

2022

Curriculum Guide



Roma Mitchell
Secondary College

2022 RMSC Curriculum Guide

C o n t e n t s

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2022 RMSC Curriculum Guide

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

Dear Families

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

Students are encouraged to achieve their potential. We do this by having high expectations and setting high standards. We support and challenge students to be successful, by providing teaching and learning programs that incorporate higher order thinking skills and technology rich classrooms to foster creativity, innovation and design.

Roma Mitchell Secondary College is authorised as an International Baccalaureate school. The International Baccalaureate (IB) Middle Years Program & IB Diploma are rigorous academic programs which is being used in a growing number of public and private schools in South Australia, Australia and internationally.

We use the IB MYP/Diploma and the Australian Curriculum to develop our teaching and learning programs.

As a large secondary school, we are able to offer a broad range of academic and vocational subjects so that students are able to choose a university, TAFE or vocational education and training pathway. Students in the senior school (Years 11-12) will study the South Australian Certificate of Education (SACE). Some students may also choose to study nationally recognised certificates in Vocational Education and Training (VET) at the same time as they complete their SACE.

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

Principal, Toni Carellas

Students - consider this

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

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IB Middle Years Program

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



The IB MYP is a curriculum framework that is designed to meet the specific learning needs of students in the middle years of their schooling (years 8 to 10). It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasises intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement - essential qualities for young people who are becoming global leaders.

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

THE IB MISSION STATEMENT

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

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

THE MYP

An IB education -

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

THE IBMYP FUNDAMENTAL CONCEPTS

- Approaches to learning (ATL) - emphasising MYP pedagogy, including collaborative learning through inquiry
- Concepts - highlighting a concept-driven curriculum
- Global contexts - showing how learning best takes place in context
- Inquiry-based learning may result in student-initiated action, which

may involve service within the community

- The MYP organises teaching and learning through eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design
- The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts.

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

MYP program design uses two kinds of concepts.

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

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

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IB Middle Years Program



THE LEARNER PROFILE

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

IB learners strive to be -

Inquirers

Knowledgeable

Thinkers

Communicators

Principled

Open-Minded

Caring

Risk Takers

Balanced

Reflective

THE PERSONAL PROJECT

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

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

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

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

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SACE & VET

The South Australian Certificate of Education (SACE) is an internationally respected senior secondary education qualification that equips students with the knowledge, skills, and capabilities they need to progress to further learning and work as confident and responsible global citizens.

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in year 11) and Stage 2 (Year 12). Students will be able to study a wide range of subjects and courses as part of their SACE.

Stage 1 students at Roma Mitchell Secondary College usually undertake the Research Project as part of year 11 study as well as one optional Stage 2 subject from the following: Workplace Practices, Information Processing and Publishing, Photography or Health.

Further information is available at the SACE website <https://www.sace.sa.edu.au/studying/your-sace>

WHAT IS VET?

VET stands for Vocational Education and Training. Students can undertake hands-on learning in a workplace setting and get a head start on their career. They learn on-the-job skills while working towards their SACE and a VET qualification. Students can gain up to 150 of their 200 SACE credits at Stage 1 and/or Stage 2 from VET.

UNIVERSITY AND TAFE SA ENTRY

Getting the SACE is the main entry used by the South Australian students to gain admission into university and TAFE courses. TAFE SA recognises SACE as meeting the course admission entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to qualify for the SACE, obtain an Australian Tertiary Admission Rank (ATAR) and meet any prerequisite subject requirements for the course/program.

Applications for university and TAFE courses are handled by the South Australian Tertiary Admissions Centre (SATAC). Full details of university and TAFE entry requirements are included in the SATAC Tertiary Entrance booklet. For more information visit www.satac.edu.au/

HOW DO I GET THE SACE ?

- Every subject you complete successfully will earn you 'credits'
- 200 credits of these in the right mix of subject will give you your SACE

- A full semester (six months) of study in one subject will be worth 10 credits
- You will receive a grade for each subject - from an A to an E
- Compulsory subjects need a C grade or better to complete the SACE
- At Stage 1 (year 11) teachers at school will mark all your subject will be marking by SACE Board assessors.
- You will receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board.

