic coding skills and techniques to implement their ideas using appropriate software. Students will learn how to incorporate digital effects and understand the impact of visual elements when designing for a specific target audience. Projects involve a large design and planning aspects and will help students develop their logical and algorithmic thinking skills. Students will learn about the design process and how two develop and refine their ideas.

They will continually evaluate their work and that of their peers to make refinements and reflect upon the strengths and limitations of their products. for a wide range of machines, hand tools and processes including sheet metal construction and welding and lathe work.

SCHOOL ASSESSMENT TYPES

- Design Folio
- Product Evaluations
- Final Product

3D DESIGN Y8

LEVEL Year 8

LENGTH 1 Term

CONTENT

Students will be introduced to a range of technological systems and will work through the design cycle to create a range of solutions, taking into consideration social and environmental factors. Students will learn to use relevant software and programs to use a range of tools such as 3D printer and laser cutter to create products that met the design brief. They will problem solve and develop solutions to real world problems or challenges, through individual and collaborate group work.

SCHOOL ASSESSMENT TYPES

- Design Folio
- Product Evaluations
- Final Product

FOOD TECHNOLOGY Y8

LEVEL Year 8

LENGTH 1 Term

CONTENT

Students develop food preparation skills and techniques within a high risk setting as they learn of safety measures and good food hygiene practices. Students investigate ways to adapt exiting recipes and traditional cuisines to meet modern day trends. Students develop creative food presentation and learn about the complexities involved with recipe adaptation, portion size and dietary requirements. Students will research and plan for cooking practical's that meet specific design challenges and perimeters for a brief. They will then have the opportunity to work collaboratively to use appropriate techniques and equipment during cooking practicals to create their final products.

SCHOOL ASSESSMENT TYPES

- Design Folio
- Product Evaluations - Cooking Practical
- Product Evaluations

WORKSHOP Y9

LEVEL Year 9

LENGTH 1 Semester

CONTENT

Students use 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/or metal 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 and metal workshop. Students will develop their knowledge of Safe Operating Procedures for a wide range of machines, hand tools and processes including sheet metal construction and welding and lathe work.

SCHOOL ASSESSMENT TYPES

- Design Folio
- Product Evaluations
- Final Product

DIGITAL TECHNOLOGY Y9

LEVEL Year 9

LENGTH 1 Semester

CONTENT

Students will be introduced to a variety of software and tools to further develop their understanding of computational thinking. Students will learn to design and create a 2D video game involving the use of sprites, animations, variables and basic scripting of events. Students will also develop an education and interactive app designed for a specific target audience. Both these projects involve a large design and planning aspects and will help students develop their logical and algorithmic thinking skills. Students will learn about the design process and how two develop and refine their ideas. They will continually evaluate their work and that of their peers to make refinements and reflect upon the strengths and limitations of their products.

SCHOOL ASSESSMENT TYPES

- Design Folio
- Product Evaluations
- Final Product

FOOD TECHNOLOGY Y9

LEVEL Year 9

LENGTH 1 Semester

CONTENT

Students develop skills and understanding about the design process when creating food products to meet particular requirements of a brief. They will research cooking methods and properties of ingredients, to develop food preparation skills. Through two major folio tasks, students learn about the complexities involved with recipe adaptation, portion size and dietary requirements whilst investigating current world food trends. Students will use the design cycle to appropriately plan for and evaluate their final product.

SCHOOL ASSESSMENTS TYPES

- Design Folio
- Final Products - Cooking Practical
- Product Evaluations

3D DESIGN Y9

LEVEL Year 9

LENGTH 1 Semester

CONTENT

Students will be introduced to a range of technological systems and will work through the design cycle to create a range of solutions, taking into consideration social and environmental factors. Students will learn to use relevant software and programs to use a range of tools such as 3D printer and laser cutter to create products that met the design brief. They will problem solve and develop solutions to real world problems or challenges, through individual and collaborate group work. .

SCHOOL ASSESSMENTS TYPES

- Design Folio
- Product Evaluations
- Final Product

WORKSHOP Y10

LEVEL Year 10

LENGTH 1 Semester

CONTENT

Students use the design cycle to develop ideas and design solutions to meet the need of a particular brief. Students will develop skills with hand tool and using these safely, learning techniques for bending, shaping and joining metal. They will use metal working equipment including braze, fusion and mig welding, turning metal on the lathe. Students will also create products in wood using framing joints to develop assembly and finishing skills. They will learn technical joining techniques such as Mortise and Tenon, Biscuit and Dowel Joints, use Timbering machines such as Band Saw, Lathe, Router and other portable power tools. Students will evaluate the ideas of form and function for a workshop product, the limitations and sustainability of materials.

SCHOOL ASSESSMENT TYPES

- Design Folio
- Product Evaluations
- Final Product

DIGITAL TECHNOLOGY Y10

LEVEL Year 10

LENGTH 1 Semester

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. They will be introduced to object-oriented programming concepts and modular programs. Students will learn about data and database structures that reflect the relationship of real-world data and data entities and how various database systems handle such data structures. Students evaluate how well-developed solutions, existing information systems and policies, take into account of future risks and sustainability and provide opportunities for innovation and enterprise.

SCHOOL ASSESSMENT TYPES

- Folio - Design Cycle
- Design Solution
- Evaluation and Critique

FOOD TECHNOLOGY Y10

LEVEL Year 10

LENGTH 1 Semester

CONTENT

Students develop skills and understanding about the design process when creating food products to meet particular requirements of a brief. They will research cooking methods and properties of ingredients, to develop food preparation skills. Through two major folio tasks, students learn about the complexities involved with recipe adaptation, portion size and dietary requirements whilst investigating current world food trends. Students will use the design cycle to appropriately plan for and evaluate their final product.

SCHOOL ASSESSMENT TYPES

- Design Folio
- Final Products - Cooking Practical
- Product Evaluations

3D DESIGN Y10

LEVEL Year 10

LENGTH 1 Semester

CONTENT

Students will be introduced to a range of technological systems and will work through the design cycle to create a range of solutions, taking into consideration social and environmental factors. Students will learn to use relevant software and programs to use a range of tools such as 3D printer and l laser cutter to create products that met the design brief. They will problem solve and develop solutions to real world problems or challenges, through individual and collaborate group work.

SCHOOL ASSESSMENT TYPES

- Design Folio
- Product Evaluations
- Final Product

FASHION DESIGN Y10

LEVEL Year 10

LENGTH 1 Semester

CONTENT

Students apply problem-solving skills in making appropriate design solutions to meet a brief. Students will experiment with fabrics and construction methods. Students will use the design cycle to effective plan their product and present various ideas. They will create textile articles by developing skills using tools like sewing machines and basic sewing techniques. Students learn about the textiles and the fashion industry by exploring; fundamentals of design, emerging technologies, textile and fashion futures, history and culture, sustainability and ethics.

SCHOOL ASSESSMENT TYPES

- Design Folio
- Product Evaluations
- Product Evaluations

METALWORK Y11

LEVEL Year 11

LENGTH 1 Semester

ADDITIONAL FEES MAY APPLY TO THIS SUBJECT

CONTENT

Students explore possible solutions to a problem while they investigate and analyse the purpose, design features, materials and production techniques for. Metalwork product. Students create a design brief that provides the basis for the development of potential solutions. Students use the design process to generate ideas and problem solve restraints within their ideas. Student develop practical skills in fitting and Students machining including form welding and fabrication work. Students use materials and systems to explore technologies in both contemporary and historical settings. They 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 such as metals and plastics. Students specifically look at ideas of form of functions when creating their products as well as design choice to meet a target audience.

SCHOOL ASSESSMENT TYPES

- Design Process and Solution 60%
- Specialised Skills Task 40%

FOOD TECHNOLOGY Y11

LEVEL Year 11

LENGTH 1 Semester

ADDITIONAL FEES MAY APPLY TO THIS SUBJECT

CONTENT

Students focus on the dynamic nature of the food industry in Australian society. They develop an understanding of contemporary approaches and issues related to the food industry. They investigate and analyse the purpose of a specific meal, presentation features, ingredients and substitutes, cooking methods and techniques. Students work independently and collaboratively to develop skills and safe work practices in the preparation, storage and handling of food. Students investigate and debate contemporary industry trends to develop solutions for an identified issue. Students develop practical kitchen skills using various processes and equipment.

SCHOOL ASSESSMENT TYPES

- Design Process and Solution 60%
- Specialised Skills Task 40%

TEXTILES Y11

LEVEL Year 11

LENGTH 1 Semester

ADDITIONAL FEES MAY APPLY TO THIS SUBJECT

CONTENT

Students develop skills related to textiles to extend their abilities to make informed decisions when constructing textile articles, such as a soft furnishing items and garments.

Students will be able to identify fabrics and their suitability for particular design solutions using commercial patterns. They will develop their practical skills with combined uses of hand stitching and sewing machine techniques. They investigate and analyse the purpose of specific garments, cost, from and function, materials used, construction methods and techniques. Students investigate current trends to meet the needs of a target audience for particular products.

SCHOOL ASSESSMENT TYPES

- Design Process and Solution 60%
- Specialised Skills Task 40%

CHILD STUDIES Y11

LEVEL Year 11

LENGTH 1 Semester

CONTENT

Students focuses on children and their development from conception to 8 years and develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore concepts such as the developmental needs, rights of children, value of play, concepts of childhood and families, and the roles of parents and care-givers. They also consider the importance of behaviour management, child nutrition, and the health and well-being of children. Students create practical products for a specific brief and develop actions plans based on research to assist with planning and problem solving. Student work collaboratively to outline issues, evaluate products and design decisions.

SCHOOL ASSESSMENT TYPES

- Practical Activity 50%
- Group Activity 20%
- Investigation 30%

INFORMATION PROCESSING & PUBLISHING Y11

LEVEL Year 11

LENGTH 1 Semester

CONTENT

Students apply practical skills and design principles to provide creative solutions to text-based communication tasks. They create electronic text-based publications, and evaluate the development process. Students use technology to design and implement information processing solutions, and identify, choose, and use the appropriate software to process, manage and communicate information in a range of contexts. Practical products could include invitations, business documents such as reports, forms, brochures, advertisements, marketing flyers, web-based pages and digital presentations. Students need to build upon their design skills to create high quality products refined through the design process.

SCHOOL ASSESSMENT TYPES

- Practical Skills 50%
- Product and Documentation 30%
- Issues Analysis 20%

PHOTOGRAPHY Y11

LEVEL Year 11

LENGTH 1 Semester

ADDITIONAL FEES MAY APPLY TO THIS SUBJECT

CONTENT

Students demonstrate a range of skills in digital photography process and media manipulation. Students experiment with DSLR camera as well as various tools, techniques and software. Students will develop understanding of the requirements within a design brief and use technical language to evaluate products. Students work within the design process to apply critical thinking and problem-solving skills. They incorporate technologies to address design problems, and challenges such as creating working drawings, concepts, sketches, prototypes, and story boards to work through idea generation. Students reflect on product outcomes and evaluate processes and effectiveness related to the final product.

SCHOOL ASSESSMENT TYPES

- Speclailised Skills Task 40%
- Design Process and Product 60%

DIGITAL TECHNOLOGY Y11

LEVEL Year 11

LENGTH 1 Semester

CONTENT

Students create practical, innovative solutions to problems of interest, through development of programming. By extracting, interpreting, and modelling real-world data sets, students identify trends to examine sustainable solutions to problems in, for example, business, industry, the environment and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability. They develop innovation coding skills to create new approaches, generating their own ideas and creating digital solutions and prototypes.

