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The Good Shepherd Lutheran College *Curriculum and Assessment Handbook* provides students and parents with an overview of the curriculum implemented in the middle school of the College.

Curriculum in any school is always dynamic. Changes are made as the result of a number of factors that include student, parent and teacher reflections, school evaluations and government accountability requirements. Thus the information in the *Curriculum and Assessment Handbook* is correct at the time of printing, but changes and adjustments may be made as teachers review courses. These will be communicated to students and parents at the commencement of the new school year.

Any questions about the curriculum in general can be directed to the people listed below. More detailed information about particular subjects is available from subject teachers and Learning Area Coordinators, a list of these names can be found on the last page of this handbook.

Mr Daniel Yamada  Head of Middle School
Ms Elsabe Bott  Head of Studies
Ms Laura England  Middle School Curriculum Coordinator
College Mission Statement

*Good Shepherd Lutheran College is a Christ-centred community providing educational excellence in a nurturing environment, developing active, knowledgeable and compassionate students, encouraging them to enrich our world through selfless service.*

**Good Shepherd aims to:**

1. Develop family and community partnerships, reaching out to students and their families with the love of Christ.
2. Provide opportunities for students to develop a relationship with God through Christ.
3. Model servant leadership through a Gospel centred approach.
4. Empower students to be caring, resilient individuals who value social justice and who seek to create a better world through intercultural understanding and respect.
5. Promote a passion for life-long learning.
6. Provide a broad range of educational opportunities and pathways that develop students’ intellectual, interpersonal and physical skills and knowledge.
7. Provide a safe environment where all individuals are valued.
8. Cater for individual differences; fostering individuality that develops self-confidence for the present and the future.
9. Emphasize the importance of caring personal relationships built on mutual respect in all aspects of life.

We believe that the time students spend at school is an important time for building positive relationships with peers and adults as young people seek to define their identity, beliefs and place within the broader community. We strongly believe that children in this age bracket need learning experiences that are integrated, relevant, challenging and rewarding, and include practical activities that empower them to take responsibility for their own learning.

We appreciate that each child is a unique gift from God and we commit to helping parents nurture their children’s growth and development. To fulfil this commitment, we provide a Pastoral Care program that emphasises the partnership between God, parents, our staff and the children entrusted to our care. Pastoral Care is viewed as an opportunity for students to develop ongoing positive relationships with their peers and their teachers.
International Baccalaureate Middle Years Program (IBMYP) Overview

The International Baccalaureate Mission

The IB is motivated by a mission to create a better world through education. This aim is to promote intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century. This is captured in the mission statement of the IB.

“The International Baccalaureate 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 organization 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.”

‘MYP: From Principles to Practice, 2014, p3’

Learner Profile

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. To achieve this, students become familiar with the IB Learner Profile. Similar to values, these attributes encompass that which the students and teachers strive for. The Learner Profile is referred to everyday in our classrooms as students work across all subject areas. It gives students guidelines as to how they should relate to others and approach their learning.

Inquirers
They acquire the skills necessary to conduct constructive inquiry and research and become independent, active and life-long learners.

Knowledgeable
They explore concepts, ideas and issues which have global relevance and importance and, in so doing, acquire and are able to make use of a significant body of knowledge across a range of disciplines.

Thinkers
They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned 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.

Principled
They develop a sound grasp of the principles of moral reasoning, incorporating integrity, honesty and a sense of fairness and justice and respect for the dignity of the individual.
Open Minded
They gain an understanding and appreciation of their own culture, are open to the perspectives, values and traditions of other individuals and cultures, and are accustomed to seeking and considering a range of points of view.

Caring
They show empathy, compassion and respect towards the needs and feelings of others, and have personal commitment to action and service to make a positive difference to the environment and the lives of others.

Risk Takers
They approach familiar and unfamiliar situations with confidence and independence of spirit to explore new roles, ideas and strategies, and are courageous and articulate in defending those things in which they believe.

Balanced
They understand the importance of physical and mental balance and personal well-being for themselves and others, and they demonstrate perseverance and self-discipline.

Reflective
They give thoughtful consideration to their own learning and personal development by analysing their personal strengths and weaknesses in a constructive manner.
Learning Areas
The IB MYP curriculum is composed of eight equally valued learning areas:
1. Arts (visual and performing)
2. Individuals and societies
3. Language and literature
4. Language acquisition*
5. Mathematics
6. Physical and health education
7. Sciences
8. Design (materials and information technology)

We also require our students to study a ninth Learning Area, Christian Studies, which reflects our Christian ethos.

* International-mindedness is fundamental to the International Baccalaureate. As a result, it is an expectation that students maintain study in a second language (Language acquisition) for the duration of their time in the MYP. The two options for Language acquisition that we offer include: German and Japanese.

Approaches to Teaching emphasises the MYP pedagogy, including collaborative, authentic learning through inquiry.

Approaches to Learning are a series of general and subject-specific skills that each student develops and apply during the programme and beyond. The focus of the Approaches to Learning is on teaching students how to learn and helping students find out about themselves as learners so that they can further develop their own skills.

Concepts show the emphasis placed on a concept-driven curriculum.

Global contexts show the emphasis on how learning best takes place in context.
Community and Service
With the College Mission Statement in mind, we ask students to commit to service in a manner that is appropriate for each individual, taking into account family circumstances as well as the physical and emotional development of each student.

Learning Outcomes
Through a strong values program and by serving within different communities (local, national and global), we believe students will develop attitudes and values that focus on the rights and responsibilities of people. Through the Community and Service program at GSLC, students will:

1. Identify personal strengths and potential areas for service
2. Better appreciate their rights and responsibilities within and beyond the classroom
3. Increase their awareness of the world and community
4. Increase their sense of responsibility and commitment to the community
5. Foster and encourage a desire to serve
6. Gain an insight into different ways of life
7. Collaborate and work with others
8. Develop their awareness of the links between community service and subject areas
9. Gain an appreciation of the positive effects of a compassionate attitude
10. Gain an understanding and appreciation of sacrificial service and different types of service

Service may include ‘one-off’ projects or it could involve a long term commitment. This will depend on the level of service undertaken by the student; however, all students at Good Shepherd Lutheran College are expected to undertake and reflect upon service activities.

All teachers will be responsible for supporting students as they plan for and reflect on their service projects. They will be supported by the Year Level Coordinators and College Pastor who will take a lead role in developing the College service programs.

Definitions and Categories
Community and Service at Good Shepherd Lutheran College has three levels: Awareness of Community, Involvement in Community, Service to a Community. It is expected that by the conclusion of the MYP students will have been involved in a number of programs and activities from all three levels.

<table>
<thead>
<tr>
<th>Level 1: Awareness of Community</th>
<th>Level 2: Involvement in Community</th>
<th>Level 3: Service to a Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Identify and recognise different communities and their needs.</td>
<td>* Develop strategies for action within a community.</td>
<td>* Develop a personal plan for independent action.</td>
</tr>
<tr>
<td>* Identify an issue within a community and pose solutions to actively resolve it.</td>
<td>* Investigate ways to resolve community issues.</td>
<td>* Suggest solutions to actively resolve global issues.</td>
</tr>
<tr>
<td>* Initiate a course of action within a community.</td>
<td></td>
<td>* Consider ethical implications.</td>
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</tbody>
</table>
Pedagogical approach to learning

At Good Shepherd Lutheran College, teachers whole-heartedly embrace the inquiry model for teaching and learning. Inquiry is a stance, an approach that we use to build curiosity, challenge, extension and authenticity within our everyday classrooms and beyond. Inquiry views students as thinkers with their unique developing ideas of the world.

As inquiry teachers we seek to promote deep thinking and learning in our classrooms, that enable students to apply critical and creative thinking skills in the classroom and beyond. Each inquiry unit is developed using an inquiry cycle and Blooms levels of thinking command terms to promote a concept-driven curriculum where students are given multiple opportunities to explore, question and respond in an increasingly complex manner as they progress throughout their middle school years.

