SANTA MARIA COLLEGE

A YEAR 7 TO 12 CATHOLIC GIRLS' COLLEGE

Year 9/10 Village

Year 10 Curriculum Handbook

2020

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INTRODUCTION

The Middle Years at Santa Maria College comprises of Years 7 to 10. The learning and teaching program offered at the school is based on the International Baccalaureate Middle Years Programme (MYP). The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. The curriculum framework comprises of eight subject groups, providing a broad and balanced education for early adolescents. The MYP curriculum framework allows students to meet the requirements of the Victorian Curriculum.

This booklet gives information about the curriculum and course delivery in Year 9. The Middle School curriculum offers a broad and balanced education giving students the opportunity to experience a wide range of subjects. This enables them to make informed choices when they need to select subjects for their senior years. For each subject, the course description, learning requirements and course content are outlined in the booklet. If you require any further information about the learning and teaching program in the Middle School, please do not hesitate to contact the school.

Jeremy Otto
Deputy Principal: Learning and Teaching

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MYP Coordinator

Dare to do as much as you are able.

Our School

Santa Maria College is an independent Catholic Secondary School for girls. It was established by the Sisters of the Good Samaritan of the Order of Saint Benedict in Northcote in 1904. The school currently has around 920 students.

The values of the Sisters of the Good Samaritan Order give direction to our College community. We nurture well-informed, articulate and independent young women who are energised by the Word of God and respond to the challenge of the real world with spirit and compassion.

Santa Maria College encourages students to cultivate their talents in a safe and happy environment. Our girls understand the importance of balancing the pursuit of academic excellence with emotional, spiritual and physical wellbeing. They have a love of learning, which is nurtured in first-class facilities, by dedicated staff. We have a robust and challenging curriculum. We are proud to offer the International Baccalaureate Middle Years Program as an authorised school. We provide a diverse and challenging co-curricular program. By immersing themselves in our dynamic educational community, students experience success academically and in other facets of life.

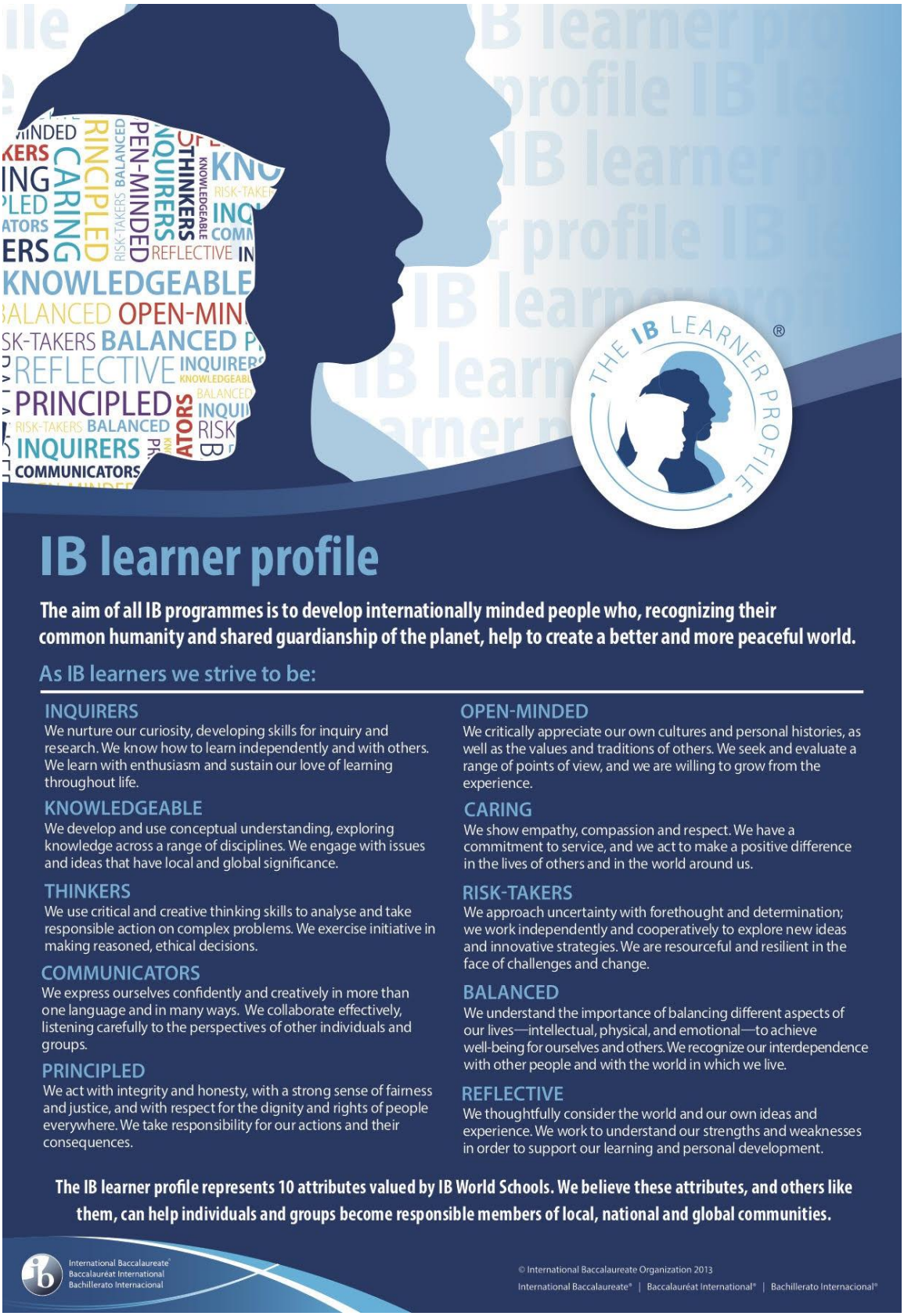
Our Vision

Santa Maria College is a Catholic school in the Benedictine tradition. Our students will be strong, compassionate and independent women who are critical thinkers and seek to live out Gospel values with integrity, hope and joy.

Our Mission

Santa Maria College is a Catholic secondary school for girls, founded by the Sisters of the Good Samaritan in 1904. Our educational endeavours seek to nurture a search for truth, a spirit of inquiry and a deep love of learning. The life and teachings of Jesus energise our community and permeate all that we do. The parable of the Good Samaritan with its spirit of welcome, love, service and compassion gives a particular emphasis to the way we live out our Gospel challenge in this community. We celebrate our diversity by developing critical social awareness and a reverence and responsibility towards all creation. In this educational environment we strive to nurture an atmosphere of trust and hope where our students are accepted, affirmed, encouraged and challenged to grow to their full potential.

IB LEARNER PROFILE



AN OVERVIEW OF THE MYP

The MYP programme Model

The student is at the centre of this programme. The middle years, Y7 to Y10, are a crucial period in a student's personal, social and intellectual development. It can be a time of much uncertainty, change and questioning. The Middle Years Programme is designed to help young people learn and grow from these experiences and to guide them in the search for a sense of place in their natural and social environments. The MYP helps students to become increasingly aware of connections between subject content and the real world, our relationship to each other and to the world, to be aware of broader and more complex global issues and to help them acquire skills, self-awareness, personal values and confidence.

In the programme model for the MYP, the first ring around the student at the centre describes the features of the programme that assist students develop disciplinary (and interdisciplinary) understanding. Those features are **approaches to learning (ATL)** - develop learning skills; **approaches to teaching** – through inquiry; **concepts** – concept-driven curriculum; **global contexts** – learning best through context.