SCHOOL ASSESSMENT TYPES

- Project Skills 70%
- Digital Solutions 30%

WORKPLACE PRACTICES Y11

LEVEL Year 11

LENGTH 1 Semester

CONTENT

Students develop knowledge and understanding of the nature, type, and structure of the workplace. Specific areas include, for example, the changing nature of work; industrial relations and legislation; safe and sustainable workplace practices; technical and industry-related skills; and issues in industry and workplace contexts. 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).

SCHOOL ASSESSMENT TYPES

- Folio 40%
- Performannce 30%
- Reflection 30%

BUSINESS INNOVATION Y11

LEVEL Year 11

LENGTH 1 Semester

CONTENT

Students learn to use design thinking and assumption-based planning processes to anticipate, find, and solve problems. Students to work collaboratively in uncertain environments to identify problems or customer needs, generate and explore ideas and solutions, and make decisions based on incomplete information. students engage with complex, dynamic, real-world problems, to identify and design, test, iterate, and communicate viable business solutions. Through design thinking and direct involvement in innovation, students not only develop but also understand and apply their critical and creative thinking skills.

SCHOOL ASSESSMENT TYPES

- Business Skills (Plan, Model & Solutions) 70%
- Business Pitch and Evaluation 30%

METALWORK Y12

LEVEL Year 12

LENGTH 2 Semesters

ADDITIONAL FEES MAY APPLY TO THIS SUBJECT

CONTENT

Students explore possible solutions to a problem while they investigate and analyse the purpose, design features, materials and production techniques for a Metalwork product. Students create a design brief that provides the basis for the development of potential solutions. Students use the design process to generate ideas and problem solve restraints within their ideas. Student develop practical skills in fitting and machining including form welding and fabrication work. Students use materials and systems to explore technologies in both contemporary and historical settings. They 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 such as metals and plastics. Students specifically look at ideas of form of functions when creating their products as well as design choice to meet a target audience.

SCHOOL ASSESSMENT TYPES

- Skills & application tasks 30%
- Product 40%
- Folio 30%

FURNITURE CONSTRUCTION Y12

LEVEL Year 12

LENGTH 2 Semesters

ADDITIONAL FEES MAY APPLY TO THIS SUBJECT

CONTENT

Students explore possible solutions to a problem while they investigate and analyse the purpose, design features, materials and production techniques for Woodwork product. Students create a design brief that provides the basis for the development of potential solutions. Students use the design process to generate ideas and problem solve restraints within their ideas. Student develop practical skills to create products in wood using framing joints to develop assembly and finishing skills. Students use materials and systems to explore technologies in both contemporary and historical settings. They 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 timber materials. Students specifically look at ideas of form of functions when creating their products as well as design choice to meet a target audience.

SCHOOL ASSESSMENT TYPES

- Skills & application tasks 30%
- Product 40%
- Folio 30%

FOOD TECHNOLOGY Y12

LEVEL Year 12

LENGTH 2 Semesters

ADDITIONAL FEES MAY APPLY TO THIS SUBJECT

CONTENT

Students apply critical thinking and problem-solving skills, and incorporate technologies to address design problems and challenges within the context of Food. Students use the design process to explore possible solutions to meet a design brief. They investigate and analyse the purpose of a specific meal, presentation features, ingredients and substitutes, cooking methods and techniques. Students look at innovative food trends and the evolving technologies within food industries. Students analyse influences on a solution including ethical, economic, and sustainability issues. They consider the practical implications of these issues on society, design solutions and within food industries.

SCHOOL ASSESSMENT TYPES

- Skills & application tasks 20%
- Design Process & Solutions 50%
- External 30%

TEXTILES Y12

LEVEL Year 12

LENGTH 2 Semesters

ADDITIONAL FEES MAY APPLY TO THIS SUBJECT

CONTENT

Students apply critical thinking and problem-solving skills, and incorporate technologies to address design problems and challenges within the context of Textiles. Students use the design process to explore possible solutions to meet a design brief. They investigate and analyse the purpose of specific garments, from and function, materials used, construction methods and techniques. Students look at innovative trends and the evolving technologies to analyse influences on a solution including ethical, economic, and sustainability issues. They consider the practical implications of these issues on society, design solutions and within textile industries.

SCHOOL ASSESSMENT TYPES

- Skills & application tasks 20%
- Design Process & Solutions 50%
- External Resource Study 30%

CHILD STUDIES Y12

LEVEL Year 12

LENGTH 2 Semesters

CONTENT

Students focuses on children and their development from conception to 8 years. Students create practical products for a specific brief and develop actions plans based on research to assist with planning and problem solving. Student work collaboratively to outline issues, evaluate products and design decisions. Students explore and critically evaluate the role of government legislation and social structures, and the ways in which these influence the growth and development of children. Students investigate contemporary issues that are relevant to children and their development and may consider children who are migrants or refugees, displacement, health issues for children in Indigenous communities, access to education, the exploitation of children, literacy and numeracy, disability and equity, child protection, gender stereotyping in play, clothing, textiles, and merchandising, and children's television. Students analyse current trends in relation to children.

SCHOOL ASSESSMENT TYPES

- Practical 50%
- Group Task 20%
- External Investigation 30%

INFORMATION PROCESSING & PUBLISHING Y12

LEVEL Year 12

LENGTH 2 Semesters

CONTENT

Students develop solutions to text-based problems in information processing and publishing, using imagination and creativity to make proposals and choices. They use the design process to apply problem-solving, critical-thinking, and decision-making skills. They learn a variety of strategies for meeting identified needs while generating ideas using elements and principles of design such as preparing layout and design plans that may incorporate visual imagery, printed text and graphical representations. Students critiquing existing text based publications and question the principles, method and resources used for developing particular products. They analyse the impacts and consequences of the use of publishing technologies. Students develop an appreciation of the current social, legal, and ethical issues that relate to the processing, management, and communication of text-based information, and to assess their impact on marketing to audiences and organisations.

SCHOOL ASSESSMENT TYPES

- Practical Skills 40%
- Issues Analysis 30%
- External Product Documentation 30%

PHOTOGRAPHY Y12

LEVEL Year 12

LENGTH 2 Semesters

ADDITIONAL FEES MAY APPLY TO THIS SUBJECT

CONTENT

Students use images and text to design and make products that communicate information and concepts to a range of audiences. Students undertake a range of digital camera activities based on various photographic themes of their own choice. Students learn practical photography skills such as use a DSLR camera, lenses, lighting equipment, backdrops, portable product photography boxes, reflectors, flash units in conjunction with Adobe Photoshop and Adobe Lightroom for photo editing. Students generate ideas based on a brief and develop photographic products to meet various needs. They explore contemporary settings and analyse the impacts of photography historically to evaluate impacts and purposes.

SCHOOL ASSESSMENT TYPES

- Skills and Applications Task 20%
- Major Product 25%
- Minor Product 25%
- External – Folio 30%

DIGITAL TECHNOLOGY Y12

LEVEL Year 12

LENGTH 2 Semesters

CONTENT

Students create practical, innovative solutions to problems of interest, through development of programming. By extracting, interpreting, and modelling real-world data sets, students identify trends to examine sustainable solutions to problems in, for example, business, industry, the environment and the community. Students develop and apply their skills in computational thinking and in program design, and engage in iterative project development, where a product or prototype is designed and tested and/or implemented in stages. They follow agile practices and/or iterative engineering design processes. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions.

SCHOOL ASSESSMENT TYPES

- Individual Digital Solution 30%
- Collaborative Project 20%
- Project Skills 50%

WORKPLACE RACTICESY12

LEVEL Year 12

LENGTH 2 Semesters

CONTENT

Students develop knowledge and understanding of the nature, type, and structure of the workplace. Specific areas include, for example, the changing nature of work; industrial relations and legislation; safe and sustainable workplace practices; technical and industry-related skills; and issues in industry and workplace contexts. 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).

SCHOOL ASSESSMENT TYPES

- Folio 25%
- Performance 25%
- Reflection 20%
- External 30%

BUSINESS INNOVATION Y12

LEVEL Year 12

LENGTH 2 Semesters

CONTENT

Students begin to develop the knowledge and skills to engage in business contexts in the modern world. They learn the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. Students generate viable business products, services, and processes through innovative processes. Students gain an understanding of business operations, finance, marketing and technological skills, participate in planning, developing and controlling business activities and evaluate decisions on business practices. Students apply these skills in the iterative development of business models for start-up and existing businesses, analysing data to inform the decision-making process, and communicating with a range of stakeholders.

SCHOOL ASSESSMENT TYPES

- Folio 30%
- Practical 20%
- Issues study 20%
- External - Report 30%

It is a requirement of SACE to have successfully completed 2 semesters of Literacy

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH LITERARY STUDIES	ENGLISH LITERARY STUDIES
				ENGLISH	ENGLISH
				EALD	EALD
				ESSENTIAL ENGLISH	ESSENTIAL ENGLISH

It is a requirement of SACE to have successfully completed 2 semesters of Literacy

ENGLISH Y7

LEVEL Year 7

LENGTH 2 Semesters

CONTENT

Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

They create a range of imaginative, informative and persuasive types of texts., This subject focuses on the explicity teaching of language features and structures so students can begin to analyse different types of texts.

ASSESSMENT CRITERIA

- Analysing
- Organising
- Producing language
- Using language

ENGLISH Y8

LEVEL Year 8

LENGTH 2 Semesters

CONTENT

Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

They create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, reports and discussions. This subject focuses on the explicity teaching of language features and stuctures so students can analyse the literary devices used in defferent types of texts.

ASSESSMENT CRITERIA

- Analysing
- Organising
- Producing language
- Using language

ENGLISH Y9

LEVEL Year 9

LENGTH 2 Semesters

CONTENT

Students engage with a variety of texts for enjoyment and academic purposes.

They interpret, create, evaluate, discuss and perform a wide range of literary texts. They develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. This subject focuses on the explicity teaching of language features and structures.

ASSESSMENT CRITERIA

- Analysing
- Organising
- Producing language
- Using language

ENGLISH Y10

LEVEL Year 10

LENGTH 2 Semesters

CONTENT

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary text in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. They develop a critical understanding of the contemporary media and the differences between media texts. It focuses on developing academic language skills.

SCHOOL ASSESSMENT TYPES

- Organising
- Producing language
- Using language

ENGLISH LITERARY STUDIES Y11

LEVEL Year 11

SACE CREDITS 10

CONTENT

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

SCHOOL ASSESSMENT TYPES

- Responding to texts
- Creating texts
- Intertextual study

Weighting % is of each assessment.

ENGLISH Y11

LEVEL Year 11

SACE CREDITS 10

CONTENT

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

SCHOOL ASSESSMENT TYPES

- Responding to texts
- Creating texts
- Intertextual study

EALD Y11

LEVEL Year 11

SACE CREDITS 10

CONTENT

In this subject students study a variety of oral, written and multimodal texts, including information and literary texts. They develop confidence in creating texts for different purposes. They explore the relationship between the purpose, audience, structure, and language feature of different texts. This subject is offered in semester 1 and semester 2 for 20 credits combined.

SCHOOL ASSESSMENT TYPES

- Responding to texts 1 x written and 1 x oral
- Interactive Study x 1 task
- Language Study x 1 task

EXAM

Mid Year: Listening, Writing & Text Analysis
End of Year: Listening, Writing & Text Analysis

ESSENTIAL ENGLISH Y11

LEVEL Year 11

SACE CREDITS 10

CONTENT

Students respond to and create texts in and for a range of personal, social, cultural and/or workplace contexts. They understand and interpret information, ideas and perspectives in texts and consider ways in which language choices are used to influence opinions and decisions.

SCHOOL ASSESSMENT TYPES

- Responding to texts
- Creating texts

ENGLISH LITERARY STUDIES Y12

THIS SUBJECT HAS AN EXAM

LEVEL Year 12

SACE CREDITS 20

CONTENT

Students focus 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.

