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Introduction

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

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

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

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

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

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

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

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

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

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

Yours sincerely,

Paul Wadsworth                           Adrian Chiarolli                           Ashley Coats
Head of the Middle School                Director of Curriculum and Learning          IB MYP Coordinator
Background Information

**Historical Background**

The International Baccalaureate (IB) offers three programmes:

- the Primary Years Programme (PYP) for students aged 3–12, available since 1997
- the Middle Years Programme (MYP), designed as a five-year programme for students aged 11–16, available since 1994
- the Diploma Programme (DP), an internationally recognized pre-university course of study for students aged 16–19, available since the late 1960s.

The MYP began as an initiative formulated by groups of practising teachers and administrators in international education who wanted to develop a curriculum for the middle years of schooling. It was intended that this curriculum would share much of the same philosophy as the DP and would prepare students for success in the DP. The first draft of the MYP curriculum was produced in 1987 when a group of practitioners created a framework that allowed for a degree of diversity. In this framework, emphasis was placed on developing the skills and attitudes, the understanding of concepts and the knowledge needed to participate in an increasingly global society. The MYP grew out of the work and vision of practising teachers in schools.

The MYP is a coherent and comprehensive curriculum framework that provides academic challenge and develops the life skills appropriate to this age group. As part of the IB's continuum of international education, the MYP naturally follows the PYP and can serve as excellent preparation for the DP. It is not a requirement that schools adopt more than one programme. However, many choose to do so because of the similarity in philosophy and the coherence of their approaches.

The IB has not changed the original concept of the MYP framework in any way. However, the programme has developed significantly since its inception and will continue to do so in response to the needs of students and the perceived demands of the future.

The IB mission statement  “Education for life”

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 IB works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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

The Middle Years Programme

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

The MYP aims to develop in students:

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

The IB Learner Profile

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

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

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

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

**Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

### MYP Fundamental Concepts

Adolescents are confronted with a vast and often bewildering array of choices. The MYP is designed to provide students with the values and opportunities that will enable them to develop sound judgment. From its beginning, the MYP has been guided by three fundamental concepts that are rooted in the IB mission statement. These three fundamental concepts are:

- **holistic learning**—representing the notion that all knowledge is interrelated and that the curriculum should cater to the development of the whole person, the attributes of which are described by the IB learner profile.
- **intercultural awareness**—representing the notion that school communities should encourage and promote international-mindedness by engaging with and exploring other cultures, a key feature of international education as reflected in the attributes of the IB learner profile.
- **communication**—representing the notion that schools should encourage open and effective communication, important skills that contribute to international understanding as exemplified by the attributes of the IB learner profile.

The IB learner profile and the MYP fundamental concepts provide schools with guidance on their school policies and practices as they implement and develop the programme.
Areas of Interaction

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

The five areas are as follows:

**Approaches to Learning**

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

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

**Community and Service**

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

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

**Human Ingenuity**

Why do we create? What are the consequences?

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

**Environments**

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

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

**Health and Social Education**

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

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

**Personal Project**

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

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

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

The IBO publishes criteria and descriptors, for year 5 of the programme, which cannot be changed by individual schools and are therefore common to all students across the world. The College uses the published criteria and descriptors for students in year 4 (Year 9) and year 5 (Year 10) of the programme. These are included for all subjects in this Curriculum Handbook. In years 1 to 3 (Year 6 to 8) of the programme, students are assessed against criteria and descriptors published by the IBO that may have been modified to best suit the age group of the students.

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

Teachers at the College internally assess the work of students who undertake the MYP. There are no external exams in any year of the programme. A final grade from 1 to 7 is determined based on the total level of achievement gained in subject criteria against grade boundaries. These boundaries are specific to each subject and are included in this Curriculum Handbook.

The final grade is cross-referenced with the general grade descriptors outlined in the table below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>Grade 1</td>
<td>Minimal achievement in terms of objectives</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Very Limited achievement against objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.</td>
</tr>
<tr>
<td>Grade 3</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>
</tr>
<tr>
<td>Grade 4</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>
</tr>
<tr>
<td>Grade 5</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>
</tr>
<tr>
<td>Grade 6</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 where appropriate. The student generally demonstrates originality and insight.</td>
</tr>
<tr>
<td>Grade 7</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 where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.</td>
</tr>
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Certification

By completing the requirements of IB Middle Years Programme, students will be eligible to receive an MYP certificate. Minimal requirements include:

- Participation in the programme for at least the final two years (Year 9 and 10)
- Meeting expectations of Community and Service to the satisfaction of the College
- Gaining a grade total of at least 42 points (out a possible maximum of 70) from the nine subject groups (including Religious Education) and the Personal Project
- No subject can receive a grade of 1
- Personal Project must receive a grade of 3 or higher

Certificates include:

- **Certificate of Distinction** for students who achieve a grade total of 56 or higher
- **Certificate of Merit** for achieving a 7 in any individual subject
- **MYP Certificate** for meeting the requirements of the programme
- **MYP Participation** for students who have engage in the programme but have not met the minimum requirements
Areas of Study

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

At Mercedes College these are:

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

**Language B**: French or Indonesian

**Humanities**: History, Geography and Civics & Citizenship

**Mathematics**

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

**Sciences**: Physics, Chemistry and Biology

**Physical Education**: Physical Education & Health

**Technology**: Design Technology

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

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

**Curriculum Outline**

<table>
<thead>
<tr>
<th>Areas of Study (Subject Name)</th>
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## Lesson Allocation

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<td>Physical Education &amp; Health</td>
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RELIGIOUS EDUCATION

Overview

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

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

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

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

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

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

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

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

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

Units of Study

Years 6-9

The units studied will be selected from the following topics.

- Created in the Image of God
- God and Revelation
- Textual Interpretation (Scripture)
- Church and Community
- Discipleship and the Reign of God
- Moral Decision Making
- Religious Authority for Ethics
- Social Justice and Ethical Issues
- Sacraments and Sacramentality
- Prayer and Liturgy
- The Liturgical Year of the Church
- Religious Traditions

Year 10

Students undertake the following units of study:

- Created in the Image of God
- Religious Authority for Ethics
- Church and Community
- Discipleship and the Reign of God
- Moral Decision Making
- Sacraments and Sacramentality
- Prayer and Liturgy
- Religious Traditions
Assessment Tasks
Assessment can take many forms including tests, research assignments, oral reports, cooperative/group learning tasks, worksheets, bookwork and creative expression.

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

CRITERION A Knowledge and Understanding
Knowledge and Understanding are fundamental to Religious Education and can be assessed through a wide variety of tasks (tests, examinations, written assignments, oral interviews and presentations, extended writing, projects, exhibits, etc.)

CRITERION B Application of Skills
Through Religious Education, students demonstrate and further develop their skills in literacy, information and communication technologies, analysis and comparison.

CRITERION C Engagement
Students demonstrate an ability and willingness to physically and extensively involve themselves in all aspects of the Religious Education Programme.

CRITERION D Presentation and Organisation of Information
This criterion covers the student’s ability to express ideas with clarity and coherence, to structure work in a sustained and logical fashion and support with relevant examples.

