



MERCEDES
COLLEGE

Unlocking Life Potential.

**INTERNATIONAL
BACCALAUREATE
MIDDLE YEARS
PROGRAMME**

**Curriculum
Handbook**

2011





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Introduction

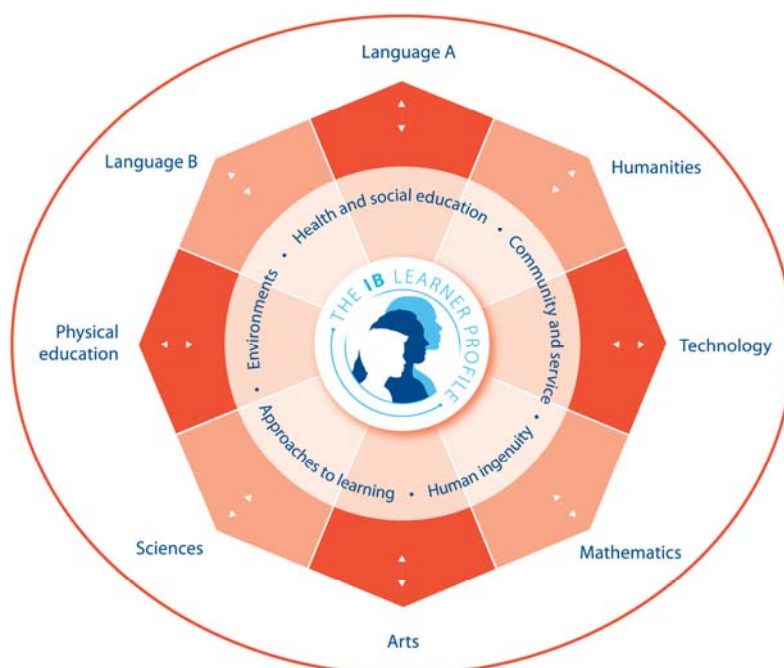
The curriculum for Mercedes College is provided by the International Baccalaureate Organization (IBO). The Primary Years Programme (PYP) is undertaken from Reception to Year 5; the Middle Years Programme (MYP) is studied by students in Years 6 to 10; and the Diploma Programme (DP) is available in Years 11 and 12. The South Australian Certificate of Education (SACE) is also offered at Years 11 and 12.

The Middle Years Programme (MYP) was adopted as the curriculum framework for students in Year 6 to Year 10 at Mercedes College in 1998. It is undertaken by all students at Mercedes College. At the end of Year 10, students who meet **all** the requirements of the MYP will be awarded an MYP certificate by the IBO.

The International Baccalaureate Middle Years Programme Curriculum Handbook (Years 6 – 10) is designed to give you an overview of the curriculum and learning opportunities that are available at Mercedes College over the five years of the programme.

The MYP provides a common framework that is consistent across all levels and areas of study within the College.

The curriculum model places the student at the centre and has a philosophy that promotes the “connectedness” of learning.



A strong emphasis is placed on the rigour of the individual areas of study while promoting links between these.

The MYP provides students with an excellent knowledge and range of skills that are the foundation for future study.

Students are indeed fortunate to have the opportunity to undertake the MYP as an international curriculum. We hope that they pursue excellence within the MYP and wish them every success.

The staff at Mercedes College look forward to guiding and sharing the students’ MYP journeys.

If you have any questions, concerns or comments about the MYP curriculum please do not hesitate to contact one of the following staff members.

Yours sincerely

Paul Wadsworth
Head of the Middle School

Adrian Chiarolli
Director of Curriculum and Learning

Ian deBoar
IB MYP Coordinator



Background Information

IBO HISTORY

“The IBO, founded in 1968, is a non-profit educational foundation based in Geneva, Switzerland.

It grew out of international schools’ efforts as early as 1924 to establish a common curriculum and university entry credential. The schools were also motivated by an idealistic vision. They hoped that critical thinking and exposure to a variety of points of view would encourage intercultural understanding by young people. They concentrated on the last two years of school before university studies in order to build a curriculum that would lead to what they called a "baccalaureate", administered in any country, recognized by universities everywhere.

Grants from UNESCO, the Twentieth Century Fund, the Ford Foundation and other groups made it possible to develop the Diploma Programme.

The balanced curriculum and high standards of assessment for the Diploma Programme led to its rapid growth. The Middle Years MYP and PYP (Primary Years Programme) were adopted in 1994 and 1997, respectively.”

(from IBO website)

The IBO mission statement ***“Education for life”***

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

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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

The Middle Years Programme

The Middle Years Programme (MYP) provides a framework of academic challenge and life skills for students aged 11-16 years. The five-year programme offers an educational approach that embraces yet transcends traditional school subjects. It follows naturally the Primary Years Programme and serves as excellent preparation for the Diploma Programme and the South Australia Certificate of Education.

The MYP aims to develop in students:

- The disposition and capacity to be lifelong learners;
- The capacity to adapt to a rapidly changing reality;
- Problem solving and practical skills and intellectual rigour;
- The capacity and self-confidence to act individually and collaboratively;
- An awareness of global issues and the willingness to act responsibly;
- The ability to engage in effective communication across frontiers;
- Respect for others and an appreciation of similarities and differences.

Fundamental Concepts

There are three fundamental concepts that underpin the MYP. These are:

Holistic learning

Emphasises the links between the areas of study, providing a global view of situations and issues. Students become more aware of their learning, and come to see knowledge as being interrelated and complementary.

Intercultural Awareness

Develops student’ attitudes, knowledge and skills as they learn about their own and other’s social, national and ethnic cultures. This promotes understanding, tolerance and respect and may lead to empathy with others.

Communication

A fundamental area of learning as it empowers students in both inquiry and understanding and allows reflection and expression. A particular focus is on language acquisition and multiple forms of expression.



The IB Learner Profile

IB programmes promote the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, the IBO espouses the principle of educating the whole person for a life of active, responsible citizenship. Underlying the three programmes is the concept of education of the whole person as a lifelong process. The learner profile is a profile of the whole person as a lifelong learner.

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

IB learners strive to be:

- | | |
|----------------------|---|
| Inquirers | They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. |
| Knowledgeable | They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. |
| Thinkers | They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. |
| Communicators | They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. |
| Principled | They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. |
| Open-minded | They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. |
| Caring | They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. |
| Risk-takers | They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. |
| Balanced | They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. |
| Reflective | They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. |



Areas of Interaction

Students experience and explore each of the five Areas of Interaction (AOI) in every year of the programme. These areas are common to all areas of study so that students become aware of the connexions between the subject content and the real world rather than considering subjects as isolated areas unrelated to each other and to the world.

The five areas are as follows:

Approaches to Learning

How do I learn best? How do I know? How do I communicate my understanding?

This is central to the programme. Approaches to Learning is “concerned with developing intellectual discipline, attitudes, strategies and skills which will result in critical, coherent and independent thought and the capacity for problem solving and decision making.” (IBO *School’s Guide to The Middle Years Programme*, 2002). It is more than study skills.

Community and Service

How do we live in relation to each other? How can I contribute to my community? How can I help others?

Community and service begins within the classroom and extends to the wider world. It allows students to explore their place in society and their obligations and responsibilities to their community.

Human Ingenuity

Why do we create? What are the consequences?

Human ingenuity is concerned with the impact of the creative genius of people. Students learn to appreciate the capacity we have to change our lives.

Environments

Where do we live? What resources do we have or need? What are my responsibilities?

Students explore local and global environmental issues. They are made aware of their interdependence with their environment and their responsibility to it.

Health and Social Education

How do I think and act? How am I changing? How can I look after myself?

Health and Social education focuses on preparing students for a physically and mentally healthy life. Students are made aware of risks and the need to make wise choices based on the respect for their bodies and minds.

Personal Project

The Personal Project is a requirement of the MYP for all schools. The Personal Project holds a very important place in the programme as it provides an excellent opportunity for students to produce a truly creative piece of work of their choice and to demonstrate the skills they have developed in approaches to learning. Although the areas of interaction are not awarded individual grades, they are central to the experience of the Personal Project, which is intended to be the culmination of the student’s involvement with the five areas of interaction. The project is completed during the last year of the student’s participation in the MYP (Year 10).

The student works through a process and method of their choice under the supervision of a mentor who is usually one of the teachers at the College. The Personal Project must be accompanied by a report that describes the student’s method and approach followed by a personal response to the issues concerned. The Personal Project is assessed against the criteria published by the IBO.



Assessment

The MYP uses a criterion-referenced model of assessment. Assessment throughout the five years of the programme is against criteria linked to specific objectives.

The IBO publishes criteria and descriptors, for year 5 of the programme, which cannot be changed by individual schools and are therefore common to all students across the world. The College uses the published criteria and descriptors for students in year 4 (Year 9) and year 5 (Year 10) of the programme.

In years 1 to 3 (Year 6 to 8) of the programme, students are assessed against criteria and descriptors published by the IBO that have been modified to best suit the age group of the students.