The first stage of the inquiry cycle is Tuning in. This is where students engage in the initial thinking of the conceptual understandings and content of this unit and teachers seek to spark curiosity and motivation for learning.

The second stage of the inquiry cycle is Finding out, this is where students work as researchers alongside the teacher and develop factual, conceptual and debatable questions to answer in this inquiry unit. Students will gather information from multiple sources in order to find out as much as possible about the topic of learning.

The third stage of the inquiry cycle is Sorting out. In this stage students use the information from the first two stages of inquiry to make meaning and express new understandings. This stage of inquiry allows teachers opportunity to formatively assess students learning and identify any gaps in learning and amend any misunderstandings.
Drawing conclusions is the fourth stage of the inquiry cycle and a crucial stage for students to take ownership of their learning. Students here have opportunity to articulate new understandings, synthesize their learning and transfer learning to other subject areas, a key component of critical and creative thinking. Students articulate their response to the conceptual inquiry questions and continue to take their learning from a factual level to a higher conceptual level.

The fifth stage of the inquiry cycle is Going further. This stage provides students with opportunity to extend their independent learning to create alternative experiences of inquiry to gain deeper insights into their learning. At this stage students will often begin or continue the main section of their summative assessment tasks, assessed against the MYP subject objectives.

The final stage of the inquiry cycle is Reflecting/Taking action. Learning in action with reflection as a core process of inquiry is crucial for deeper learning experiences. At this stage students share their learning experiences with others, identify changes to their understanding and reflect on their learning. This stage prepares students for future learning, as they are able to clarify their learning and prepare questions for future inquiry within their subject areas.

Each stage of our inquiry cycle is complimented with Blooms levels of thinking command terms. These are used as a prompt for teachers and students to reinforce the importance of deeper thinking and learning. The command terms provide avenues for inquiry and methods of learning.

Inquiry-based teaching and learning places the student at the heart of the learning and encourages students to take ownership of their own learning. The purpose of this is to promote a love for learning that will carry students beyond their middle school years to future study and learning endeavours.
Assessment in the MYP

Assessment of student learning is ongoing and is based on a variety of assessment types as no single type allows for assessment of all the objectives of a subject, or for individual differences in learning style. Some examples of different assessment types include: oral presentations, experiments, essays, reports, performances, tests, group work, compositions, class discussion, etc.

Assessment tasks are developed, implemented, and assessed collaboratively by teachers with reference to both the IBMYP subject guides and the Australian Curriculum. The teachers and Learning Area Coordinator determine the number of assessment tasks and the criteria they assess for a subject at a particular level; over the duration of a year each criteria within a subject will be assessed at least twice.

In all subject areas students are assessed against a set of criteria published by the IB. For each task, they are awarded the level of achievement that best matches the criterion descriptor. Task-specific clarifications appear next to each criterion. The task-specific clarifications are written by the teacher, or collectively by the class, and serve to make explicit to the student exactly what each criterion will assess in the task. Assessment rubrics, combining criteria, levels of achievement and task-specific clarifications, are provided for all assessment tasks.

Self-marking is a powerful way for students to reflect on their work prior to submitting it. The criteria-based approach makes each task transparent for students, as they are able to judge their own level(s) of understanding demonstrated in a task. Wherever possible, students are encouraged to self-mark as part of the assessment process. This gives them an indication of what mark they might receive and provides them with the opportunity to further refine their work prior to final submission.

Assessment tasks are adapted to meet the needs of students with significant learning difficulties. This is done in consultation with the learning support team.
Parent support

A most effective way that parents can support their children is through ongoing conversation and reflection on assessment. The information sent home regarding student’s grades is a useful tool to indicate achievement in a particular task, but it is most effective when viewed alongside the marked piece of work and corresponding criteria rubric.

Reflection questions for parents/guardians to ask their children:

- Can you show me your (subject) task?
- Did you self-mark your work before you handed it in to the teacher? Why/why not?
- After self-marking, did you make any changes to your work?
- Do you feel that the marks (achievement levels) given correctly reflect your understanding of the unit? Why/why not?
- What was the best part of completing this assessment task?
- What was the biggest challenge for you in this task?
- What area(s) do you think you could improve?
- Did you enjoy the task overall? Why/why not?

Asking your children about their assessment tasks helps them to reflect on personal areas of strength/weakness, and think of ways in which they could further improve next time.
Learning Support

Learning Support at Good Shepherd Lutheran College is defined as the provision of extra assistance, adapted programs or learning environments, special equipment or materials to support students in accessing the curriculum in a range of settings.

Aim

To foster and develop an inclusive learning environment in which all students, no matter their learning needs, are able to experience success and achieve their individual potential within the College community.

This service is designed so that all students are enabled to:

- participate fully in the College community
- acquire the basic personal skills, social skills, literacy skills and numeracy skills needed for life
- develop in a supportive Christian environment in which they can enhance their individual talents
- experience success
- develop a positive self-image and self-esteem
- monitor their own learning and become independent learners.

Selection of Students

The selection process involves compiling information from parents, teachers and Learning Support staff to identify students who may qualify for the assistance of the Learning Support Teacher or an Inclusion Support Assistant. Psychologists and other support professionals may also be consulted. Parental consent is obtained prior to such consultations.

- Students needing Learning Support are identified using whole-school standardised screening tests administered in Term 4 each year or early in Term 1 for new students.
- Priority will be given to students who have fallen two years or more behind their chronological age level in the areas of literacy or numeracy, as identified in the screening tests and/or NAPLAN results.

Priority will also be given to:

- students identified by a psychological report as having a specific learning difficulty but who, for resource allocation purposes, fall outside the definition used by the AISNT Commonwealth Targeted Programs - Special Education;
- students who have intervention programs provided by the Children’s Development Team (Speech Therapist, Occupational Therapist, and Physiotherapist) or other professional agencies.

Teachers and parents may also refer students for Learning Support at any time. The students will be assessed and interventions may be put in place if resourcing is available and if it is deemed advantageous to do so by the Learning Support Coordinator.
Subject Overviews

Christian Studies

Year 6

Semester 1
Students will explore their personal beliefs, values and families histories. They are encouraged to gain awareness and understanding on Christian beliefs and values and the story of Christianity. This learning will allow students to articulate in a principled manner their personal view on the Christian story. Forgiveness and redemption are key Christian Studies concepts that students will explore and discover the relevance of in our everyday life.

Assessment tasks:
- Dilemma Problem Solving
- What did Jesus do response
- Forgiveness Comic Strip

Semester 2
Christians believe that all humanity have a responsibility to care for the world and be environmentally sensitive and aware. Students will learn just how the Bible teaches all to care for creation and respond appropriately to environmental needs. Students will participate in a unit of inquiry that unpacks the Lutheran sacraments and the purpose of church traditions. This learning will allow students an opportunity to collaborate and conduct a chapel service.

Assessment tasks:
- Creation Care Comic Strip
- Charity Organisation Investigation
- Chapel Service

Year 7

Semester 1
Students learn the different names of Christ and how they describe His actions and His lessons for us all. Different sections of the Old and New Testament are used to develop an understanding of Christ and His message for all humanity. Using the Christian belief that the Bible is God’s Word, students develop an understanding of its content and meaning for us. Using the Bible and insight from guest presenters students investigate Biblical basics, including the concept of Father, Son and Holy Spirit.

Assessment tasks:
- Good Shepherd Storyboard
- Written Test
- Modern Scripture Translation
Semester 2
Students investigate the Christian belief that God created people to live in relationship with Him and with each other, drawing conclusions about the influence each individual has on others and how this may form a sense of individual worth. Students investigate the key features of Islam, Judaism and Christianity, comparing the different religious practices of these monotheistic religions and their variety of ways in which one reflects their faith.