Grade Boundaries
A student’s scores for each criterion are added together at the conclusion of the assessment period and the following grade boundaries are applied to determine the student’s grade.

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<thead>
<tr>
<th>Grade</th>
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<td>7</td>
<td>28-32</td>
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</tbody>
</table>

Area of Study Contact(s):
Religious Education Coordinator: 6 - 10 Mrs Tamara Smith
11 - 12 Mrs Elizabeth Bondar
THE ARTS

Overview

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

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

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

Aims

Participation in MYP Arts should enable students to:

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

Units of Study

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

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

Years 6 & 7 (MYP Years 1 & 2)

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

Topics may include:

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

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

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

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

**Year 8 (MYP Year 3)**

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td><strong>Visual Arts</strong> (choose 1)</td>
<td><strong>Year 8</strong></td>
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<tr>
<td>Art 2 lessons</td>
<td><strong>Musical Focus</strong></td>
</tr>
<tr>
<td>Design 2 lessons</td>
<td><strong>Technical Theatre</strong></td>
</tr>
<tr>
<td><strong>Performing Arts</strong> (choose 1)</td>
<td><strong>Promotional Design</strong></td>
</tr>
<tr>
<td>Drama 2 lessons</td>
<td>(Posters, Programmes and Tickets)</td>
</tr>
<tr>
<td>Music 2 lessons</td>
<td><strong>Drama</strong></td>
</tr>
<tr>
<td>Auditorium</td>
<td><strong>Specialist Music</strong></td>
</tr>
<tr>
<td><strong>Art</strong> students</td>
<td><strong>(Performance and Backstage – auditioned places)</strong></td>
</tr>
<tr>
<td><strong>Technical Theatre</strong> students</td>
<td><strong>Specialist Music</strong></td>
</tr>
<tr>
<td><strong>Promotional Design</strong> students</td>
<td><strong>(Performance, ensemble, improvisation, sound creation)</strong></td>
</tr>
<tr>
<td><strong>Drama</strong> students</td>
<td><strong>(Student, costume and costume)</strong></td>
</tr>
<tr>
<td><strong>Specialist Music</strong></td>
<td><strong>(Lighting, stage management, sound)</strong></td>
</tr>
<tr>
<td><strong>Visual Arts</strong> and <strong>Performing Arts</strong></td>
<td><strong>4 lessons</strong></td>
</tr>
<tr>
<td><strong>Year 8</strong></td>
<td><strong>4 lessons</strong></td>
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<tr>
<td><strong>Year 8 (MYP Year 3)</strong></td>
<td><strong>4 lessons</strong></td>
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<tr>
<td><strong>Year 9 &amp; 10 (MYP Years 4 &amp; 5)</strong></td>
<td><strong>4 lessons</strong></td>
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</tbody>
</table>

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

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

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

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

Assessment Criteria

CRITERION A Knowing and Understanding  Maximum 8

Students should be able to:

i. demonstrate knowledge and understanding of the art form studied, including concepts, processes and the use of subject-specific terminology

ii. demonstrate understanding of the role of the art form in original or displaced contexts

iii. demonstrate the use of acquired knowledge to purposefully inform artistic decisions.

CRITERION B Developing Skills  Maximum 8

Students should be able to:

i. demonstrate the acquisition and development of the skills and techniques of the art form studied

ii. demonstrate the application of skills and techniques to create, perform and/or present art.

CRITERION C Thinking Creatively  Maximum 8

Students should be able to:

i. develop a feasible, clear, imaginative and coherent artistic intention

ii. demonstrate a range and depth of creative-thinking behaviours

iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

CRITERION D Responding  Maximum 8

Students should be able to:

i. construct meaning and transfer learning to new settings

ii. create an artistic response which intends to reflect or impact on the world around them

iii. critique the artwork of self and others.

Grade Boundaries

A student’s scores for each criterion are added together at the conclusion of the assessment period and the following grade boundaries are applied to determine the student’s grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Arts (Music/Design/Visual Arts/Drama)</th>
<th>Boundaries</th>
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</table>

Area of Study Contacts:

Coordinator, The Arts (R-12): Mr Ashley Coats
HUMANITIES

MYP humanities encourages learners to respect and understand the world around them and equips them with a skills base appropriate for a learner in the 21st century. MYP humanities involves inquiring into historical, contemporary, geographical, political, social, economic, religious, technological and cultural contexts that influence and have an impact on individuals, societies and environments. This encourages learners, both students and teachers, to consider varied local and global contexts. MYP humanities defines itself as incorporating disciplines traditionally found in the humanities, such as history and philosophy, as well as disciplines found in the social sciences, such as economics, geography, sociology and politics. Through the MYP humanities framework, knowledge and conceptual understanding, as well as thinking critically and communication, contribute to the development of the student as a whole.

All subject groups in the MYP share a common foundation through the attributes of the International Baccalaureate (IB) learner profile and with the fundamental concepts of the MYP—holistic learning, intercultural awareness and communication.

Aims

The aims of the teaching and learning of MYP humanities are to encourage and enable the student to:

- appreciate the range of human and environmental commonalities and diversities
- understand the interactions and interdependence of individuals, societies and environments in different contexts
- understand how both environmental and human systems operate and evolve over time
- identify and develop a concern for human and environmental well-being
- act upon opportunities to be a responsible global citizen
- develop effective inquiry skills to achieve conceptual understanding in humanities.

Units of Study

Units for study for History and Geography are determined by the Australian Curriculum (AC)

Year 6
AC History: Australia as a Nation (Federation, ANZAC, First Australians, Migration).
AC Geography: A Diverse and Connected World (Australia and the Asian Region, Connections with Places).

Year 7
AC Geography: Water in the World; Place and Liveability.
Civics and Citizenship: Australia’s Democracy.

Year 8
AC History: The Ancient to the Modern World (The Western and Islamic Worlds, The Asia Pacific World, Expanding Contacts).
AC Geography: Landforms and Landscapes; Changing Nations.
Civics and Citizenship: Decision Making and the Role of Courts.

Year 9
AC History: The Making of the Modern World (Making a Better World, Australia and Asia, World War One).
AC Geography: Biomes and Food Security; Geographies of Inter-connections.

Year 10
AC Geography: Environmental Change and Management; Geographies of Human Wellbeing.

Assessment Criteria

CRITERION A Knowing and Understanding

Knowledge and understanding is fundamental to studying humanities and forms the base from which to explore concepts and develop skills. Knowledge is both factual and conceptual and provides the foundation for thinking critically.
At the end of the course, the student should be able to:

• use humanities terminology in context
• demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

CRITERION B Investigating

The development of investigative skills in humanities is an integral part of the inquiry cycle. It enables students to plan and carry out research and/or fieldwork as individuals or in a group.

Students should be able to demonstrate investigative skills throughout the humanities course to an increasing level of sophistication. The focus is placed on acquiring systematic research skills and processes associated with the craft of each humanities discipline.

As part of or during this process, students might re-appraise methods and/or research question(s) and make recommendations for improving the process and act on these where appropriate. This will be part of the formative assessment process and is not explicitly referred to in the objective strands below.