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

Indicates year 11 Stage 1 compulsory subjects & courses

Indicates choice subjects

Indicates year 12 Stage 2 compulsory subjects & courses

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IB Diploma

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



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

GROUP 1 LANGUAGE AND LITERATURE

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

GROUP 2 LANGUAGE ACQUISITION

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

GROUP 3 INDIVIDUALS AND SOCIETIES

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

GROUP 4 SCIENCES

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

GROUP 5 MATHEMATICS

Mathematics Applications & Interpretations
Mathematics Analysis & Approaches

GROUP 6 THE ARTS

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

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

THE CORE

Theory of Knowledge (TOK) which explores the nature of knowledge

across the disciplines. It encourages students to appreciate other cultural perspectives and understand their own culture. It stimulates critical reflection on knowledge and allows students to examine the grounds for moral, political and aesthetic judgements.

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

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

Creativity

Arts and other experiences that involve creative thinking

Activity

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

Service

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

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IB Diploma

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

ENROLMENT REQUIREMENTS & CHOOSING SUBJECTS

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

- Your interest and ability in the subject
- Your commitment to your studies and ability to work independently
- Your university and career plans – talk with your Care Group teachers, subject teachers, IB Coordinator and Student Counsellors.
- All IB subjects at Year 11 are accredited SACE Stage 1 subjects.
- IB students may either continue with IB in Year 12 or transfer into SACE Stage 2 with the written permission of the Head of Senior School. If a student transfers to SACE Stage 2, the SACE Board requires an IB score of at least a 4 in English and Mathematics in order to receive credit for their Year 11 IB subjects.

ENGLISH A : LITERATURE (SL/HL)

LEVELS Year 11 and Year 12

LENGTH Full Year

RECOMMENDED BACKGROUND

SPECIAL REQUIREMENTS

As part of the Diploma Program (DP), students take at least one subject from studies in language and literature. Taking two studies in language and literature subjects in different languages is one way of obtaining a bilingual diploma.

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

The subject consists of three courses:

Language A: literature, which is automatically available in 55 languages and, by special request, for any other that has sufficient written literature
 Language A: language and literature, which is available in 17 languages.
 Literature and performance, which is automatically available in English, and by special request in Spanish and French.

The language A: literature course introduces students to the analysis of literary texts. It is the course through which the IB's policy of mother-tongue entitlement is delivered. The course is automatically available in 55 languages and available by special request and may be studied in any language with a sufficiently developed written literature.

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

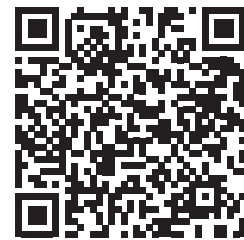
KEY FEATURES OF THE CURRICULUM AND ASSESSMENT MODELS

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

MORE DETAILS AVAILABLE

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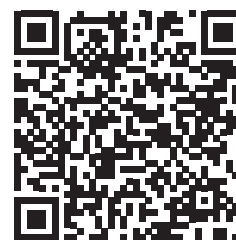


LANGUAGES AB INITIO - ITALIAN, GERMAN B, ITALIAN B, JAPANESE B (SL)

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

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

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

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

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

PSYCHOLOGY

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

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

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

ENVIRONMENTAL SYSTEMS & SOCIETIES

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

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

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

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

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

KEY FEATURES OF THE CURRICULUM AND ASSESSMENT MODELS

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

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CHEMISTRY (SL/HL)

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

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

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

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

1. appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
2. acquire a body of knowledge, methods and techniques that characterize science and technology
3. apply and use a body of knowledge, methods and techniques that characterize science and technology
4. develop an ability to analyse, evaluate and synthesize scientific information
5. develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
6. develop experimental and investigative scientific skills including the use of current technologies

7. develop and apply 21st century communication skills in the study of science
8. become critically aware, as global citizens, of the ethical implications of using science and technology
9. develop an appreciation of the possibilities and limitations of science and technology
10. develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

PHYSICS (SL/HL)

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

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

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

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

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

PHYSICS (cont'd)

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

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MATHEMATICS: APPLICATIONS AND INTERPRETATIONS

Individual students have different needs, aspirations, interests and abilities.