SCHOOL ASSESSMENT TYPES

- Responding to texts (50%)
- Creating texts (20%)

EXTERNAL EXAM 2 HOURS

- Part A Comparative text study (15%)
- Part B Critical reading (15%)

ENGLISH Y12

LEVEL Year 12

SACE CREDITS 20

CONTENT

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.

SCHOOL ASSESSMENT TYPES

- Responding to texts (30%)
- Creating texts (40%)

EXTERNAL

- Comparative Analysis (30%)

EALD Y12

LEVEL Year 12

SACE CREDITS 20

CONTENT

This subject focuses on developing academic language skills where students study a variety of oral, written and multimodal texts, including information and literary texts. Students build confidence in creating texts for different purposes in both real and imagined contexts. They explore the relationship between the purpose, audience, structure, and language features of different texts. This subject is offered as a full year course.

SCHOOL ASSESSMENT TYPES

- Academic Literacy Study x 2 tasks (30%)
- Responding to texts x 4 tasks (40%)

EXTERNAL EXAM 2.5 HOURS

- End of year (30%) - Listening, Writing and Text Analysis

ESSENTIAL ENGLISH Y12

LEVEL Year 12

SACE CREDITS 20

CONTENT

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

SCHOOL ASSESSMENT TYPES

- Responding to texts (30%)
- Creating texts (40%)

EXTERNAL

- Langauge study (30%)

STUDENTS COMPLETE ASSESSMENTS

- Responding to texts x 3
- Creating texts x 3
- Language Study x 1

2023 RMSC Curriculum Guide

Health & Physical Education

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
HEALTH & PHYSICAL EDUCATION	HEALTH & PHYSICAL EDUCATION	HEALTH & PHYSICAL EDUCATION	HEALTH & PHYSICAL EDUCATION	HEALTH & PHYSICAL EDUCATION	HEALTH & PHYSICAL EDUCATION
SPECIALIST SPORT AFLW, FOOTBALL, CRICKET & VOLLEY-BALLL	SPECIALIST SPORT AFLW, FOOTBALL, CRICKET & VOLLEY-BALLL	SPECIALIST SPORT AFLW, FOOTBALL, CRICKET & VOLLEY-BALLL	SPECIALIST SPORT AFLW, FOOTBALL, CRICKET & VOLLEY-BALLL	INTEGRATED LEARNING AFLW, FOOTBALL, CRICKET & VOLLEY-BALL	INTEGRATED LEARNING AFLW, FOOTBALL & CRICKET
			HEALTH	OUTDOOR EDUCATION	OUTDOOR EDUCATION
			OUTDOOR EDUCATION	HEALTH	HEALTH
			HEALTH & PHYS ED PERFORMANCE	INTEGRATED LEARNING SAASTA	
				INTEGRATED LEARNING ABORIGINAL POWER CUP	

Health & Physical Education

HEALTH & PHYSICAL EDUCATION Y8

LEVEL Year 7

LENGTH 2 Semesters

CONTENT

The fundamental aim of Physical Education is to provide for involvement in physical activity in a way which promotes immediate and long-term health benefits to the participant. Students will also develop a greater knowledge of the components of physical health, an increased ability to reflect on their strengths and develop a sense of responsibility and interpersonal skills.

IB MYP ASSESSMENT TYPE

- Knowing and Understanding
- Applying & Performing
- Planning & Performance
- Reflecting & Improving Performance

SPECIALIST SPORT PROGRAM - AFL WOMEN FOOTBALL, CRICKET, SOCCER, VOLLEYBALL Y8

LEVEL Year 8

LENGTH 2 Semesters

CONTENT

Specialist Sports Program students develop their sporting prowess through participation in various state and national level competitions, whilst undertaking a specialised curriculum focusing on skill development, sporting pathways and academic rigour. Our Specialist Sport students are mentored and guided by talented coaches and sporting industry leaders in their chosen sports, while being supported academically to achieve their best.

Student selection criteria for acceptance into the program include advanced sporting skills, strong work ethic, academic potential and character. As school role models, SSP students must uphold the school values of respect, diversity and excellence at all times.

Our aim is for each student to develop an understanding of the discipline, team work, leadership, work ethic, and academic standards required to be successful in elite sport, school and life in general. In order to maintain the high standard expected of our students, we regularly review the performance of each student.

IB MYP ASSESSMENT TYPE

- Knowing and Understanding
- Applying & Performing
- Planning & Performance
- Reflecting & Improving Performance

HEALTH & PHYSICAL EDUCATION Y9

LEVEL Year 9

LENGTH 2 Semesters

CONTENT

The fundamental aim of Physical Education is for students to gain an understanding of how to live healthy and active lifestyles through enjoyable activities that lead to healthy living.

IB MYP ASSESSMENT TYPE

- Knowing and Understanding
- Applying & Performing
- Planning & Performance
- Reflecting & Improving Performance

2023 RMSC Curriculum Guide

Health & Physical Education

SPECIALIST SPORT PROGRAM - AFL WOMEN FOOTBALL, CRICKET, SOCCER, VOLLEYBALL Y9

LEVEL Year 9

LENGTH 2 Semesters

CONTENT

Specialist Sports Program students develop their sporting prowess through participation in various state and national level competitions, whilst undertaking a specialised curriculum focusing on skill development, sporting pathways and academic rigour. Our Specialist Sport students are mentored and guided by talented coaches and sporting industry leaders in their chosen sports, while being supported academically to achieve their best.

Student selection criteria for acceptance into the program include advanced sporting skills, strong work ethic, academic potential and character. As school role models, SSP students must uphold the school values of respect, diversity and excellence at all times.

Our aim is for each student to develop an understanding of the discipline, team work, leadership, work ethic, and academic standards required to be successful in elite sport, school and life in general. In order to maintain the high standard expected of our students, we regularly review the performance of each student.

IB MYP ASSESSMENT TYPE

- Knowing and Understanding
- Applying & Performing
- Planning & Performance
- Reflecting & Improving Performance

SPECIALIST SPORT INTEGRATED LEARNING AFLW, FOOTBALL & CRICKET Y10

LEVEL Year 10

LENGTH 2 Semesters

CONTENT

Specialist Sports Program students develop their sporting prowess through participation in various state and national level competitions, whilst undertaking a specialised curriculum focusing on skill development, sporting pathways and academic rigour. Our Specialist Sport students are mentored and guided by talented coaches and sporting industry leaders in their chosen sports, while being supported academically to achieve their best.

Student selection criteria for acceptance into the program include advanced sporting skills, strong work ethic, academic potential and character. As school role models, SSP students must uphold the school values of respect, diversity and excellence at all times.

Our aim is for each student to develop an understanding of the discipline, team work, leadership, work ethic, and academic standards required to be successful in elite sport, school and life in general. In order to maintain the high standard expected of our students, we regularly review the performance of each student.

IB MYP ASSESSMENT TYPE

- Knowing and Understanding
- Applying & Performing
- Planning & Performance
- Reflecting & Improving Performance

SPECIALIST SPORT HEALTH & PHYSICAL EDUCATION Y10 COMPULSORY & ELECTIVE

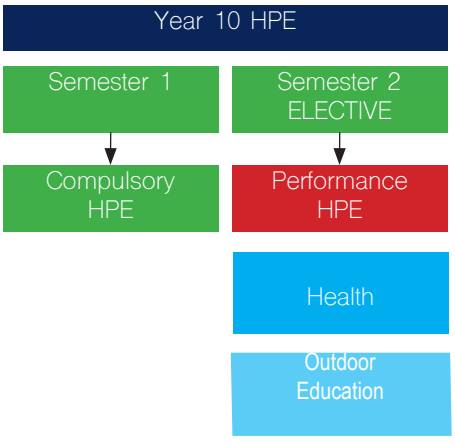
LEVEL Year 10

LENGTH 2 Semesters

CONTENT

Year 10 students will complete a semester of compulsory HPE followed by the option of choosing one of the second semester electives (Performance HPE, Outdoor Education or Health).

During the first semester of Year 10 compulsory Health and Physical Education, students learn to apply increasingly specialised movement skills and complex movement strategies and concepts in a variety of movement environments. Students also explore strategies to help evaluate and refine their own and others' movement performances. Mental health skills and strategies to help students maintain a positive outlook and evaluate behavioural expectations in a variety of leisure, social, movement and online situations are also explored.



Performance HPE is suitable for students who wish to learn practical aspects of increasing performance. Students undertaking Performance HPE, will acquire an understanding of human anatomy and function, and learn how these aspects relate to physical activity. Students will improve their skills in communication, investigation and their ability to apply knowledge to practical situations. Students will gain further insight about the Performance HPE by undertaking a variety of

Health & Physical Education

SPECIALIST SPORT HEALTH & PHYSICAL EDUCATION Y10 COMPULSORY & ELECTIVE Y10

Cont'd

skilled performances in both individual and group settings.

Health

Health students explore what living a healthy lifestyle entails. Students learn about making healthy choices, as well as the importance of maintaining and prioritising their long-term health. Students critically analyse and apply health and physical activity information to devise and implement personalised fitness plans. Personal and social skills are consolidated and refined whilst demonstrating leadership, teamwork and collaboration in a range of community-based activities. Students also analyse and reflect on how various forms of physical activity shape culture and explore the ways in which physical activity can influence an individual's identity and overall health.

IB MYP ASSESSMENT TYPE

- Knowing and Understanding
- Applying & Performing
- Planning & Performance
- Reflecting & Improving Performance

HEALTH AND PHYSICAL EDUCATION Y11

LEVEL Year 11

CREDITS 10

CONTENT

Students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. Physical activities can include sports, theme-based games, fitness and recreational activities.

SCHOOL ASSESSMENT TYPES

- 30% Fitness/Training, Physiology & improvement
- 30% Skill acquisition, Volleyball skills analysis
- 40% Modified games participation analysis task

CRITERIA

- 60% Performance improvement
- 40% Physical activity investigation

OUTDOOR EDUCATION Y11

LEVEL Year 11

CREDITS 10

CONTENT

Year 10 Outdoor Education program enables students to develop practical skills and knowledge of various outdoor activities and harness an appreciation for environmental sustainability and conservation. The course will give students a taste of what Stage 1 and 2 Outdoor Education is like and help them determine if it would be an appropriate senior school pathway. The course will include excursions and a camp.

SCHOOL ASSESSMENT TYPES

- 25% Orienteering
- 30% Camp planner and evaluation 30%
- 30% Practical Activity; planner and reflection
- 15% Coastal Study

CRITERIA

- 70% Folio
- 30% Report

2023 RMSC Curriculum Guide

Health & Physical Education

SPECIALIST SPORT INTEGRATED LEARNING AFLW, FOOTBALL, CRICKET & VOLLEYBALL Y11

LEVEL Year 11

CREDITS 20

CONTENT

The Specialist Sports Program provides high performing and committed student athletes the opportunity to further develop their skills and knowledge within their sport. Students within the program are given the opportunity to receive specialist skills coaching, fitness development and access to high quality facilities.

SCHOOL ASSESSMENT TYPES

- 20% Practical
- 20% Sports taping course
- 15% Coaching
- 30% Personal venture, planning a strength and conditioning session
- 15% Technical analysis

CRITERIA

- 40% Practical exploration
- 30% Connections
- 30% Personal venture

INTEGRATED LEARNING ABORIGINAL POWER CUP Y11

LEVEL Year 11

CREDITS 10

CONTENT

This subject is open to all senior Aboriginal students. Students work individually and as part of a group to complete a number 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 teams by completing tasks and the girls and boys teams with the highest number of points earn the right for a play off in a Grand Final in a Port Power game.