Activities that allow students to develop investigative skills include, but are not limited to: research essays, fieldwork investigations, web quests, problem-solving tasks, role plays and group investigations.

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

• formulate a clear and focused research question
• formulate and follow an action plan to investigate a research question
• use methods accurately to collect and record information consistent with the research question
• effectively address the research question

CRITERION C Thinking Critically

The ability to think critically in humanities is vital in developing a deeper understanding of the subject and its concepts. The objective strands highlighted in “Thinking critically” build on the knowledge-base of humanities and are an integral part of the inquiry cycle. Students should be able to demonstrate these objective strands throughout the humanities course to an increasing level of sophistication.

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

• analyse concepts, events, issues, models and arguments
• analyse and evaluate a range of sources in terms of origin and purpose, recognizing values and limitations
• interpret different perspectives and their implications
• synthesize information in order to make valid, well-supported arguments

CRITERION D Communicating

Students should be able to demonstrate the ability to use a variety of media to organize and communicate their factual and conceptual learning. These formats include, but are not limited to: written reports, oral presentations, cartoons, storyboards, maps, diagrams, flow charts, PowerPoint® presentations, podcasts, animations and videos.

Students should be able to demonstrate communication throughout the humanities course to an increasing level of sophistication.

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

• communicate information and ideas using an appropriate style for the audience and purpose
• structure information and ideas in a way that is appropriate to the specified format
• document sources of information using a recognized convention.

Grade Boundaries

A student’s scores for each criterion are added together at the conclusion of the assessment period and the following grade boundaries are applied to determine the student’s grade.
### Humanities

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<th>Grade</th>
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Area of Study Contact:

Coordinator, Humanities 6-12 : Mrs Stephanie Ray
The study of English is seen as essential for all students engaged in the MYP as it crosses the boundaries of all traditional disciplines.

The study of English has a dual role to play:

An instrumental and coordinating function as the BASIC TOOL OF COMMUNICATION:
- In the immediate context of the school, it leads to efficient learning and practice of other subjects
- More generally and permanently, it fosters the development of social contacts
- In the cohesion of the student’s personality, it functions as a means of self-identification

A humanistic function IN THE STUDY OF TEXTS, BOTH LITERARY AND NON-LITERARY:
- It fulfils a predominantly cultural role and promotes intercultural awareness
- It influences the personal, moral and spiritual development of the student through literature representing ‘crystallised human expertise’
- It deepens the student’s understanding of human nature and values

**Aims**

The aims of the teaching and study of Language A are to encourage and enable the students to:
- Use the language as a vehicle for thought, creativity, reflection, learning, self-expression 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 works
- Engage in literature from a variety of cultures and representing different historical periods
- Explore and analyse aspects of personal, host and other cultures through literary and non-literary works
- Engage with information and communication technology in order to explore language
- Develop a lifelong interest in reading widely
- Apply Language A skills and knowledge in a variety of real-life contexts

**Syllabus**

The syllabus that follows is one way of enabling students to realise the objectives of the programme. This has been developed using Australian Curriculum content which organises English into three interrelated strands:

- **Language**: knowing about the English language
- **Literature**: understanding, appreciating, responding to, analysing and creating literature
- **Literacy**: expanding the repertoire of English usage

Content in each strand is grouped into sub-strands that, across the year levels, presents a sequence of development of knowledge, understanding and skills. The sub-strands are:

<table>
<thead>
<tr>
<th>Language variation and change</th>
<th>Literature and context</th>
<th>Texts in context</th>
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<tbody>
<tr>
<td>Language for interaction</td>
<td>Responding to literature</td>
<td>Interacting with others</td>
</tr>
<tr>
<td>Text structure and organisation</td>
<td>Examining literature</td>
<td>Interpreting, analysing and evaluating</td>
</tr>
<tr>
<td>Expressing and developing ideas</td>
<td>Creating literature</td>
<td>Creating text</td>
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<td>Sound and letter knowledge</td>
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**Texts**

Texts provide the means for communication, providing important opportunities for learning about aspects of human experience and about aesthetic value. Many of the tasks that students undertake in and out of school involve understanding and producing imaginative, informative and persuasive texts, media texts, everyday texts and workplace texts

While the nature of what constitutes literary texts is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic value and potential for enriching students’ scope of experiences.

Literature includes a broad range of forms such as novels, poetry, short stories and plays; fiction for young adults and children, multimodal texts such as film, and a variety of non-fiction. Literary texts also include excerpts from longer texts enable a range of texts to be included within any one year level for close study or comparative purposes.
Years 1-3 (Years 6-8)
A balance of genres and works from World Literature should be read in conjunction with the chosen texts, with a recommended minimum of four works per year.

Years 4 and 5 (Years 9 and 10)
During the last two years in the IB Middle Years Programme a minimum of six works are studied as follows:
- A minimum of four English texts
- A minimum of two works from World Literature (selected by the school)
Non-fiction texts may be included to represent prose writing in Drama and Poetry

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

Assessment Criteria
MYP assessment criteria are applied to assessment of all tasks.

CRITERION A Content (receptive and productive)  Maximum 10
How well can the student:
- understand and analyse language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts?
- compare and contrast works, and connect themes across and within genres?
- analyse the effects of the author’s choices on an audience?
- express an informed and independent response to literary and non-literary texts?
- compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention?
- apply language A terminology in context?

CRITERION B Organisation  Maximum 10
How well can the student:
- create work that employs organizational structures and language-specific conventions throughout a variety of text types?
- organize ideas and arguments in a sustained, coherent and logical manner?
- employ appropriate critical apparatus?

CRITERION C Style and Language Mechanics  Maximum 10
How well can the student:
- use appropriate and varied register, vocabulary and idiom?
- use correct grammar and syntax?
- use appropriate and varied sentence structure?
- use correct spelling/writing?
- use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings?
- use language accurately?

Grade Boundaries
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Area of Study Contact:
Coordinator, Language A (English) MYP: Ms Sarah Siakew
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 primary aim of language B in the MYP is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism.

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

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

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

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

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

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

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

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

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

- Language B Experienced (previously Advanced)
- Language B Continuers (prev. Standard)

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

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

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

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

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

Indonesian B is not available at Experienced Level.

**Language B Continuers**

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

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

**Language B Beginners**

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

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

**Objectives**

**A Oral communication**

This objective encompasses all aspects of listening and speaking. It refers to enabling the student to construct meaning through the process of internalizing meaning and articulating thoughts using speech in a variety of ways in the target language.

The student is expected to be able to:

- listen for specific purposes
- respond to specific information
- interact socially
- speak for specific purposes.

**B Visual interpretation**

This objective involves the student in interpreting and constructing meaning from visual text to understand how images presented with oral and written text interact to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another’s situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

The student is expected to be able to:

- interpret and engage with visual text that is presented with spoken and written text
- refer closely to the visual text, supporting his or her opinion and personal response with evidence and examples from the text.