The six Global Contexts are:

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalisation and sustainability

Each of the global contexts has focus questions and a description. The questions and learning experience in a unit are designed to help students inquire, explore and gain different perspectives on concepts, themes and issues. They extend students' learning from knowledge to understanding and from reflection to thoughtful action.

Global Context	Focus Questions	Possible ATL Skills
Identities and relationships	Who am I? Who are we?	**Self-management** iii. Organisation iv. Affective v. Reflection
Orientation in space and time	What is the meaning of "where" and "when"?	**Communication** i. Communication **Research** vi. Information literacy
Personal and cultural expression	What is the nature and purpose of creative expression?	**Research** vii. Media literacy **Thinking** ix. Creative thinking
Scientific and technical innovation	How do we understand the world in which we live?	**Research** vi. Information literacy **Thinking** x. Transfer
Globalisation and sustainability	How is everything connected?	**Communication** i. Communication **Research** vi. Information literacy
Fairness and development	What are the consequences of our common humanity?	**Social** ii. Collaboration **Thinking** viii. Creative thinking

The MYP's aim is for all students to develop as inquirers. By this we mean:

Developing an awareness so it will lead to a better understanding of the impact of various concepts and issues on oneself and those around. This in turn will make us understand the responsibilities we have to ourselves, to each other and to society in general. Using our skills of ongoing reflection, we can continually re-evaluate our involvement in and our understanding of these concepts and issues under inquiry. As we become more aware and acquire a better understanding of the context and of our responsibilities, this can lead to thoughtful and positive action, and evident by our community service and the personal project (year 10).

ASSESSMENT IN THE IB MYP

MYP assessment at Santa Maria College is continuous and criterion based. Assessment tasks in each subject are given to students at different times during the term with at least 1 week's advance notice. Assessment tasks and results of assessment are available for students through SIMON and parents through PAM. Forward planning of assessment is available through the assessment calendars published at the beginning of each Semester.

The MYP assessment process is called a criterion-related model. It is vital that both students and parents understand the methods of assessment and play an active role in the process.

- This model is very helpful because students know before even attempting the work what needs to be done to reach each level.
- The model also helps teachers to clarify and express their expectations about assignments in a way that students can understand.
- The strength of this model is that students are assessed for what they can do, rather than being ranked against each other.
- Students receive feedback on their performance based on the criteria level descriptors.

The aim of MYP assessment is to support and encourage student learning.

- Teachers continually gather and analyse information on student performance and provide feedback to students to help them improve their performance.
- Students must also be involved in evaluating their own progress using self-assessment and reflection. In doing so, they develop wider critical-thinking and self-assessment skills.

The MYP assessment criteria across subject groups can be summarized as follows. The maximum level of achievement for all criteria is 8.

MYP / AusVELs / A-E Key

Curriculum	MYP Criterion Level A, B, C and D	AusVELS Equivalent	A-E
The Victorian Curriculum 7-10	8	Above level	A
	7		
	6	At level	B-C
	5		
	4		
	3	Below level	D-E
	2		
	1		

	Criterion A	Criterion B	Criterion C	Criterion D
Language and literature (English)	Analysing	Organising	Producing text	Using language
Language acquisition (Italian and Japanese)	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to spoken, written and visual text	Using language in spoken and written form
Individuals and societies (Humanities and Religion)	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
The Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP Personal Project	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesising and applying	Communicating	Reflecting

How does MYP Assessment Differ from other Assessment Models?

- MYP assessment is NOT
  - a 'bell-curve' distribution of scores
  - a percentage
  - a letter grade.
- Students are not ranked against others in their class or year group. MYP assessment emphasizes individual achievement.
- Students are encouraged to reflect on their own learning and use the descriptors to motivate themselves to a higher level of achievement.

YEAR 10 RELIGION

All students in Year 10 are enrolled in VCE Religion and Society Unit 1 - The Role of Religion in Society. This VCE subject is taught over the whole year and will give students a pathway for further Religious Education subject selection for Years 11 and 12. Students also complete a small unit "Texts Taster" to introduce them to Texts and Traditions, one of their options in Years 11 and 12.

In this area of study students investigate the nature of religion. They identify the features common to religions, especially the nine aspects of religion. They explore why these features are common to all religions studied and investigate a range of religions to show the importance of these aspects. Students also examine the contributions of religions to the development of human society. Within the broad overview of religions, past and present, students will study at least two different traditions in some depth.

Outcome Descriptions:

- Explain the nature and purpose of religion, past and present
- Identify and explain features common to religions, including the nine aspects of religion
- Explain the importance of the nine aspects of religion in the context of the specific tradition(s)
- Explain the contributions, both positive and negative, of religion in general to the development of human society
- Explain the characteristics of at least two religious traditions

Examples of Assessment Tasks:

- Short answer questions
- Investigation
- Oral presentation
- Research assignment
- Multimedia presentation
- Essay
- Unit Examination

YEAR 10 ENGLISH

RATIONALE

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The English curriculum contributes both to nation-building and to internationalisation, including Australia's links to Asia.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience.

AIMS OF THE COURSE

The aims of MYP language and literature (English) are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

SCOPE AND SEQUENCE

Subject Group - English								
Unit Title	**Yr**	**Key Concept**	**Related Concept**	**Global Context**	**Statement of Inquiry**	**Guiding questions**	**Assessment**	**Criteria**
Analysing Argument Term 1	10	Perspective	Purpose Audience Imperatives	Personal and cultural expression	Audience perspective is challenged through persuasive language and argument.	<u>Factual:</u> • What is perspective? • What is an argument? <u>Conceptual:</u> • How can we position others to agree with our point of view? • How can we analyse language? <u>Debatable:</u> • When does persuasion become unethical?	Analysis of an article	A,B,D
Breathing Underwater Term 1	10	Creativity	Style Character	Identities and Relationships	Conceptual understanding: By being creative, students can show their knowledge of impact of style and character	<u>Factual</u> • What is the 'Power and control wheel' as explored through 'Breathing Underwater'? <u>Conceptual</u> • How can a novel act as catalyst to own creative writing? <u>Debatable</u> • Can fiction trigger	Creative Writing	B,C,D

						discussion of key problems in society?		
Mr Misunderstood: Understanding Macbeth! Terms 2 and 3	10	Perspective	Character Context Point of View	Fairness and Development	Leaders are in a unique position of power the way they use or abuse it can impact their community. Their response to power is dependent upon their perspective and character as well as their point of view about what is fair.	**Factual:** • What are the features of a tragedy? • What is the historical context of the play? **Conceptual:** • How does the construction of character provide multiple perspectives for the reader? • How does knowledge of context offer multiple perspectives? **Debatable:** • Are the gender dynamics explored in a Shakespearean play relevant to today?	Essay	A,B,C
Reading and Comparing: Malala & HtS Terms 3 & 4	10	Global Interaction	Intertextuality Structure Context	Fairness and development	How do the views and values define a person or a community and how can they be challenged?	**Factual:** • What can be done to overcome issues with global female literacy? **Conceptual:** • What role do men and women play in enabling a patriarchal society? **Debatable:** • International aid is only one part of solving global	Comparative Essay	A,B,C,D

						inequality issues; local input is also required		
Presenting Argument Term 4	10	Perspective	Point of View Purpose	Globalisation and Sustainability	Different perspectives can impact the decision making and connectedness of humankind and can impact the environment.	<u>Factual:</u> • What techniques do people employ to influence our opinions and decision making? <u>Conceptual:</u> • How can we position others to agree with our point of view? <u>Debatable:</u> • When does persuasion become unethical?	Oral Presentation	A,B,D
Literature 'The Book Thief' (Week 1 - Week 9)	10	Connections	Context	Fairness and Development	A context connects one to analyse a text critically and the relationships between the characters.	<u>Factual:</u> • What was life like during WWII? <u>Conceptual:</u> • How do texts change when a novel has been turned into a film? <u>Debatable:</u> • Was WWII a racist time?	Comparative Essay	A,B,C,D
Literature Balzac and the Little Chinese Seamstress	10	Relationships	Context	Fairness and Development	Through character, context and theme relationships connect one to analyse a text critically.	<u>Factual:</u> • What was life like during the Cultural Revolution? <u>Conceptual:</u> • How were friendships and lives impacted? <u>Debatable:</u>	Analysis of a passage	A,B,C,D

(Week 12 - Week 22)						• Was the Cultural Revolution a fair and just time?		