INTEGRATED LEARNING SAASTA

LEVEL Year 11

CONTENT

Through this subject, students will work individually and in teams to develop their skills in a variety of sporting, recreational and health activities. The subject culminates in a two-day sporting carnival where academies will compete to claim the SAASTA Shield. Students who have completed each of the curriculum tasks in the lead up to the event and have attended school more than 80% over the semester are rewarded with this experience by SAASTA. There is a rotation of sports each year and the girls' and boys' teams with the highest number of points earn the right to play off in the Grand Final before the sport's highest league giving students the opportunity to try new sports and compete against other schools. Regular school attendance is a key factor in a student's ability to be successful in this subject.

SCHOOL ASSESSMENT TYPES

- Practical
- Analysis
- Folio & Discussion

INTEGRATED LEARNING HEALTH Y11 (STAGE 2)

LEVEL Year 11

CREDITS 20

CONTENT

Students learn about the factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. They develop skills to consider how changing social structures, community values, environmental issues, and new technologies affect the health and well-being of individuals and communities.

School Assessment	%
Group investigation and presentation - Risks and Challenges Part 2 Individual Discussion	30
Issues analysis Sexuality and health *Let's talk about sex* podcast	6.6
Issues analysis Health promotion in the community *Mental health, Mind over Matter*	6.6
Issues analysis Risks and challenges *Alcohol, it's intoxicating*	6.6
Practical task Risks and challenges *What the health ?* Track your personal health	10
Practical task Health Promotion	10
External investigation	30

CRITERA

- 30% Group investigation & analysis
- 20% Issues analysis
- 20% Practical activity
- 30% Investigation

HEALTH AND PHYSICAL EDUCATION Y12

LEVEL Year 12

CREDITS 20

CONTENT

Students studying this subject will be aiming to:

- Acquire a deeper appreciation of physical activity as it relates to lifestyle and health both at the personal and community levels
- Prepare for long term active participation in physical activity

Through Physical Education, students explore the participation in and performance of human physical activities. An integrated approach to learning in Physical Education promotes deep learning 'in, through and about' physical activity.

Students will acquire deeper understanding of physical activity, exercise physiology, sport psychology, skill acquisition, biomechanics and barriers to physical activity.

SCHOOL ASSESSMENT TYPES

- 15% The learning journey and process in Volleyball
- 15% Biomechanics and motor pattern improvement (Badminton)
- 40% Individual physical pursuit (Touch Football)
- 30% Group dynamics

CRITERIA

- 30% Diagnostics
- 40% Improvement analysis
- 30% External Assessment

SPECIALIST SPORT INTEGRATED LEARNING AFLW, FOOTBALL & CRICKET Y12

LEVEL Year 12

CREDITS 20

CONTENT

The Specialist Sports Program provides high performing and committed student athletes the opportunity to further develop their skills and knowledge within their sport. Students within the program are given the opportunity to receive specialist skills coaching, fitness development and access to high quality facilities.

SCHOOL ASSESSMENT TYPES

- 20% Practical
- 20% Level 1 Sports trainer course
- 15% Coaching
- 15% Roma Cup
- 30% 6 week sports rehabilitation
-

CRITERIA

- 40% Practical inquiry
- 30% Assessment 2 Connections, weighting
- 30% Assessment 3 Personal endeavour

OUTDOOR EDUCATION Y12

LEVEL Year 12

CREDITS 20

CONTENT

There is an additional cost for this subject to cover camps and excursions through the year.

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.

Students undertaking this course should have an interest in bushwalking, canoeing and the natural environment.

Students should be organised to allow for excursions and camps totalling approximately 14 days over the year.

OUTDOOR EDUCATION Y12 (cont'd)

SCHOOL ASSESSMENT TYPES

- 10% Coastal Study
- 10% Environmental study - Deep Creek
- 25% Surf Camp
- 25% to Journeys End
- 30% Major Investigation

CRITERIA

- 70% Folio
- 30% External component

2023 RMSC Curriculum Guide

Humanities & Social Science

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
LANGUAGE & LITERATURE	INDIVIDUALS & SOCIETIES	INDIVIDUALS & SOCIETIES	INDIVIDUALS & SOCIETIES	ABORIGINAL STUDIES	ABORIGINAL STUDIES
				MODERN HISTORY	MODERN HISTORY
				GEOGRAPHY	GEOGRAPHY
				LEGAL STUDIES	LEGAL STUDIES
				SOCIETY & CULTURE	SOCIETY & CULTURE
				WOMEN'S STUDIES	WOMEN'S STUDIES
				ACCOUNTING	ACCOUNTING

Humanities & Social Science

LANGUAGE AND LITERATURE Y7

LEVEL Year 7

LENGTH 2 Semesters

CONTENT

There are three strands in the Australian English Curriculum; Language, Literacy and Literature. 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, narrative, autobiographies, novel studies and discussions.

SCHOOL ASSESSMENT TYPES

- Essays
- Narratives
- Autobiographies
- Reports

INDIVIDUALS & SOCIETIES Y8

LEVEL Year 8

LENGTH 2 Semesters

CONTENT

In this subject students study History, Geography, Civics and Citizenship. They learn about topics such as Medieval Europe, Polynesian Expansion and the Spanish in the Americas as well as Environmental Geography and Changing Nations. They also learn about Citizenship, Diversity and Identity

SCHOOL ASSESSMENT TYPES

- Essays
- Investigations
- Source Analysis
- Tests

INDIVIDUALS & SOCIETIES Y9

LEVEL Year 9

LENGTH 2 Semesters

CONTENT

In this subject students study History, Geography and Civics and Citizenship. They learn about topics such as the Industrial Revolution, Making A Nation and Wold War One as well as Geographies of Interconnections and Biomes.

SCHOOL ASSESSMENT TYPES

- Speeches
- Essays
- Investigations
- Source Analysis
- Tests

INDIVIDUALS & SOCIETIES Y10

LEVEL Year 10

LENGTH 2 Semesters

CONTENT

Students study one semester of History and one semester of Humanities selected from the options below.

In History, students learn about topics such as the World War Two, Rights and Freedoms in Australia and beyond and the Popular Culture of Australia.

Humanities Option - select one from below:

Environmental Solutions: Students explore the geographies of the waterways and wellbeing. They identify environmental issues and propose innovative solutions to these problems.

Politics: Students explore the interactions of countries including Australia's involvement on the international scene.

Economics and Business: Students determine how Government decisions might impact a small business, and how to provide solutions for possible problems.

SCHOOL ASSESSMENT TYPES

- Speeches
- Essays
- Case Studies
- Investigations
- Source Analysis
- Source Trails

ABORIGINAL STUDIES Y11

LEVEL Year 11

SACE CREDITS 10

LENGTH 1 Semester

CONTENT

Students learn from and with Aboriginal peoples and communities and other sources of Aboriginal voice. Learning from and with Aboriginal peoples and communities underpins the learning in this subject and is integral to students developing and extending respectful ways of thinking, communicating, understanding and acting. Through their learning in this subject, students draw on elements of history, sociology, politics, arts, and literature.

SCHOOL ASSESSMENT TYPES

- Learning Journey – 3 x Responses
- Creative Presentation – 1 x Response

ACCOUNTING Y11

LEVEL Year 11

SACE CREDITS 10

LENGTH 2 Semesters

CONTENT

Accounting is a subject that teaches students about recording, reporting and anlalysing financial informatio of a business. Assessments are mostly done in supervised test conditions with unseen data. This subject is offered in semester 1 and semester 2 for 20 credits combined.

Topics Include:

- Double entry recording in ledger
- Fully classified financial statements
- Accounting concepts
- Accounting entries
- Balance Day Adjustments (BDA)
- Stockcards
- Ratios analysis

SCHOOL ASSESSMENT TYPES

- Accounting Skills x 3 Tasks (75%)
- Accounting Inquiry x 1 Task (25%)

EXAM:

- Mid year
- End of year

MODERN HISTORY Y11

LEVEL Year 11

SACE CREDITS 10

THIS SUBJECT HAS AN EXAM

CONTENT

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

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

SCHOOL ASSSSMENT TYPES

- 3 historical skills assessments
- 1 historical study

SOCIETY & CULTURE Y11

LEVEL Year 11

SACE CREDITS 10

CONTENT

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.

STUDENTS ASSESSMENT TYPES

- At least one source analysis assessment
- At least one group activity
- At least one investigation

WOMEN'S STUDIES Y11

LEVEL Year 11

SACE CREDITS 10

CONTENT

Students look at the world from the perspectives of women. They examine the diversity of women's experiences and their relationships to others while promoting an inclusive and just society.

Students identify complex and contradictory ideas that exist about femininity and masculinity, and how being a woman or a man may influence an individual's experiences and expectations.

SCHOOL ASSESSMENT TYPES

- One text analysis
- One group presentation
- One issues analysis

GEOGRAPHY Y11

LEVEL Year 11

SACE CREDITS 10

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.

SCHOOL ASSESSMENT TYPES

- 3 Geographical skills assessments
- 1 fieldwork study

LEGAL STUDIES Y11

LEVEL Year 11

SACE CREDITS 10

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

- At least two assessments for the folio
- At least one issues study
- At least one presentation

Humanities & Social Science

MEDIA STUDIES Y11

LEVEL Year 11

SACE CREDITS 10

CONTENT

Students explore the powerful, changing role of global media through study of media's ability to entertain, inform, persuade, influence culture and shape identity

By studying a range of texts, including films, television series, podcasts, forms of social media and games, students develop an understanding of current media issues and develop media literacy skills in critical analysis. Students also develop production skills through creation of a media product..

SCHOOL ASSESSMENT TYPES

- One Folio
- Two interaction studies
- One product

GEOGRAPHY Y12

LEVEL Year 12

SACE CREDITS 10

THIS SUBJECT HAS AN EXAM

CONTENT

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.

ASSESSMENT TYPES

- 40% Geographical skills @ applications x 4
- 20% Fieldwork report x 1
- 30% external assessment

LEGAL STUDIES Y12

LEVEL Year 12

SACE CREDITS 20

THIS SUBJECT HAS AN EXAM

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

- 50% Folio
- 20% Inquiry
- 30% External Exam

ABORIGINAL STUDIES Y12

LEVEL Year 12

CREDITS 20

CONTENT

Students learn from and with Aboriginal peoples and communities and other sources of Aboriginal voice. Learning from and with Aboriginal peoples and communities underpins the learning in this subject and is integral to students developing and extending respectful ways of thinking, communicating, understanding and acting. Through their learning in this subject, students draw on elements of history, sociology, politics, arts, and literature.

SCHOOL ASSESSMENT TYPES

- 40% Learning Journey – Diversity & Identities, Contemporary Experiences, Cultural Expressions
- 30% Social Action
- 30% External Assignment, Acknowledgement

MODERN HISTORY Y12

LEVEL Year 12

CREDITS 20

THIS SUBJECT HAS AN EXAM

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.

SCHOOL ASSESSMENT TYPES

- 50% Historical skills x 5
- 20% Historical study x 1
- 30% External Exam

SOCIETY & CULTURE Y12

LEVEL Year 12

CREDITS 20

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.

SCHOOL ASSESSMENT TYPES

- 50% Folio
- 20% Interaction
- 30% External assessment, Investigation

WOMEN'S STUDIES Y12

LEVEL Year 12

CREDITS 20

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.

SCHOOL ASSESSMENT TYPES

- 20% Text Analysis x 1 or 2
- 20% Essay x 1
- 30% Assessments for Folio x 3
- External Assessment, Issues analysis x 1

ACCOUNTING Y12

LEVEL Year 12

CREDITS 20

LENGTH 2 Semesters

CONTENT

This subject further develops students' ability to accurately classify, record, report and analyse financial information of a business. They provide financial advice by analysing and interpreting different ratios. Assessments are mostly done in supervised test conditions with unseen data to assess both practical skills and extended responses to accounting concepts and conventions. This subject is offered as a full year course for 20 credits.