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 1. The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.

Detailed descriptions of the assessment criteria and band descriptors appear in *MYP Assessment Handbooks*.

Teachers at the College internally assess the work of students who undertake the MYP. There are no external exams in any year of the programme. A final grade from 1 to 7 is determined based on the final level of achievement gained in subject criteria.

Grade descriptors are outlined in the table below:

| Grade | Descriptor |
|---------|--|
| Grade 1 | Minimal achievement in terms of objectives |
| Grade 2 | Very Limited achievement against objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support . |
| Grade 3 | Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support |
| Grade 4 | A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. there is occasional evidence of the skills of analysis, synthesis and evaluation |
| Grade 5 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight. |
| Grade 6 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight. |
| Grade 7 | A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality . |

In Year 5 (Year 10) of the programme a sample of student work is collected and sent to the IBO office in Cardiff, Wales. This work is moderated by a panel of international educators to ensure that work is assessed against the published criteria to an agreed international standard.

MYP Certification

Students who meet the following requirements of the IBO are eligible to be awarded the MYP certificate:

- Be registered, and have gained at least a Grade 2 in at least one subject per subject group of the MYP;
- Have gained at least a Grade 3 for the Personal Project;
- Have participated in the programme for at least the final two years;
- Have met the expectations of community service to the satisfaction of the school;
- Have gained a grade total of at least 36 from the eight subject groups and the Personal Project combined, out of a possible maximum of 63. If more than one subject has been entered in a given subject group, only the single best grade will count towards certification, although all subject results will appear on the MYP record of achievement.

All students at Mercedes College receive a Certificate of Participation.



Areas of Study

At each year level of the programme students must study a subject from each of the eight areas of learning.

At Mercedes College these are:

Language A: English (which is our language of instruction)

Language B: French or Indonesian

A student who does not study a Language B at Year 5 (Year 10) is not eligible for the MYP Certificate.

Humanities: History and Geography

Mathematics

Art: Visual Arts (Art or Design); Performing Arts (Music, Drama, Film)

Science: Physics, Chemistry and Biology

Physical Education

Technology

These areas of study are supported by compulsory lessons in **Religious Education** as well as the Growth and Personal Skills (**GPS**) programme.

In Year 10, the SACE Stage 1 core requirement of the Personal Learning Plan is met with the **Career Development Programme**.

Curriculum Outline

| Areas of Study (Subject Name) | Year | | | | |
|-------------------------------------|------|---|---|---|----|
| | 6 | 7 | 8 | 9 | 10 |
| Arts: | | | | | |
| Visual Arts | ✓ | ✓ | ✓ | ✓ | ✓ |
| Drama | ✓ | ✓ | ✓ | ✓ | ✓ |
| Music | ✓ | ✓ | ✓ | ✓ | ✓ |
| Film | | | | ✓ | ✓ |
| Design/Multimedia | ✓ | ✓ | ✓ | ✓ | ✓ |
| Humanities: | | | | | |
| Geography | ✓ | ✓ | ✓ | ✓ | ✓ |
| History | ✓ | ✓ | ✓ | ✓ | ✓ |
| Civics and Citizenship | ✓ | ✓ | ✓ | ✓ | ✓ |
| STEP | | | | ✓ | ✓ |
| Language A: | | | | | |
| English | ✓ | ✓ | ✓ | ✓ | ✓ |
| Language B: | | | | | |
| French | ✓ | ✓ | ✓ | ✓ | ✓ |
| Indonesian | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mathematics | ✓ | ✓ | ✓ | ✓ | ✓ |
| Physical Education | ✓ | ✓ | ✓ | ✓ | ✓ |
| Science | ✓ | ✓ | ✓ | ✓ | ✓ |
| Technology | ✓ | ✓ | ✓ | ✓ | |
| Religious Education | ✓ | ✓ | ✓ | ✓ | ✓ |
| Career Development Programme (SACE) | | | | | ✓ |



Lesson Allocation

Year 6 Course

| AREA OF STUDY | SUBJECT | LESSONS |
|---------------------|--|---------|
| Religious Education | Religious Education | 3 |
| GPS | Growth & Personal Skills | 1 |
| Arts | Visual Art | 2 |
| | Performing Art (Drama & Music) | 2 |
| Humanities | History/Geography/Civics & Citizenship | 4 |
| Language A | English | 4 |
| Language B | French | 2 |
| | Indonesian | 2 |
| Mathematics | Mathematics | 4 |
| Physical Education | Physical Education & Health | 4 |
| Science | Science | 4 |
| Technology | Design Technology | 4 |

Year 7 Course

| AREA OF STUDY | SUBJECT | LESSONS |
|---------------------|--|---------|
| Religious Education | Religious Education | 3 |
| GPS | Growth & Personal Skills | 1 |
| Arts | Visual Art | 2 |
| | Performing Art (Drama & Music) | 2 |
| Humanities | History/Geography/Civics & Citizenship | 4 |
| Language A | English | 4 |
| Language B | French OR Indonesian | 4 |
| Mathematics | Mathematics | 4 |
| Physical Education | Physical Education & Health | 4 |
| Science | Science | 4 |
| Technology | Design Technology | 4 |

Year 8 Course

| AREA OF STUDY | SUBJECT | LESSONS |
|---------------------|--|---------|
| Religious Education | Religious Education | 3 |
| GPS | Growth & Personal Skills | 1 |
| Arts – Semester One | Visual Art | 2 |
| | Performing Art (Drama & Music) | 2 |
| Arts – Semester Two | Musical Production | 4 |
| Humanities | History/Geography/Civics & Citizenship | 4 |
| Language A | English | 4 |
| Language B | French OR Indonesian | 4 |
| Mathematics | Mathematics | 4 |
| Physical Education | Physical Education & Health | 4 |
| Science | Science | 4 |
| Technology | Design Technology | 4 |



Year 9 Course

| AREA OF STUDY | SUBJECT | LESSONS |
|---------------------|-----------------------------|---------|
| Religious Education | Religious Education | 2 |
| GPS | Growth & Personal Skills | 1 |
| Arts | Art, Drama, Film, Music | 4 |
| Humanities | History / Geography | 3 |
| | STEP | 3 |
| Language A | English | 4 |
| Language B | French OR Indonesian | 4 |
| Mathematics | Mathematics | 4 |
| Physical Education | Physical Education & Health | 4 |
| Science | Science | 4 |
| Technology | Design Technology | 3 |

Year 10 Course

| AREA OF STUDY | SUBJECT | LESSONS |
|---------------------|-----------------------------|---------|
| Religious Education | Religious Education | 2 |
| GPS | Growth & Personal Skills | 1 |
| Arts | Art, Drama, Film, Music | 4 |
| Humanities | History / Geography | 3 |
| | STEP | 3 |
| Language A | English | 4 |
| Language B | French OR Indonesian | 4 |
| Mathematics | Mathematics | 4 |
| Physical Education | Physical Education & Health | 4 |
| Science | Science | 4 |
| Technology | Design Technology | 3 |



RELIGIOUS EDUCATION

Overview

“We should be as the compass that goes round its circle without stirring from its centre – our centre is God, from whom all our actions should spring.” (Catherine McAuley)

The faith formation of young people is the outcome of the inter-relationship between them, their families and the Church of which the school is a part. This inter-relationship takes place within Australian and World culture. The ethos, the pervading spirit, and the character of Mercedes College, underpinned by the Mercy Keys of Compassion, Loyalty, Justice, Integrity, Responsibility, and Mutual Respect, is critical in the faith formation of our students. This formation takes place in a context where people live out personally and communally the values of the Gospels. This formation incorporates a number of mutually informing components:

- Liturgy
- Religious Education classroom programme
- Support for justice in all of school life
- Retreats and reflection days
- Outreach or community service
- The formation of the spirituality of the students
- Prayer
- Everyday experience

Crossways Foundation Document states that the basis of our teaching in Catholic schools is based on "Religious Education supporting the integration of faith, life and culture".

"The mission of the Church, its entire work, is evangelisation - that is, to proclaim and live the reign of God. This is shaped through Word, sacrament, witness and service. Evangelisation happens in the context of the interpersonal relationship between the universal Church, Australian church, the local Church and other agencies including Catholic schools. Partnerships between families, parishes and Catholic schools need to be understood in light of this communion.

"Students come from a variety of cultural backgrounds and live in diverse family structures. Students are influenced by global and cultural forces, including those of the mass media, internet and entertainment industry. Students are affected by socio-economic factors, politics and health and employment issues. One of the most important challenges for evangelisation and education is to make meaningful connections with the worlds of the

"The fundamental task of the Catholic school is to create a synthesis between culture, faith and life ... by integration all the different aspects of human knowledge through the subjects taught, in the light of the Gospel."