Assessment tasks:
- Bible Verse Reflection
- Creative Response
- Prayer in Different Cultures Analysis

Year 8
Semester 1
Students investigate and evaluate the significance of Jesus’ actions, parables and teachings to consider what He revealed about the relationship God wants to have with His people. Students investigate the relevance of Christ’s teachings for us today. Students are challenged to consider the implications of Jesus’ command to be a neighbour in a world of inequality and instability.

Assessment tasks:
- Old Testament Newspaper
- Twitterfeed #OldTestamentLessons
- Radio Interview

Semester 2
The concepts of good and evil are analysed and discussed in relation to aspects of character. A tool to help students understand these concepts is the classic C. S. Lewis novel, ‘The Lion, The Witch and The Wardrobe.’ Students investigate what motivates people to help others and in particular what motivates Christians to love and serve all people. Students discuss issues of social injustice and investigate biblical stories where Jesus addressed similar issues.

Assessment tasks:
- Knowledge Wall
- Narniabook
- Community Project Plan

Year 9
Semester 1
Students study the relevance of the Gospel message in the modern world by examining the six pillars of the gospel and their impact on the lives of individuals and communities. Forgiveness as an agent of positive change is examined through the Biblical teachings of forgiveness and historical and contemporary figures who have forged change through the practice of forgiving. Students are encouraged to understand that environment does not always determine ones attitude.

Assessment tasks:
- Source Analysis and Reflection
- Creative Response iMovie
• Short Story or Comic Strip

Semester 2
Throughout the first semester students studied the gospel message and the impact of forgiveness for positive change, this semester allows students to put this learning into action by seeking local, national and global needs that need positive change to occur. A cornerstone concept of the Christian faith is grace and its ability to bring positive change in very negative situations. Students will explore the lives of individuals such as William Wilberforce and Harriet Tubman, who through demonstrating the grace of God bought positive change to many.

Assessment tasks:
• Diary Entry
• Gracebook
• Ethical Dilemma Reflection
Arts

Nature of arts

The arts is a universal form of human expression and a unique way of knowing that engage us in effective, imaginative and productive activities. Learning through the arts helps us to explore, shape and communicate our sense of identity and individuality. A focus on the individual enhances self-confidence, resilience and adaptability. It encourages our sense of belonging and community through the recognition of identities. During adolescence, the arts provide an opportunity for age-appropriate and holistic development of the social, emotional, intellectual and personal intelligences of the student. (Arts guide, 2014)

Visual Arts

Year 6

The Year 6 Arts curriculum introduces students to working within a specialist arts classroom. The first unit looks at the style of De Stijl artists and the visual power of using simple lines, colours and shapes. Students begin exploring painting techniques and work towards the painting of a 3D object to be used in an installation. The second unit covers the more expressive attributes of line by viewing the work of iconic modern Australian artists. Students work towards a series of self-portraits. The processes involved in responding to and creating art, including experimentation and critical reflection, is recorded in the Developmental Workbook.

Assessment tasks
Unit 1 - Painted objects
- Folio thinking and creativity
- Art Responding

Unit 2 - Self-Portrait
- Knowledge and understanding
- Developing practical Skills

Year 7

Students focus will be on printmaking using both lino and silkscreen methods with a strong cross-cultural emphasis. In the first unit a study of the work and context of Australian Arts leads into a printmaking unit, in which students create a series of lino prints, with particular focus on negative and positive space. In the second unit students create a series of stencilled screen prints drawing inspiration from Andy Warhol’s Pop Art.

Students develop their use and manipulation of the art elements and principals of line, repetition, pattern, colour and contrast. The processes involved in responding to and creating art, including experimentation and critical reflection, is recorded in the students process journal.

Assessment tasks:
Unit 1 - Australian Lino Prints
- Folio thinking and creativity
- Art Responding
Unit 2 - Pop Packaging

- Knowledge and understanding of an art form
- Developing practical skills

Year 8

Student’s work through a series of 3D artworks over the term and are introduced to a variety of assemblage and ceramic sculptural techniques. The first unit of inquiry includes the design and creation of a ‘readymade’ object inspired by the Surrealist movement. They create an original appropriation of Meret Oppenheim’s ‘Fur Tea Cup’ with an artist statement explaining the conceptual meaning behind the work. The second unit includes the design and creation of clay pieces using hand-building techniques, glazes and tissues transfers on the basis of both form and function.

Students develop their use and manipulation of the art elements and principals of form, texture, pattern and repetition. The processes involved in responding to and creating art, including experimentation and critical reflection, are recorded in students process journal.

Assessment tasks:
Unit 1 - Surrealist Sculpture
- Folio thinking and creativity
- Artist statement

Unit 2 - Ceramic clay building
- Ceramics knowledge and understanding test
- Developing practical ceramic skills

Year 9

Students will focus on figurative art and becoming familiar with the human body in unusual positions through observational drawing. The unit challenges students to question the inter-relationship between science and body movement. Students will experiment with paper stencils, silhouettes and collage techniques.

Students will have an opportunity to compare man made and natural environments to inspire and develop artwork. The first task will involve the creation of a series of Albert Namitajera inspired watercolour landscapes in which students will be encouraged to use there own environment imagery as inspiration. Students will gain a deeper understanding of the important relationship between an artwork and the environment. Students develop their use and manipulation of the art elements and principals of movement, balance, scale, colour and contrast.

Assessment tasks:
Unit 1 - Figurative Studies
- Knowledge and understanding of an art form
- Silhouettes - developing practical skills

Unit 2 - Environmental Art
- Watercolors folio
- Artist statement
Dance

*Dance is not offered to Year 6 students in 2015, this is under review for 2016.

Year 7

Students are introduced to the different styles within Street Funk and Hip-Hop dance. Skills and techniques are developed through the rehearsal and performance of a whole-class dance. Students have the opportunity to view a variety of Hip-Hop genres and apply relevant terminology to critique this art form. Students will also learn about cultural and indigenous dance genres and fusing them with hip-hop dance.

Assessment tasks:
- SYTYCD cultural dance
- Creative choreography performance piece

Year 8

Students explore the origins and genres of Hip-Hop dance. Performance skills are developed through regular group tasks, which target communication, patience and tolerance. Students work creatively in groups to choreograph and record an original film clip. Emphasis is also placed on an Investigation, which gives students the opportunity to individually explore and report on the origins of Hip-Hop and how this has influences today’s dance culture.

Assessment tasks:
- Performance item
- Creative film clip
- Hip-hop investigation

Year 9

Students have the opportunity to further develop their body movement skills in this course. Students undertake an interdisciplinary unit that explores the art of rapping through poetry. They create their own tracks and choreograph movement for these. The second unit is centered around different dance genres. A series of workshops introduce students to a myriad of dance styles, including: Classical, Jazz, Tap and Broadway and Contemporary. This is used as a basis for students to further investigate, compare and contrast a dance genre of their choice.

Assessment tasks:
- Performance item
- Rap choreography
- Dance genre investigation

Drama

Year 6

Students learn about the fundamental elements of drama, through workshops; improvisation and performance. Students will be engaged in an active relationship with theatre and encouraged to develop creative and reflective
communication skills through practical work. Emphasis is placed on the artistic process and students understanding of this process as an essential component of their artistic development.

**Assessment tasks:**
- Improvisation performance
- Fundamentals of drama analysis

**Year 7**

Students learn about performance skills through play building; workshops; and improvisation. In the first term students learn about mime and sound; and in second term students devise and create their own group performance based on a teacher given scenario. Students will be engaged in an active relationship with theatre and encouraged to engage in autonomous learning and exploration. Emphasis is placed on the artistic process and students understanding of this process as an essential component of their artistic development.