**C Reading comprehension**

This objective refers to enabling the student to construct meaning from written text by making inferences and interpretations. Engaging with text requires the student to think creatively and critically about what is read, and to be aware of opinions, attitudes and cultural references presented in the text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another’s situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

The student is expected to be able to:

- understand information
- interpret and engage with written text
- refer closely to the written text, supporting his or her opinion and personal response with evidence and examples from the text.

**D Writing**

This objective relates to the developmental process of writing.

The student is expected to be able to:
• organize and express thoughts, feelings, ideas, opinions and information in writing
• write for specific purposes
• develop accuracy when writing in the target language.

**Assessment Criteria**

In order to measure a student’s progress and achievement in each phase of the course, four criteria have been established. These criteria correspond directly to the four objectives.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Oral communication—to measure the student’s development as a speaker of the language</td>
<td>8</td>
</tr>
<tr>
<td>B</td>
<td>Visual interpretation—to measure the student’s ability to interpret visual text presented with spoken and written text</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>Reading comprehension—to measure the student’s ability to comprehend written text</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>Writing—to measure the student’s development as a writer of the target language</td>
<td>8</td>
</tr>
</tbody>
</table>

**Grade Boundaries**

A student’s scores for each criterion are added together at the conclusion of the assessment period and the following grade boundaries are applied to determine the student’s grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Boundaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0-3</td>
</tr>
<tr>
<td>2</td>
<td>4-7</td>
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<tr>
<td>3</td>
<td>8-12</td>
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<tr>
<td>4</td>
<td>13-17</td>
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<td>5</td>
<td>18-22</td>
</tr>
<tr>
<td>6</td>
<td>23-27</td>
</tr>
<tr>
<td>7</td>
<td>28-32</td>
</tr>
</tbody>
</table>

**Area of Study Contact:**

Coordinator, Language B (Languages): Miss Emily Putland
Mathematics plays an essential role both within the school and in society. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Moreover, understanding and being able to use mathematics with confidence is not only an advantage in school but also a skill for problem-solving and decision-making in everyday life. Therefore, mathematics should be accessible to and studied by all students.

Mathematics is well known as a foundation for the study of sciences, engineering and technology. However, it is also increasingly important in other areas of knowledge such as economics and other social sciences. MYP mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

**Aims**

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

- enjoy mathematics and to develop curiosity as well as an appreciation of 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, and patience and persistence in problem solving
- develop power of generalization and abstraction
- apply and transfer skills to a wide variety of real life contexts
- 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.
- Reflect on the meaning and relevance of mathematical answers in the context of the real-world.

**Units of Study**

**Year 6**

<table>
<thead>
<tr>
<th>Units</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Whole number, multiples, factors, rational numbers, order of operations, number sets</td>
</tr>
<tr>
<td>Algebra</td>
<td>Pattern recognition, simple equations, forms of number e.g. exponents</td>
</tr>
<tr>
<td>Geometry</td>
<td>Mensuration, construction of triangles and rectangles, transformations</td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td>Collecting and collating data, presenting data using graphs</td>
</tr>
<tr>
<td>Discrete Maths</td>
<td>Sets</td>
</tr>
</tbody>
</table>

**Year 7**

<table>
<thead>
<tr>
<th>Units</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Ratio and proportions, percentages, estimation, number patterns, scientific notation, powers and roots of 2</td>
</tr>
<tr>
<td>Algebra</td>
<td>Language of algebra, flow charts, expansion, equations</td>
</tr>
<tr>
<td>Geometry</td>
<td>Mensuration, circle and polygon construction, transformations, number plane</td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td>Sample space, outcomes and events, theoretical and experimental probability</td>
</tr>
<tr>
<td>Discrete Maths</td>
<td>Tree diagrams</td>
</tr>
</tbody>
</table>
### Year 8

<table>
<thead>
<tr>
<th>Units</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Fractions, decimal, ratio, proportion and rates, directed numbers, calculators</td>
</tr>
<tr>
<td>Algebra</td>
<td>Algebra, patterns, relations and functions, sequences, laws</td>
</tr>
<tr>
<td>Geometry</td>
<td>Planes, lines, classifying triangles</td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td>Data collection, data analysis, measures of central tendency</td>
</tr>
<tr>
<td>Discrete Maths</td>
<td>Trees, networks</td>
</tr>
</tbody>
</table>

### Year 9

<table>
<thead>
<tr>
<th>Units</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Powers and roots, calculators and computers</td>
</tr>
<tr>
<td>Algebra</td>
<td>Algebra, equations, inequalities, factorisation, linear functions</td>
</tr>
<tr>
<td>Geometry</td>
<td>Pythagoras’ Theorem, similarity and congruence</td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td>Stem and leaf plots, box and whisker plots, mean, mode, median and range</td>
</tr>
<tr>
<td>Discrete Maths</td>
<td>Logic</td>
</tr>
</tbody>
</table>

### Year 10

<table>
<thead>
<tr>
<th>Units</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Number sets, theory and power of roots</td>
</tr>
<tr>
<td>Algebra</td>
<td>Expressions and factorisation, linear and quadratic functions</td>
</tr>
<tr>
<td>Geometry</td>
<td>Similarity and congruence, shape and perspective in 3D, trigonometry</td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td>Graphical representations, range, standard deviation etc.</td>
</tr>
</tbody>
</table>

### Assessment Tasks

Assessment tasks include tests, assignments, investigations, projects and inter-disciplinary units (IDU’s).

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

### Assessment Criteria

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

**CRITERION A Knowledge and Understanding**

Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This criterion expects students to use their knowledge and to demonstrate their understanding of the concepts and skills of the prescribed framework in order to make deductions and solve problems in different situations, including those in real-life contexts.

This criterion examines to what extent the student is able to:

- know and demonstrate understanding of the concepts from the five branches of mathematics (number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics)
- use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations, including those in real-life contexts
- select and apply general rules correctly to solve problems, including those in real-life contexts.

Assessment tasks for this criterion are likely to be class tests, examinations, real-life problems and investigations that may have a variety of solutions.
CRITERION B: Investigating Patterns

Students are expected to investigate a problem by applying mathematical problem-solving techniques, to find patterns, and to describe these mathematically as relationships or general rules and justify or prove them.

This criterion examines to what extent the student is able to:
- select and apply appropriate inquiry and mathematical problem-solving techniques
- recognize patterns
- describe patterns as relationships or general rules
- draw conclusions consistent with findings
- justify or prove mathematical relationships and general rules.

Assessment tasks for this criterion include mathematical investigations set in real-life contexts.

CRITERION C: Communication in Mathematics

Students are expected to use mathematical language when communicating mathematical ideas, reasoning and findings—both orally and in writing.

This criterion examines to what extent the student is able to:
- use appropriate mathematical language (notation, symbols, terminology) in both oral and written explanations
- use different forms of mathematical representation (formulae, diagrams, tables, charts, graphs and models)
- move between different forms of representation.

Students are encouraged to choose and use appropriate ICT tools such as graphic display calculators, screenshots, graphing, spreadsheets, databases, drawing and word-processing software, as appropriate, to enhance communication.

Assessment tasks for this criterion are likely to be real-life problems, tests, examinations and investigations allowing students to show complete lines of reasoning using mathematical language.