"The Catholic school, in partnership with parents and families, educates the whole person, taking into account the students' intellectual, moral, spiritual, religious, physical and social development. In nurturing the intellectual faculties, the Catholic school develops a capacity for sound judgement and introduces the students to the cultural heritage handed down to them by former generations. The Catholic school promotes values drawn from the Tradition in order to prepare students for more active participation in the world. Hence, education in the Catholic school is understood as both a work of love and a service to society."

"The Key Learning Area of Religious Education makes a critical contribution to the life and learning of the Catholic school. The purpose of Religious Education is to deepen students' understanding of the Tradition and to develop an appreciation of its significance in their lives, so that they may participate effectively in the life of the Church and wider society." (Crossways, Religious Education Framework for SA Catholic Schools)

Units of Study

Years 6-9

The units studied will be selected from the following topics.

| | | |
|---|---|--|
| <ul style="list-style-type: none"> • Created in the Image of God • God and Revelation • Textual Interpretation (Scripture) • Church and Community | <ul style="list-style-type: none"> • Discipleship and the Reign of God • Moral Decision Making • Religious Authority for Ethics • Social Justice and Ethical Issues | <ul style="list-style-type: none"> • Sacraments and Sacramentality • Prayer and Liturgy • The Liturgical Year of the Church • Religious Traditions |
|---|---|--|

Year 10

Students undertake the following units of study:

| | |
|--|--|
| <ul style="list-style-type: none"> • Created in the Image of God • Religious Authority for Ethics • Church and Community • Discipleship and the Reign of God | <ul style="list-style-type: none"> • Moral Decision Making • Sacraments and Sacramentality • Prayer and Liturgy • Religious Traditions |
|--|--|



Assessment Tasks

Assessment can take many forms including tests, research assignments, oral reports, cooperative/group learning tasks, worksheets, bookwork and creative expression.

Assessment Criteria

As in all other subject areas, assessment has an important function in Religious Education. The areas of consideration are:

| | | |
|-------------|--|------------|
| CRITERION A | Knowledge and Understanding | Maximum 10 |
| CRITERION B | Application of Skills | Maximum 10 |
| CRITERION C | Presentation and Organisation of Information | Maximum 10 |
| CRITERION D | Engagement | Maximum 10 |

Area of Study Contact(s):

| | |
|---|-------------------------------------|
| Religious Education Coordinator: | R - 5 Mrs Irena Hollis |
| | 6 - 9 Mrs Tamara Smith |
| | 10 - 12 Mrs Elizabeth Bondar |



THE ARTS

Overview

The Arts are a form of human expression through activity. They contribute to a school curriculum by offering a distinctive way of learning where seeing, feeling, hearing, thinking and creating are combined in a powerful form of visual, aural and tactile affective communication. Through the Arts, students working both cooperatively and individually have opportunities to research, identify and discuss issues; to provide insights, opinions, solutions and resolutions; and to reflect on, appreciate and evaluate artwork. The Arts are a powerful medium for the exploration of the human condition, our society and our world. In this respect they are a powerful educational tool for the exploration of different areas of the curriculum, the MYP areas of interaction and of different cultures.

The creative cycle is a dynamic, ongoing process of sensing, planning, problem solving, creating and evaluating art, and one in which all the senses can be involved. The cycle is driven by the creative energy of all participants; and by communication, interaction and reflection which inform outcomes.

MYP Arts places an emphasis on all phases of this cycle, not just the creating phase. The Arts requires students to develop a range of skills which will be shown through both the development of their art and their artistic outcomes. Effective use of the creative cycle can develop the artist and the individual in the student.

Aims

Participation in MYP Arts should enable students to:

- Experience and develop curiosity, interest and enjoyment in their own creativity and that of others.
- Explore through the processes of Visual and Performing Arts.
- Acquire and develop skills needed for the creation of Visual and Performing Art work.
- Use the language, concepts and principles of Visual and Performing Arts.
- Communicate their thoughts and ideas through Visual and Performing Arts.
- Create Visual and Performing Art work.
- Reflect on, appreciate and evaluate their work and the work of others.
- Develop receptiveness to Visual and Performing Art forms across time, place and cultures, and perceive the significance of these art forms as an integral part of life.

Units of Study

MYP Arts is defined as **Visual Arts** (Art, Design and Film) and **Performing Arts** (Drama and Music).

The programme in the Middle School is structured to ensure students obtain balance of all four areas of Visual and Performing Arts over the two semesters in each year. Film is offered in Years 9 and 10.

Years 6 & 7 (MYP Years 1 & 2)

In Year 6 and Year 7, students are allocated **four lessons** per week, rotating through the four subjects – Art, Design, Music and Drama.

Topics may include:

- | | | |
|--------------------------------|---------------------------|---|
| • Principles of art and design | • Sculpture | • Monologues |
| • Perspective | • Musicianship | • Computer Graphics. |
| • Tone | • Musical theory | • Use of Digital Video camera |
| • Drawing | • Ensemble performance | • Video Editing software |
| • Painting | • Solo performance | • Artistic concepts for film making |
| • Printmaking | • Improvisational theatre | • Aesthetic appreciation for film as an artistic medium |
| • Clay | • Stagecraft | |

Within The Arts there is a **Specialist Music** option involving an increased exposure to **ensemble performance** and undertaken in place of the general Music programme offered in the rotation listed above. It is provided over a semester, but students may elect to complete two semesters with the approval of Mr Adam Hooper (*Key Music Teacher 6-12*).

It is assumed that students taking this option will already be learning a musical instrument and commit to maintaining individual lessons. If you do not already play an instrument, please contact Mr Adam Hooper to discuss options.

Note: **Specialist Music** is available subject to demand.



Choir

There is a Year 6 and a Year 7 Choir that students may wish to join. These are allocated one lesson within the curriculum. Students are taken out of existing classes.

Year 8 (MYP Year 3)

In Semester One, students are allocated **two lessons** for both a **Visual Art** and a **Performing Art**.

Topics may include:

- principles of art and design
- perspective
- tone
- drawing
- painting
- printmaking
- clay
- sculpture
- musicianship
- musical theory
- Ensemble performance
- Solo performance
- Improvisational theatre
- Stagecraft
- Monologues
- Computer Graphics

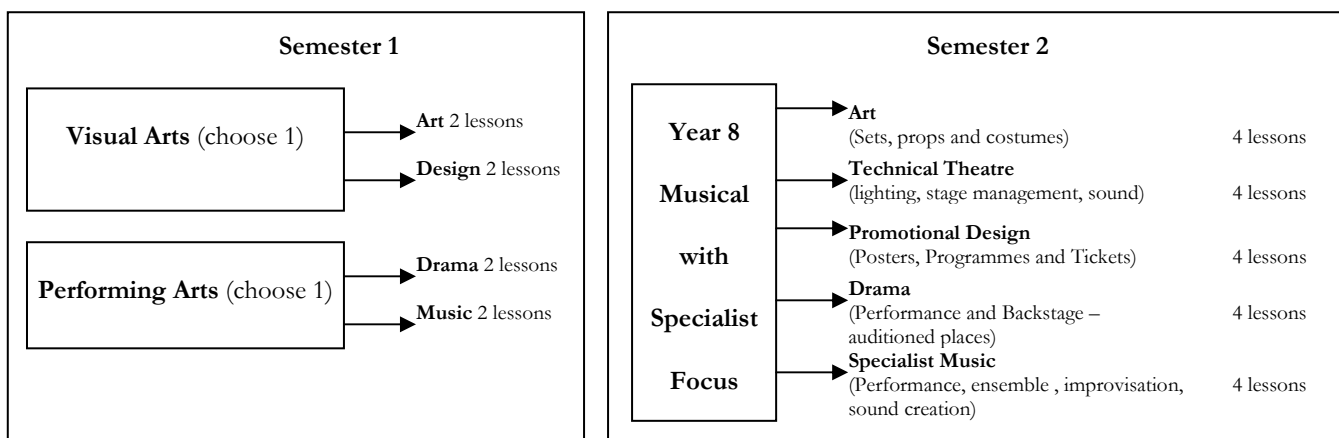
In Semester Two, all Year 8 students participate in the Year 8 School Musical through engagement in both the **Visual Arts** and **Performing Arts**.

- **Art** students are involved in the construction of sets, props and costumes. This includes some Art curriculum
- **Technical Theatre** students will learn about the technical aspects of a musical production: lighting, sound, stage management and other backstage roles. The technical and backstage crew for the production will be chosen from this class
- **Promotional Design** students design and create tickets, posters and the Musical programme
- **Specialist Music** students are involved in performance, ensemble improvisation and sound creation
- **Drama** students are involved in performance and backstage roles. These are auditioned places.

Please note that in Art and Design some tasks from Semester One will be included in the Semester Two course

It is **highly recommended** that students who wish to be involved in the Middle School Musical in a performance role should select Drama and Music in Semester One.

The division of time in the Visual and Performing Arts for Year 8 is summarised below



Years 9 & 10 (MYP Years 4 & 5)

To provide students with the opportunity to experience the Arts in a variety of ways, or to commence specialising in areas of interest, students have the flexibility in their choices.