*The units may not be taught in the order shown as above. In some cases, units may vary.

ENGLISH ASSESSMENT

To get the highest level of achievement for the criteria, students will need to be able to achieve the following level descriptors:

Criterion	Level descriptor (MYP Year 5)	Achievement level
Criterion A (Analysing)	The student: ● provides perceptive identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts thoroughly ● provides perceptive identification and explanation of the effects of the creator's choices on an audience ● gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology ● perceptively compares and contrasts features within and between genres and texts.	Maximum 8
Criterion B (Organising)	The student: ● makes sophisticated use of organisational structures that serve the context and intention effectively ● effectively organizes opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way ● makes excellent use of referencing and formatting tools to create an effective presentation style.	Maximum 8
Criterion C (Producing text)	The student: ● produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity and perceptive exploration and consideration of new perspectives and ideas ● makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience ● selects extensive relevant details and examples to develop ideas with precision.	Maximum 8

Criterion D (Using language)	The student: ● effectively uses a varied range of appropriate vocabulary, sentence structures and forms of expression ● writes and speaks in a consistently appropriate register and style that serve the context and intention ● uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective ● spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective ● makes effective use of appropriate non-verbal communication techniques.	Maximum 8

YEAR 10 MATHEMATICS

RATIONALE

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Mathematical ideas have evolved across societies and cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and provide new tools for mathematical exploration and invention. While the usefulness of mathematics for modelling and problem solving is well known, mathematics also has a fundamental role in both enabling and sustaining cultural, social, economic and technological advances and empowering individuals to become critical citizens.

Number, measurement and geometry, statistics and probability are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

The curriculum ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and structures which students apply beyond the mathematics classroom. For example, in Science, understanding sources of error and their impact on the confidence of conclusions is vital; in Geography, interpretation of data underpins the study of human populations and their physical environments; in History, students need to be able to imagine timelines and time frames to reconcile related events; and in English, deriving quantitative, logical and spatial information is an important aspect of making meaning of texts.

AIMS OF THE COURSE

The aims of MYP mathematics are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

SCOPE AND SEQUENCE

Subject Group - Mathematics								
Unit Title	Yr	Key Concept	Related Concept	Global Context	Statement of Inquiry	Guiding questions	Assessment	Criteria
Linear equations and simultaneous equations) Term 1	10	Relationships	Justification Representation Model	Scientific and technical innovation	Mathematical models can be used to better understand changes in relationships in our world.	<u>Factual:</u> • What are the different ways of solving equations? <u>Conceptual:</u> • Why is order important in solving equations? <u>Debatable:</u> • Do we need to use Algebra to solve practical problems in everyday life?	Test	A
Linear graphs Term 1	10	Relationships	Change Pattern Representation	Scientific and technical innovation	The representation of the patterns of change enables more accurate predictions to be made.	<u>Factual:</u> • What are the different ways to find gradients and intercepts? <u>Conceptual:</u> • How do we represent the change in patterns? <u>Debatable:</u> • Is change constant?	Linear Patterns Task	B
Geometry and Measurement	10	Logic	Equivalence Justification Measurement	Scientific and technical innovation	Using logic to justify and prove arguments	<u>Factual:</u> • What is the difference between congruent and	Analysis Task	C

Term 2					simplifies complex ideas.	similar shapes? **Conceptual:** • How is a Mathematical Proof structured? **Debatable:** • Can a mathematical proof be considered as a universal language?		
Quadratic Equations and CAS Term 2	10	Relationships	Model Equivalence Generalisation	Scientific and technical innovation	Modelling relationships enables problems to be solved in real life contexts.	**Factual:** • What is a quadratic equation? **Conceptual:** • How does technology help model and solve problems? **Debatable:** • Do problems only have one solution?	Application Task	D
Non - Linear Relationships Term 3	10	Form	Pattern Model Representation	Scientific and technical innovation	Models enable us to represent the patterns and relationships in their different forms	**Factual:** • What are the different ways of representing the same equation? **Conceptual:** • Why is it important to establish relationships between variables? **Debatable:** • Are non-linear models practical?	Poster	B
Statistics	10	Form	Quantity Representation	Identities and relationships	The visual representation	**Factual:** • What are the different ways	Fit fast data analysis task	C, D

Term 3			Measurement		and measurement of quantities can take many forms, some of which are more effective than others.	we can represent statistical data? **Conceptual:** • How can we summarise data? **Debatable:** • Do we really need statistics?		
Indices and Financial Arithmetic Terms 3 and 4	10	Relationships	Generalization Quantity Change	Scientific and technical innovation	Decision making can be improved by generalising change to represent relationships and determine quantities.	**Factual:** • What is the difference between Simple and Compound Interest? **Conceptual:** • Which of weekly, fortnightly and monthly repayments are best? **Debatable:** • Who benefits from borrowing money?	Test	A
Advanced Maths **Algebra and Linear Relations** Term 1	10A	Relationships	Model Justification Representation	Identities and relationships	Models enable us to represent relationships in the physical world and understand how they work.	**Factual:** • What are the different ways of solving equations? **Conceptual:** • Why is order important in solving equations? **Debatable:** • Do we need to use Algebra to solve practical problems in everyday life?	Test	A
Advanced	10A	Form	Pattern	Scientific and	The form of	**Factual:**	Task	B

Maths **Quadratic relationships** Terms 1 & 2 Assessment split in term 1 and 2			Model Representation	technical innovation	different structures can be represented as mathematical models that can be used to better understand their nature, external appearance and organisation.	• What are the different ways of representing the same equation? **Conceptual:** • Why is it important to establish relationship between variables? **Debatable:** • Do we need to use non-linear relationship to model practical problems in everyday life?	Bridge Investigation Test	C D A
Advanced Maths **Logarithms and Polynomials** Term 2	10A	Change	Model Equivalence Representation	Scientific and technical innovation	Models enable us to represent equivalence or change in relationships in the physical world and understand how they work.	**Factual:** • What is a polynomial? **Conceptual:** • How do the powers of the variables change the shape of a function? **Debatable:** • Do other non-linear relationships model practical problems better?	Test	A
Advanced Maths **Indices and surds** Term 3	10A	Form	Equivalence Relationships Representation	Scientific and technical innovation	Equivalent quantities can be represented in various forms.	**Factual:** • What are the similarities and differences between indices, surds and irrational numbers? **Conceptual:** • Why can surds be considered to be more precise?	Test	A