CRITERION D: Reflection in Mathematics

Reflection allows students to reflect upon their methods and findings.

This criterion examines to what extent the student is able to:
- explain whether his or her results make sense in the context of the problem
- explain the importance of his or her findings in connection to real life
- justify the degree of accuracy of his or her results where appropriate
- suggest improvements to the method when necessary.

Assessment tasks are most likely to be investigations and real-life problems.

Grade Boundaries

A student’s scores for each criterion are added together at the conclusion of the assessment period and the following grade boundaries are applied to determine the student’s grade.

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Grade</th>
<th>Boundaries</th>
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<td>18-21</td>
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<td></td>
<td>6</td>
<td>22-25</td>
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<tr>
<td></td>
<td>7</td>
<td>26-28</td>
</tr>
</tbody>
</table>

Area of Study Contact:

Coordinator, Mathematics 6-12: Mr Luke Borda
Mathematics Key Teacher (MYP): Mr Adam Starrs
PHYSICAL EDUCATION and HEALTH

Physical education in the MYP is concerned with more than just participating in sports and games. Its primary aims are to encourage the development of “intelligent performers” and to encourage students to understand the importance of a balanced, healthy lifestyle. Throughout the five years of the MYP, students should develop knowledge, critical thinking and reflection skills, and a sense of responsibility, as well as interpersonal and self-motivational skills. This in turn should encourage choices that will contribute to long term healthy living.

Physical education will bring the unique perspective of learning through the physical, which can greatly contribute to students’ approaches to learning (ATL) skills, and is transferable across other subject groups.

Aims

The aims of the teaching and study of MYP physical education are to encourage and enable students to develop:

• an appreciation and understanding of the value of physical education and its relationship to a healthy, balanced lifestyle
• an interest in the promotion of health and wellness
• the motivation to participate fully in all aspects of physical education
• their optimal level of physical fitness
• effective communication strategies, verbal, non-verbal and written
• the skills and understanding necessary to participate successfully in a variety of physical activities, for example, learning, practising, refining, adapting, thinking, interacting
• the ability to reflect critically on all aspects of physical education, including being a critical performer
• an understanding of international perspectives on physical activity, sport and health education
• a lifelong interest in and enjoyment of physical activities as a participant.

Units of Study

Year 6
Practical Component:
- Athletics, Basketball, Cricket, Dance, Football Codes, Golf, Softrosse, Ultimate Frisbee, Volleyball
Theoretical Component:
- Am I Healthy?; What is a Drug?; Harassment and Bullying; You are what you eat; Roles in Sport; Puberty and Change

Year 7
Practical Component:
- Athletics, Dance, Netball, Soccer, Softrosse, Softball, Tennis, Touch
Theoretical Component:
- Taking on Responsibility; Image; Culture and Sport; Working in Groups; Skill Building

Year 8
Practical Component:
- Aerobics, Athletics, Australian Rules, Basketball, Cricket, Golf, Hockey, Tennis
Theoretical Component:
- Exercise and Diet; Principles of Play; Alcohol; First Aid and Aquatics; Puberty Re-Visited

Year 9
Practical Component:
- Athletics, Dance, Minimal Impact Camping, Netball, Soccer, Softball, Table Tennis, Touch
Theoretical Component:
- Fitness Profile; Drugs; Cyber Citizenship; Body Systems; Sex and Sexuality

Year 10
Practical Component:
- Aerobics, Athletics, Flag Football, Golf, Lawn Bowls, Touch
Theoretical Component:
- Body Systems; Ethics in Sport; Fitness and Training; Skill Acquisition

Assessment Tasks

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

**CRITERION A: Use of Knowledge**

Students are expected to have a knowledge and understanding of the physical activities or themes studied. This criterion includes understanding the principles related to a variety of physical activities, the importance of physical activity to a healthy lifestyle and the various components that contribute to health-related fitness.

Maximum 8

**CRITERION B: Movement Composition**

Students are expected to be able to compose sequences of aesthetic movement, through exploring movement possibilities and variations in accordance with the principles and concepts of a particular aesthetic activity and using this as inspiration.

Compositions are best assessed using criteria B, C and D. This allows all stages of the creative process—plan and design, perform, evaluate—to be assessed.

For assessment of this objective, the student must perform the sequence.

Maximum 6

**CRITERION C: Performance**

Students are expected to be able to perform in a range of activities, and show skills and techniques ranging from basic to complex. They should be able to apply tactics, strategies and rules in both individual and group situations.

When assessing performance, teachers should use only the strands of this criterion that are relevant to the activity. In all cases, at least two of the three strands will apply.

This objective must be assessed in a performance/playing situation.

Maximum 10

**CRITERION D: Social Skills and Personal Engagement**

Students are expected to be able to communicate with others in a manner that enhances the working environment. This includes showing respect, support and encouragement, as well as demonstrating positive attitudes and strategies to improve relationships.

As part of taking responsibility for and enhancing their own learning, students are expected to be able to evaluate their own performance and achievement, including incorporating feedback from others, and use this to set appropriate and achievable goals for the future.

Maximum 8

### Grade Boundaries

A student’s scores for each criterion are added together at the conclusion of the assessment period and the following grade boundaries are applied to determine the student’s grade.

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Grade</th>
<th>Boundaries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0-5</td>
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<td></td>
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<td>29-32</td>
</tr>
</tbody>
</table>

**Area of study contacts:**

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

Coordinator, Physical Education (MYP): Mr. Jarrad McCabe
MYP Science at Mercedes College is structured on the Australian Curriculum Science (ACS) www.australiancurriculum.edu.au/Science/Rationale. As such each of our Science units in the MYP is related to one of the ACS sub-strands (Biological sciences, Chemical sciences, Earth and Space sciences, Physical sciences) and one of the MYP Areas of Interaction.

MYP Science programmes aim to develop students as scientifically literate, caring of our environment and resources and responsible individuals who think critically and creatively about science. These aims are in keeping with and fostered by the ACS strands Science as a Human Endeavour and Science Inquiry Skills.

Science and its methods of investigation offer a way of learning that contributes to the development of an analytical and critical way of thinking. Inquiry is at the heart of MYP Science and aims to support students’ understanding by providing them with opportunities to independently investigate relevant issues through both research and experimentation.

Scientific literacy relies on an understanding of the language of Science. MYP Science aims for students to become competent and confident when accessing, using and communicating scientific information. Students are expected to use scientific language correctly and select appropriate communication formats for oral and written communication.

MYP Science aims to provide students with the opportunity to show their understanding of the main concepts and processes of science, by applying these to solve problems in familiar and unfamiliar situations. Students should demonstrate critical-thinking skills to analyse and evaluate information in order to make informed judgments in a variety of contexts.