For this reason there are two different DP subjects in mathematics -

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

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

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

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

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

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

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MATHEMATICS ANALYSIS AND APPROACHES (SL/HL)

WHAT DOES SL AND HL MEAN

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

TOPICS COVERED THROUGH THE COURSE

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

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

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

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

ACTIVITIES AND ASSESSMENT

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

ADVICE FROM OUR TEACHERS

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

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

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

BENEFITS TO STUDENTS

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

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

Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level.

Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level.

Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.

MORE DETAILS AVAILABLE

DOWNLOAD THE IB DIPLOMA PROGRAM CURRICULUM GUIDE

<https://rpsc.sa.edu.au/wp-content/uploads/2022-IB-DIPLOMA-Curriculum-Guide-1-1.pdf>



BIOLOGY (SL/HL)

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

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

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

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

BIOLOGY SYLLABUS OUTLINE

Higher level (240 hours)

- 20% Internal assessment (individual investigation)
- 80% External assessment

Standard level (150 hours)

- 20% Internal assessment (individual investigation)
- 80% External assessment

KEY FEATURES OF THE CURRICULUM AND ASSESSMENT MODELS

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

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

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

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

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

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

WHAT DOES SL AND HL MEAN

Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level.

Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level.

Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.

MORE DETAILS AVAILABLE

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<https://rmisc.sa.edu.au/wp-content/uploads/2022-IB-DIPLOMA-Curriculum-Guide-1-1.pdf>



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

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

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

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

Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts

students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

MORE DETAILS AVAILABLE**DOWNLOAD THE IB DIPLOMA
PROGRAM CURRICULUM GUIDE**

<https://rpsc.sa.edu.au/wp-content/uploads/2022-IB-DIPLOMA-Curriculum-Guide-1-1.pdf>



Area of Study Year 7	Subject	Duration
ARTS	2D Art Performance Art	Semester
DESIGN	Digital Technology Workshop Technology(Wood/Metal)	Semester
INDIVIDUALS & SOCIETIES	History + Geography + Civics and Citizenship + Business & Economics	Full year
LANGUAGE ACQUISITION	Global Studies	Full Year
LANGUAGE AND LITERATURE	English Literacy	Full year
MATHEMATICS	Mathematics Numeracy	Full year
PHYSICAL & HEALTH EDUCATION	Health & Physical Education	Semester, can be half a line over the year
SCIENCE	Science	Semester, can be half a line over the year

Area of Study Year 8	Subject	Duration
ARTS	3D Art Music	Semester
DESIGN	Food Technology 3D Design	Semester
INDIVIDUALS & SOCIETIES	History + Geography + Civics and Citizenship + Business & Economics	Full year
LANGUAGE ACQUISITION	Japanese, German, Italian EALD	Full Year
LANGUAGE AND LITERATURE	English Literacy	Full year
MATHEMATICS	Mathematics Numeracy	Full year
PHYSICAL & HEALTH EDUCATION	Health & Physical Education	Full year
SCIENCE	Science	Full year

Area of Study Year 9	Subject	Duration
ARTS	Media Art Visual Art Dance Drama Music	Semester
DESIGN	Food Technology/Textiles Woodwork/Metalwork Digital Design/ 3D Design	Semester
INDIVIDUALS & SOCIETIES	History + Geography + Civics and Citizenship + Business & Economics	Full year
LANGUAGE ACQUISITION	Japanese, German, Italian EALD	Full Year
LANGUAGE AND LITERATURE	English Literacy	Full year
MATHEMATICS	Mathematics Numeracy (selected students) Extended Mathematics	Full year
PHYSICAL & HEALTH EDUCATION	Health & Physical Education	Full year
SCIENCE	Science	Full year