						Debatable: • Is the representation of numbers important?		
Advanced Maths Trigonometry and Circular Functions Term 3	10A	Connections	Space Representation Measurement	Scientific and technical innovation	Practical situations call us to make connections with the measurements and spatial representation.	**Factual:** • What units of measurement should be used? **Conceptual:** • How does the size of an angle influence your design? **Debatable:** • **Is it sufficient to round to the nearest degree?**	Analysis Task Test	C D A
Advanced Maths Non - Linear Relationships part 2 Terms 3 & 4	10A	Form	Pattern Model Representation	Scientific and technical innovation	Models enable us to represent equivalence or change in relationships in the physical world and understand how they work	**Factual:** • What makes a relationship non-linear? **Conceptual:** • Why is it important to establish relationships between variables? **Debatable:** • Do non-linear models represent physical phenomena better than linear models?	Black and White Triangles Analysis Task	B
Advanced Maths Statistics	10A	Communication	Representation Measurement	Globalisation and Sustainability	The representation of measured data allows students	**Factual:** • What does the five number summary involve? **Conceptual:**	Test Questions in the Exam	A

Term 4					to explore and communicate what is happening in the world.	• Why does 'average' or typical matter? **Debatable:** • Do Statistics convey the whole story?		

*The units may not be taught in the order shown as above. In some cases, units may vary.

MATHEMATICS ASSESSMENT

To get the highest level of achievement for the criteria, students need to be able to achieve the following level descriptor.

Criterion	Level descriptor (MYP Year 5)	Achievement level
Criterion A (Knowing and understanding)	The student: ● selects appropriate mathematics when solving problems in both familiar and unfamiliar situations ● applies the selected mathematics successfully when solving problems ● solves problems correctly in a variety of contexts.	Maximum 8
Criterion B (Investigating patterns)	The student: ● selects and applies mathematical problem-solving techniques to discover complex patterns ● describes patterns as general rules consistent with findings ● proves, or verifies and justifies, general rules.	Maximum 8
Criterion C (Communicating)	The student: ● uses appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations ● uses appropriate forms of mathematical representation to present information ● moves between different forms of mathematical representation ● communicates complete, coherent and concise mathematical lines of reasoning ● organises information using a logical structure.	Maximum 8
Criterion D (Applying mathematics in real-life contexts)	The student: ● identifies relevant elements of authentic real-life situations ● selects appropriate mathematical strategies when solving authentic real-life situations ● applies the selected mathematical strategies successfully to reach a solution ● justifies the degree of accuracy of a solution ● justifies whether a solution makes sense in the context of the authentic real-life situation.	Maximum 8

YEAR 10 SCIENCE

RATIONALE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions, apply new knowledge, explain science phenomena and draw evidence-based conclusions using scientific methods. The wider benefits of this 'scientific literacy' are well established, including giving students the capability to investigate the world around them and the way it has changed and changes as a result of human activity.

AIMS OF THE COURSE

The aims of MYP sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

SCOPE AND SEQUENCE

Subject Group - Science								
Unit Title	Yr	Key Concept	Related Concept	Global Context	Statement of Inquiry	Guiding questions	Assessment	Criteria
Genetics Term 1	10	Change	Consequences Transform Function	Scientific and technical innovation	Scientific and technical innovation can enable societies to change and transform the function of genetic material for the benefit of society.	<u>Factual:</u> • What is inside a cell and how does it divide? • What are genes and DNA? • How are characteristics inherited from our parents? • What are some useful applications of genetic information? <u>Conceptual:</u> • Where does life's diversity come from? • Can you explore the interconnectedness of DNA, genes, cells and chromosomes? <u>Debatable:</u> • Are we the sum of our genes? • Should undesirable genes ever be eliminated from the population?	Research into the impact of gene technology on society	D
Chemistry	10	Change	Patterns Conditions	Scientific and technical	Patterns allow predictions about	<u>Factual:</u> • What are the different types	Test	A,B,C

Terms 1 & 2				innovation	the process of change and its likely products	of bonding? • How can the rate of a reaction be controlled? **Conceptual:** • How are patterns of chemical behaviour or properties illustrated in the periodic table? **Debatable:** • To what extent can we make accurate predictions about the products of chemical change?	Experimental Investigation on factors affecting the rate of reaction	
Physics Terms 2 & 3	10	Relationships	Movement	Scientific and technical innovation (engineering/inventions)	Understanding relationships (laws) in movement has allowed for engineering innovation both on Earth and in space.	**Factual:** • How is motion measured and described? • What are Newton's Laws of motion? **Conceptual:** • How are displacement, velocity and acceleration related? • How are the concepts of force, mass and acceleration related and how can these relationships be shown experimentally? **Debatable:** • Will Newton's laws of motion ever help us to develop a safer means of travelling on the roads?	Test	A

Evolution Term 3	10	Change	Consequences Environment	Identities and relationships	The struggle for survival as environments change has consequences for species and alters their identity and relationship with other species.	**Factual:** • What is evolution? • Who is Charles Darwin and what is survival of the fittest? **Conceptual:** • How does the theory of evolution unify ideas in Biology? **Debatable:** • Are medical technologies harming the natural evolution of the human species and to what extent?	Experimental Investigation into a factor affecting the evolution of a species.	B,C
Astronomy Term 3	10	Relationships	Evidence Models Form	Orientation in time and space	As we extend the reach of our observations, we better understand the relationships that form our models of the Universe, and so our place in the cosmos.	**Factual:** • What is the scale of the observable Universe and how big are the objects in it? • What evidence have we used to elaborate our models of the universe? • What instruments have we used to gather observational evidence? • What are the differences between stars, planets and moons and where does the Earth fit within the universe? **Conceptual:** • Why is the speed of light important to our understanding of the Universe?	Research into whether space exploration is still an endeavour worth pursuing.	D

						• How do stars produce energy? **Debatable:** • How important is it to know about the Universe beyond our own planet? • Do the benefits of space research outweigh any costs?		
Psychology Origins, Theoretical Overview, and Methodologies (Week 2 - Week 9)	10	Connections	Perspective Behaviour Mind	Scientific and Technical Innovation - Principles	The historical perspectives of psychology are essential in making connections between the mind, the brain and behaviour.	**Factual:** • What is Psychology? **Conceptual:** • How does an understanding of Psychology help us explain human behaviour? **Debatable:** • Can an unethical experiment be justified?	Test Research Investigation task into brain plasticity	A,D
Psychology A bio-psycho-social framework for development	10	Development	Identity Learning Human Nature	Personal and Cultural Expression - Metacognition and abstract thinking	A combination of hereditary and environmental factors impact an individual's cognitive, physical, social and emotional development, influencing their identity at different	**Factual:** • What theories explain out development across the lifespan? **Conceptual:** • How do hereditary and environmental factors influence your identity? **Debatable:** • Is nature or nurture a greater	Empirical Research Assignment: Students will investigate a research topic, conduct an investigation and complete a scientific report.	B