Topics Include:

- Double entry recording
- Balance Day Adjustments (BDA)
- Accounting concepts & ethical considerations
- Accounting entities & stakeholders
- Cashflow statement
- Cash budget & sources of finance
- Debtors and stock controls
- Perpetual stock recording
- Bank reconciliation
- Ratio analysis
- Advisory report

SCHOOL ASSESSMENT TYPES

- Accounting concepts & solutions x 4 tasks (40%)
- Accounting advice x 1 written report task (30%)

EXTERNAL EXAM

- End of year: practical and theory (30%)

2023 RMSC Curriculum Guide

Languages

It is compulsory to study a language at Roma Mitchell Secondary College until the end of Year 9
Intro: German, Italian and Japanese

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 7, 8, 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.

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
LANGUAGES ACQUISITION	GERMAN, ITALIAN & JAPANESE	GERMAN, ITALIAN & JAPANESE	GERMAN, ITALIAN & JAPANESE	IB DIPLOMA GERMAN, ITALIAN & JAPANESE	IB DIPLOMA GERMAN, ITALIAN & JAPANESE

LANGUAGES ACQUISITION Y7

LEVEL Years 7

LENGTH 2 Semesters

CONTENT

Students select one of three languages - German, Italian or Japanese. Theye explore the dynamics and characteristics of the Language and are introduced to the countries they represent.

SCHOOL ASSESSMENT TYPES

- Tests
- Translations
- Comprehension

GERMAN, ITALIAN & JAPANESE Y8

LEVEL Years 8

LENGTH 2 Semesters

CONTENT

Topics covered include:

- Who am I?
- Friends & Family, Characteristics & Descriptions
- Pets & animals
- Food & eating out
- Daily routines
- Time, School & Hobbies
- Festivals & Celebrations

SCHOOL ASSESSMENT TYPES

- Tests
- Translations
- Comprehension

2023 RMSC Curriculum Guide

Languages

GERMAN, ITALIAN & JAPANESE Y9

LEVEL Year 9

LENGTH 2 Semesters

CONTENT

Students continue to learn the language studied in Year 8, either German, Italian or Japanese. In Year 9 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.

Topics covered include:

- Towns & Transport
- Milestones
- Multi-languaging
- Healthy foods and shopping
- Clothing

SCHOOL ASSESSMENT TYPES

- Tests
- Comprehension
- Translations

ITALIAN ,GERMAN & JAPANESE Y10

LEVEL Year 10

LENGTH 2 Semesters

CONTENT

Students continue to learn the language studied in Year 9, either English as an Additional Language, German, Italian or Japanese. In Year 10 students continue to develop their expression of opinions and ideas in the target language. They write in more complex sentence patterns and are building their capacity to spontaneously communicate. In Japanese, students continue to use the Japanese kana, reading and writing in all three kana forms.

Topics covered include:

- Youth & Relationships
- Environment
- Migration & Tourism
- My future

SCHOOL ASSESSMENT TYPES

- Comprehension
- Reading
- Listening
- Translations

LANGUAGES IB GERMAN, ITALIAN, JAPANESE

LEVEL Year 11 and Year 12

LENGTH 2 Semesters

CREDITS 20

CONTENT

Language acquisition consists of two modern language courses — language ab initio and language B — designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. Offered at SL only, language ab initio is a language acquisition course designed for students with no previous experience in — or very little exposure to — the target language. Students develop the ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. The themes are common to both language ab initio and language B.

SCHOOL ASSESSMENT TYPES STAGE ONE

- 25% Interaction
- 25% Text production
- 25% Text analysis
- 25% Investigation

For a 20 credit subject, students should provide evidence of their learning through ten assessments, with at least two assessments from each assessment type.

SCHOOL ASSESSMENT TYPES STAGE TWO

- 50% Folio (interaction, text production, text analysis)
- 20% In depth study (oral, written, reflection)

EXTERNAL (STAGE TWO)

- 30% oral and written exam

The Australian Curriculum Mathematics Year 7-10

Mathematics learning is the ability to understand, critically respond to and use mathematics in different social, cultural, and work context.

The mathematics content in the Australian Curriculum is organised under 6 interrelated strands:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability.

The strands are illustrated in Figure 1. Below.

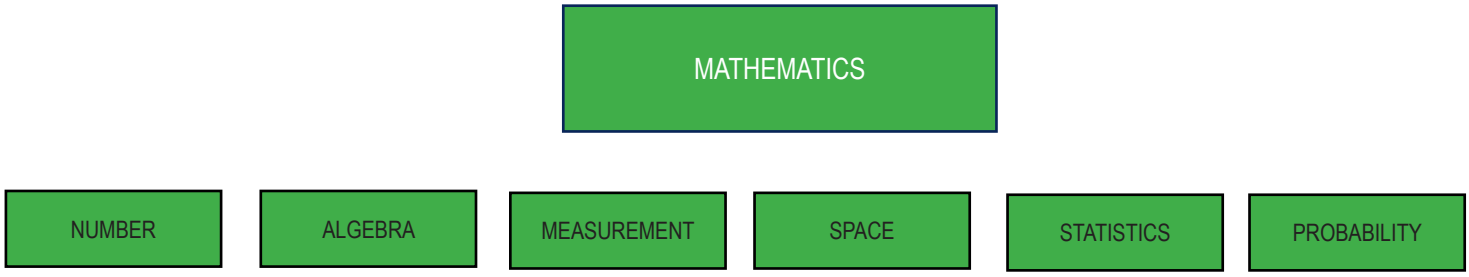


FIGURE 1. MATHEMATICS CONTENT STRUCUTRE

Natural connections exist between:

- Number and Algebra
- Statistics and Probability
- Measurement relates not only to Space but all strands, enhancing their practical relevance. Combined with Number, to quantify, compare, communicate, and make meaning of mathematical situations.
- Students and use the many connections that exist within and across the strands of Mathematics.

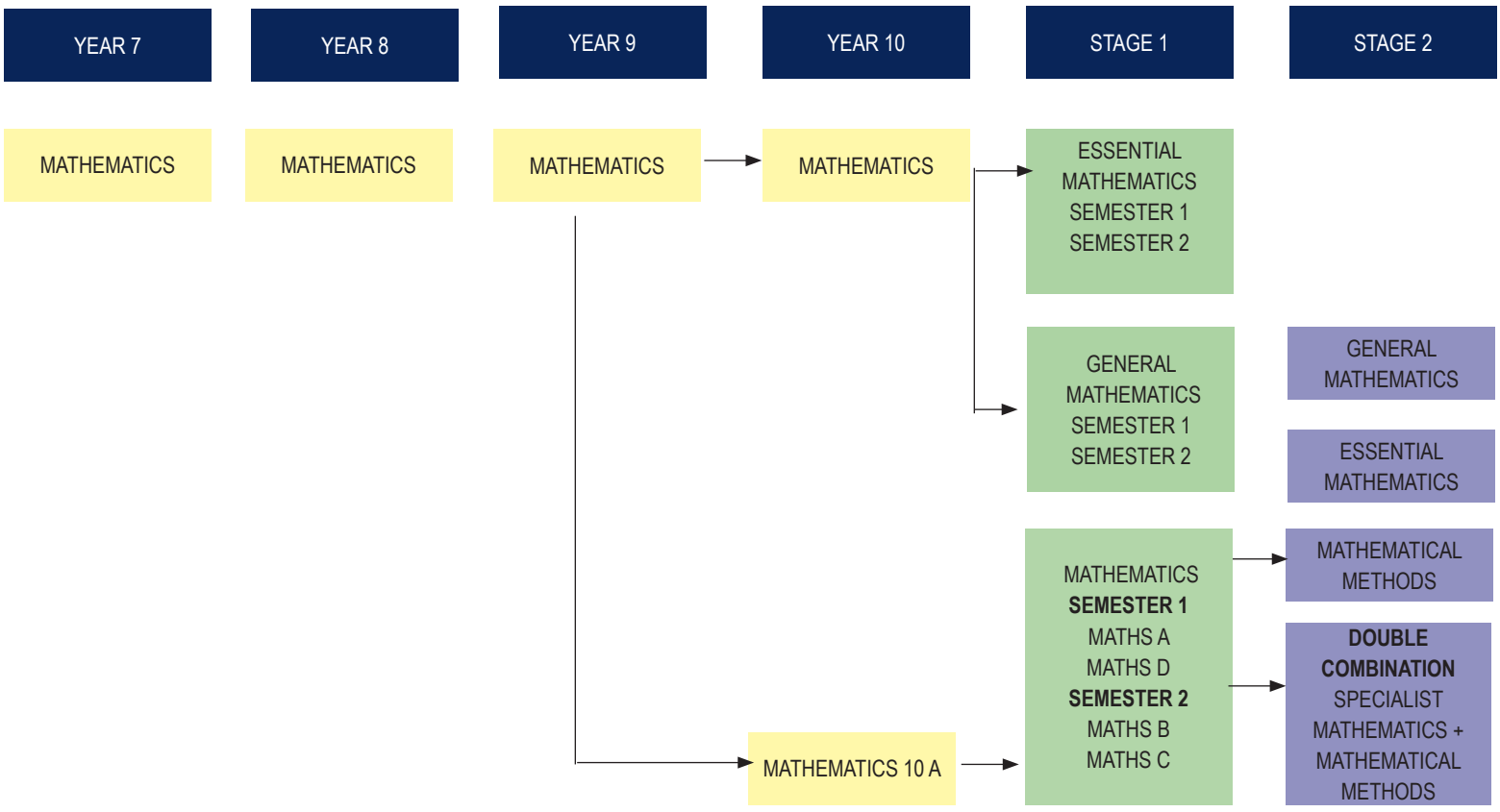
Learning experiences in mathematics at RMSC actively involve students in the mathematical processes: to develop their mathematical understanding, fluency, reasoning, and problem-solving skills.

At RMSC mathematics units of work are written based on the content from the AC and explored within the IBMYP framework. The IBMYP inquiry process is especially important for mathematical ideas. Students are guided by a Statement of Inquiry (SOI) that makes connections to local and global contexts. The assessment requirements for each unit and topic are made explicit to students using IBMYP criteria. local and global contexts.

2023 RMSC Curriculum Guide

Mathematics

Mathematics learning is the ability to understand, critically respond to and use mathematics indifferent social, cultural and work contexts.



2023 RMSC Curriculum Guide

Mathematics

MATHEMATICS Y7

LEVEL Year 7

LENGTH 2 Semesters

SPECIAL REQUIREMENTS Scientific Calculator

CONTENT

Students in Year 7 will study and solve practical problems in:

- Number: number skills are expanded with fluency between fractions, decimals, percentages and ratios
- Algebra: developing expressions to describe relationships between variables, creating tables of values and solve simple linear equations
- Measurement: angles in a triangle, volumes of rectangular and triangular prisms, circle geometry and classification of polygons are investigated
- Space: points on a plane in a two-dimensional space are transformed in simple operations
- Statistics: students conduct statistical investigations, work with continuous and discrete data to display and interpret information, used measures of central tendency to explain their reasoning. They assign probabilities and predict events and conduct single step chance experiments to explore predicted and observed results.

In Year 7 Maths and Science skills, knowledge and understandings are often linked to
reinforce the ideas and build connections in learning.