**Assessment tasks:**
- Fables role-play
- Mime sound effects

**Year 9**

Students extend their performance skills and the page-to-stage journey performing from a script. Students learn to identify the elements of drama within a script through an evaluation; and then create their own interpretation of scenes in a group. Students learn about the impact of Fairy-tale on the art form of drama. In accordance with this they discuss the artist Tim Burton and his repertoire of work. Students are then required to create and perform their own ‘misshapen’ fairy-tale.

**Assessment tasks:**
- Conflict role-play
- Group play
- Monologue

*Drama is not offered to Year 8 students in 2015, this is under review for 2016.*

**Music**

**Year 6**

Throughout their Year 6 music learning, students explore the fundamental elements of music through listening to performance music from around the world and then in turn applying their practical skills to developing their own cultural sounds. Through engagement in existing and emerging music from the local community and from around the world students come to understand the significance of music to the cultures of the world. By engaging in practical work, students develop understandings of how the act of making music is a significant and the universal aspect of human expression.
Assessment tasks:
- Performance Plan
- Performance

Year 7

The Year 7 College instrumental program allows students the chance to choose one instrument to focus on for the semester. Working in small groups with experienced tutors to learn skills on the instrument of their choice for one lesson per week. The other lessons are spent discussing the elements of music and broadening their theoretical knowledge. Students learn about music that has been written in response to a world event, and explore how artist portray their stories and emotions through music.

Assessment tasks:
- The influence of music analysis
- Performance

Year 8

Students learn to identify the elements of music within a song through planning, performing and evaluating their own arrangement of a simple nursery rhyme. They explore Jazz music and extend their theoretical knowledge through a score reading test. Students then apply their knowledge of Jazz music through a performance of the 12 Bar Blues, thus allowing students to further understand how the act of making music is a significant and universal aspect of human expression.

Assessment tasks:
- Jazz score
- Solo performance
- 12-bar blues performance

Year 9

Students develop their skills on an instrument of their choice and look at what is involved in effectively performing in front of, and engaging, an audience. In a unit on ‘film music’, students explore the use of music in film with regards to function, purpose and audience. The second unit, ‘instrument creation’, allows students to investigate the various groupings of musical instruments and the ways in which instruments produce sound. Students also continue to develop their aural and theory skills and apply these skills through music analysis, thus allowing for the opportunity to develop thinking skills, intuitive skills, practical abilities, communication and the ability to relate to others.

Assessment tasks:
- Soundtrack composition
- Soundtrack presentation
- Instrument creation
Design

Nature of design

Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live.

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. It is human-centred and focuses on the needs, wants and limitations of the end user. (Design guide, 2014)

*All Design subjects complete three summative assessment tasks that follow the design cycle. These tasks include a design inquiry, a creation process and an evaluation.

Food Design

Year 7

This is the first opportunity that students will have to undertake the Food Technology elective. As such, the subject focuses on basic knowledge of food preparation skills and nutritional value of food products. Students plan and prepare simple healthy meals and snacks, utilising a range of basic food preparation equipment and technology. Safety aspects of food preparation use of kitchen equipment and appliances as well as using correct terminology are covered in this subject. The process of creating meals is recorded, reflected on and evaluated in the Design workbook.

Year 8

This subject builds upon students’ understanding and skills in planning and preparing simple healthy meals and snacks, with particular focus on Breakfast dishes. Students also analyse a range of convenience products and plan and create equivalent products with greater nutritional value. Safety aspects of food preparation use of kitchen equipment and appliances as well as using correct terminology are covered in this subject. The process of creating meals is recorded, reflected on and evaluated in the Design workbook.

Year 9

This subject builds upon students’ understanding and skills in planning and preparing healthy meals and snacks, with particular focus on healthy and safe lunchbox choices. Students also study multicultural food choices, learning about customs, beliefs and cooking methods of different cultures. Safety aspects of food preparation and use of kitchen equipment and appliances and using correct terminology are included in the content. The process of creating meals is recorded, reflected on and evaluated in the Design Workbook.
Fibre Design

Year 6

During the term Year 6 students will be introduced to the art of hand stitching. They will practice different styles/techniques on Aida cloth, add buttons and use simple decorative stitches. Students will use these skills to create their own doll-like ‘self-portrait’. Students will begin to use a Design workbook to record and document their process of learning.

Year 7

Year 7 students will begin the semester by viewing and discussing the origin and style of different types of weaving from around the world. They will look at the qualities and impact of using natural and man-made materials. There will be a focus on natural and recycled materials that can be used in weaving their own individually designed piece. By the end of the semester students will also attain the fundamental skills required for operating a sewing machine. Through each project students will use a Design workbook to record and document their process of learning.

*Fibre Design is not offered to Year 8 students in 2015, this is under review for 2016.

Year 9

Over the semester students will investigate the history, styles and techniques used by our neighbouring Asian cultures. Students will be introduced to the Batik dying process. They will have the opportunity to design and creating their own Batik fabric sample. To extend their knowledge base on fabric patterning, students will also investigate block printing. They will design and create a lino block that can be printed repeatedly to create a larger fabric sample. This Year 9 programme will allow students to use their own fabric samples to construct a pillow cover or bag, this involves mastering the art of cutting a pattern, following a pattern and using the sewing machine for neat and accurate construction. Through each project students will use a Design workbook to record and document their process of learning.

ICT Design

Year 6

Year 6 ICT is designed to introduce to students to the importance and use of Information Technology in today’s fast-moving and ever changing digital world. Students will be guided through the design cycle, the process used in the subject process of inquiry. Practical classes are based around familiarising students with different operating systems including Windows, Apple, Android and Linux. Where possible ICT will link in and support the core year 6 curriculums.

Year 7

Year 7 ICT is designed to extend student awareness and use of text editors (Microsoft Word, OpenOffice Writer, etc.) and master the features in order to increase productivity across many areas of learning. Students will also be introduced to the manipulation of static and moving images using a suite of Adobe programs. During the semester
Year 8

During the term Year 8s will be challenged to design and produce complete and effective investigation reports incorporating the manipulation of images for a particular audience and purpose. Students learn to create animations that seek to raise awareness of local and global needs. Students’ understanding of working with both function and aesthetic will be extended.

Year 9

During the semester Year 9 students will have the opportunity to master the production of effective multimedia presentations, investigating the purpose and intent of presentations for a variety of audiences. Students will be introduced to programming through the use of Lego Robots. Year 9 students also have the opportunity to participate in the ‘hour of code’ international program.

Materials Design

Year 6

Year 6 students are introduced to the specialist room for Materials Design and over the term begin to delve into how to interpret the design cycle. Students will be presented with the design challenge of creating small boxes with lids for various objects. During the term students will work with wood and acrylic and learn how to safely use basic hand tools and the sanding machine. Students will begin to use a design workbook to record and document their process of learning.

Year 7

Year 7 Materials Design will extend students understanding of using the design cycle to create a finished product. Students will be exposed to contemporary designers, guided through the conceptual aspects of 3D packaging and presented with a design challenge to overcome how to package and market objects in innovative ways. Students will use a design workbook to record and document their process of learning.

Year 8

Over the term year 8 students will view and discuss design work from a number of design eras. They will consider design needs in the wider community and be presented with a problem that requires innovative design thinking. Students will extend on practical skills, learning how to safely use basic electric tools, cut and finish wood and acrylic, fold and join metal and create different finish effects on metal surfaces. Students will use a design workbook to record and document their process of learning.

Year 9

Over a semester, year 9 students will be able to extend on their use of the design cycle to create well-resolved and finished design products. Students will be introduced to LED electronics; soldering, wiring, and grid system joinery. They will view and discuss the work of contemporary design products then work through the challenge of designing and creating a functioning ‘Eco Lamp’. Students will move onto discussing techniques and style indicators in different
furniture designs. This will be followed by an investigation and creation of a small shelving unit to accommodate individual design needs. Students will use a design workbook to record and document their process of learning.
Individuals and societies

The nature of individuals and societies

MYP Individuals and societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts. (Individuals and societies guide, 2014)

Year 6

Semester 1
Students explore the factors that led to Federation and experiences of democracy and citizenship over time. This learning will highlight the significance of Australia’s British heritage, the Westminster system, and other models that influenced the development of Australia’s system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia’s economic and social development. Change and systems are the key Individuals and Societies concepts that students will explore.