- **Specialised Study.** Students can begin to specialise in their preferred branch of the Arts by choosing full year programmes in Art, Design, Film, Drama or Music;
- **Broad Study.** Students may undertake single semester programmes in Art, Design, Film or Drama. (Music is only offered as a specialised study.)



Assessment Tasks

Students are assessed against MYP criteria with assessment tasks varying according to the specific MYP subject in the Visual or Performing Arts.

In the Arts, students are assessed on their practical work, knowledge, ability to evaluate and their engagement throughout the course.

Assessment Criteria

MYP assessment criteria apply to all Arts activities.

| | | |
|-------------|-----------------------------|------------|
| CRITERION A | Knowledge and Understanding | Maximum 8 |
| CRITERION B | Application | Maximum 10 |
| CRITERION C | Reflection and Evaluation | Maximum 8 |
| CRITERION D | Personal Engagement | Maximum 8 |

There are slightly different descriptors for different Arts subjects.

Refer to the ***MYP Assessment Handbooks*** for more information.

Area of Study Contact:

Coordinator, The Arts 6-12 : Mr. Ashley Coats



HUMANITIES

MYP Humanities consists of both **Geography** and **History**. At Mercedes College, students in Humanities also undertake **Civics and Citizenship** either as individual topics or integrated across other curriculum units.

Geography

Geography involves the study of the development and spatial arrangement of various environments. In a world that is constantly changing this discipline helps the student to grasp the dynamic quality of spatial realities and to understand the changes which have taken place in different environments. It enables the student to study the environment as well as recognising that, whilst natural forces shape the Earth, humans are important agents of change in their environment and the action taken by one society may affect the entire world.

This course is designed to lead students from an understanding of their immediate natural and social environment to an appreciation of spatial phenomena on local, regional, national and global scales. An important dimension of the geography programme is the fostering of an awareness of the challenges to humankind, as well as of our individual and collective responsibilities. This is done through the use and application of a body of major geographical concepts.

History

In the History course the fundamental concepts of 'time', 'cause and consequence', 'continuity and change', and 'similarity and difference' are developed and facilitated through a thematic and/or a chronological approach to the teaching of history. The framework is broad enough to allow a global approach at each level, but also allows local demands, resources and student and teacher interests to play a part in shaping the programme.

History is a combination of an account of the past and a study of how and why these past events occurred and their consequences. Students deal with tasks involving the increasing analysis of different types of evidence and the investigation and interpretation of past events. No single aspect should exclude the others. It is hoped that students will enjoy history and realise the relevance of studying and valuing the past for its own sake.

Aims

The aims of MYP **Geography** are to enable students to:

- Observe, classify, analyse, explain and relate, in order to allow them to understand the role of space, and to give them the opportunity to use space effectively.
- Analyse, according to a variety of subjective viewpoints, the ways in which societies live in, locate, organise, compete for, and perceive space.
- Acquire a critical and sympathetic awareness of interaction between humans and the environment, and to appreciate the role of subjectivity in the perception of space.
- Organise their spatial knowledge at local, regional, national and global levels, in a world where information comes from an increasing variety of sources.
- Develop a sense of place and an understanding of geographical scale; to appreciate inequalities and differences in levels of development.
- Develop an awareness of the links between geography and history.

The aims of MYP **History** are to enable students, through the fundamental concepts of 'time', 'cause and consequence', 'continuity and change', 'similarity and difference' to:

- Discover an interest in, and an enjoyment of, the past.
- Develop a knowledge and understanding of the past.
- Develop an understanding of history and culture from a local to a global perspective.
- Appreciate the relationship between technology and historical change.
- Develop the skills necessary for the effective study of history.
- Cultivate an enquiring mind.
- Develop critical thinking and historical imagination through working with, and understanding, the fragmentary evidence of the past.
- Develop the realisation that there are many different interpretations of the past.
- Develop an awareness of the links between history and geography.



Units of Study

Year 6

The topics studied are: Antarctica, Natural Disasters, Amnesty International, Anzac Day, Commonwealth Country Study, Atlas and Mapping Skills, Flags, Growth and Development, First Aid, Disease and Disability.

Year 7

A range of integrated units are studied with a thematic approach including Migration, Tawahi Turning Point, Feed the World, A Date with the Distinguished. Civics ideas are integrated across curriculum units.

Year 8

The topics studied are: Introduction to History, Ice Man, Comparative Study of Medieval Cultures, Civics, Mapping, The Australian Continent, Amazon EcoTourism Holiday, India, Archaeological Study.

Year 9

The topics studied are: Ancient Australia, Aboriginal History, European Settlement, Gold, Federation, Australian involvement in War, Landforms, Water Management, Sustainable Agriculture, Civics and Racism, Integrated Unit: Landmines. Civics and Citizenship ideas are integrated across many curriculum units.

Year 10

Geography (Coasts; Australia and Asia; Hazard Geography); **History** (Themes and Personalities in the history of China in the 20th Century); **Civics and Citizenship** (democratic principles, civics and citizenship for Australians, comparisons with other political regimes in the Asia Pacific region).

Note: the Humanities curriculum is being reviewed in 2008 and will include new units of study to facilitate the subject being presented as 2 semesters of study in 2009.

Assessment Tasks

Assessment tasks vary according to the units of study. The range of tasks includes field studies, research work, oral presentations, reports, tests, video analyses and critiques.

In Year 10, students are asked to complete film reviews, commentaries, essays, graphical and oral presentation tests and end of semester examinations.

Assessment Criteria

MYP assessment criteria are applied to Geography and History.

| | | |
|-------------|--|------------|
| CRITERION A | Knowledge and Understanding | Maximum 10 |
| CRITERION B | Understanding an Application of Concepts | Maximum 10 |
| CRITERION C | Application of Skills | Maximum 10 |
| CRITERION D | Presentation and Organisation of Information | Maximum 8 |

Area of Study Contact:

Coordinator, Humanities 6-12 : Mrs Stephanie Ray



LANGUAGE A (ENGLISH)

The study of English is seen as essential for all students engaged in the MYP as it crosses the boundaries of all traditional disciplines.

The study of English has a dual role to play:

An instrumental and coordinating function as the BASIC TOOL OF COMMUNICATION:

- In the immediate context of the school, it leads to efficient learning and practice of other subjects
- More generally and permanently, it fosters the development of social contacts
- In the cohesion of the student's personality, it functions as a means of self-identification

A humanistic function IN THE STUDY OF TEXTS, BOTH LITERARY AND NON-LITERARY:

- It fulfils a predominantly cultural role and promotes intercultural awareness
- It influences the personal, moral and spiritual development of the student through literature representing 'crystallised human expertise'
- It deepens the student's understanding of human nature and values

Aims

The aims of the teaching and study of Language A are to encourage and enable the students to:

- Use the language as a vehicle for thought, creativity, reflection, learning and self-expression
- Use language as a tool for personal growth, social interaction and for developing relationships within the international community
- Comprehend more clearly aspects of their own culture and those of other cultures by exploring the interdependence of human beings through a variety of works
- Explore the many facets of the language through the use of media and information technology
- Develop the skills involved in speaking, listening, reading, writing and viewing in a variety of contexts
- Respond appropriately to a variety of texts
- Read widely to promote a lifelong interest in language and literature
- Develop a critical and creative approach to studying and analysing literature
- Develop language skills through interdisciplinary work
- Consider the role of literature both culturally and historically
- Reflect on the learning process in various ways and at various stages
- Empathize with real people and functional characters as and when appropriate.

Objectives

The objectives of Language A deal with language and literature, through the language skills of speaking, listening, reading, writing and viewing, encourage enable the students to:

- Understand and comment on the language, content, structure, meaning and significance of both familiar and previously unseen piece of writing
- Demonstrate a critical awareness of a range of written and visual texts
- Use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings
- Compare texts and connect themes to show similarities or differences across genres
- Express an informed personal response to literary and non-literary texts and demonstrate the ability to approach works independently
- Understand connotations within a language in order to interpret the author's or speaker's intentions
- Express ideas with clarity and coherence in both oral and written communication
- Structure ideas and arguments, both orally and in writing, in a sustained and logical way, and support them with relevant examples
- Distinguish the main ideas in a text from the secondary ideas
- Use and understand an appropriate and varied sentence structure
- Show awareness of the need for an effective choice of register suited to the audience in both oral and written communication

Note: register refers to a mixture of appropriate tone, vocabulary, grammar and sentence structure



Syllabus

The syllabus that follows is one way of enabling students to realise the objectives of the program.

A. Language

The program outline necessary for the mastery of the English language during the course of a five-year programme of study must begin with the concepts and skills to be acquired.

Five levels of concepts and skills are identified during the five year period, and the programme outline is expressed in terms of the five levels.

Since the four main linguistic elements are *interactive*, the teaching objectives must encompass both passive communication (listening and reading) and active communication (speaking and writing).