**Aims**

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

1. develop curiosity, interest and enjoyment towards science and its methods of inquiry
2. acquire scientific knowledge and understanding
3. communicate scientific ideas, arguments and practical experiences effectively in a variety of ways
4. develop experimental and investigative skills to design and carry out scientific investigations and to evaluate evidence to draw a conclusion
5. develop critical, creative and inquiring minds that pose questions, solve problems, construct explanations, judge arguments and make informed decisions in scientific and other contexts
6. develop awareness of the possibilities and limitations of science and appreciate that scientific knowledge is evolving through collaborative activity locally and internationally
7. appreciate the relationship between science and technology and their role in society
8. develop awareness of the moral, ethical, social, economic, political, cultural and environmental implications of the practice and use of science and technology
9. observe safety rules and practices to ensure a safe working environment during scientific activities
10. engender an awareness of the need for and the value of effective collaboration during scientific activities

**Units of Study**

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Science Skills</td>
<td>Disaster!</td>
<td>Adapting to Climates</td>
<td>Electric Circuits</td>
</tr>
<tr>
<td></td>
<td>Waste not, want not</td>
<td></td>
<td></td>
<td>Green Energy</td>
</tr>
<tr>
<td>7</td>
<td>Classification</td>
<td>Water Cycle</td>
<td>My Carbon Footprint</td>
<td>Earth in Space</td>
</tr>
<tr>
<td></td>
<td>Introduced Species</td>
<td>Clean Water</td>
<td>Pushes and Pulls</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Working Scientifically</td>
<td>Moving Machines</td>
<td>Cells and Immortality</td>
<td>Clever Compounds</td>
</tr>
<tr>
<td></td>
<td>Remarkable Rocks</td>
<td>Particle Theory</td>
<td>World Problems</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Sceptical Science</td>
<td>Ecosystems</td>
<td>Radiation: Friend or Foe?</td>
<td>Energy Transfer</td>
</tr>
<tr>
<td></td>
<td>Body Talk and Bionics</td>
<td>Violent Earth</td>
<td></td>
<td>Chemistry and Environments</td>
</tr>
<tr>
<td>10</td>
<td>What’s in my Genes?</td>
<td>Theme Park Physics</td>
<td>Periodic Patterns</td>
<td>Big Bang</td>
</tr>
<tr>
<td></td>
<td>Rise of the Superbugs</td>
<td></td>
<td>Controlling Chemistry</td>
<td>The Global Warming Debate</td>
</tr>
</tbody>
</table>

**Assessment Tasks**

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

**Assessment Criteria**

**CRITERION A: One World**

One world enables students to gain a better understanding of the role of science in society and allows them to explore how scientific developments and applications are applied and used to address specific problems or issues in local and global contexts.

Maximum 6
Students should be able to:

- explain the ways in which science is applied and used to address a specific problem or issue
- discuss the effectiveness of science and its application in solving the problem or issue
- discuss and evaluate the moral, ethical, social, economic, political, cultural and environmental implications of the use of science and its application in solving specific problems or issues.

Assessment tasks give students the opportunity to explore how science is used to address a specific problem or issue. Students are required to critically discuss and evaluate the implications associated with the use and application of science by considering moral, ethical, social, economic, political, cultural and environmental factors.

Suitable assessment tasks for criterion A include written pieces of work, essays, case studies and research projects, as well as debates, oral and multimedia presentations.

**CRITERION B: Communication in Science**

Maximum 6

Communication in science enables students to develop the communication skills to become competent and confident when communicating information in science.

Students should be able to use different communication modes, including verbal (oral, written) and visual (graphic, symbolic), as well as appropriate communication formats (laboratory reports, essays, and multimedia presentations) to effectively communicate scientific ideas, theories, findings and arguments in science.

Students should be able to:

- use scientific language correctly
- use appropriate communication modes and formats
- acknowledge the work of others and the sources of information used by appropriately documenting them using a recognized referencing system.

Suitable assessment tasks for criterion B include scientific investigation reports, research essays, case studies, written responses, debates and multimedia presentations among others.

**CRITERION C: Knowledge and Understanding of Science**

Maximum 6

Knowledge and understanding of science enables students to demonstrate their understanding of science by applying scientific knowledge to construct scientific explanations, solve problems and formulate scientifically supported arguments.

Students should be able to:

- recall scientific knowledge and use scientific understanding to construct scientific explanations
- apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- critically analyse and evaluate information to make judgments supported by scientific understanding.

Suitable assessment tasks for criterion C include tests, examinations, case studies, written responses and other assignments that combine a range of problems of different complexity, and opportunities for students to make scientifically supported judgments.

**CRITERION D: Scientific Inquiry**

Maximum 6

This criterion enables students to design and carry out scientific investigations independently.

Students should be able to:

- state a focused problem or research question to be tested by a scientific investigation
- formulate a testable hypothesis and explain it using scientific reasoning
- design and carry out scientific investigations that include variables and controls, material and/ or equipment needed, a method to be followed, and the way in which the data is to be collected and processed
- evaluate the validity and reliability of the method
- judge the validity of the hypothesis based on the outcome of the investigation
- suggest improvements to the method or further inquiry, when relevant.

Suitable assessment tasks for criterion D should provide students with the opportunity to design and carry out a scientific investigation independently. Some of the possible types of suitable practical work include laboratory experiments, investigations and field studies among others.
CRITERION E: Processing Data
Processing data refers to enabling students to organize, process and interpret quantitative and qualitative data. Students should be able to:
• collect and record data using units of measurement as and when appropriate
• organize, transform and present data using numerical and visual forms
• analyze and interpret the data
• draw conclusions consistent with the data and supported by scientific reasoning.
Suitable assessment tasks for criterion E include scientific investigations carried out by students, as well as laboratory reports and studies that provide students with sufficient raw data for processing and further analysis.

CRITERION F: Attitudes in Science
Attitudes in science encourages students to develop safe, responsible and collaborative working practices when carrying out experimental work in science. During the course students are expected to:
• work safely and use material and equipment competently
• work responsibly with regards to the living and non-living environment
• work effectively as individuals and as part of a group by collaborating with others.
Evidence of performance for this criterion should be collected from the observation of students when working individually and in groups. This criterion should be internally assessed but is not externally moderated.

Grade Boundaries
A student’s scores for each criterion are added together at the conclusion of the assessment period and the following grade boundaries are applied to determine the student’s grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Boundaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0-5</td>
</tr>
<tr>
<td>2</td>
<td>6-11</td>
</tr>
<tr>
<td>3</td>
<td>12-18</td>
</tr>
<tr>
<td>4</td>
<td>19-24</td>
</tr>
<tr>
<td>5</td>
<td>25-28</td>
</tr>
<tr>
<td>6</td>
<td>29-32</td>
</tr>
<tr>
<td>7</td>
<td>33-36</td>
</tr>
</tbody>
</table>

Area of Study Contact:
Coordinator, Science 6-12: Dr. Nicholas Head
Coordinator, Science (MYP): Mrs. Roxanne Russo
Study Extension Program (STEP)

Year 9

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

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

Year 10

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

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

So what are the seven learning modules?

Module 1  Theme – Basic Knowledge. Objective planning, human relationships, etiquette, mnemonics, public speaking, finance management.

Module 2  Theme – Teamwork. Leadership, observation, delegation, role-play, planning. Learning Scenarios: mechanics, engineering, architecture, gardening, cooking and astrophysics.