Assessment tasks:
- Notable Australian individuals research report
- Federation sources analysis
- Canberra excursion booklet

Semester 2
Students learn about the diversity of peoples and cultures around the world, the Indigenous peoples of other countries, the diversity of countries across the world and within the Asia region. They reflect on cultural differences and similarities, and on the meaning and significance of intercultural understanding. The focus of study becomes global, as students examine Australia’s connections with other countries and events in places throughout the world, and think about their own and other people’s knowledge of other countries and places. Students will also explore natural hazards that occur in the Asia-Pacific Region and the aid role that Australia has played in helping these countries in times of need. Global interactions and Time, place and space are the key Individuals and societies concepts that students will explore.

Assessment tasks:
- Asian geography sources analysis
- Asian country Infographic
- iCNN Asian natural disaster news report

Year 7

Semester 1
Students will learn about the time of the earliest human communities to the end of the ancient period 60000 B.C.E to c.650AD (C.E). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period in history in Australia, Egypt and China. Time, place and Space and systems are the key Individuals and societies concepts that students will explore.
Semester 2

In ‘The Last Drop’, students will learn about the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

The second unit ‘Home is where the heart is’ focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. The liveability of places is investigated using studies drawn from Australia and Europe. Time, place and space is the key Individuals and societies concept that students will explore.

Assessment tasks:
- Narrabeen Man investigation booklet
- Dear Disney ‘Mulan’ letter

Year 8

Semester 1

Students will explore history from the end of the ancient period to the beginning of the modern period, c.650AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Students will complete an overview of the transformation of the Roman world and the spread of Christianity and Islam key features of the medieval world (feudalism, trade routes, and voyages of discovery, contact and conflict). The depth study consists of Medieval Europe and The Khmer Empire. Time, place and space is the key Individuals and societies concept that students will explore.

Assessment tasks:
- Darwin Harbour fieldtrip report
- Where I live oral presentation

Semester 2

In the first unit ‘Big and Small Communities’ students will investigate the changing human geography of countries, as revealed by shifts in population distribution. The unit explores the process of urbanisation and draws on a study of a country of the Asia region. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia’s human geography, and compares Australia with the United States of America.

In the second unit ‘We Will Rock You’ students will focus on investigating geomorphology through a study of landscapes and their landforms. This unit will develop students’ understanding of the concept of environment and enable them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world. Change and Time, place and space is the key Individuals and societies concepts that students will explore.
Assessment tasks:
- Darwin population growth sources analysis
- National Geographic landform article
- Examination

Year 9

Semester 1
This overview identifies important features of the period (1750 – 1918) as part of an expansive chronology that helps students understand broad patterns of historical change. Included in this unit is the Industrial Revolution and patterns of migration that occurred all over the world, including the Slave trade and Britain to Australia. The concept explored in this overview topic is Global Interactions. The second unit ‘Making a Nation’ focuses on Australian history and primarily on the role World War One played in shaping our nation. A special emphasis will be put on the 100th Year anniversary of the landing of Gallipoli this year. The concept explored in this unit will be change and the related concept of identity.

Assessment tasks:
- Migration empathy letter
- Causes of World War 1 sources analysis
- Gallipoli diary

Semester 2
The first geography unit ‘A Hungry Planet’ looks at biomes and food security and draws on the concepts of systems and sustainability through an investigation of biogeography, agricultural production and associated constraints within Australia, a country from South-East Asia and another country from elsewhere in the world as appropriate. The second unit ‘A Global Village’ focuses on globalisation. It draws on the concepts of global interactions to explore the patterns in people’s connections to the rest of the world through their purchasing power, use of information and communication technologies and interest in world events, with a focus on Australia, the United States of America and the countries of North-East Asia.

Assessment tasks:
- Food security research essay
- Examination
**Language Acquisition**

*The nature of language acquisition*

‘Learning to speak another’s language means taking one’s place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people.’

*Savignon (1983)*

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to the International Baccalaureate’s mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realise that there are diverse ways of living, behaving and viewing the world. *(Language acquisition guide, 2014)*

*Each semester of language acquisition students complete three summative assessment tasks. These tasks include the following:*

- Comprehending spoken and visual text
- Comprehending written and visual text
- Using language to communicate in spoken, written and visual form

**Japanese**

*Phase 1*

In Phase 1 of Japanese acquisition students learn foundational Japanese script hiragana and learn to communicate proficiently in basic and familiar settings. Students learn a variety of greetings, phrases and expressions and learn to interact with these. Through a variety of viewing and interpreting learning experiences students learn to identify basic messages presented in simple visual texts and use these images to make meaning using oral and written text. Students learn to read 100-200 characters with the help of Hiragana charts and respond in simple hiragana.

*Phase 2*

Japanese students of Phase 2 learn to listen actively, using verbal and nonverbal communication to show comprehension and their ability to interact in Japanese. Students begin to refine their sound articulation of Japanese in order to effectively communicate. Students develop their hiragana learning by practice writing scripts using models and building words using familiar symbols. Students learn to express feeling and emotions in Japanese using both the hiragana script and katakana; students learn to write 200 – 250 characters. Students learn to speak fluently for two to three minutes in Japanese.

*Phase 3*

Students learn to follow multi-step directions in Japanese, interact confidently in group work and role-play activities and speak fluently in Japanese for three to four minutes. Students continue to progress their proficiency of the complex Japanese language by not only developing their hiragana skills, but also developing katakana and kanji script. Students learn to read 300 – 500 characters and respond by expressing thoughts, ideas and opinions of topics.
of personal interest in 250 – 300 characters. Students expand their visual interpretation skills by learning to make links between images and the purpose of text, responding only in Japanese.

**German**

**Phase 1**

In Phase 1 of German acquisition students and learn to communicate proficiently in basic and familiar settings in the German language. Students learn a variety of greetings, phrases and expressions and learn to interact with these. Through a variety of viewing and interpreting learning experiences students learn to identify basic messages presented in simple visual texts and use these images to make meaning of German oral and written text. Students learn to read 400 - 500 German words with the help of dictionaries and respond by writing 100 – 150 German words.

**Phase 2**

German students of Phase 2 learn to listen actively, using verbal and nonverbal communication to demonstrate their comprehension and their ability to interact in German. Students begin to refine their sound articulation of German in order to effectively communicate. Students learn to express feeling and emotions in German and learn to write 200 – 250 words. Students learn to speak fluently for two to three minutes in German. Students expand their visual interpretation skills by learning to make links between images and the purpose of text, responding in a mix of the mother-tongue (English) and German.

**Phase 3**

Students learn to follow multi-step directions in German, interact confidently in group work and role-play activities and speak fluently in German for three to four minutes. Students learn to read 400 – 500 words and respond by expressing thoughts, ideas and opinions of topics of personal interest in 250 - 350 German words. Students expand their visual interpretation skills by learning to make links between images and the purpose of text, responding only in German.
Language and literature

The nature of language and literature

Language is fundamental to learning, thinking and communicating; therefore it permeates the whole curriculum. Indeed, all teachers are language teachers, continually expanding the boundaries of what students are thinking about. Mastery of one or more languages enables each student to achieve their full linguistic potential.

Students need to develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognise that proficiency in language is a powerful tool for communication in all societies. Furthermore, language and literature incorporates creative processes and encourages the development of imagination and creativity through self-expression. (Language and literature guide, 2014)

Year 6

Semester 1
In Term 1, students will explore the connection between communication and purpose through an integrated history study. They are encouraged to gain an awareness of how effective communication can lead to better information sharing. This learning will allow students to understand some of the effects of an author’s choices on an audience, and create pieces of work that explain, inform and entertain. In Term 2, students will consider different points of view and perspectives. They are encouraged to understand how language choices can express shades of meaning, feeling and opinions, and compare texts that represent different perspectives. This learning will allow students to recognise and comment on how language and images can persuade people, and organise a persuasive and logical argument.