In general:

- The systematic study of abstract grammar will be studied in an integrated manner
- Reading is an ideal means of familiarising students with the components of language
- The linguistic concepts and skills acquired can be judged by means of essays and conversations
- Students must be taught to use dictionaries and other reference books, as well as the use of technology.

B. Literature

The study of literature should be integrated with the study of language. It should be as wide as possible, covering diverse periods, genres, cultures and world regions, and including works by men and women. The approach to literature could be topic/theme-based and appropriate for the level, but should not be a chronological study of literature.

In view of the general course recommended for the study of literature, the teachers' choice of works will depend upon the needs of the students. Emphasis should be placed on a choice of texts suitable for the ability level/interest level of the students and appropriate to the course objectives.

A variety of genres should be studied within MYP Language A including novels, short stories, plays, poetry, autobiographies and biographies. Non-literary and visual resources could include essays, pamphlets, reportages, posters, films, newspapers and periodicals. Obviously there will be different cultural traditions in some schools but it is important that students are provided with a balanced course throughout the five years of the MYP.

A 'work' in the context of the IB Middle Years Programme may be a single major text, two or more shorter texts, a selection of short stories, a selection of poems or a selection of visual texts. Where more than one text is chosen, the undertaking for the student must be comparable to studying a full-length play or novel. The teacher will be aware of the complexities and difficulty of individual texts and should use his/her expertise when deciding if the choice does constitute a work.

Years 1-3 (Years 6-8)

A balance of genres and works from World Literature should be read in conjunction with the chosen texts, with a recommended minimum of four works per year.

Years 4 and 5 (Years 9 and 10)

During the last two years in the IB Middle Years Programme it is suggested that a minimum of eight works should be studied as follows:

- A minimum of six English texts
- A minimum of two works from World Literature (selected by the school)

In choosing the eight works, the genre of non-fiction may also be included and the following genres should be represented:

Prose writing

- Drama
- Poetry

Assessment Tasks

These vary according to the units of study. The range of tasks includes research assignments, formal essay writing, oral and visual presentations, practical activities and related reports, tests and exams.



Assessment Criteria

MYP assessment criteria are applied to assessment of all tasks. Most assessment tasks should only assess two criteria, although feedback may be provided for the other criterion:

The criteria are:

| | | |
|-------------|--------------------------|------------|
| CRITERION A | Content | Maximum 10 |
| CRITERION B | Organisation | Maximum 10 |
| CRITERION C | Style and Language Usage | Maximum 10 |

Area of Study Contact:

Coordinator, Language A (English) MYP: Ms Sarah Siakew

Coordinator, Language A (English) 10-12: Mrs Elizabeth Bondar



LANGUAGE B

Wer fremde Sprachen nicht kennt, weiss nichts von seiner eigenen.

[They who are ignorant of foreign languages know not their own.]

Johann Wolfgang von Goethe

The primary aim of language B in the MYP is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism.

The IBO acknowledges that learning additional languages greatly contributes to the holistic development of students. Proficiency in a second language gives students access to a broader range of input, experiences and perspectives, and is believed to raise achievement in other subject areas, as well as giving the student the enjoyment of being able to communicate in a language other than their mother tongue. The study of MYP Language B aims to encourage in the student a respect for and understanding of other languages and cultures, and to provide a skills base to facilitate further language learning.

Aims

The aims of the study of **French B** and **Indonesian B** are to:

- enable the student to use language(s) effectively as a means of practical communication, providing a sound base of communication skills necessary for future study, work and leisure
- enable the student to understand the nature of language and the process of total language learning, which comprises the integration of linguistic, cultural and social components
- enable the student to develop an appreciation of a variety of literary and non-literary texts
- offer insight into the cultural characteristics of the communities where the language(s) is (are) spoken
- encourage an awareness and understanding of the perspectives of people from other cultures
- promote involvement with different communities, where relevant
- provide access to varied sources of information
- foster curiosity, a lifelong interest and enjoyment in language learning.

Objectives

At the end of the course students should be able to:

- communicate information, ideas and opinions
- demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts
- identify main ideas and supporting details and draw conclusions from spoken and written texts
- understand and appropriately use structures and vocabulary
- request and provide information in both spoken and written contexts
- engage actively in oral production using comprehensible pronunciation and intonation
- take part in formal and informal exchanges related to the areas of interaction and to cultural and international issues.

Note: The objectives will be achieved at different levels of sophistication for the different certification levels. Please see the assessment criteria.

Language B at Mercedes College

At Mercedes College, the following Language B programmes are available:

| | |
|-------------------|-----------------------------|
| French | Reception to Year 12 |
| Indonesian | Year 6 to Year 12 |

All students at Year 6 study both French and Indonesian B for two lessons per week each. This enables students from our Junior School to continue the development of their French whilst allowing all students to experience Indonesian.

In Year 7, students choose the language they wish to pursue until Year 10.

It should be noted that Indonesian B in Year 7 will only be available if a minimum of 20 students choose it.



Language B levels

There are three levels for certification in MYP Language B. These are:

- Language B Advanced
- Language B Standard
- Language B Foundation.

Please note that students taking two languages A are not obliged to take a language B in addition.

Whilst we will encourage students to pursue Advanced or Standard level of their chosen language, in exceptional cases students may change to Foundation level in the other language at Year 8.

Language B Advanced

As French B is introduced at Mercedes College in the Primary Years Programme, students from this background will remain in dedicated classes in Year 6 and beyond (if they choose to remain with French B) and will be assessed at Advanced level. Language B Advanced students are those who need a greater challenge than that offered through Language B standard.

Students do have the option to change class and undertake Standard level.

Students being registered for certification in their final MYP year for Language B Advanced will show a very high level of competence in the Language B, but will not yet be ready to undertake the language as Language A. Students' higher level of competence may be the result of prior exposure to the language, being able to access the language in the host community, or other special circumstances.

Students continuing to complete Language B at Advanced level in Year 10 will effectively be completing Year 11 French (SACE or IB Diploma) while satisfying MYP evaluation. They can then continue to complete their Year 12 studies in Year 11.

Indonesian is not available at Advanced Level.

Language B Standard

Students beginning a language in Year 6 will be assessed at Standard level in French B or Indonesian B. These students typically will have had little or no formal instruction, and will not be proficient in the language before starting the course.

Students registered for certification in their final MYP year for Language B Standard will have studied the language for the five years of the MYP. Students will have a high level of competence in the language by the end of the MYP and are capable to pursue their Language B at Year 11 and Year 12 in the SACE or IB Diploma.

Language B Foundation

Students beginning Language B at Year 8 will be assessed at Foundation level in French B or Indonesian B.

Students will have a basic level of competence in the language by the end of the MYP and are capable to pursue their Language B at Year 11 and Year 12 in the SACE or IB Diploma.

Beginning topics

Topics include: self and family, likes and dislikes, daily and leisure activities, weather, time, asking for directions, aspects of the culture and geography of the languages.

Further development

Topics include daily routines and household tasks, holidays and work, leisure activities, food and health, feelings and ambitions, shopping and transport. Food tasting and cooking are integrated into the courses. Special days and festivals are considered.

Year 10 Cultural Immersion

In Language B there is an all-day **cultural immersion excursion**. The aim of this day is to provide a focus on culture, e.g. music, and food, of the relevant language.

Note - Cultural activities/ outings, such as films, performances, are organised according to availability.



Assessment Criteria

Language B Advanced

ORAL COMMUNICATION

| | | |
|-------------|--|-----------|
| Criterion A | Oral communication—message and interaction | Maximum 8 |
| Criterion B | Oral communication— style and language use | Maximum 8 |

WRITING

| | | |
|-------------|----------------------------------|-----------|
| Criterion C | Writing—message and organization | Maximum 8 |
| Criterion D | Writing— style and language use | Maximum 8 |

READING COMPREHENSION

| | | |
|-------------|---------------------|------------|
| Criterion E | Text interpretation | Maximum 16 |
|-------------|---------------------|------------|

Language B Standard

ORAL COMMUNICATION

| | | |
|-------------|--|-----------|
| Criterion A | Oral communication—message and interaction | Maximum 8 |
| Criterion B | Oral communication—language | Maximum 8 |

WRITING

| | | |
|-------------|----------------------------------|-----------|
| Criterion C | Writing—message and organization | Maximum 8 |
| Criterion D | Writing—language | Maximum 8 |

READING COMPREHENSION

| | | |
|-------------|-----------------------|------------|
| Criterion E | Reading comprehension | Maximum 16 |
|-------------|-----------------------|------------|

Language B Foundation

ORAL COMMUNICATION

| | | |
|-------------|--|-----------|
| Criterion A | Speaking and listening—message and interaction | Maximum 8 |
| Criterion B | Speaking—language | Maximum 8 |

WRITING

| | | |
|-------------|----------------------------------|-----------|
| Criterion C | Writing—message and organization | Maximum 8 |
| Criterion D | Writing—language | Maximum 8 |

READING COMPREHENSION

| | | |
|-------------|-----------------------|------------|
| Criterion E | Reading comprehension | Maximum 16 |
|-------------|-----------------------|------------|

- For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0.
- The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels. Refer to the *MYP Assessment Handbooks* for further information.
- It is intended that oral skills, writing skills and reading comprehension/interpretive skills are equally weighted, hence the need to double the final level for criterion E at each certification level.