(Week 10 - Week 17)					stages of the lifespan.	influence on our development?		
Physics Units and Electricity (Week 1 - Week 12)	10	Systems	Scales Interaction	Scientific and technical Innovation An exploration into how physical/electrical quantities are measured and represented for universal understanding and application.	There are universally agreed systems to represent the scales of the measurement of the size of physical and electrical quantities so that they are able to be interacted with for a global population.	<u>Factual:</u> • How do we measure and represent very small and large quantities? <u>Conceptual:</u> • Why do we need to be able to communicate measurements to a global audience? <u>Debatable:</u> • Our roles and interactions with physical quantities need to be constantly changing?	Test Solar Car Investigation	A,B,C
Physics Really Physics	10	Change	Energy Transformation	Scientific and technical Innovation Physicists are constantly	Our understanding of the principles of Physics has led to radical changes and advancements in society.	<u>Factual:</u> • What do Physicists do? <u>Conceptual:</u> • How is change better? <u>Debatable:</u> • Does Physics explain the magic of reality?	Research Task	D

(Week 8 - Week 19)				solving problems that require innovation, ingenuity, and creativity. Their understanding and application of scientific principles improves the quality of people's lives.				
Physics Flight and Motion	10	Relationships	Function Consequence	Scientific and technical Innovation An exploration of how humans use the understanding of scientific principles and how this has allowed them to be able to explore and discover new frontiers.	The relationship between objects and within objects can change depending on the forces exerted on each object and the consequences of the choice of design of the key components.	<u>Factual:</u> • What forces generate lift? <u>Conceptual:</u> • Why is the impact of the transference of energy so important to understand? <u>Debatable:</u> • Do Newton's Laws apply in all situations or are they flexible?	Model Rocket Construction Task	C (Only assessed if time permits)
Biology	10	Systems	Energy	Scientific and technical	Photosynthesis and respiration are	<u>Factual:</u> • What is photosynthesis?	Experimental Investigation on	B,C

Photosynthesis and respiration (Week 7-10			Environment	innovation	interrelated systems that ensure organisms interact with and exchange energy with their environment.	• What is respiration? • What is ATP? • Why do organisms need to respire? **Conceptual:** • How are photosynthesis and respiration interrelated? • What is the significance of ATP? **Debatable:** • What is more important photosynthesis or respiration?	factors affecting Photosynthesis	
Biology **Genetics** (Week 11 - Week 15)	10	Relationships	Form Function	Identities and relationships	The form and function of living things is related to the structure of its DNA and its identify.	**Factual:** • What is DNA? • How is DNA passed on? • How does mitosis differ from meiosis? **Conceptual:** • What are the advantages of sexual reproduction? **Debatable:** • Are we the sum of all our genes?	Genetics Test	A
Biology **Cells**	10	Systems	Form Function	Scientific and technical innovation-an exploration into how our knowledge of cells is leading	Recent research into the form and function of cells in biological systems is leading to exciting developments in medicine.	**Factual:** • What do cells look like? • How do you see organelles? • What do cells need to survive? **Conceptual:** • How do cells differ in	Test Investigation: Stem cells and their potential.	A,D

(Week 1 - Week 7)				to new medical treatments		structure and function? <u>Debatable:</u> • Should stem cells be utilised in medical techniques? • Are viruses our biggest threat?		

*The units may not be taught in the order shown as above. In some cases, units may vary.

SCIENCE ASSESSMENT

To get the highest level of achievement for the criteria, students need to be able to achieve the following level descriptors:

Criterion	Level descriptor (MYP Year 5)	Achievement level
Criterion A (Knowing and understanding)	The student: ● explains scientific knowledge ● applies scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations ● analyses and evaluates information to make scientifically supported judgments	Maximum 8
Criterion B (Inquiring and designing)	The student: ● explains a problem or question to be tested by a scientific investigation ● formulates a testable hypothesis and explains it using scientific reasoning ● explains how to manipulate the variables, and explains how data will be collected ● designs scientific investigations.	Maximum 8
Criterion C (Processing and evaluating)	The student: ● presents collected and transformed data ● interprets data and explains results using scientific reasoning ● evaluates the validity of a hypothesis based on the outcome of the scientific investigation ● evaluates the validity of the method ● explains improvements or extensions to the method.	Maximum 8
Criterion D (Reflecting on the impacts of science)	The student: ● explains the ways in which science is applied and used to address a specific problem or issue ● discusses and evaluates the various implications of using science and its application to solve a specific problem or issue ● applies scientific language effectively ● documents the work of others and sources of information used.	Maximum 8

YEAR 10 INDIVIDUALS AND SOCIETIES (HUMANITIES)

RATIONALE

In the Victorian Curriculum F–10, the Humanities includes Civics and Citizenship, Economics and Business, Geography and History.

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

AIMS OF THE COURSE

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

SCOPE AND SEQUENCE

Subject Group - Individuals and Societies (Humanities)								
Unit Title	Yr	Key Concept	Related Concept	Global Context	Statement of Inquiry	Related questions	Assessment	Criteria
Rights and Freedoms (1945 – present) Term 1	10	Change	Causality Equity	Fairness and development	Civil rights principles develop and grow and promote change in society.	<u>Factual:</u> • Where and when did civil rights protests occur? • How did authorities respond to the civil rights movement? <u>Conceptual:</u> • Why did civil rights protests occur? • What role did leaders play in bringing about civil rights change? • To what extent did society change as a result of the civil rights movement? • Do changes in the law also mean changes in attitudes? <u>Debatable:</u> • Can complete equal rights ever be achieved?	Essay	A,B,C,D
Members of the Chamber	10	Systems	Power Governance	Personal and cultural expression	Key events and individuals shape the development of power	<u>Factual:</u> • What do we mean by the term politics?	Member of Parliament Speech	A,B,C

Term 1					relations and systems in society.	• What are some political ideologies? • What are the features of the Australian Political system? **Conceptual:** • Where do our political rights come from? • How can we influence change in our political system? **Debatable:** • Is the Australian political system fair?		
Women and the Holocaust Terms 2 & 3	10	Systems	Power Causality	Identities and relationships	The misuse of power in political systems causes negative impacts on humans.	**Factual:** • What was Nazi ideology and what were key events led to the rise of Nazi ideology? • What was the holocaust? **Conceptual:** • How did people maintain their human dignity during the Holocaust? • How did the Nazis apply their power? **Debatable:** • Are wars and human suffering an inevitable part of human history?	Source analysis	A,B,C,D
Migration Experiences	10	Global interaction	Culture Identity	Identities and relationships	There is an interconnection between the	**Factual:** • What drove the different waves of migration to	Source analysis and short and	A,C

1945-present Terms 3 & 4					movement of people and the choices of those in power.	Australia? <u>Conceptual:</u> • How do people in power try to create a sense of commonality? • How do people in power control migration? <u>Debatable:</u> • Do people have a genuine choice in migrating to another country?	answer questions	

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INDIVIDUALS AND SOCIETIES (HUMANITIES) ASSESSMENT

To get the highest level of achievement for the criteria, students need to be able to achieve the following level descriptor:

Criterion	Level descriptor (MYP Year 5)	Achievement level
Criterion A (Knowing and understanding)	The student: ● uses a wide range of terminology in context ● demonstrates knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.	Maximum 8
Criterion B (Investigating)	The student: ● formulates a clear and focused research question and justifies its relevance ● formulates and follows an action plan to investigate a research question ● uses research methods to collect and record appropriate, varied and relevant information ● evaluates the process and results of the investigation.	Maximum 8
Criterion C (Communicating)	The student: ● communicates information and ideas effectively using an appropriate style for the audience and purpose ● structures information and ideas in a way that is appropriate to the specified format ● documents sources of information using a recognized convention.	Maximum 8
Criterion D (Thinking critically)	The student: ● discusses concepts, issues, models, visual representation and theories ● synthesises information to make valid, well-supported arguments ● analyses and evaluates a range of sources/data in terms of origin and purpose, examining value and limitations ● interprets different perspectives and their implications.	Maximum 8

YEAR 10 LANGUAGE ACQUISITION (LOTE: ITALIAN AND JAPANESE)

RATIONALE

Students acquire communication skills in Italian and Japanese. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts.