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Year 10

Area of Study	Subject	Duration
ARTS	Design Music (Full year optional) Dance Drama Media Arts Visual Arts	Semester
DESIGN	Food Technology Woodwork Digital Design 3D Design Metalwork Fashion Design	Semester
INDIVIDUALS & SOCIETIES	History + Geography + Civics and Citizenship + Business & Economics	Full year
LANGUAGE ACQUISITION	Japanese German Italian EALD	Full Year
LANGUAGE AND LITERATURE	English Literacy	Full year
MATHEMATICS	Mathematics Numeracy (selected students) Extended Mathematics	Full year
FUTURES EDUCATION	Personal Learning Plan Personal Project	Semester
PHYSICAL & HEALTH EDUCATION	Health & Physical Education	Semester
SCIENCE	Science	Full year

* The sixth subject must be two Semesters of the same discipline - eg, two semesters of Arts or Design or Specialist Sport

CHOICE SUBJECTS <i>Students can choose only one from the following. Specialist Sport students must choose Specialist Sport.</i>	DURATION
Arts - Visual Art (Art/Media), Performing Arts (Drama, Music, Dance)	Semester
Design - Food, Woodwork/Metalwork, Digital Design, 3D Design	Semester
Specialist Sport	Full Year

2022 RMSC Curriculum Guide

Subjects by year level

Year 7
ARTS
2D ART
PERFORMANCE
DESIGN & TECHNOLOGY
WORKSHOP TECHNOLOGY
DIGITAL TECHNOLOGY
ENGLISH
ENGLISH
HEALTH & PHYSICAL EDUCATION
HEALTH & PHYSICAL EDUCATION
HUMANITIES & SOCIAL SCIENCE
INDIVIDUALS & SOCIETIES
GLOBAL STUDIES
LANGUAGES
GLOBAL STUDIES
MATHEMATICS
MATHEMATICS
SCIENCE
SCIENCE

Year 8
ARTS
MUSIC
3D VISUAL ARTS
DESIGN & TECHNOLOGY
3D DESIGN
FOOD TECHNOLOGY
ENGLISH
ENGLISH
HEALTH & PHYSICAL EDUCATION
HEALTH & PHYSICAL EDUCATION
SPECIALIST SPORT
AFLW
CRICKET
SOCCER
HUMANITIES & SOCIAL SCIENCE
INDIVIDUALS & SOCIETIES
LANGUAGES
LANGUAGES OTHER THAN ENGLISH, GERMAN, ITALIAN & JAPANESE
EALD
MATHEMATICS
MATHEMATICS
SCIENCE
SCIENCE

Year 9
ARTS
MEDIA ARTS (PHOTOGRAPHY/FILM)
VISUAL ARTS
DANCE
DRAMA
MUSIC
DESIGN & TECHNOLOGY
DIGITAL TECHNOLOGY (SYSTEMS/ CODING 3D DESIGN)
FOOD TECHNOLOGY/TEXTILES
WORKSHOP TECHNOLOGY - METAL/WOOD
ENGLISH
ENGLISH
HEALTH & PHYSICAL EDUCATION
HEALTH & PHYSICAL EDUCATION
SPECIALIST SPORT
AFLW
CRICKET
SOCCER
HUMANITIES & SOCIAL SCIENCE
INDIVIDUALS & SOCIETIES
LANGUAGES
LANGUAGES OTHER THAN ENGLISH, GERMAN, ITALIAN & JAPANESE
EALD
MATHEMATICS
MATHEMATICS
SCIENCE
SCIENCE