Area of Study Contact:

Coordinator, Language B (Languages): Ms Lesley Davies



MATHEMATICS

The language of Mathematics enables people to model events and situations, and provides a key to understanding the world in which we live. A study of Mathematics also provides the opportunity to study the language of Mathematics.

With the rapid pace of technological development, it is essential that students are equipped with a solid base of Mathematical knowledge, related skills and attitudes to enable them to adapt as the need arises.

The fundamental concepts of middle school Mathematics include holistic learning, intercultural awareness and communication.

Aims

Mathematics aims to enable students to:

- Develop a positive attitude to the continued learning of Mathematics
- Appreciate the usefulness, power and beauty of Mathematics and recognise its relationship with other disciplines and with everyday life
- Appreciate the international dimensions of Mathematics and its varied cultural and historical perspectives
- Gain knowledge and develop understanding of Mathematical concepts
- Develop Mathematical skills and apply them
- Develop the ability to communicate Mathematics with appropriate symbols and language
- Develop the ability to reflect upon and evaluate the significance of their work and the work of others
- Develop patience and persistence when solving problems
- Develop and apply information and communication technology skills in the study of Mathematics.

Units of Study

Year 6

| Units | Content |
|----------------------------|--|
| Number | Whole number, multiples, factors, rational numbers, order of operations, number sets |
| Algebra | Pattern recognition, simple equations, forms of number e.g. exponents |
| Geometry | Mensuration, construction of triangles and rectangles, transformations |
| Statistics and Probability | Collecting and collating data, presenting data using graphs |
| Discrete Maths | Sets |

Year 7

| Units | Content |
|----------------------------|---|
| Number | Ratio and proportions, percentages, estimation, number patterns, scientific notation, powers and roots of 2 |
| Algebra | Language of algebra, flow charts, expansion, equations |
| Geometry | Mensuration, circle and polygon construction, transformations, number plane |
| Statistics and Probability | Sample space, outcomes and events, theoretical and experimental probability |
| Discrete Maths | Tree diagrams |



Year 8

| Units | Content |
|----------------------------|--|
| Number | Fractions, decimal, ratio, proportion and rates, directed numbers, calculators |
| Algebra | Algebra, patterns, relations and functions, sequences, laws |
| Geometry | Planes, lines, classifying triangles |
| Statistics and Probability | Data collection, data analysis, measures of central tendency |
| Discrete Maths | Trees, networks |

Year 9

| Units | Content |
|----------------------------|--|
| Number | Powers and roots, calculators and computers |
| Algebra | Algebra, equations, inequalities, factorisation, linear functions |
| Geometry | Pythagoras' Theorem, similarity and congruence |
| Statistics and Probability | Stem and leaf plots, box and whisker plots, mean, mode, median and range |
| Discrete Maths | Logic |

Year 10

| Units | Content |
|----------------------------|--|
| Number | Number sets, theory and power of roots |
| Algebra | Expressions and factorisation, linear and quadratic functions |
| Geometry | Similarity and congruence, shape and perspective in 3D, trigonometry |
| Statistics and Probability | Graphical representations, range, standard deviation etc. |
| Discrete Maths | Trees and networks |

Assessment Tasks

Assessment tasks include tests, assignments, investigations, projects and oral presentations.

Assessment tasks vary depending on the year level and topic being studied.

Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for every task.

| | | |
|-------------|------------------------------|-----------|
| CRITERION A | Knowledge and Understanding | Maximum 8 |
| CRITERION B | Investigating Patterns | Maximum 8 |
| CRITERION C | Communication in Mathematics | Maximum 6 |
| CRITERION D | Reflection in Mathematics | Maximum 6 |

Area of Study Contact:

Coordinator, Mathematics 6-12: Mr Luke Borda



PHYSICAL EDUCATION and HEALTH

The content of a Physical Education programme comprises the study of all the actions performed in many sporting games and movement activities that are currently practised in the context of the Australian culture. It emphasises knowledge and attitudes as well as motor skills. More specifically, it is the study of the different movements performed with the purpose of improving health related fitness, motor skill development and creative, expressive and social skills and personal engagement.

Aims

Physical Education aims to enable students to:

- Develop an appreciation and fundamental understanding of the value of physical activity and its relationship to a lifelong healthy lifestyle
- Encourage the students to value personal fitness in order to incorporate physical activity into their daily lives
- Develop an awareness of movement and physical activity as a medium of communication, expression and aesthetic appreciation
- Develop motor skills necessary to enable the student to participate successfully in a range of physical pursuits
- Encourage the pleasurable participation in physical activity in which enjoyment and satisfaction are of the same importance as the skills being experienced
- Develop an understanding of the individual's potential in a range of activities as well as an appreciation of the performances of others
- Develop the student's awareness of the complementary nature of actions and roles in each person in group activities, through competition with opponents and cooperation with partners

Objectives

A Use of knowledge

At the end of the course, students should be able to:

- Understand and appreciate the various components which contribute to physical fitness
- Demonstrate a positive attitude towards physical activity
- Understand physical differences between individuals and the processes involved in personal improvement
- Demonstrate their capacity to improve certain components of fitness

B Movement composition

At the end of the course, students should be able to:

- Understand and appreciate the creative and expressive potential of a variety of movement forms
- Memorise sequences of dance or gymnastic movement to be utilised in creative or expressive tasks
- Create, manipulate and sequence movement into presentable forms which will be witnessed and appreciated by others
- Understand physical differences between individuals and appreciate those differences
- Demonstrate a capacity to enhance creative and expressive potential

C Performance

At the end of the course, students should be able to:

- Refine the execution of different forms of movement used in activities performed in a variety of physical environments
- Demonstrate a positive attitude toward the learning of new and foreign motor skills
- Demonstrate an understanding of the rules and tactics involved in games
- Demonstrate their capacity to improve personal skill acquisition

D Social Skills and personal understanding

At the end of the course, the student should be able to:

- Demonstrate the ability to function effectively alone, with a partner or in groups
- Appreciate their own and other students' potential contribution to the achievement of group or individual tasks
- Display principles of fairness and justice in all physical pursuits
- Contribute to an environment of support and safety towards others
- Demonstrate the ability to take responsibility for their own learning
- Develop initiative, creativity and a willingness to improve themselves
- Demonstrate self motivation, organization, responsible behaviours and goal setting
- Demonstrate an ability to reflect on and evaluate individual and group performances



Units of Study

Year 6 Practical Component:

Minor games, cricket, golf, athletics, basketball, netball, cross country running, hockey, tennis, softcrosse. Most areas involve skill learning via the medium of minor games featuring one, two or more skills of the activity.

Theoretical Component:

Am I Healthy?; Success in Sport; Harassment and Bullying; Puberty and Change; You are what you eat; Roles on Sport; What is a Drug?

Year 7 Practical Component:

Minor games, softball, touch, athletics, basketball, first aid, netball, cross country, football, hockey, volleyball, dance.

Theoretical Component:

Working in Groups; Smoking; Skill Building; Taking on Responsibilities; Culture and Sport; Body Image

Year 8 Practical Component:

Aquatic camp, athletics, fitness testing, wrestling, golf, netball, volleyball, football, gymnastics, basketball, aquatics, softball.

Theoretical Component:

First Aid; Aquatics; Alcohol; Principles of Play; Puberty revisited; Identify and Self; exercise and Diet

Year 9 Practical Component:

Athletics, table tennis, fitness testing, weight lifting, camping, bush first aid, soccer, hockey, bush/ethnic dance, European handball, tennis.

Theoretical Component:

Fitness profile; Minimal impact camping; Drugs; Skeletal and Muscular Systems; Sex and Sexuality; Conflict Resolution

Year 10 Practical Component:

Athletics, ten pin bowling, fitness, archery, table tennis, aerobics, football codes, golf.

Theoretical Component:

Fitness and training; Body Systems; Managing time; Lifestyle Diseases; Ethics in Sport; Choice and Consequence

Assessment Tasks

Assessment tasks vary from one unit of study to another. Some incorporate theoretical components as well as the generation of practical skills. In the practical area, these can be demonstrated individually or in groups (teams). In the theoretical area, videos and other research support materials may be sourced by students to generate assignments set on rules, strategies, technologies and understanding of health topics.