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- contributes to the strengthening of the community's social, economic and international development capabilities
- extends literacy repertoires and the capacity to communicate; strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability, including understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes and extends learners' understanding of themselves, their own heritage, values, beliefs, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

AIMS OF THE COURSE

The aims of the teaching and learning of MYP language acquisition (LOTE) are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning

- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

SCOPE AND SEQUENCE

Subject Group - LOTE								
Unit Title	Yr	Key Concept	Related Concept	Global Context	Statement of Inquiry	Related questions	Assessment	Criteria
Italian								
Holiday resorts and destinations Term 1	10	Communication	Empathy Pattern	Personal and cultural expression	Travelling enables us to gain awareness of other cultures.	<u>Factual:</u> • What vocabulary do I need to describe different types of accommodation I can choose from in Italy? <u>Conceptual:</u> • What influences a person's preference for a certain accommodation? <u>Debatable:</u> • Are certain types of accommodation better than others? For e.g. Are all one-star hotels bad?	Comprehending spoken and visual text	A
Italians in Australia Term 2	10	Connections	Conventions Structure Message Purpose Audience	Fairness and development	Migrating to another country is a process of slow and sometimes painful adaptation to the new	<u>Factual:</u> • How do we describe a situation in the past? • How do we express opinions, beliefs, hopes and uncertainty?	Comprehending written and visual text	B C,D

					country's lifestyle and culture.	• How do we make comparisons? • What drove so many people to leave their country? <u>Conceptual:</u> • How easy or difficult do you think moving to Italy might be? • What aspect of Italian culture might be easy or difficult to adopt? <u>Debatable:</u> • Did those that migrated to Australia make the right choice? • Why or why not?	Speaking	
Technology and the future Term 3	10	Development	Functions; Message	Fairness and development	Our present actions have an impact on our future world.	<u>Factual:</u> • What are the signs of the zodiac in Italian? • What are job titles in Italian? • What are the ways we communicate in today's world? <u>Conceptual:</u> • How do we decide what we would like to do in the future? • How easy is it these days for young people to	Comprehending written and visual text Comprehending spoken and visual text	B A

						choose a career? • How do we care for our world? **Debatable:** • Is it easier to find a job today than it was previously, and is Australia doing enough to take care of our environment?		
Il cinema Terms 3 & 4	10	Culture	Idiom Point of View	Personal and cultural expression	Cinema has been integral in expressing Italian perspectives to a global stage.	**Factual:** • Who are some well recognised Italian actors and directors? • Which films have they been involved in? **Conceptual:** • Why was going to the cinema in post-World War II Italy so Important? **Debatable:** • Does going to the cinema today provide the same level of escapism?	Writing	C,D

Unit Title	Yr	Key Concept	Related Concept	Global Context	Statement of Inquiry	Related questions	Assessment	Criteria
Japanese								
Let's eat! (Supreme 6) Term 1	10	Communication	Patterns, Function	Personal and cultural expression	In order to successfully communicate and request items, we need an understanding of specific counting systems and how they work.	Factual: • How do we order food and drink at a Japanese restaurant using different counters and talk about what we are doing now? Conceptual: • How are the different counters established? Debatable: • Should each language get rid of all the different counters?	Comprehending spoken and visual text	A
What kind of person? (Supreme 7) Terms 1 & 2	10	Communication	Audience, Conventions, Meaning	Personal and cultural expression	We need appropriate conventions to describe the appearance and personality of people to the targeted audience.	Factual: • What language do we need to describe the appearance and personality of people? Conceptual: • How can we use contrasting adjectives to make evaluative statements and give extended descriptions? Debatable: • Do a person's fashion	Writing	C,D

						choice and appearance influence personality?		
Homestay (Supreme 8) Terms 2 & 3	10	Culture	Function, Context, Message	Personal and cultural expression	To survive in other countries, one must respect its essential cultural element and be able to convey the message in an appropriate context.	<u>Factual:</u> • What language do I need to talk about rules and expectations and also provide reasons for my actions? <u>Conceptual:</u> • How does culture influence the language of exchanging ideas and expressing a point of views? <u>Debatable:</u> • Is it important to know how to walk in someone else's slippers? (Should we be concerned about people not understanding appropriate cultural etiquette and rules?)	Comprehending written and visual text	B
Go straight ahead (Supreme 9) Term 3	10	Systems	Function, Patterns, Purpose	Orientation in time and space	Even with today's technology, it is still important to be able to give and receive directions to leach a destination.	<u>Factual:</u> • What language do I need to not get lost in Japan? <u>Conceptual:</u> • How do we join sentences for more fluent communication?	Comprehending written, spoken and visual text	A,B

						<u>Debatable:</u> • Will we never get lost as long as we have Google Maps?		
My super hero (Supreme 10) Terms 3 & 4	10	Connections	Accent, Audience, Message	Fairness and development	We aim to talk clearly about the skills and abilities of a person in our community that are important to us.	<u>Factual:</u> • What language do we need to talk about your and someone else's likes/dislikes and abilities in Japanese? <u>Conceptual:</u> • How should Japanese speakers understand the degree of politeness and make decisions being aware of uchi-soto? <u>Debatable:</u> • Should we all understand the cultural behaviour and thinking behind how and why people in Japan respond to praise of self or a social group that they belong to?	Speaking	C,D

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LANGUAGE ACQUISITION (LOTE) ASSESSMENT

To get the highest level of achievement for the criteria, students need to be able to achieve the following level descriptors:

Criterion	Level Description (Capable)	Achievement level
Criterion A (Listening)	The student: ● identifies explicit and implicit information (facts and/or opinions, and supporting details) ● analyses conventions ● analyses connections.	Maximum 8
Criterion B (Reading)	The student: ● identifies explicit and implicit information (facts and/or opinions, and supporting details) ● analyses conventions ● analyses connections.	Maximum 8
Criterion C (Speaking)	The student: ● uses a wide range of vocabulary ● uses a wide range of grammatical structures generally accurately ● uses clear pronunciation and intonation in comprehensible manner ● during interaction, communicates all or almost all the required information clearly and effectively.	Maximum 8
Criterion D (Writing)	The student: ● uses a wide range of vocabulary ● uses a wide range of grammatical structures generally accurately ● organises information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices ● communicates all or almost all the required information with a clear sense of audience and purpose to suit the context.	Maximum 8

YEAR 10 PHYSICAL AND HEALTH EDUCATION

RATIONALE

Physical and Health Education focuses on students enhancing their own and others' health and wellbeing, safety and physical activity. Research in fields such as sociology, physiology, nutrition, biomechanics and psychology informs what we understand about healthy, safe and active choices. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Physical and Health Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge and skills which influence their own and others' health, wellbeing and safety. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Integral to Physical and Health Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally.

Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills. The Health and Physical Education curriculum addresses how contextual factors influence the health, wellbeing, safety and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.

Healthy, active living includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health and wellbeing and contributes to building healthy, safe and active communities.