IB MYP ASSESSMENT TYPES

• NAPLAN and numeracy tests
• Basic Skills development (+,-,x, ÷) eg Braving Basics program
• Problem solving investigations
• Tests
• Research assignments and group task
• Practical applications of skills in new contexts

IB MYP CRITERIA

• Knowing and understanding
• Investigating patterns
• Communicating
• Applying mathematics in real life contexts

MATHEMATICS Y8

LEVEL Year 8

LENGTH 2 Semesters

SPECIAL REQUIREMENTS Scientific Calculator

CONTENT

Students will study the following
topics in year 8 -

- Number and place value
- Real numbers
- Money and financial mathematics
- Patterns and Algebra
- Linear and non-linear relationships
- Measurement
- Geometric reasoning
- Probability
- Data representation and Interpretation

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

- Basic skill development (+,-,x, ÷)
- Solving problems
- Tests and exam
- Research assignments (theoretical, historical & career related)
- Investigations and practical applications of skills developed

IB MYP CRITERIA

- Knowing and understanding
- Investigating patterns
- Communicating
- Applying mathematics in real life contexts

MATHEMATICS Y9

LEVEL Year 9

LENGTH 2 Semesters

SPECIAL REQUIREMENTS Scientific Calculator

CONTENT

Students will study the following
topics in year 9 -

- Pythagoras and Trigonometry
- Number
- Basic Algebra
- Geometry
- Statistics
- Coordinate Geometry
- Area and Volume
- Congruence & Similarity
- Binomial Products & Factorisation
- Problem Solving Using Equations

IB MYP ASSESSMENT TYPES

- NAPLAN - Numeracy tests
- Solving problems
- Tests and exam
- Research assignments (theoretical, historical & career related)
- Investigations and practical applications of skills developed

IB MYP CRITERIA

- Knowing and understanding
- Investigating patterns
- Communicating
- Applying mathematics in real life contexts

MATHEMATICS Y10

LEVEL Year 10

LENGTH 2 Semesters

SEMESTERS 2

SPECIAL REQUIREMENTS Graphics Calculators are recommended in mathematics course for students who are planning to take General Maths or courses in year, 11 and 12.

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
- find unknown values after substitution into formulas
- represent relationships on the Cartesian Plane and solve linear and quadratic equations.make connections between simple and compound interest
- list outcomes, assign and determine probabilities for chance experiments and investigate independent events
- construct box-plots and compare data sets
- investigate and describe statistical relationships and evaluate statistical report
- solve problems involving volume and surface area of a range of prisms and apply reasoning to proofs and numerical exercises
- apply trigonometry to solve right-angled triangle problems

MATHEMATICS Y10

cont'd

IB MYP ASSESSMENT TYPES

- Solving problems
- Tests and exam
- Research assignments (theoretical, historical & career related)
- Investigations and practical applications of skills developed

IB MYP CRITERIA

- Knowing and understanding
- Investigating patterns
- Communicating
- Applying mathematics in real life contexts

MATHEMATICS Y10A

LEVEL Year 10

LENGTH SEMESTERS 1, 2 & 3

RECOMMENDED BACKGROUND

The 10A content is intended for students who require additional content to enrich and extend their mathematical study whilst completing the common Year 10 curriculum. Some units will be the same and not all students will attempt the 10A content. It would be advantageous for those intending to pursue Mathematical Methods (Year11 Course A, B and C) or Specialist Mathematics (Year11 Course D) or IB Diploma Mathematics (AA or AI) in the senior secondary years.

Additional Topics 10 A for Semester 1 and 2 include:

- Surds and fractional indices
- Logarithms
- Polynomials
- Graphing conic sections, exponentials, polynomials and transformations of these
- Quadratics
- Surface and volume of complex solids
- Circle geometry
- Cosine and Sine areas of a triangle using trigonometry
- Investigating bivariate data
- Linear Relationships
- Unit Circle

IB MYP ASSESSMENT TYPES

- Solving problems
- Additional Tests and exam
- Research assignments (theoretical, historical & career related)
- Investigations and practical applications of skills developed

IB MYP CRITERIA

- Knowing and understanding
- Investigating patterns
- Communicating
- Applying mathematics in real life contexts

ESSENTIAL MATHEMATICS Y 11

LEVEL Year 11

SACE POINTS 20 Credits

LENGTH 2 Semesters

RECOMMENDED BACKGROUND

Students recommended for this course have been identified as students on modified programs and disengaged from mathematics in year 8-9. This course is not available for selection in course counselling. Students will be invited to join the course.

SPECIAL REQUIREMENTS Scientific Calculator

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 8 topics -

Semester 1
- Topic 1 Calculation Time & Ratio
- Topic 2 Earning & Spending
- Topic 3 Geometry
- Topic 4 Budgeting

Semester 2
- Topic 5 Saving & Borrowing
- Topic 6 Measurement
- Topic 7 Data in Content
- Topic 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.

ESSENTIAL MATHEMATICS Y 11

cont'd

SCHOOL 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%

Semester 1
- Skills and Application Tasks (SATS)
- 3 SATS for each 10 credit or semester course me

Semester 2
- Folio
- At least 1 folio for each 10 credit or semester course

GENERAL MATHEMATICS Y11

LEVEL Year 11

SACE POINTS 20 Credits

LENGTH 2 Semesters

RECOMMENDED BACKGROUND
An A or B from year 10 Mathematics. To study General Mathematics at Stage 2, students must complete two semesters of Stage 1 General Mathematics.

SPECIAL REQUIREMENTS Scientific Calculator

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 -

Semester 1
- Topic 1 Investing & Borrowing
- Topic 3 Statistical Investigation
- Topic 5 Linear & Exponential functions and their graphs

Semester 2
- Topic 2 Measurement
- Topic 4 Applications of Trigonometry
- Topic 6 Matrices and Networks

Each Semester of work provides 10 SACE credits. 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%.

ASSESSMENT

Semester 1
- Skills and Application Tasks (SATS)
- 3 SATS for each 10 credit or semester course

Semester 2
- Mathematical investigation
- At least 1 Mathematical Investigation for each 10 credit or semester course, maximum of 12 single-sided A4 pages

MATHEMATICS Y11

LEVEL Year 11

SACE POINTS 30,40 Credits

LENGTH 2 Semesters

RECOMMENDED BACKGROUND Students recommended for this course is based on their performance and achievement in the 10 A Mathematics Course

SPECIAL REQUIREMENTS Scientific Calculator

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.

LEVEL Year 11 (cont'd)

Successful completion of Maths A, B, C and D is a pre-requisite for Specialist Mathematics in Stage 2.

Semester 1 A & D
- Maths A - Pre Mathematics Methods
- Topics 3, 2 & 11
- Maths D - Pre Specialist Mathematic topics 9, 10 and 12

Semester 2
- Mathematics B & C
- Maths b - Pre Mathematics Methods topics 1, 5 & 7
- Maths C - Pre Mathematics Methods, topics 4, 6 & 8

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.

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%.

ASSESSMENT

Semester 1
- Skills and Application Tasks (SATS)
- 3 SATS for each 10 credit or semester course

Semester 2
- Folio
- At least 1 folio for each 10 credit or semester course

GENERAL MATHEMATICS Y12

LEVEL Year 12

LENGTH 2 Semesters

SACE POINTS 20 Credits

THIS SUBJECT HAS AN EXAM

SPECIAL REQUIREMENTS Scientific Calculator

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

30%	Folio
40%	SATS
30%	Exam External

2023 RMSC Curriculum Guide

Mathematics

ESSENTIAL MATHEMATICS Y12

LEVEL Year 12

LENGTH 2 Semesters

SACE POINTS 20 Credits

THIS SUBJECT HAS AN EXAM

SPECIAL REQUIREMENETS Scientific Calculator

CONTENT

Year 12 Essential Maths is designed for students who have successfully achieved in the Year 11 General Maths course and are planning to pursue a career in the trades or vocational pathways. There is an emphasis on extending students mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts in flexible and resourceful ways.

There are three compulsory topics: Measurement, Statistics and Investments and loans

Two other topics are chosen from the following: Scales, plans and models, Business applications or an open topic (which would replace Scales, plans and models or Business applications)

ASSESSMENT TYPES

30% Skills and Application Tasks (4 to 5)
40% Folio Tasks (2)
30% Examination

MATHEMATICAL METHODS Y12 STAGE 2

LEVEL Year 12

LENGTH 2 Semesters

SACE POINTS 20 Credits

THIS SUBJECT HAS AN EXAM

SPECIAL REQUIREMENTS Scientific Calculator

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

50% SATS - Equivalent of one SAT without the use of a calculator or notes
20% Mathematics Investigation - Maximum of 15 A4 pages
30% Exam External - 3 hours
Access to approved technology
2 unfolded A4 sheets handwritten notes (eg, 4 sides of sheets)

DOUBLE COMBINATION SPECIALIST MATHEMATICS + MATHEMATICAL METHODS Y12

LEVEL Year 12

LENGTH 2 Semesters

SACE POINTS 20 Credits

THIS SUBJECT HAS AN EXAM

SPECIAL REQUIREMENTS Scientific Calculator

CONTENT

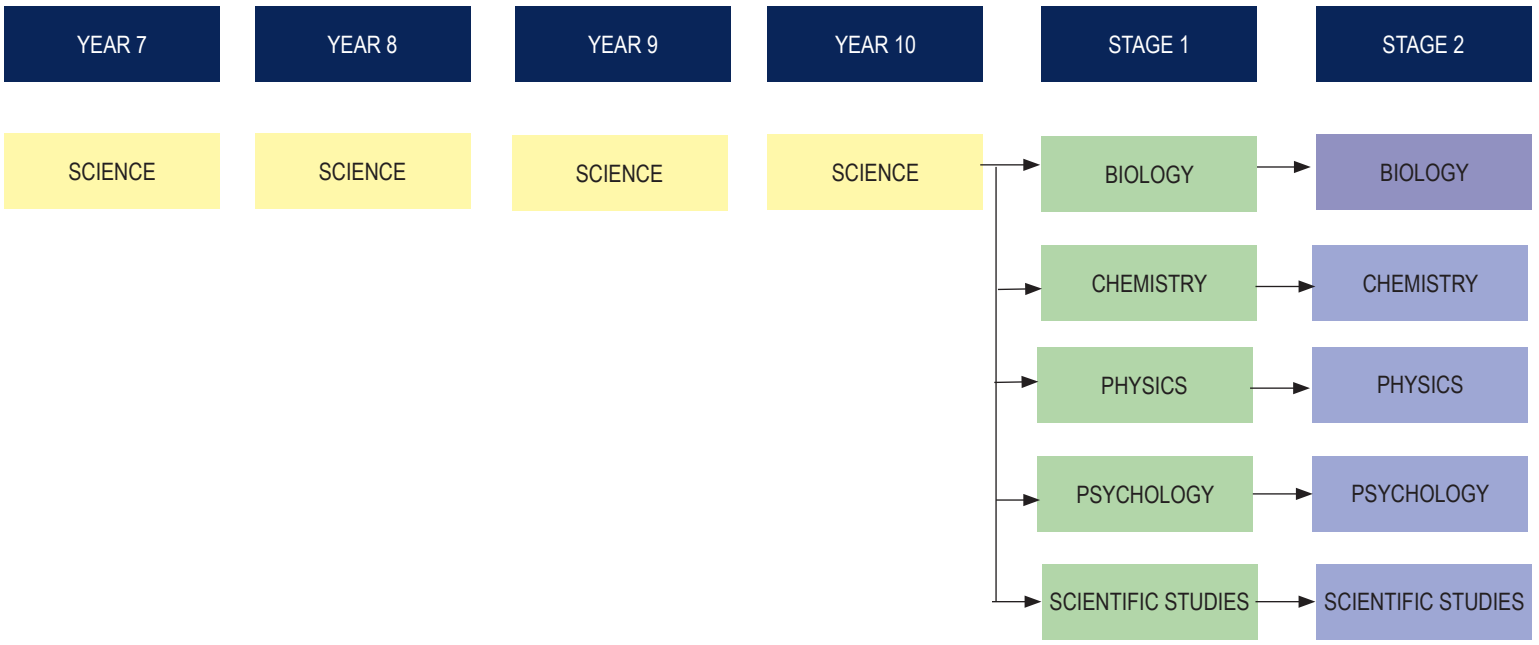
Specialist Mathematics draws on and deepens students' mathematical knowledge, skills and understanding which provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, including using mathematical models. It includes the study of functions, vectors 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

50% 6 SATS - Equivalent of one SAT without the use of a calculator or notes
20% **1** Mathematical Investigation - Maximum of 15 A4 pages
30% Exam External - 3 hours
Access to approved technology
2 unfolded A4 sheets
handwritten notes (eg, 4 sides of sheets)



The Australian Curriculum Science Years 7-10

The Australian Curriculum Science content is organised under 3 interrelated strands:
- Science understanding
- Science as a human endeavour
- Science inquiry.