Assessment tasks:
- Infograph: The Birth of Australia
- Report
- Vote for Me! Oral Presentation
- Come to Canberra: Persuasive pamphlet

Semester 2
In Term 3, students will engage in an adventure genre study, with a film tie-in to Up! They are encouraged to explore the idea of risk-taking and to make connections to their own experiences. This learning will allow students to experiment with text structures and language features as they write an original, creative adventure narrative. In Term 4, students will explore aspects of humour and how language is used to influence readers. This learning will allow students to understand how a careful use of word choice can have a particular humorous effect.

Assessment tasks:
- Character description
- Adventure narrative
- Reading comprehension
- Comparative essay
- Make me Laugh: oral presentation
Year 7

Semester 1
Students will explore memoir, biographical, and personal writing and then a fantasy genre study. They are encouraged to experiment with text structures, language features, and their effects on their readers. This learning will allow students to use comprehension strategies to interpret and analyse ideas, and create literary texts that adapt stylistic features to create a particular genre. Students will also engage in a novel study that links with their history study. They will reflect upon ways in which the authors create characters and setting to inform and entertain the reader.

Assessment tasks:
- Multimodal presentation: Personal writing
- Fantasy narrative
- Essay

Semester 2
Students will explore culture through a film study of The Whale Rider and then complete a media study unit on persuasion. They are encouraged to identify and explore viewpoints from different cultural perspectives, and understand the way in which language evolves to reflect the changing nature of the world in which we live. This learning will allow students to compare and create texts that connect themes across different genres. Students will also engage in a poetry study that focuses on the shape and structure of poetry and understand how language can be compressed to create complex meaning.

Assessment tasks:
- Film review
- Opinion piece
- Poetry folio

Year 8

Semester 1
Students will explore identity through a film study of Bend it like Beckham and then consider how authors develop characters through a novel study. They are encouraged to recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts and to interpret and analyse language choices, including sentence patterns, dialogue and imagery. Students will also experience their first Shakespearean play with A Midsummer Night’s Dream. This learning will allow students to engage with the changing nature of the English language.

Assessment tasks:
- Film review
- Literary essay
- A Shakespearean Scene: modern interpretation and performance

Semester 2
Students will explore the author’s craft in an independent novel study, followed by an Indigenous poetry study and a unit on the horror genre. They are encouraged to understand that authors can initiate change in perspective through creating alternate worlds, to appreciate indigenous cultures, and to explore how horror fiction explores our deepest
fears. This learning will allow students to create imaginative texts that use deliberate language and textual choices where they experiment with structure and techniques.

Assessment tasks:
- Narrative writing
- Original poem in multimodal format
- Radio Script: Horror

Year 9

Semester 1
Students will engage in a study of the links between classical poetry and modern Hip-hop, a novel study that focuses on how identity is shaped, and a Shakespearean unit based on *The Taming of the Shrew*. They are encouraged to experiment with words and sound to create an original Hip-hop poem, to present a logical and cohesive argument, to understand that English is an evolving language that is continually changing and adapting, and to reflect on the nature of classic literature. This learning will allow students to extend their vocabulary, analyse and interpret a range of texts, and create their own imaginative and persuasive texts that present a particular point of view.

Assessment tasks:
- Original Hip-hop poem
- Analytical essay
- Journal Entries: Character monologue

Semester 2
Students will explore the dystopian genre, study how films use setting to portray culture, and engage with visual literacy through a study of graphic novels and comic strips. They are encouraged to explore and reflect on personal understandings of the world and human experience through representations in a variety of texts, interpret and compare cultural representations in film, and understand how text and image complement one another. This learning will allow students to compose pieces that experiment with language, structure and images for different purposes, and to use comprehension strategies to interpret and analyse texts.

Assessment tasks:
- Dystopian narrative
- Oral Analysis: Culture in Film
- Original comic strip
Mathematics

The nature of mathematics in the MYP

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of the logical, abstract and critical thinking. Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom. Mathematics, then, should be accessible to and studied by all students. (Mathematics guide, 2014)

*Each semester of mathematics students complete three summative assessment tasks. These tasks include the following:
  - Classroom test
  - Investigation
  - Real-life problem

Year 6

Semester 1
When learning about number and place value in Term 1, students Identify and describe properties of prime, composite, square and triangular numbers. Students select and apply efficient mental and written strategies to solve problems involving all four operations with whole numbers through investigations into everyday situations that use integers. Term 2 begins with students exploring patterns and algebra through the use of brackets and order of operations to write number sentences. Students create sequences involving whole numbers, fractions and decimals and describe the rules they used to create the sequence. Students then begin a study of shape by constructing simple prisms and pyramids. They then investigate combinations of translations, reflections and rotations. The Cartesian coordinate system will be introduced using all four quadrants and geometric reasoning will be investigated through a study of angles on a straight line, angles at a point and vertically opposite angles.

Semester 2
Students begin Term 3 by encouraging the use of estimation and rounding to check the reasonableness of answers. Students will multiply decimals by whole numbers and perform divisions. Investigations will be carried out to multiply and divide decimals by powers of 10. Students will then revise the use of units of measure and connect decimal representations to the metric system. They will convert between common metric units and make comparisons. Students will be involved in a Solar Car Challenge to put all their learning into practice. Fractions and decimals are further investigated in Term 4. Students compare fractions and locate and represent them on a number line. They solve problems involving addition and subtraction of fractions and find a simple fraction of a quantity. Connections will be made between equivalent fractions, decimals and percentages.

Year 7

Semester 1
Students will be revising their number skills including order of operation, index notation and perfect square numbers. Students will investigate the associative, commutative and distribution laws of mathematical computation and the relationship between fractions, decimals and percentages. Using this understanding; students will undertake
investigations in probability and statistics through data interpretation and representation. They will learn how to construct different data sets and then analyse them using mean, median, mode, range and frequency.

Assessment tasks:

**Semester 2**
Students begin the semester reviewing measurement especially area and volume of regular 2D and 3D shapes. Students will investigate the relationship between angles and polygons as well as parallel line properties. Towards the end of the semester students will take on the challenges of algebra and linear relationships in preparation for Year 8. They will also complete an investigation into how ratios are used in the world of finance by calculating the best buys available.

**Year 8**

**Semester 1**
In Term 1, students revisit number and use efficient mental and written strategies to carry out operations involved in problem solving. They learn the difference between rates and ratios and how they are applied to the real world. They round decimals and solve problems involving percentages, such as profit and loss in financial situations. Term 1 concludes with geometric reasoning being the focus. Students investigate the properties of quadrilaterals and triangles, paying particular attention to angle properties. Term 2 begins with the study of measurement. Students choose appropriate units of measurement for perimeter, area and volume and solve problems that include considering, the degree of accuracy of their results where appropriate and estimating errors. As the end of the semester approaches students begin data collection where they learn about the challenges of collecting representative data and the effect on medians and means of outliers.

**Semester 2**
Term 3 begins with students working on probability. They determine complementary events and use the sum of probabilities to solve problems by selecting and applying inquiry and mathematical problem solving techniques to problems. They look at a variety of ways of representing problems, such as Venn diagrams, two-way tables and grids. The focus is on probability in a real life context. In Term 4 students discover the patterns involved when using indices. They use these patterns to formulate and apply the index laws to whole numbers and variables. Students see factorization and expansion of algebraic expressions as linked relationships and are able to simplify a variety of algebraic expressions. Towards the end of the term, when working on the Cartesian Grid, students graph points, recognise and describe simple patterns as relationships or general rules and solve real world linear equation problems.