Module 3  Theme – Service. Five week (one day per week) shift work at Meals on Wheels or Hutt Street Centre, 7:00am – 8:30am, 9:00am – 11:00am, 11:00am – 1:00pm.

Module 4  Theme – Questioning. Inquiry into issues of the day, e.g. life and death, justice, good and bad, freedom, human conflict.

Module 5  Theme – Human Diversity. A nine day (optional) trek to the Pitjantjatjara Mimili community and Mutitjulu in the far north-west of South Australia.

Module 6  Theme – Experiential. Caving, rock climbing, scuba diving and aeronautics (gliding).

Module 7  Theme – Reflection. Self-evaluation and feedback session.

Other Things You Need To Know

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

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

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

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

Only twenty two places are available per semester.

Coordinator, STEP: Mr. Steve Wasilewski
TECHNOLOGY (Design Technology)

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

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

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

The MYP technology course aims to:

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

During the five-year course, students are expected to solve problems through the creation of technological products/solutions. Using the Design Cycle, students inquire and analyse a problem. They design, plan and create a product/solution and evaluate the success of their solution. A product/solution can be defined as a model, prototype, product or system that students have generated independently.

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

**Information**

MYP technology enables students to identify, access, evaluate and acknowledge a wide range of information sources. Information-based products/solutions use and/or communicate information to perform a task, achieve a purpose, meet a need or solve a problem.

**Materials**

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

**Systems**

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

Systems-based products/solutions involve a group of interdependent items that interact regularly to perform a task or achieve a purpose. These items are materials, components or information that have been incorporated into a system in order to provide a solution to a problem.

**Aims**

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

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

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

Assessment Criteria

CRITERION A: Inquiring and analysing

Students are presented with a design situation from which they are expected to identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem. Students are expected to acknowledge the sources of information and document these appropriately.

CRITERION B: Developing ideas

Students are expected to write a detailed specification leading to the development of a range of feasible design ideas, which can be correctly interpreted by others. Students are expected to present the final chosen design and justify its selection. Students are then expected to develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

CRITERION C: Creating the solution

Students are expected to plan the creation of their chosen solution and follow the plan to create a prototype sufficient for testing and evaluation. Students are expected to demonstrate excellent technical skills when making the solution and follow the plan to create the solution, which functions as intended. Students must fully justify changes made to the design and plan when making the solution.

CRITERION D: Evaluating

Students are expected to design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students are expected to identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.

Grade Boundaries

A student’s scores for each criterion are added together at the conclusion of the assessment period and the following grade boundaries are applied to determine the student’s grade.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Grade</th>
<th>Boundaries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1-5</td>
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<td></td>
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<td>3</td>
<td>10-14</td>
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<td>15-18</td>
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<td>19-23</td>
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<td></td>
<td>6</td>
<td>24-27</td>
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<td></td>
<td>7</td>
<td>28-32</td>
</tr>
</tbody>
</table>

Recommended resources

As students progress through the different stages of the design cycle, they are constantly experimenting with ideas, researching topics, compiling sources, brainstorming issues, sketching possible solutions, making changes, rejecting proposals and critically evaluating their work. Students are required to maintain a design folder with four sections for Inquiring and Analysing, Developing Ideas, Creating the Solution and Evaluating. In each section, students are to maintain evidence of the design cycle being undertaken.

Many of the projects utilise the Adobe Creative Suite. A USB drive is useful for transferring pictures, video or other files between home and school.

Area of Study Contact:

Coordinator of Technology: Mr. James Burdon
**Homework Guidelines**

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

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

**Purposes of homework**

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

**Role of parent / guardian**

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

**School diary**

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

**Homework time allocation**

<table>
<thead>
<tr>
<th>Year</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 6</td>
<td>approximately 60 minutes</td>
</tr>
<tr>
<td>Year 7</td>
<td>approximately 60 minutes</td>
</tr>
<tr>
<td>Year 8</td>
<td>approximately 75 minutes</td>
</tr>
<tr>
<td>Year 9</td>
<td>approximately 90 minutes</td>
</tr>
<tr>
<td>Year 10</td>
<td>approximately 120 minutes</td>
</tr>
</tbody>
</table>

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

**Assessment Guidelines**

**Student assignments**

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

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

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

All staff are therefore expected to:

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

In cases where students are absent and work has been missed it is the student’s responsibility to approach the teacher to identify what has to be done to catch up.
## Glossary of MYP Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>approaches to learning (ATL)</strong></td>
<td>One of the areas of interaction; it is concerned with the development of effective study skills and the ability to reflect on one's own learning.</td>
</tr>
<tr>
<td><strong>areas of interaction</strong></td>
<td>The five common themes embedded within and across the academic subjects of the MYP curriculum. They are:</td>
</tr>
<tr>
<td></td>
<td>• approaches to learning (ATL)</td>
</tr>
<tr>
<td></td>
<td>• community and service</td>
</tr>
<tr>
<td></td>
<td>• health and social education</td>
</tr>
<tr>
<td></td>
<td>• environments</td>
</tr>
<tr>
<td></td>
<td>• human ingenuity</td>
</tr>
<tr>
<td><strong>assessment criteria</strong></td>
<td>Criteria against which a candidate's performance is measured as evidenced by work produced. MYP subject guides provide assessment criteria for each subject group and the personal project to be used for the final assessment of students.</td>
</tr>
<tr>
<td><strong>assessment objective</strong></td>
<td>One of a set of statements for a subject describing the required skills, knowledge and understanding in a subject.</td>
</tr>
<tr>
<td><strong>community and service</strong></td>
<td>One of the areas of interaction; it is concerned with the acquisition of experience through social activities within and outside school.</td>
</tr>
<tr>
<td><strong>criterion-referenced assessment</strong></td>
<td>An assessment process based on awarding grades against previously agreed criteria. MYP assessment is criterion referenced.</td>
</tr>
<tr>
<td><strong>Criterion totals</strong></td>
<td>A student's achievement in a subject is the sum of the levels achieved against all the criteria in that subject. The levels total is then converted to a grade from 1–7 by applying the grade boundaries.</td>
</tr>
<tr>
<td><strong>descriptors</strong></td>
<td>These describe the levels of achievement which are assessed in particular skill areas.</td>
</tr>
<tr>
<td><strong>environments</strong></td>
<td>One of the areas of interaction; it is concerned with the interdependence of human beings and nature, and with sustainable development.</td>
</tr>
<tr>
<td><strong>final assessment</strong></td>
<td>The summative assessment of students at the end of the final year of the MYP.</td>
</tr>
<tr>
<td><strong>fundamental concepts</strong></td>
<td>The basic educational principles of the MYP. They include a holistic view of knowledge, intercultural awareness and the importance of communication.</td>
</tr>
<tr>
<td><strong>grade boundaries</strong></td>
<td>The lowest and highest marks for a particular grade. These are determined for each subject by the IBO.</td>
</tr>
<tr>
<td><strong>grades</strong></td>
<td>Schools assess on a 1–7 scale for final assessment. Schools can also use this scale for assessment other than final assessment.</td>
</tr>
<tr>
<td><strong>health and social education</strong></td>
<td>One of the areas of interaction; it is concerned with mental and physical health, and the interactions between the individual and community.</td>
</tr>
<tr>
<td><strong>holistic education</strong></td>
<td>One of the fundamental concepts of the MYP; it is an interdisciplinary perspective which accentuates the interrelatedness of various disciplines and issues.</td>
</tr>
<tr>
<td><strong>human ingenuity</strong></td>
<td>One of the areas of interaction; it is concerned with the products of the creative and inventive genius of people and their impact on society.</td>
</tr>
<tr>
<td><strong>interdisciplinary units</strong></td>
<td>Within each of the subject groups, schools may teach individual subjects (eg history and geography within humanities) or an integrated course with elements of each subject every year.</td>
</tr>
<tr>
<td><strong>internal assessment</strong></td>
<td>The assessment of a student's work which is carried out by the student's teacher.</td>
</tr>
</tbody>
</table>
### Glossary of MYP Terms (continued)