Assessment Criteria

Level 1-5 Physical Education is assessed using four areas of criteria for the MYP:

| | | Level 5 (Yr 10) | Level 3 & 4 (Yrs 8 & 9) | Level 1 & 2 (Yrs 6 & 7) |
|-------------|---------------------------------------|--------------------|----------------------------|----------------------------|
| CRITERION A | Use of knowledge | Max 8 | Max 6 | Max 3 |
| CRITERION B | Movement composition | Max 6 | Max 3 | Max 3 |
| CRITERION C | Performance | Max 10 | Max 10 | Max 10 |
| CRITERION D | Social skills and personal engagement | Max 8 | Max 9 | Max 9 |

Area of study contacts:

Coordinator, Physical Education (6-12): Mr. Paul Jarvis

Coordinator, Physical Education (MYP): Mr. Jarrad McCabe



SCIENCE

MYP Science comprises the traditional subjects of Biology, Chemistry and Physics, as well as basic topics, concepts and issues from other branches of Science, such as Earth and Health Sciences. The course seeks to provide students with a foundation that will make them scientifically literate so that they can make informed judgements and decisions about scientific issues and use the acquired process skills for successful problem-solving.

Aims

MYP Sciences aim to provide a worthwhile educational experience for all students regardless of whether they continue to study Science beyond the MYP. Science aims to enable students to:

- Develop skills that are relevant and useful to the study and practice of science in everyday situations.
- Acquire understanding and knowledge of the concepts, principles and applications of science.
- Become confident and responsible citizens in a rapidly changing world, able to take or develop an informed interest in matters of scientific import.
- Recognise the usefulness and limitations of a scientific approach and to appreciate its applicability to other disciplines and to everyday life.
- Develop an awareness of the conditions that threaten or enhance health.
- Develop a positive attitude to the need for the conservation of natural resources and the preservation of the environment.
- Realise that science does not provide the answers to all problems.
- Develop curiosity, interest and enjoyment in science and its methods of enquiry.
- Develop an awareness of science as a cooperative activity between individuals.
- Develop an awareness of science as an increasingly international activity involving cooperation at all levels.
- Develop an awareness of the influences and limitations imposed on science by social, economic, technological, political, ethical and cultural factors.
- Develop an awareness of the historical evolution of scientific knowledge and understanding.
- Develop and apply their information technology skills in the study of science.

*Units of Study**

| Year | Term 1 | Term 2 | Term 3 | Term 4 |
|---------------------|--|--|--|--|
| 6 | <ul style="list-style-type: none"> • Introduction skills and safety • Scientist Study • Environmental Science | <ul style="list-style-type: none"> • Classification • Living Things and Places | <ul style="list-style-type: none"> • How Things Work • Pushes and Pulls | <ul style="list-style-type: none"> • Rocks • Weather |
| 7 | <ul style="list-style-type: none"> • Science Skills (safety, reports and measurement) • Everyday Reactions | <ul style="list-style-type: none"> • Bodies • Seeing and Hearing | <ul style="list-style-type: none"> • Structures • Magnets | <ul style="list-style-type: none"> • Earth and Space |
| 8 | <ul style="list-style-type: none"> • Working Scientifically • Particle Theory | <ul style="list-style-type: none"> • Building Blocks of Matter • Separating Mixtures | <ul style="list-style-type: none"> • Building Blocks of Life • Energy and climate change | <ul style="list-style-type: none"> • Electricity • Heat |
| 9 | <ul style="list-style-type: none"> • Investigating Reactions • Acids and Bases | <ul style="list-style-type: none"> • Evolution • Electricity | <ul style="list-style-type: none"> • Electricity (cont.) • Light and Sound | <ul style="list-style-type: none"> • Forensic Science • Consumer Science |
| 10 topics rotate | <ul style="list-style-type: none"> • Biology: Genetic and Microbial Disease | <ul style="list-style-type: none"> • Physics: Road Science | <ul style="list-style-type: none"> • Chemistry: From ions to Batteries | <ul style="list-style-type: none"> • Physics: Energy for sustainable transport |

* Based on 2010 programme. Some revisions for 2011 may occur.



Assessment Tasks

Assessment tasks vary according to the units of study. The range of tasks includes research assignments, oral and visual presentations, practical activities and related reports, and topic tests.

Assessment Criteria

MYP assessment criteria are applied to assessment of all tasks. Most assessment tasks allow two or three criteria to be assessed.

The criteria are:

| | | |
|-------------|--|-----------|
| CRITERION A | One World | Maximum 6 |
| CRITERION B | Communication in Science | Maximum 6 |
| CRITERION C | Knowledge and Understanding of Science | Maximum 6 |
| CRITERION D | Scientific Inquiry | Maximum 6 |
| CRITERION E | Processing Data | Maximum 6 |
| CRITERION F | Attitudes in Science | Maximum 6 |

A student's scores for each criterion are added together at the conclusion of the semester. In general the most recent pieces of work are used so that the student's progress is better reflected in their grade. Once a score out of 36 has been determined the following grade boundaries are applied to determine the student's semester grade.

| | |
|---|---------|
| 7 | 33 – 36 |
| 6 | 29 – 32 |
| 5 | 25 – 28 |
| 4 | 19 – 24 |
| 3 | 12 – 18 |
| 2 | 6 – 11 |
| 1 | 0 – 5 |

Area of Study Contact:

Coordinator, Science 6-12: Dr. Nicholas Head

Coordinator, Science (MYP): Mrs. Roxanne Russo



Study Extension Program (STEP)

Year 9

The Year 9 STEP course is an approach to learning that endeavours to challenge students both academically and on a personal level. At the core is the realisation that not all young people's needs are met within the classroom-subject-teacher structure. Self confidence, understanding others, organising time, setting objectives, working together, asking questions and helping those less fortunate, are just a few examples of the needs that are not specifically targeted in the curriculum and yet have the potential to make a difference to one's life.

The STEP course attempts to address these needs by setting up a series of situations or activities in which young people can learn other aspects of learning and behaviour. These activities occur in seven modules – each module catering for a specific need. Some of these activities utilise outside instructors and excursions to enrich the learning process. Hence, there is a subject levy to cover these specialist occasions.

Year 10

The STEP programme in Year 10 has been designed to provide fifteen-year-old young people with a series of life shaping experiences and situations. While traditional education approaches to learning are focussed on core literacy and numeracy skills, with other subjects such as Art, Music, Drama and Physical Education broadening this education base, the STEP course has a totally different approach. The central ethos of STEP is: "What makes us human and what do human beings (as young people) need to take them through their life journey?"

The programme's primary function deals with self-esteem and self-development. From these areas seven learning modules have evolved, each with a separate theme, unique concepts, methodologies and a range of thirty activities that students should complete. The word 'should' is deliberately used here to indicate that STEP is 'choice driven, student centred and needs based.'

So what are the seven learning modules?

- Module 1** Theme – *Basic Knowledge*. Objective planning, human relationships, etiquette, mnemonics, public speaking, finance management.
- Module 2** Theme – *Teamwork*. Leadership, observation, delegation, role-play, planning. Learning Scenarios: mechanics, engineering, architecture, gardening, cooking and astrophysics.
- Module 3** Theme – *Service*. Five week (one day per week) shift work at Meals on Wheels or Hutt Street Centre, 7:00am – 8:30am, 9:00am – 11:00am, 11:00am – 1:00pm.
- Module 4** Theme – *Questioning*. Inquiry into issues of the day, e.g. life and death, justice, good and bad, freedom, human conflict.
- Module 5** Theme – *Human Diversity*. A nine day (optional) trek to the Pitjantjatjara Mimili community and Mutitjulu in the far north-west of South Australia.
- Module 6** Theme – *Experiential*. Caving, rock climbing, scuba diving and aeronautics (gliding).
- Module 7** Theme – *Reflection*. Self-evaluation and feedback session.

Other Things You Need To Know

Within the first week of Year 10 STEP, students have to pass a number of tests, such as the 'Commitment Test' (memorising thirty lines in five days using a mnemonics technique) completing 40 personal objectives and a 'Time Trial Test'. All these challenges are designed to check a student's genuine interest.

The course has some homework component, bookwork and a modest level of demand on lunch, recess, after hours, and weekend time. There is no grade for the course. Students are provided with an individual descriptive report at the end of the course.

Some individuals have not chosen to do the program because it does not lead to a Year 11/12 subject. STEP is not about short-term gains, but deals with human qualities, practical experiences and life shaping events. It is about laying foundations for life.

As Year 10 STEP involves many external (to the school) activities and instructors, there is a significant levy (\$550) to the program.

Only twenty two places are available per semester.

Coordinator, Humanities: Mrs. Stephanie Ray

Coordinator, STEP: Mr. Steve Wasilewski



TECHNOLOGY

Technology and technological developments have given rise to profound changes in society, transforming how we access and process information, how we communicate with others and how we work and solve problems.

The MYP holistic approach to teaching and learning acknowledges that inquiry and problem solving contribute to students' development of thinking skills and strategies that will equip them to face the rapidly changing demands of the twenty-first century.

MYP technology aims to provide the means and the context to help students become skilful problem solvers, who can appreciate the role of technology in everyday life and society and who can respond critically and resourcefully to real-life challenges.