AIMS OF THE COURSE

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences

SCOPE AND SEQUENCE

Subject Group – Physical and Health Education								
Unit Title	**Yr**	**Key Concept**	**Related Concept**	**Global Context**	**Statement of Inquiry**	**Guiding questions**	**Assessment**	**Criteria**
Duke of Edinburgh (Week 1 - Week 24)	10	Relationships	Adaptation Environment	Scientific and technical innovation	The capacity of individuals and societies to adapt to the natural world will determine their relationship with the environment	Factual: • What skills do we need for a successful outdoor trip? • How do we successfully plan for an outdoor experience? Conceptual: • How can we enhance the environment by human interaction? Debatable: • Should humans intervene with the natural environment for their own pursuits?	Exam HPE Component of Total Health and Wellbeing	A
World Ball Sports Term 1	10	Change	Adaptation Movement	Globalisation and sustainability	Skills and strategies that are learned in a familiar local sport can be adapted and changed to assist playing unfamiliar global sports	Factual: • Where is European handball and Gaelic Football played across the world? • What are the skills required to play these sports? Conceptual: • What local games have skills that can be adapted to European Handball and Gaelic	Skills and application to game strategy	C

						Football? • All team sports share a similar skill base **Debatable:** • Learning a range of skills means you can play any sport		
Total Health and Wellbeing Terms 1 & 2	10	Relationships	Environment Choice	Identities and Relationships	A supportive environment and positive relationships can assist people to make lifestyle choices that will improve their health and wellbeing.	**Factual:** • What are the dimensions of health and wellbeing? • Where does Australia rank in regards to health and wellbeing? • What are the main contributors to mortality and morbidity in young Australians? **Conceptual:** • How do we create an environment that will allow people to live a healthy life? • How do I know which information and practices will improve my health? **Debatable:** • Should we increase our funding to low income countries to improve women's health?		A
Active for Life	10	Change	Adapting Energy	Identities and relationships	Adapting activity to changing energy levels as we age can promote	**Factual:** • What are some activities that promote personal health that	Design an exercise routine and	B,D

Term 2					health and wellbeing for life	are available in the community? **Conceptual:** • What activities promote being active for life • Do we need to change the type of activity as we age? **Debatable:** • Does physical activity have to involve huffing and puffing to be effective? • Can we be active into old age?	evaluate its effectiveness	
Create A Game Term 3	10	Change	Environment Adaptation	Fairness and Development	Changing and adapting games to an inclusive environment promotes positive outcomes and reduces inequality and differences between participants.	**Factual:** • What makes an invasion game or modified game effective? **Conceptual:** • What strategies can we apply to win possession of the ball? **Debatable:** • Is changing the original rules of a traditional game necessary for the inclusion of all people?		B,D
AFL Terms 3 & 4	10	Change	Environment Adaptation	Orientation in space and time	Skilled performers can respond and adapt to challenging environments.	**Factual:** • What are the skills required to play AFL? **Conceptual:** • Communication is essential for any improvements in team sports **Debatable:**	Skills and application of strategies to game situation	C

						• AFL will never be a global sport because it is difficult for transfer of skills.		
Sports Science Terms 3 & 4	10	Change	Movement Systems	Scientific and Technical Innovation	Through, ingenuity and progress, we can develop an understanding of body systems which will help us change and improve physical movement.	<u>Factual:</u> • What is sports science? • What are the various aspects of sports science? <u>Conceptual:</u> • How does sport science benefit performance? <u>Debatable:</u> • Does the use of science in sport promote fairness and equity?	Test	A

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ASSESSMENT IN HEALTH AND EDUCATION

To get the highest level of achievement for the criteria, students need to be able to achieve the following level descriptors:

Criterion	Level descriptor (MYP Year 5)	Achievement level
Criterion A (Knowing and understanding)	The student: ● explains physical health education factual, procedural and conceptual knowledge ● applies physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations ● applies physical and health terminology effectively to communicate understanding.	Maximum 8
Criterion B (Planning for performance)	The student: ● designs, explains and justifies plans to improve physical performance and health ● analyses and evaluates the effectiveness of a plan based on the outcome.	Maximum 8
Criterion C (Applying and performing)	The student: ● demonstrates and applies a range of skills and techniques effectively ● demonstrates and applies a range of strategies and movement concepts ● analyses and applies information to perform effectively.	Maximum 8
Criterion D (Reflecting and improving performance)	The student: ● explains and demonstrates strategies to enhance interpersonal skills ● develops goals and applies strategies to enhance performance ● analyses and evaluates performance.	Maximum 8

YEAR 10 ARTS (ART, DANCE, DRAMA, MEDIA, MUSIC AND VISUAL COMMUNICATION DESIGN)

RATIONALE

In the Victorian Curriculum F–10, the Arts includes Dance, Drama, Media Arts, Music, Visual Arts and Visual Communication Design.

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artist and audience in the Arts. They make and respond and learn to appreciate the specific ways this occurs in different disciplines.

The Arts present ideas that are dynamic and rich in tradition. Through engaging in The Arts students are entertained, challenged and provoked to respond to questions and assumptions about individual and community identity, taking into account different histories and cultures.

The Arts contributes to the development of confident and creative individuals and enriches Australian society. Students express, represent and communicate ideas in contemporary, traditional and emerging arts forms. In Dance, Drama and Music students explore the performing arts whilst in Media Arts, Visual Arts and Visual Communication Design students explore the world of visual representation and expression.

The significant contributions of Aboriginal and Torres Strait Islander peoples to Australia's arts heritage and contemporary arts practices are explored across the Arts, and students are encouraged to respect and value these unique and evolving traditions.

AIMS OF THE COURSE

The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

SCOPE AND SEQUENCE

Subject Group - Arts								
Unit Title	Yr	Key Concept	Related Concept	Global Context	Statement of Inquiry	Guiding questions	Assessment	Criteria
Art Good artists copy. Great artists steal (Week 1 - Week 17)	10	Change	Interpretation Boundaries	Personal and cultural expression	Through change and reinterpretation, the boundary between an original creation and a copy is blurred.	Factual: • What is appropriation? • How can an original artwork be changed to create a new artwork? Conceptual: • How do we borrow from the world around us? Debatable: • Can an artist ever be truly original or are we products of the past?	Analysis Process journal Artwork	A,B,C,D
Dance Creating & Critiquing Dance (Week 1 - Week 10)	10	Aesthetics	Composition Interpretation	Personal and cultural expression	Emotions can be translated through the body into various shapes and movements	Factual: • What are the physical skills? Conceptual: • How can we translate emotion through dance? Debatable: • What makes a dance 'good' in your opinion?	Analysis Performance (solo & group)	A,B,C

Dance Dance & Community (Week 11 - Week 20)	10	Communication	Innovation Audience	Identities and relationship	Relationships can be formed in communities when we express our ideas between audiences	Factual: • What are the most represented groups in the community? Conceptual: • How can we bring dance to the wider community? Debatable: • What makes a dance engaging?	Performance	B,C
Drama Unit 1 Naturalistic Drama (Week 1 - Week 8)	10	Communication	Expression Boundaries	Personal and cultural expression	The process of truthful artistic creation can communicate big ideas to audiences.	Factual: • What tools do actors have to create characters? Conceptual: • How do we define a great actor? Debatable: • Are Stanislavski's acting techniques still relevant when creating contemporary theatre?	Performance Analysis	A,B,C,D
Drama Eclectic Drama	10	Communication	Audience Innovation	Personal and Cultural Expression	Through innovation and breaking boundaries new ideas can be communicated to audiences	Factual: • What are the Eclectic conventions of drama available to us? Conceptual: • In what ways do Eclectic Performance Styles give freedom to create? Debatable: • Is Naturalistic or Eclectic theatre greater?	Performance	A,C,D