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Middle Years Programme (MYP)</strong></td>
<td>The IBO's programme designed for students between the ages of 11 and 16 years. It is organized according to the fundamental concepts of holistic education, communication and intercultural awareness.</td>
</tr>
<tr>
<td><strong>moderation</strong></td>
<td>The procedure by which sample marked work from teachers is reviewed externally to ensure assessment has been carried out according to criteria and standards as laid down. Adjustment of marks by moderators may be necessary (only for schools which request IBO-validated grades).</td>
</tr>
<tr>
<td><strong>MYP certificate</strong></td>
<td>The official IB document stating that the candidate has fulfilled the requirements for the award of the MYP certificate.</td>
</tr>
<tr>
<td><strong>MYP coordinator</strong></td>
<td>The contact person for IBO offices in an MYP school. This coordinator ensures the effective implementation of the MYP, particularly with respect to the areas of interaction.</td>
</tr>
<tr>
<td><strong>objective</strong></td>
<td>One of a set of statements for a subject or the personal project, describing the skills, knowledge and understanding which will be assessed in the course/project. The assessment criteria correspond to the objectives.</td>
</tr>
<tr>
<td><strong>personal project</strong></td>
<td>The manifestation of a student's experience of the areas of interaction; completed during the last year of the five-year cycle.</td>
</tr>
<tr>
<td><strong>personal project supervisor</strong></td>
<td>The member of staff within a school who is responsible for working directly with the student on the completion of the personal project.</td>
</tr>
<tr>
<td><strong>portfolio of work</strong></td>
<td>Selected samples of a student's work in a given discipline, showing achievement against the corresponding assessment criteria.</td>
</tr>
<tr>
<td><strong>sample work</strong></td>
<td>Work submitted by schools, on the instructions of IBCA, for review by IBO-appointed moderators.</td>
</tr>
<tr>
<td><strong>Subject Groups</strong></td>
<td>The MYP curriculum includes eight subject groups: language A, language B, humanities, the sciences, mathematics, the arts, health &amp; physical education and design technology. Religious education is also included as a compulsory subject at Mercedes and is assessed under the humanities subject group.</td>
</tr>
</tbody>
</table>
**Command terms**

The command terms listed are used to define the thinking skills that MYP students are expected to demonstrate. The definitions may vary when used in other contexts.

<table>
<thead>
<tr>
<th>Command term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argue</td>
<td>Challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action.</td>
</tr>
<tr>
<td>Calculate</td>
<td>Obtain a numerical answer showing the relevant stages in the working.</td>
</tr>
<tr>
<td>Classify</td>
<td>Arrange or order by class or category.</td>
</tr>
<tr>
<td>Comment</td>
<td>Give a judgment based on a given statement or result of a calculation.</td>
</tr>
<tr>
<td>Compare</td>
<td>Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.</td>
</tr>
<tr>
<td>Compare and contrast</td>
<td>Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.</td>
</tr>
<tr>
<td>Construct</td>
<td>Develop information in a diagrammatic or logical form.</td>
</tr>
<tr>
<td>Contrast</td>
<td>Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.</td>
</tr>
<tr>
<td>Deduce</td>
<td>Reach a conclusion from the information given.</td>
</tr>
<tr>
<td>Define</td>
<td>Give the precise meaning of a word, phrase, concept or physical quantity.</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Prove or make clear by reasoning or evidence, illustrating with examples or practical application.</td>
</tr>
<tr>
<td>Derive</td>
<td>Manipulate a mathematical relationship to give a new equation or relationship.</td>
</tr>
<tr>
<td>Describe</td>
<td>Give a detailed account or picture of a situation, event, pattern or process.</td>
</tr>
<tr>
<td>Design</td>
<td>Produce a plan, simulation or model.</td>
</tr>
<tr>
<td>Determine</td>
<td>Obtain the only possible answer.</td>
</tr>
<tr>
<td>Discuss</td>
<td>Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.</td>
</tr>
<tr>
<td>Distinguish</td>
<td>Make clear the differences between two or more concepts or items.</td>
</tr>
<tr>
<td>Document</td>
<td>Credit sources of information used by referencing (or citing) following one recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.</td>
</tr>
<tr>
<td>Estimate</td>
<td>Find an approximate value for an unknown quantity.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.</td>
</tr>
<tr>
<td>Examine</td>
<td>Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.</td>
</tr>
<tr>
<td>Exemplify</td>
<td>Represent with an example.</td>
</tr>
<tr>
<td>Explain</td>
<td>Give a detailed account including reasons or causes.</td>
</tr>
<tr>
<td>Explore</td>
<td>Undertake a systematic process of discovery.</td>
</tr>
<tr>
<td>Formulate</td>
<td>Express precisely and systematically the relevant concept(s) or argument(s).</td>
</tr>
<tr>
<td>Identify</td>
<td>Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.</td>
</tr>
<tr>
<td>Infer</td>
<td>Deduce; reason from premises to a conclusion. Listen or read beyond what has been literally expressed.</td>
</tr>
</tbody>
</table>
| Interpret    | Use knowledge and understanding to recognize trends and draw conclusions from given
information.

Investigate
Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.

Justify
Give valid reasons or evidence to support an answer or conclusion.

Label
Add title, labels or brief explanation(s) to a diagram or graph.

List
Give a sequence of brief answers with no explanation.

Measure
Find the value for a quantity.

Outline
Give a brief account.

Predict
Give an expected result of an upcoming action or event.

Present
Offer for display, observation, examination or consideration.

Prove
Use a sequence of logical steps to obtain the required result in a formal way.

Recall
Remember or recognize from prior learning experiences.

Reflect
Think about deeply; consider.

Recognize
Identify through patterns or features.

Show
Give the steps in a calculation or derivation.

Sketch
Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.

Solve
Obtain the answer(s) using appropriate methods.

State
Give a specific name, value or other brief answer without explanation or calculation.

Suggest
Propose a solution, hypothesis or other possible answer.

Summarize
Abstract a general theme or major point(s).

Synthesize
Combine different ideas in order to create new understanding.

Use
Apply knowledge or rules to put theory into practice.
Contact Details

Principal
Mr Peter Daw
pdaw@mercedes.catholic.edu.au

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