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Subjects by year level

Year 10
ARTS
MEDIA ARTS (PHOTOGRAPHY/ FILM)
VISUAL ARTS
DANCE
DRAMA
MUSIC
DESIGN
DESIGN & TECHNOLOGIES
3D DESIGN
DIGITAL TECHNOLOGY
FOOD TECHNOLOGY
FASHION DESIGN
METALWORK
WOODWORK
ENGLISH
ENGLISH
HEALTH & PHYSICAL EDUCATION
HEALTH & PHYSICAL EDUCATION
SPECIALIST SPORT PROGRAM
SPECIALIST SPORT HEALTH & PHYSICAL EDUCATION (COMPULSORY OR ELECTIVE)
HUMANITIES & SOCIAL SCIENCE
INDIVIDUALS & SOCIETIES
LANGUAGES
LANGUAGES OTHER THAN ENGLISH, GERMAN, ITALIAN & JAPANESE
EALD
MATHEMATICS
MATHEMATICS
MATHEMATICS 10A SEMESTER 2
SCIENCE
SCIENCE
PERSONAL PROJECT
PERSONAL PROJECT (IB MYP)
PERSONAL LEARNING PLAN
PERSONAL LEARNING PLAN SACE STAGE ONE

Year 11 SACE STAGE 1
ARTS
DESIGN
ART
DANCE
CREATIVE ARTS (VISUAL/DESIGN ARTS) STAGE 2
DRAMA
MUSIC EXPLORATIONS STAGE 2
DESIGN & TECHNOLOGIES
DIGITAL TECHNOLOGY
INFORMATION PROCESSING & PUBLISHING STAGE 2
FOOD TECHNOLOGY
TEXTILES
METALWORK
FURNITURE CONSTRUCTION (WOOD)
CHILD STUDIES
BUSINESS INNOVATIONS
WORKPLACE PRACTICES STAGE 2
PHOTOGRAPHY STAGE 2
ENGLISH
ENGLISH LITERARY STUDIES
ENGLISH
ESSENTIAL ENGLISH
EALD
HEALTH & PHYSICAL EDUCATION
HEALTH & PHYSICAL EDUCATION
SPECIALIST SPORT INTEGRATED LEARNING FOOTBALL / AFLW / CRICKET
OUTDOOR EDUCATION
INTEGRATED LEARNING HEALTH STAGE 2
INTEGRATED LEARNING SAASTA
INTEGRATED LEARNING ABORIGINAL POWER CUP
HUMANITIES & SOCIAL SCIENCE
ABORIGINAL STUDIES
MODERN HISTORY
GEOGRAPHY
LEGAL STUDIES
SOCIETY & CULTURE
WOMEN'S STUDIES
ACCOUNTING

Year 11 SACE STAGE 1
LANGUAGES
CONTINUERS GERMAN, ITALIAN & JAPANESE
MATHEMATICS
ESSENTIAL MATHEMATICS SEMESTER 1 AND SEMESTER 2
GENERAL MATHEMATICS SEMESTER 1 AND SEMESTER 2
MATHEMATICS SEMESTER 1 MATHS A MATHS D SEMESTER 2 MATHS B MATHS C
SCIENCES
BIOLOGY
CHEMISTRY
PHYSICS
PSYCHOLOGY
SCIENTIFIC STUDIES
VET & SACE
RESEARCH PROJECT A
RESEARCH PROJECT B
VET - KITCHEN OPERATIONS