Music Performance Music Performance (Week 1 - Week 18)	10	Aesthetics	Presentation Interpretation	Personal and cultural expression	Meaning is created through personal interpretation and allows us to perform expressively..	<u>Factual:</u> • What are the performance techniques used to enhance a performance? <u>Conceptual:</u> • What theoretical concepts and performance techniques do we need for a quality performance? <u>Debatable:</u> • What Makes a Great Performer?	Performance	A,B,C,D
Music Theatre Musical Theatre (Week 1 - Week 20)	10	Identity	Composition Structure Expression	Identities and Relationships	The identity of a composition can be constructed through roles and identity formation.	<u>Factual:</u> • What are the elements needed to construct a composition? <u>Conceptual:</u> • How can we compose a musical theatre song and give it purpose within a story? <u>Debatable:</u> • Is melodic and harmonic structure more important than the lyrics?	Production, Performance	A,B,C,D
Media The Creator as Digital Film-Maker (Week 1 - Week 10)	10	Communication	Genre Interpretation	Personal and cultural expression	Genres help to communicate ideas about the societies we live in to audiences	<u>Factual:</u> • What are different genres of film? <u>Conceptual:</u> • How do people search for and find meaning in films? <u>Debatable:</u> • Can films only have one interpretation?	Process journal Artwork (film)	A,B,C,D

Media The Creator as Digital Photographer (Week 11 - Week 17)	10	Aesthetics	Style Expression	Personal and cultural expression	Different styles of photography express meaning and beauty in individual ways	Factual: • What is the role of the production process in creating photographic images? Conceptual: • How can I use personal ideas to create photographic images in different styles? Debatable? • Is one style of photography more expressive than others?	Process journal Artwork (photographs)	A,B,C,D
Visual Communication Design Environmental Design (Week 21 - Week 35)	10	Communication	Style	Globalisation and sustainability	Design conventions enable designers to represent new ideas in a sustainable world.	Factual: • What conventions do designers use to communicate? Conceptual: • To what extent does sustainability impact the work of designers? Debatable: • Can sustainable design work in an urban environment?	Process journal Presentation	A,B,C,D

*The units may not be taught in the order shown as above. In some cases, units may vary.

ARTS ASSESSMENT

To get the highest level of achievement for the criteria, you need to be able to achieve the following level descriptor.

Criterion	Level descriptor (MYP Year 5)	Achievement level
Criterion A (Knowing and understanding)	The student: ● demonstrates knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ● demonstrates understanding of the role of the art form in original or displaced contexts ● uses acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.	Maximum 8
Criterion B (Developing skills)	The student: ● demonstrates the acquisition and development of the skills and techniques of the art form studied ● demonstrates the application of skills and techniques to create, perform and/or present art.	Maximum 8
Criterion C (Thinking creatively)	The student: ● develops a feasible, clear, imaginative and coherent artistic intention ● demonstrates a range and depth of creative-thinking behaviours ● demonstrates the exploration of ideas to shape artistic intention through to a point of realisation.	Maximum 8
Criterion D (Responding)	The student: ● constructs meaning and transfers learning to new settings ● creates an artistic response that intends to reflect or impact on the world around them ● critiques the artwork of self and others.	Maximum 8

YEAR 10 DESIGN (TECHNOLOGIES)

RATIONALE

In the Victorian Curriculum F–10, the Technologies includes Design and Technology and Digital Technologies.

The Technologies provide a framework for students to learn how to use technologies to create innovative solutions that meet current and future needs. Students are encouraged to make decisions about the development and use of technologies, considering the impacts of technological change and how technologies may contribute to a sustainable future. The curriculum provides practical opportunities for students to be users, designers and producers with new technologies.

In Design and Technologies, students use design thinking and technologies to generate and produce designed solutions. In all Technologies, students use design thinking and information systems to analyse, design and develop a range of digital and consumable solutions.

AIMS OF THE COURSE

The aims of MYP design are to encourage and enable students to:

- enjoy the design process, develop an appreciation of its creativity as a skill
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- development of self-management skills
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

SCOPE AND SEQUENCE

Subject group - Technology								
Unit Title	Yr	Key Concept	Related Concept	Global Context	Statement of Inquiry	Guiding questions	Learning Outcome	Criteria
Digital Technologies (Week 1 - Week 18)	9 & 10	Development	Function, Innovation, Evaluation,	Fairness and Development	Through technical innovation, collaboration in the global community means products can be designed and refined in short spaces of time for specific functions and aesthetics.	Factual: • What file formats are required to produce particular designs? Conceptual: • What impact will the ability to produce items have on our consumer culture? Debatable: • Does this technology have a place outside education and other relevant sectors like science?	Folio and 3D objects	A,B,C,D
Food Technology Signature Dish (Week 2 - Week 8)	10	Communities	Collaboration Resources	Globalisation and sustainability	Communities can use effective collaboration and primary and secondary resources to create and share 'signature dish' recipes to develop skills and	Factual: • What is a signature dish? • How can I write a recipe? • How can I shop for food on a budget? • Why do I need to know how to cook a signature dish? Conceptual: • How can cooking and food have an impact on everyday	Creation of a unique recipe for a signature dish and portfolio	A,B,C,D

					independence in the kitchen	life? Debatable: • Is learning to cook an important skill to have?		
Design Technology Summer Pyjamas (Week 1 - Week 15)	10	Community	Function Form	Personal and cultural expression	Creation leads to the development of innovation fashion and products that function.	Factual: • What is innovation? • What innovations can be developed? • What are the functions of fashion? Conceptual: • How can we create a product that functions? • How are innovations developed? • How important is function in fashion? Debatable: • Should we all continue to develop innovations? • Whose responsibility is it to ensure products function safely?	Pyjamas and portfolio	A,B,C,D

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DESIGN ASSESSMENT

To get the highest level of achievement for the criteria, students need to be able to achieve the following level descriptors:

Criterion	Level descriptor (MYP Year 5)	Achievement level
Criterion A (Inquiring and analysing)	The student: ● explains and justifies the need for a solution to a problem for a specified client/target audience ● identifies and prioritises primary and secondary research needed to develop a solution to the problem ● analyses a range of existing products that inspire a solution to the problem ● develops a design brief, which summarises the analysis of relevant research.	Maximum 8
Criterion B (Developing ideas)	The student: ● develops design specifications, which clearly states the success criteria for the design of a solution ● develops a range of feasible design ideas, which can be correctly interpreted by others ● presents the chosen design and justify its selection ● develops accurate and detailed planning drawings/diagrams and outlines the requirements for the creation of the chosen solution	Maximum 8
Criterion C (Creating the solution)	The student: ● constructs a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution ● demonstrates excellent technical skills when making the solution ● follows the plan to create the solution, which functions as intended ● fully justifies changes made to the chosen design and plan when making the solution.	Maximum 8

Criterion D (Evaluating)	The student: ● describes detailed and relevant testing methods, which generate accurate data, to measure the success of the solution ● critically evaluates the success of the solution against the design specification ● explains how the solution could be improved ● explains the impact of the solution on the client/target audience.	Maximum 8