Together, the 3 strands provide students with understanding, knowledge, and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry practices.
Content under each strand is further organised into sub-strands as shown in Figure 1.

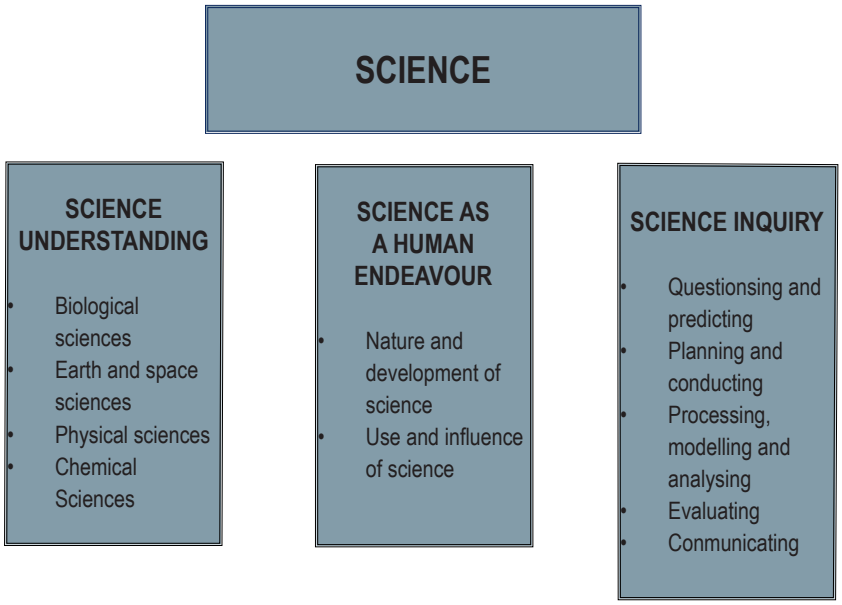


Figure 1: Science content structure

AT RMSC these three interrelated strands with a content sib strand are used as the basis for writing IBMYP units of work. Each unit is structured to explore a Statement of Inquiry (SOI) within a global context.

SCIENCE Y7

LEVEL Year 7

LENGTH 2 Semesters

CONTENT

In Year 7, students are introduced to biological concepts through the study of classification of living things using tools to organise the diversity of life. Students use food webs to represent how energy and matter flows though ecosystems and identify the abiotic and biotic factors of an environment. When studying Earth and Space Sciences they develop an understanding of the cyclic changes in the Earth, Sun and Moon and these changes create phenomena such as seasons and tides. During the study of Physical Sciences students explore balanced and unbalanced forces, including gravity. Chemistry concepts are explored include using the particle theory to describe attraction between particles and relate this to the properties of substances (solids, liquid, and gasses).

Throughout units' students learn that "Science is a Human Endeavour" They explore how new evidence is collected, and how different perspectives including Aboriginal perspective and world views bring richness to scientific knowledge. They conduct investigations using science inquiry skills and communicate their ideas using a range of modes.

The Stephanie Alexander Garden Project, successful introduced in 2022, provides a contextual learning environment for students. Maths, technology, and science concepts are developed with the benefit of hand on learning experiences. The students involved research species, plant seeds and seedlings, nurture and grow plants and worms, harvest and prepare nutritious fresh food.

IBMYP ASSESSMENT TYPES

A range of assessment tasks provide students with an opportunity to demonstrate their learning in creative and conventional ways: Tests, assignments, group work, short films, stop animation, laboratory work, essays, excursions, debates and research assignments are used.

IBMYP CRITERIA

- Knowing and Understanding
- Inquiring and designing
- Processing and evaluating
- Reflecting on the impact of science

SCIENCE Y8

LEVEL Year 8

LENGTH 2 Semesters

CONTENT

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 though 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 CRITERIA PHASES 3 AND 4

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.

IB MYP CRITERIA

- Knowing and understanding
- Inquiring and designing
- Processing and evaluating
- Reflecting on the impacts of science

SCIENCE Y9

LEVEL Year 9

LENGTH 2 Semesters

CONTENT

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.

IB MYP CRITERIA

- Knowing and understanding
- Inquiring and designing
- Processing and evaluating
- Reflecting on the impacts of science

SCIENCE Y10

LEVEL Year 10

LENGTH 2 Semesters

CONTENT

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.

In 2023 new courses of science will be offered to students including:

- Sustainability and Horticulture
- Sports Science and Nutritiuon
- Psychology and Forensics

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.

SCIENCE Y10

Cont'd

Practical Science Inquiry Skills are taught though investigations, experiments and research assignments. They use the scientific method to explore the concepts being taught and inquiry questions.

IB MYP CRITERIA

- Knowing and understanding
- Inquiring and designing

BIOLOGY Y11

LEVEL Year 11

CREDITS 10 OR 20

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

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%.

- At least one practical investigation
- At least one investigation with a focus on Science as a Human Endeavour (SHE) for their folio
- At least one skills and applications task

CHEMISTRY Y11

LEVEL Year 11

CREDITS 10 OR 20

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

- Investigations Folio
- Skills and applications task

STUDENTS UNDERTAKE

- At least one practical investigation
- At least one investigation with a focus on Science as a Human Endeavour (SHE) for their folio
- At least one skills and applications task

PHYSICS Y11

LEVEL Year 11

CREDITS 10 OR 20

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

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
- At least one investigation with a focus on Science as a Human Endeavour (SHE) for their folio
- At least one skills and applications task

PSYCHOLOGY Y11

LEVEL Year 11

CREDITS 10 OR 20

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

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
- At least one investigation from their folio
- Science as a Human Endeavour (SHE) for their folio
- At least one skills and applications task

SCIENTIFIC STUDIES Y11

LEVEL Year 11

CREDITS 10

CONTENT

Science inquiry skills are the focus of learning in this subject. Students will be guided to apply and inquiry-based approach to design, plan and undertake investigations that responds to a local or global situation. Themes can include nutrition, health issues and new technologies.

In collaboration with others and individually, students learn to identify investigable questions, design their research using a scientific approach, collect data and other evidence, and analyse and critique their findings.

Students will extend their skills, knowledge, and understanding of the three integrated strands:

- understanding of scientific concepts (Knowledge)
- science as a human endeavour (SHE tasks)
- science inquiry skills. (SIS –practical work)

ASSESSMENT TYPES

Inquiry Folio
- 20% SIS Analysis & Interpretation Task
- 25% SIS design task
- 25% SHE inquiry

Collobative Investigation
- 30% Collaborative Inquiry
  Inquiry design
  Inquiry evaluation

STUDENTS UNDERTAKE

- At least two science investigations
- At least one collaborative inquiry
- Science as a Human Endeavour (SHE) for their folio

BIOLOGY Y12

LEVEL Year 12

CREDITS 20

THIS SUBJECT HAS AN EXAM

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

- 30% Folio
- 40% Skills and applications tasks
- 30% External exam

CHEMISTRY Y12

LEVEL Year 12

CREDITS 20

THIS SUBJECT HAS AN EXAM

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 redoc reactions.

ASSESSMENT TYPES

- 30% Folio
- 40% Skills and applications tasks
- 30% External exam

PHYSICS Y12

LEVEL Year 12

CREDITS 20

THIS SUBJECT HAS AN EXAM

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

- 30% Folio
- 40% Skills and applications tasks
- 30% External exam

PSYCHOLOGY Y12

LEVEL Year 12

CREDITS 20

THIS SUBJECT HAS AN EXAM

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

- 30% Folio
- 40% Skills and applications tasks
- 30% External exam

SCIENTIFIC STUDIES Y12

LEVEL Year 12

CREDITS 20

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 RMSC 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

- 50% Inquiry folio
  3 tasks with SIS focus
  1 Science as a Human Endeavour investigation
  1 individual inquiry design proposal
- 20% Collaborative Inquiry
  1 collaborative inquiry (submitted electronically)
- 30% External
  Individual inquiry (1,500 words)

YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
			PERSONAL PROJECT (IB MYP)	RESEARCH PROJECT A	
			PERSONAL LEARNING PLAN SACE STAGE ONE	RESEARCH PROJECT B	

PERSONAL PROJECT AND PERSONAL LEARNING PLAN Y10

LEVEL Year 10

CONTENT

The Personal Project and Personal Learning Plan is a one Semester compulsory course.

The Personal Learning Plan is completed during year 10 with students developing short, medium and long-term plans related to their personal, learning and career goals.

Students interact with staff and community members when undertaking research into careers and senior school subject selection. They compile a folio consisting of evidence of their interactions, investigations, planning and reflection. Assessment for SACE accreditation is based on the capabilities.

The Personal Project is a compulsory aspect of the International Baccalaureate Middle Years Program (IBMYP). Students undertake this project in Year 10, where it consolidates their learning in the IBMYP. It is a long term project designed as an independent learning experience of approximately 25 hours.

Students need to achieve a grade of 12 or above out of 32 to successfully complete the project and qualify for the International Baccalaureate Middle Years Certificate, which represents their learning from Years 8 - 10.

The Personal Project allows students to -

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

Students address the Personal Project objectives through:

- the process they follow
- the product or outcome they create
- the report or presentation they make that explains what they have done and learned.

ASSESSMENT CRITERIA (GRADED WITHIN THE STUDENT'S REPORT)

Each Personal Project objective corresponds to one of three equally weighted assessment criteria. Each criterion has eight possible achievement levels (1-8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

RESEARCH PROJECT A SACE Y11

LEVEL Year 11

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

- 30% Folio
- 40% Research outcome
- 30% External review

RESEARCH PROJECT B SACE Y11

LEVEL Year 11

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

- 30% Folio
- 40% Research outcome
- 30% External evaluation

VOCATIONAL EDUCATION AND TRAINING (VET) STAGES 1 & 2

LEVEL Years 11 / 12

CONTENT

Roma Mitchell Secondary College is in line with the VET school student's policy, aims to enhance career education to help students to;

• Understand themselves and reflect on their ambitions, interests, strengths, and abilities
• Build and understanding about career options, pathways, the labour market, and employment in a wide range of industries and occupations
• Build connections between these concepts that allow them to plan and make decisions about their learning and work options.

To do this, we are supporting quality career education through:

• Assisting students to clearly articulate pathways through secondary school to employment
• Assisting students to enter pathways that have been designed in partnership with industry to identify qualifications appropriate for school students and that contain the skills, knowledge and experience valued by employers
• Supporting delivery of career education curriculum and planning
• Enabling quality career counselling and planning
• Bringing schools and industry together to provide opportunities for students to get exposure to industry and workplaces through industry immersion activities.