Subjects by year level

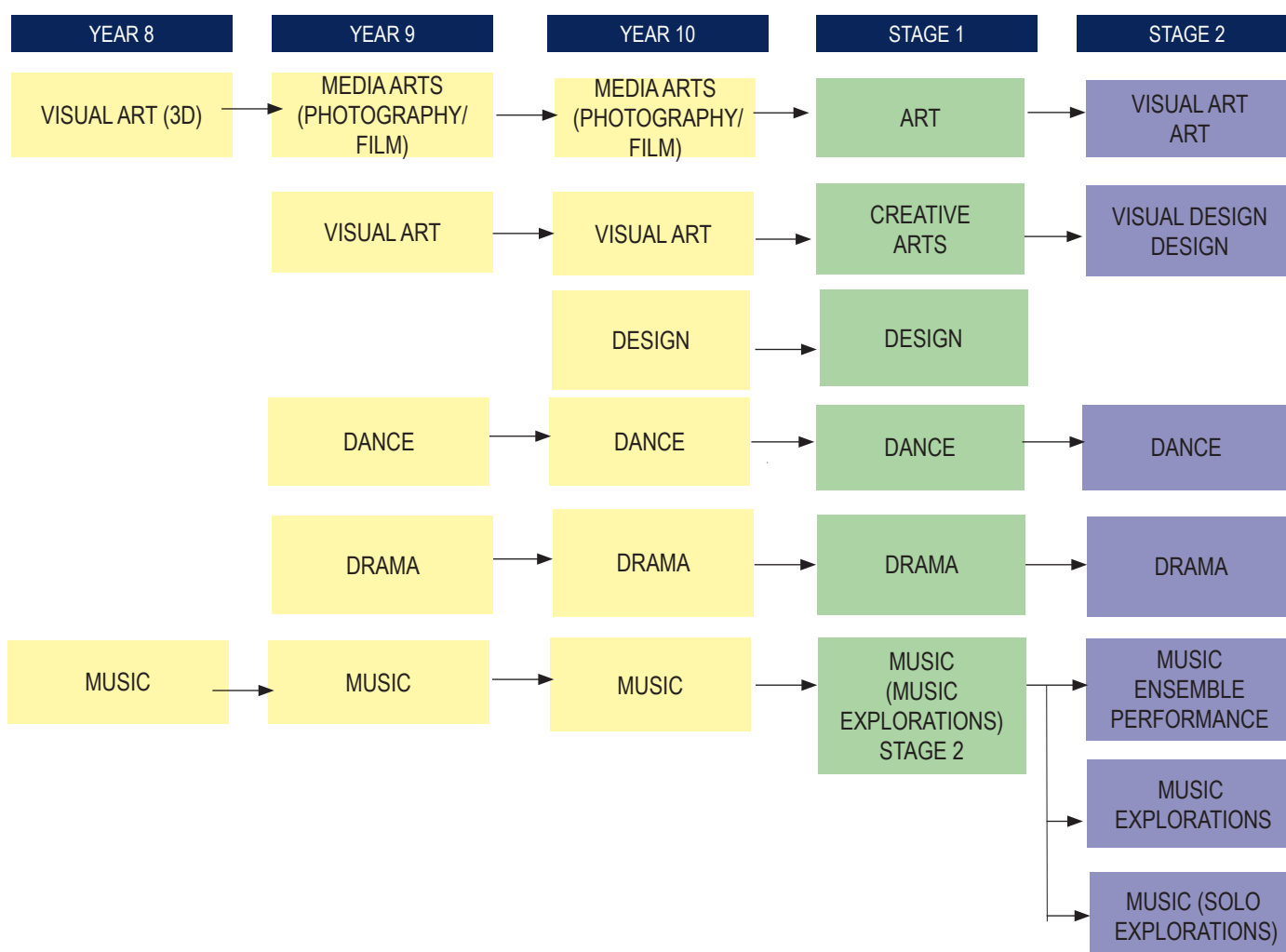
Year 12 SACE STAGE 2	Year 12 SACE STAGE 2	INTERNATIONAL BACCALAUREATE Year 11 & 12
ARTS	LANGUAGES	ARTS
VISUAL DESIGN / DESIGN	CONTINUERS GERMAN, ITALIAN & JAPANESE	VISUAL ARTS
VISUAL ART / ART	MATHEMATICS	OR CHOOSE A SECOND SUBJECT FROM GROUP 3 OR GROUP 4
DANCE	GENERAL MATHEMATICS	INDIVIDUALS & SOCIETIES
DRAMA	MATHEMATICAL METHODS	PSYCHOLOGY
MUSIC PERFORMANCE ENSEMBLE	DOUBLE COMBINATION	ENVIRONMENTAL SYSTEMS & SOCIETIES
MUSIC EXPLORATIONS	SPECIALIST MATHEMATICS + MATHEMATICAL METHODS	LANGUAGE & LITERATURE
MUSIC (SOLO EXPLORATIONS)	SCIENCES	IB ENGLISH A: LITERATURE
DESIGN & TECHNOLOGIES	BIOLOGY	LANGUAGE ACQUISITION
DIGITAL TECHNOLOGY	CHEMISTRY	ITALIAN B
INFORMATION PROCESSING & PUBLISHING	PHYSICS	GERMAN B
FOOD TECHNOLOGY	PSYCHOLOGY	AB INITIO ITALIAN
TEXTILES	SCIENTIFIC STUDIES	JAPANESE B
METALWORK		MATHEMATICS
FURNITURE CONSTRUCTION (WOOD)		MATHEMATICS APPLICATION AND INTERPRETATIONS (SL/HL)
CHILD STUDIES		MATHEMATICS ANALYSIS AND APPROACHES (SL/HL)
BUSINESS INNOVATIONS		SCIENCES
WORKPLACE PRACTICES		BIOLOGY
PHOTOGRAPHY		CHEMISTRY
ENGLISH		ENVIRONMENTAL SYSTEMS & SOCIETIES
ENGLISH LITERARY STUDIES		PHYSICS
ENGLISH		CORE
ESSENTIAL ENGLISH		THEORY OF KNOWLEDGE (TOK)
EALD		EXTENDED ESSAY (EE)
HEALTH & PHYSICAL EDUCATION		CREATIVITY, ACTIVITY, SERVICE (CAS)
HEALTH & PHYSICAL EDUCATION		
SPECIALIST SPORT INTEGRATED LEARNING FOOTBALL / AFLW / CRICKET		
OUTDOOR EDUCATION		
HEALTH STAGE 2		
HUMANITIES & SOCIAL SCIENCE		
ABORIGINAL STUDIES		
MODERN HISTORY		
GEOGRAPHY		
LEGAL STUDIES		
SOCIETY & CULTURE		
WOMEN'S STUDIES		
ACCOUNTING		