**Year 9**

**Semester 1**
Students begin the term by investigating proportional thinking through working with rates and ratio problems. They estimate answers and then consider the reasonableness of their calculated answer. Students look at geometric reasoning by transforming shapes through enlargement to produce similar figures that are of the same ratio. The term concludes with students re-discovering the index laws. These laws are then applied to the real life situations of scientific notation and measurement. Term 2 continues with students recognising the connection between similarity and the trigonometric ratios and use trigonometry to solve right-angled triangle problems and attempt to justify the degree of accuracy of the results where appropriate. They investigate problems involving Pythagoras’ theorem and select and apply appropriate inquiry and mathematical problem-solving techniques. Students apply Pythagoras’ rule to creating the distance formula on the Cartesian Grid and work with ratios to discover the mid-point rule. Students
solve linear equations using graphical and algebraic techniques recognising and describing patterns as relationships or general rules.

Semester 2
Financial literacy is investigated by looking at how simple interest is applied in the real world. Students select and apply rules to solve problems. Work in Term 3 continues with further study on measurement. Students calculate areas of composite shapes. They find and use relationships linking volume and surface area of cylinders, right prisms and pyramids. The term finishes with work on probability. Students experiment and discover the chances of ‘success’ in a variety of situations, both dependent and independent. Term 4 sees the students collecting data. They discuss data types and produce various representations, including stem and leaf plots and histograms. Distributions patterns are described and the location of the mean and median on these distributions are discussed.
Physical and health education

The nature of physical and health education

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that can contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction. (Physical and health education guide, 2014)

Year 6

Semester 1

Students develop approaches to learning skills while investigating the key concepts of two separate units, Health and Physical Education. Students will explore and develop their knowledge of the importance of health and fitness, including the fitness components, healthy eating and the value of exercise to their overall well-being. Students will be introduced to drug education, the different classifications of drugs and the potential impact on a person’s health. The physical education units will encompass a range of individual and team activities which aim to develop a student’s fitness and skill base, awareness and application of these skills, movement composition, game sense strategies, co-ordination and communication skills within a team environment. These will include fitness for life activities, athletics and basketball.

Assessment tasks:
- Fitness for living – create a game
- Basketball
- Drug education – media advertisement

Semester 2

Students will explore the physical and social development that occurs during adolescence, including the changes associated with puberty and the importance of different relationships. The Physical Education units will develop hand eye coordination skills, team work and communication skills based around striking games. Students will also develop their movement composition skills, coordination, timing and creativity in the bush dancing unit.

Assessment tasks:
- Growth and development test
- Striking games
- Bush dance routine

Year 7

Semester 1

Students develop approaches to learning skills while investigating the key concepts of two separate units, Health and Physical Education. They will explore the fundamentals of nutrition and its link to healthy living, the importance of a strong personal identity, values and good communication skills. The Physical Education units will encompass a range of individual and team activities which aim to develop a student’s fitness and skill base, awareness and application of
these skills, movement composition, game sense strategies, co-ordination and communication skills within a team environment. Including active for life activities, athletics and kicking games with a focus on Australian Rules Football.

**Assessment tasks:**
- Fitness and food – food diary
- Kicking games - AFL
- Identify and values

**Semester 2**
Students will focus on drug education and the impact of alcohol on a person’s health and well-being. They will also consider the physical development that occurs during adolescence and changes associated with puberty and will discuss issues associated with sexuality including relationships and risk taking behaviours to develop their knowledge on how to minimise potential harms. The Physical Education units will develop hand eye coordination skills, team work and communication skills based around invasion games with a focus on European Handball. Students will also develop their movement composition skills, coordination, timing and creativity in the gymnastics floor unit.

**Assessment tasks:**
- Sexual health test
- Invasion games - handball
- Gymnastics floor routine

**Year 8**

**Semester 1**
Students develop approaches to learning skills while investigating the key concepts of two separate units, Health and Physical Education. They will build on their knowledge on the benefits of physical activity and how exercise can improve an individual’s overall health and well-being. Students will develop skills to be able to implement their own fitness routine structured to their needs. They will also consider the physical development that occurs during adolescence and issues associated with sexuality including relationships and risk taking behaviours and develop their knowledge on how to minimise potential harms. The Physical Education units will encompass a range of individual and team activities which aim to develop a student’s fitness and skill base, awareness and application of these skills, movement composition, game sense strategies, co-ordination and communication skills within a team environment. Activities include fitness testing, boxing (fitness based), athletics and sofcsrosse.

**Assessment tasks:**
- Fitness – boxing routine
- Striking games – sofcsrosse
- Sexual education test

**Semester 2**
Students will focus on drug education and the impact of tobacco on a person’s health and well-being. They will investigate the importance of our natural environment and the benefits of adventure activities with a focus on safety. The Physical Education units will include Footy Codes with a focus on soccer, international rules football and AFL. It will also include a cultural games unit, where students develop an understanding of a range of physical activities games from different cultural backgrounds.
Assessment tasks:
- Drug education task
- Footy codes
- Cultural games

**Year 9**

**Semester 1**
Students develop approaches to learning skills while investigating the key concepts of two separate units, Health and Physical Education. They will explore the topic of cyber safety and how to interact and keep themselves safe in the online world. Students will develop their understanding of wellbeing in the sporting environment with a focus on prevention, first aid and the impact of performance enhancing drugs. The Physical Education units will encompass a range of individual and team activities which aim to develop a student’s fitness and skill base, awareness and application of these skills, movement composition, game sense strategies, co-ordination, timing, creativity and communication skills within a team environment. Activities include disco dance, athletics and ultimate Frisbee.

Assessment tasks:
- Disco dance routine
- Sport wellbeing test
- Ultimate Frisbee

**Semester 2**
Students will consider issues associated with sexuality including relationships and risk taking behaviours and develop their knowledge on how to minimise potential harms. They will explore the importance of personal health and wellbeing within movement and physical activity. The Physical Education units will develop hand eye coordination skills, team work and communication skills based around invasion games with a focus on Basketball and a Taking Aim unit.

Assessment tasks:
- Sexual education documentary
- Basketball
- Health and wellbeing campaign
Sciences

The nature of sciences

The scientific mind does not so much provide the right answers as asks the right questions.

- Claude Levi-Strauss

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum must explore the connections between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics and the environment. Scientific inquiry also fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students should learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities. (Sciences guide, 2014)

Year 6

Semester 1

Students will be introduced to the science laboratory, its components and safety. Students will explore how scientists investigate natural disasters, the structure of the Earth and the mystery of chemistry. Students will become investigators of developments in science for monitoring and detecting natural disasters around the world. Using a variety of scientific equipment students investigate why substances are either soluble or insoluble and draw conclusions to make generalisations for solubility based on their evidence.

Assessment tasks:
- News Report: Natural disasters
- Investigation: Solubility
- Chemistry test

Semester 2

Students will study energy transformations and how changes to an environment can influence living things. Students will investigate how energy is transferred and transformed in electrical circuits and discover how electricity can be generated from a variety of sources. Students will research how survival of living things is affected by changing their physical conditions and why some organisms are able to survive in extreme environments.

Assessment tasks:
- Energy test
- Research Report: Solar energy
- Investigation: Plant survival

Year 7

Semester 1

Students will be introduced to the science laboratory, its components and safety. Students will investigate how chemicals are separated using physical and chemical methods. There will be a study of Earth’s Phenomena and how these impact everyday activities. The students will take on the role of a water molecule and travel through the water cycle.
Assessment tasks:
- Famous scientist poster
- Investigation: Chemical separation
- Earth Science test

**Semester 2**
The interactions between different organisms that influence survival will be investigated and modelled. Students will design classification keys for living and non-living organisms and find out if they can classify their peers. Students study then changes to forces and the impact of forces in society. Students investigate gravity and its role on the Earth and discover how scientists use this information for scientific developments for the future.