Terminology to know:

• VET Vocational Education and Training
• FIPs Flexible Industry Pathways
• RTO Registered Training Organisation
• VETRO VET Readiness Orientation
• LLN Language, Literacy and Numeracy (test)
• ATAR Australian Tertiary Admissions Rank (used to gain entry to University)

VET Funding Model

On top of the subsidies provided by the Department of Innovation and Skills to RTOs for delivery of VET courses in a FIP, the Department of Education is providing additional funding to support government schools as outlined below:
1. $300 to schools through student-centred funding for any non-school card recipient enrolled in a VET course which is part of a FIP.
2. $600 t schools through a student-centred funding for a school card recipient enrolled in a VET course which is part of a FIP.

Fees for all courses are yet to be finalised and will be communicated home as soon as they are published.

Students who express interest and apply, will be given final costing details in a fee to pay latter before the course commencement. Some courses may require additional payments from family outside of the $300 and $600 funding model

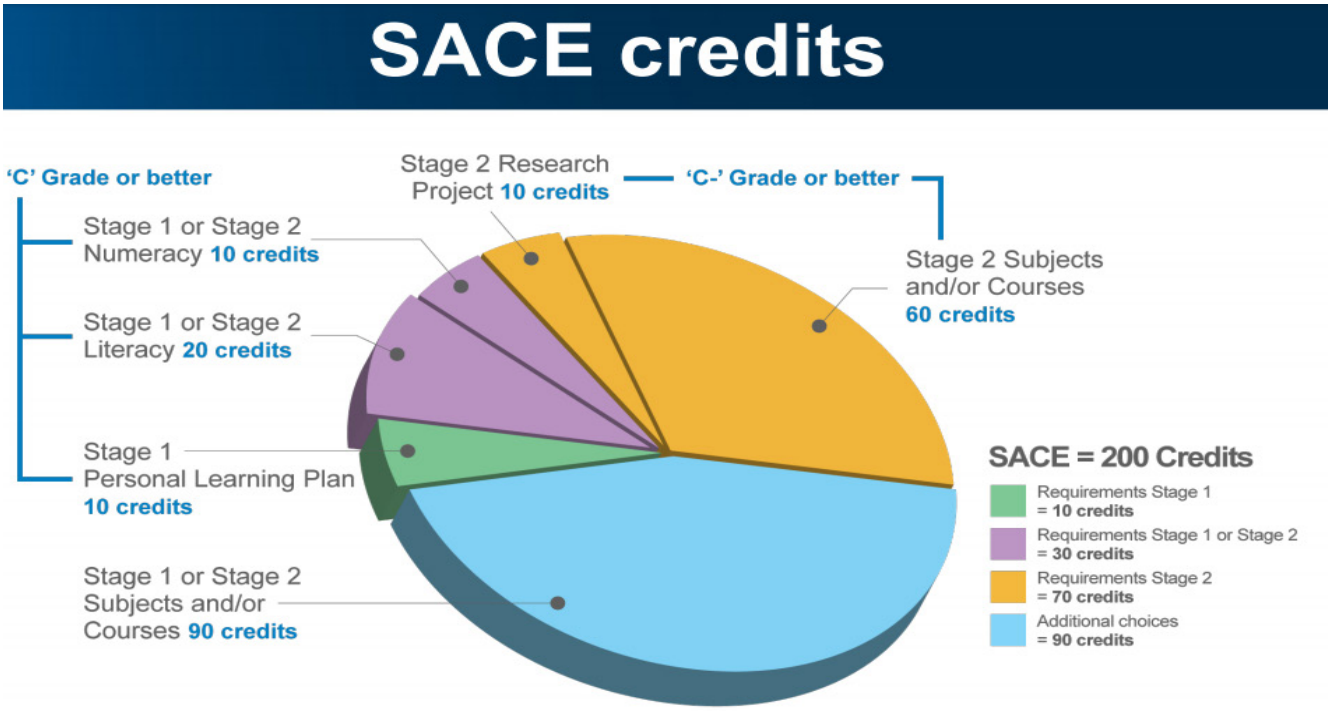
SACE Information for VET students
Year 10- Students in year 10 can engage in taster courses and industry immersion opportunities. Advertisement of these opportunities will become available in the year of study. Costs to be determined per opportunity and paid in full by the household.

Year 11 – To undertake a VET course, students will need to complete industry immersion (done by most in year 10), VETRO Part A (VET readiness orientation – online application which includes industry immersion evidence) and within that VETRO Part B the Language, Literacy and Numeracy Test (LLN) to be eligible for a course.
In Year 11 students can engage in Flexible Industry Pathways in line with the VET for Schools Policy. Students can undertake study in either Certificate II or Certificate III courses listed in the course offerings. Most Certificate II courses will count towards Stage 1 SACE credits and will take

Year 12 - To undertake a VET course, students will need to complete industry immersion (done by most in year 10), VETRO Part A (VET readiness orientation – online application which includes industry immersion evidence) and within that VETRO Part B the Language, Literacy and Numeracy Test (LLN) to be eligible for a course.
It is suggested that Year 12 students only apply for Certificate III courses as they attract Stage 2 SACE credits. Year 12 students should only engage in courses due to complete within 12 months to meet SACE completion deadlines.

Where VET Sits within SACE

Vocational training can be positioned with in the BLUE or YELLOW sections of the SACE diagram



Advice and information for applications

Students should take time reading over course information/flyers provided. Students should look at relevant pathways while studying the VET course they are considering, and after completion of the course.

Students during Yungkurrinthi Marni (YM) and while at home, students can research their pathways options. Visit: RMSC Careers https://rmsccareers.com/ and the Student Pathways site https://studentpathways.sa.edu.au/ for further pathway information and career bullseyes information.

Students engaging in VET in Year 11, are removed from (a minimum of) ONE choice subject to allow for VET study and additional time to catch up on missed lessons. Student may be required to attend supervised study. This will be determined by VET leader and LCL.

To apply students should:

1. Read the information in the handbook and information on SWAY.
2. Check out the NEVO 2023 FIP booklet with course information
3. Attend and engage with parent/caregiver evening and student assemblies
4. Complete an Expression of Interest form online (to be distributed during YM early term 3)
5. Discuss with parent/caregiver course application & gathering industry immersion evidence
6. Complete the application form
7. Check your @schools student email for any additional forms requested to complete
8. Attend interview if requested with VET Coordinator
9. Check @schools student email for further information from VET leader and/or RTO
10. RTO will make contact to start VETRO process

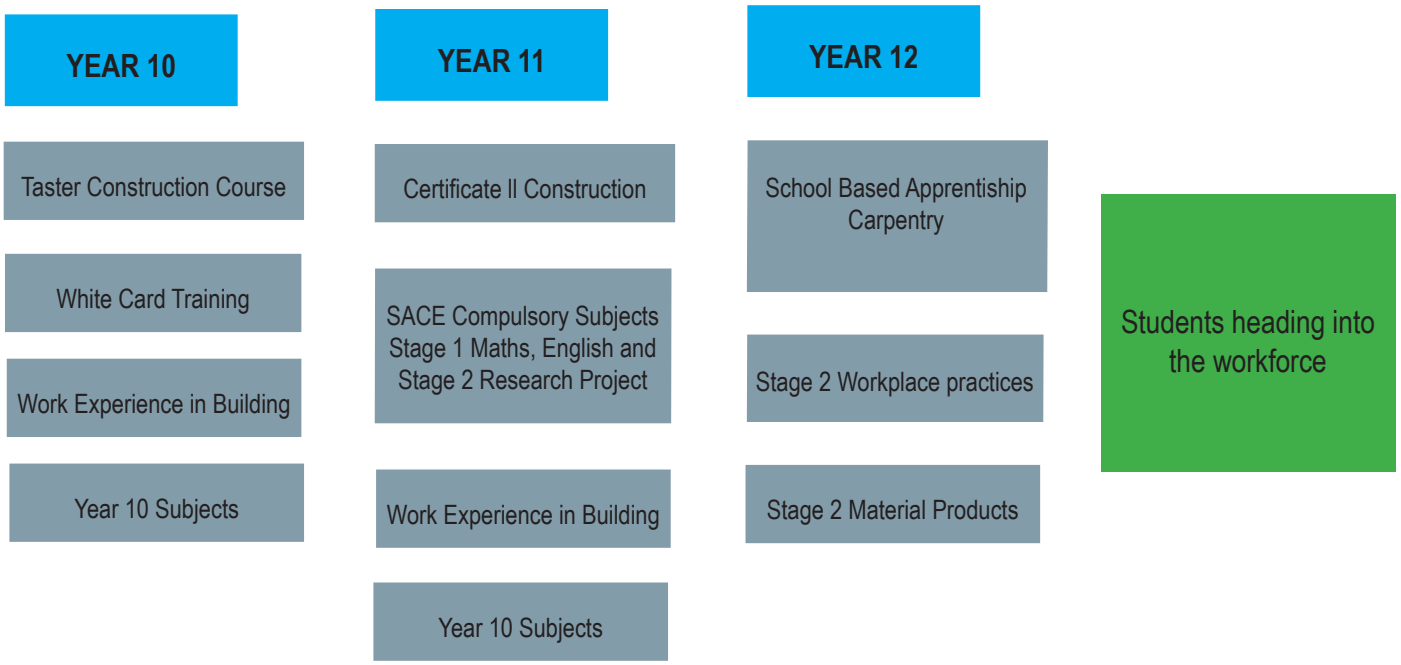
Information for Parents/Caregivers

All students should discuss VET course offerings and other information within this handbook with parents/caregivers prior to commencing an application. Students applying for a VET course need to understand studying a certification is more rigorous and time consuming than a regular SACE subject. Each course has a minimum number of nominal hours, ten plus competencies to complete (each with a number of tasks within them), and some will have the additional of 30-120 work placement hours (depending on the course and requirements).

Students who are successful in gaining a place in a VET subject will be asked to read and sign, along with parent/caregivers, an Expectations Contract for VET students which considers things like behaviour and attendance both at school and while undertaking VET. It asks for a commitment to study while undertaking VET, facilitated by Roma Mitchell Secondary College. Students undertaking VET will also be asked to complete a minimum number of subjects.

All courses attract a fee and parent/caregivers will be notified of this prior to course acceptance and asked to pay a deposit via a fee to pay letter. It the student/parent responsibility to travel to and from externally provided VET courses.

Example Trade/Work Ready Pathway
Course: Certificate II Construction



Example Early Years Teaching /University (option) pathway
Course: Certificate III Early Childhood Education and Care

YEAR 10

- First Aid Training & CPR
- Work Experience in Childcare
- Year 10 Subjects (Including SACE Maths)

YEAR 11

- Certificate III Early Childhood Education & Care
- SACE Compulsory Subjects Stage 1 English and Stage 2 Research Project
- + 3 additional stage 1 subject that links directly to pathway e.g. Child Studies, Biology

YEAR 12

- Completion of Certificate III (by June)
- Stage 2 Biology
- Stage 2 Child Studies
- Stage 2 English

Students eligible for ATAR

Example Engineering (Specialised) pathway
Course: Certificate II Engineering Pathways

YEAR 10

- ASC Work Experience
- PEER Taster Course
- Year 10 Subjects

YEAR 11

- Certificate II Engineering Pathways
- SACE Compulsory Subjects Stage 1 Maths, English and Stage 2 Research Project
- 1 semester Customized SACE
- + 3 additional stage 1 subject that links directly to pathway e.g. Maths 2/3, Physics

YEAR 12

- Stage 2 Physics
- Stage 2 Math Methods
- Stage 2 English
- Stage 2 WPP

Students eligible for ATAR

Also prepared for entry into Apprenticeship/Employment

KITCHEN OPERATIONS CERTIFICATE II STAGE 1

SACE CREDITS 20

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.

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (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.

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.

Please refer to the North Eastern Vocational Opportunities website at https://nevo.sa.edu.au/vet-courses/