The MYP technology course aims to:

- challenge all students by providing opportunities for different needs and learning styles
- encourage students to explore the role of technology in both historical and contemporary contexts
- contribute to raising students' awareness of their responsibilities as world citizens when making decisions and taking action on technology issues.

During the five-year course, students are expected to solve problems through the creation of technological products/solutions. Students investigate problems and use the technology design cycle as a tool to design, plan, create and evaluate products/solutions. A product/solution can be defined as a model, prototype, product or system that students have generated independently.

MYP technology is structured into three main branches: information, materials and systems.

Information

MYP technology enables students to identify, access, evaluate and acknowledge a wide range of information sources. Information-based products/solutions use and/or communicate information to perform a task, achieve a purpose, meet a need or solve a problem. Information-based products/solutions often involve computer technology, for example, desktop publishing (DTP), multimedia packages and web pages. Students are expected to select and handle media and software that are appropriate to the problem being solved.

Materials

In many cases creating a product/solution involves using materials. These may be natural or synthetic, and will differ according to geographical location, culture and available resources. Students should be able to identify, combine, experiment with, shape and handle different types of materials, and safely dispose of, or recycle, waste products. Students must select processing techniques that are appropriate to both the chosen material(s) and the product/solution to be created.

Systems

Systems-based products/solutions involve a group of interdependent items that interact regularly to perform a task or achieve a purpose. These items are materials, components or information that have been incorporated into a system in order to provide a solution to a problem. Systems in our environment are very diverse: from a microchip to an aircraft flight-control system; from a ballpoint pen to a plotter; from fire-drill procedures to crowd control; from simple electrical circuits to sophisticated alarm systems.

Students need to recognize the parts of a system (input, processing and control, and output) as well as the crucial role each component plays as part of the whole.

Aims

The aims of the study of technology are to encourage and enable students to:

- develop an appreciation of the significance of technology for life, society and the environment
- use knowledge, skills and techniques to create products/solutions of appropriate quality
- develop problem-solving, critical- and creative-thinking skills through the application of the design cycle
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- use and apply ICT effectively as a means to access, process and communicate information, and to solve problems.



The Design Cycle

The design cycle is a model intended to be the central tool to help students to create and evaluate products/solutions in response to challenges. The four major stages relate to the objectives of the course.

Investigate

Students **identify the problem to be solved**. At the end of the course, they should be able to:

- evaluate the importance of the problem for life, society and the environment
- outline the design brief.

Students should **develop the design brief**. At the end of the course, they should be able to:

- formulate and discuss appropriate questions that guide the investigation
- identify and acknowledge a range of appropriate sources of information
- collect, analyse, select, organize and evaluate information
- evaluate the sources of information.

Students **formulate a design specification**. At the end of the course, they should be able to:

- list the specific requirements that must be met by the product/solution
- design tests to evaluate the product/solution against the design specification.

Plan

Students **design the product/solution**. At the end of the course, they should be able to:

- generate several feasible designs that meet the design specification
- evaluate the designs against the design specification
- select one design and justify its choice.

Students **plan the product/solution**. At the end of the course, they should be able to:

- construct a plan to create the product/solution that has a series of logical steps
- construct a plan to create the product/solution that makes effective use of resources and time
- evaluate the plan and justify any modifications to the design.

Create

Students **use appropriate techniques and equipment**. At the end of the course, they should be able to:

- use a range of appropriate techniques and equipment competently
- ensure a safe working environment for themselves and others.

Students **follow the plan**. At the end of the course, they should be able to:

- follow the plan to produce the product/solution
- evaluate the plan and justify any changes to the plan (when necessary).

Students **create the product/solution**. At the end of the course, they should be able to:

- create a product/solution of appropriate quality.

Evaluate

Students **evaluate the product/solution**. At the end of the course, they should be able to:

- carry out tests to evaluate the product/solution against the design specification
- evaluate the success of the product/solution in an objective manner based on testing, their own views and the views of the intended user
- evaluate the impact of the product/solution on individuals and on society
- explain how the product/solution could be improved.

Students **evaluate their use of the design cycle**. At the end of the course, they should be able to:

- evaluate their performance at each stage of the design cycle
- suggest ways in which their performance could be improved.



Attitudes in technology

This objective goes beyond technology and refers to encouraging attitudes and dispositions that will contribute to students' development as caring and responsible individuals and members of society.

This objective is set in the context of the technology class (and it is also present in MYP sciences as "Attitudes in science") but will pervade other subjects and life outside school. It includes notions of safety and responsibility when working in technology as well as respect for and collaboration with others and their shared environment.

During the course, students will:

- carry out units of work in technology using materials and techniques safely and responsibly
- work effectively as members of a team, collaborating, acknowledging and supporting the views of others
- provide evidence of personal engagement with the subject (motivation, independence, general positive attitude) when working in technology.

Assessment Criteria

The following assessment criteria have been established by the IBO for **Computer Technology** and **Design Technology** subjects in the Middle Years Programme and reflects the **Design Process** outlined previously.

| | | |
|-------------|-------------------------|-----------|
| CRITERION A | Investigate | Maximum 6 |
| CRITERION B | Design | Maximum 6 |
| CRITERION C | Plan | Maximum 6 |
| CRITERION D | Create | Maximum 6 |
| CRITERION E | Evaluate | Maximum 6 |
| CRITERION F | Attitudes in technology | Maximum 6 |

Recommended resources

As students progress through the different stages of the design cycle, they are constantly experimenting with ideas, researching topics, compiling sources, brainstorming issues, sketching possible solutions, making changes, rejecting proposals and critically evaluating their work. Students are required to maintain a design folder with five sections for Investigate, Design, Plan, Create and Evaluate. In each section, students are to maintain evidence of the design cycle being undertaken. A sixth section can be used to maintain evidence of attitudes in technology.

A well-maintained design folder is particularly required in Year 9 as these projects will be used as the final moderation. (Technology is not undertaken as a core subject in Year 10 though there may be integrated projects undertaken).

As many of the projects are physical projects, a USB drive is useful in transferring pictures, video or other files between home and school.

Area of Study Contact:

Coordinator of Technology: Mrs. Deborah Trussler



Homework Guidelines

Staff at Mercedes College believe that the giving of regular homework assists in the personal and academic development of students. What follows outlines the purposes of homework and suggests ways in which parents can assist student learning at home.

A successful homework program depends on close communication between teacher and parent. Our mutual aim should be to encourage students to take greater responsibility for learning. Homework should aid this development and should, as far as possible, involve parents in their child's learning. At no stage should homework be a frustrating experience and parents are in the best situation to assess their child's ability to complete assignments at home. If a child is unable to complete a homework commitment after reasonable effort, staff should be informed, through a diary note from parents.

Purposes of homework

- To encourage student self discipline.
- To reinforce studies carried out during the day.
- To involve parents in the learning program of their child.
- To encourage student initiative and creativity.
- To enable teachers to assess the level of mastery of work taught in class.
- To prepare students for the demands of further studies at senior secondary and tertiary level.

Role of parent / guardian

- To provide an appropriate place in the home for the student to complete homework set.
- To consult the diary to monitor the amount of homework set each night.
- To encourage and assist the child to complete homework set but not to do the work set. (The teacher is assessing student mastery of work covered in class through homework).

School diary

The diary is a means of communication between the school and the home. Students are expected to enter all homework set for each night and parents are requested to sign the diary at the end of each week.

Homework time allocation

| | | |
|---------|---------------|-------------|
| Year 6 | approximately | 60 minutes |
| Year 7 | approximately | 60 minutes |
| Year 8 | approximately | 75 minutes |
| Year 9 | approximately | 90 minutes |
| Year 10 | approximately | 120 minutes |

At all year levels students should be encouraged to revise work set, to read widely, to continue with an assignment etc., when specific work has not been set by a teacher on a particular night.



Assessment Guidelines

Student assignments

The setting of assignments, projects etc., is an important part of the learning process and provides students with the opportunity to research issues in-depth and respond creatively to aspects of the topic being studied.

Staff have adopted a policy with regard to the late submission of work set. The purpose of deadlines is to assist students with their own planning in the development of good organisational skills. It is also unfair to those who meet deadlines to have others being granted additional time without good reason. The policy for all students from Years 6-10 is as follows:

- Firm deadlines will be set for assignments/projects/extended essays of a summative nature. Students are to enter the due date in their diary.
- Deadlines will be realistic and take into account other pressures such as camps, retreats, etc.
- In cases of genuine illness, compassionate situations or long term absence (notes provided by parents to the satisfaction of staff) students are expected to negotiate an extended deadline.

All staff are therefore expected to:

- Be realistic but firm about setting deadlines;
- Be fair in cases of genuine hardship but firm when avoidance is obvious;
- Adhere to the above policy so that students learn to be punctual and consistent in their study habits.

In cases where students are absent and work has been missed it is the student's responsibility to approach the teacher to identify what has to be done to catch up.



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