Assessment tasks:
- Interactions test
- Investigation: Classification
- Application Activity: Forces in society

**Year 8**

**Semester 1**
Students further develop their understanding of living things to investigate the big picture of plants and animals at a cellular level. Students develop an understanding of why cells are the building blocks of life. Students investigate the phenomenon of energy including energy transformations and energy transfers in society.

Assessment tasks:
- Cell technology report
- Cells test
- Investigation: Solar oven

**Semester 2**
Students build on their understanding of Chemistry by reviewing chemical changes and the properties of chemicals. Students study the structure of the atom and are introduced to the Periodic Table. Students revisit the structure of the Earth leading to an in-depth study of rock formation and the different types of rocks on earth.

Assessment tasks:
- Chemicals in the environment report
- Investigation: Rust
- Geology test

**Year 9**

**Semester 1**
Students delve deeper into the structure of the atom and are introduced to unstable atoms and the radiation they emit. Students will investigate how atoms combine to form elements, learn how to write, balance and predict chemical reactions based on atomic structure. Students will study the theory of plate tectonics to explain global patterns of geological activity and continental movement.
Assessment tasks:
- Research Task: Adopt-an-Element
- Investigation: Reactions
- Earth Science test

**Semester 2**

Students build on their understanding of energy transfer through different mediums. Students will investigate and explain energy using wave and particle models in different mediums. Students will build on their understanding of ecosystems as communities of interdependent organisms and the abiotic components of the environment. The flow of matter and energy through these systems will be investigated in detail.

Assessment tasks:
- Investigation
- Physics test
- Essay: Human Impact on ecosystems
Assessment Criteria and Grade Boundaries

Students are awarded an IB Grade from 1 to 7 for each of their subjects (including the Personal Project in Year 10). The grades are determined by applying a formula determined by the IB that considers the student’s most consistent results in each criterion. All MYP grades have descriptors, which are used to determine the student’s overall level of success in a course. The grade indicates the descriptor that best describes the student’s success. Students are encouraged to track their progress over the semester. By recording their IB Achievement Levels for each task, students can predict the grade that they are likely to receive for each of their subjects in their semester report.

The 1-7 grading system is not a pass-fail approach towards measuring student progress. Instead, each grade represents a measure of the level achieved by a student in each of their courses. Even a grade of 1 indicates a limited level of successful progress. Conversely, a grade of 7 represents an exceptionally high level of success. A grade of 7 is not meant to be impossible to achieve in a course, though grades of 7 are awarded for exceptional levels of success.

Arts
Assessment Criteria

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Knowing and understanding</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Developing skills</td>
<td>8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Thinking creatively</td>
<td>8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Responding</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>32</strong></td>
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</table>

Design
Assessment Criteria

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Inquiring and analysing</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Developing ideas</td>
<td>8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Creating the solution</td>
<td>8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Evaluating</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>32</strong></td>
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### Individuals and societies

**Assessment Criteria**

<table>
<thead>
<tr>
<th>Maximum Points</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Criterion A</td>
<td>Knowing and understanding</td>
</tr>
<tr>
<td>Criterion B</td>
<td>Investigating</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Communicating</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Thinking critically</td>
</tr>
<tr>
<td>Total Points</td>
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</tbody>
</table>

### Language acquisition

**Assessment Criteria**

<table>
<thead>
<tr>
<th>Maximum Points</th>
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</thead>
<tbody>
<tr>
<td>Criterion A</td>
<td>Comprehending spoken and visual text</td>
</tr>
<tr>
<td>Criterion B</td>
<td>Comprehending written and visual text</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Communicating in response to spoken, written and visual text</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Using language in spoken and written form</td>
</tr>
<tr>
<td>Total Points</td>
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</table>

### Language and literature

**Assessment Criteria**

<table>
<thead>
<tr>
<th>Maximum Points</th>
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<tbody>
<tr>
<td>Criterion A</td>
<td>Analysing</td>
</tr>
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<td>Criterion B</td>
<td>Organising</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Producing text</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Using language</td>
</tr>
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<td>Total Points</td>
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</table>
### Mathematics

*Assessment Criteria*

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<thead>
<tr>
<th>Criterion A</th>
<th>Knowing and understanding</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Investigating patterns</td>
<td>8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Communicating</td>
<td>8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Applying mathematics in real-life contexts</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
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### Physical and health education

*Assessment Criteria*

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<thead>
<tr>
<th>Criterion A</th>
<th>Knowing and understanding</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Planning for performance</td>
<td>8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Applying and performing</td>
<td>8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Reflecting and improving performance</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

### Sciences

*Assessment Criteria*

<table>
<thead>
<tr>
<th>Criterion A</th>
<th>Knowing and understanding</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion B</td>
<td>Inquiring and designing</td>
<td>8</td>
</tr>
<tr>
<td>Criterion C</td>
<td>Processing and evaluating</td>
<td>8</td>
</tr>
<tr>
<td>Criterion D</td>
<td>Reflecting on the impacts of science</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>32</strong></td>
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</tbody>
</table>

At the end of each assessment period the criteria points are added up and the following table calculates the IB MYP Grade, an explanation of these in detailed in the IB MYP Grade Descriptors on the following page:

<table>
<thead>
<tr>
<th>IB MYP Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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</thead>
<tbody>
<tr>
<td>Grade boundaries</td>
<td>1 – 5</td>
<td>6 – 9</td>
<td>10 – 14</td>
<td>15 – 18</td>
<td>19 – 23</td>
<td>24 – 27</td>
<td>28 - 32</td>
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<td>Grade</td>
<td>Grade Descriptor</td>
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<tr>
<td>-------</td>
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</tr>
<tr>
<td><strong>Grade 7</strong></td>
<td>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 is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.</td>
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<tr>
<td><strong>Grade 6</strong></td>
<td>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 is shown where appropriate. The student generally demonstrates originality and insight.</td>
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</tr>
<tr>
<td><strong>Grade 5</strong></td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Grade 4</strong></td>
<td>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.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Grade 3</strong></td>
<td>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.</td>
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<td></td>
</tr>
<tr>
<td><strong>Grade 2</strong></td>
<td>Very limited achievement against all the 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.</td>
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</tr>
<tr>
<td><strong>Grade 1</strong></td>
<td>Minimal achievement in terms of the objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
# Heads of School and Learning Area Coordinators

## Learning Area Coordinators

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian Studies:</td>
<td>Mr Benjamin Bradtke</td>
</tr>
<tr>
<td>Language and literature:</td>
<td>Mr Zac Lurje</td>
</tr>
<tr>
<td>Individuals and societies:</td>
<td>Miss Amy Simpson</td>
</tr>
<tr>
<td>Language acquisition:</td>
<td>Ms Virginia Price</td>
</tr>
<tr>
<td>Mathematics:</td>
<td>Mrs Amanda Petersen</td>
</tr>
<tr>
<td>Physical Education:</td>
<td>Ms Jeannie Cooke</td>
</tr>
<tr>
<td>Science:</td>
<td>Ms Belinda Rowley</td>
</tr>
<tr>
<td>Arts:</td>
<td>Ms Samantha Galletly</td>
</tr>
<tr>
<td>Design:</td>
<td>Ms Laura England</td>
</tr>
</tbody>
</table>

## Coordinators

<table>
<thead>
<tr>
<th>Coordinators</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School Curriculum (MYP):</td>
<td>Ms Laura England</td>
</tr>
<tr>
<td>Learning Enrichment:</td>
<td>Mrs Leanne Williams</td>
</tr>
</tbody>
</table>

## Executive

<table>
<thead>
<tr>
<th>Executive</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Middle School:</td>
<td>Mr Daniel Yamada</td>
</tr>
<tr>
<td>Head of Studies:</td>
<td>Ms Elsabe Bott</td>
</tr>
</tbody>
</table>