2022 RMSC Curriculum Guide

Arts

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

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



2022 RMSC Curriculum Guide

Arts

VISUAL ART (3D) Y8

LEVEL Year 8

LENGTH 1 Term

CONTENT

Students will do a range of art making throughout different techniques and practical applications. Also, they will identify and analyse how artists use visual arts to communicate ideas and show this in their art works. Students will look at a range of cultures, times, places and influences on how art is made.

SKILLS

- Analyse contemporary and historical art and design work
- using a range of techniques and mixed media to produce art design pieces.
- Continual development of using art vocabulary
- Presenting artworks and written practical statements on their own work

SCHOOL ASSESSMENT TYPES

- Common assessment task
- Arts process journal
- Use of literacy

CRITERIA

Knowing and understanding, developing skills, thinking creatively and responding.

MUSIC Y8

LEVEL Year 8

LENGTH 1 Term

CONTENT

Students learn to read music notation and apply acquired knowledge to play musical instruments. Students develop practical skills and technique on instruments building an understanding of their role in an ensemble. They create reflective compositions using software. They reflect on their learning in music making links between concepts, skills and vocabulary acquired.

SKILLS

- Performing musical works with accuracy and technical control.
- Reading and playing treble, bass and percussion clef notation.
- Planning and executing creative intentions using technology as a composition tool.
- Recognising and playing rhythmic patterns

SCHOOL ASSESSMENT TYPES

- Instrumental skill development, performances
- Theory test
- Compositions
- Performance review
- Critical reflection

CRITERIA

Knowing and understanding, developing skills, thinking creatively and responding.

MEDIA ARTS Y9
(PHOTOGRAPHY/FILM)

LEVEL Year 9

LENGTH 1 Semester

CONTENT

Through the medium of digital photography, students analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences. Students develop and refine digital image production skills to shape the technical and symbolic elements of images. Students present photographic artworks for different community and institutional contexts while maintaining safety in the use of technologies and in interaction with others.

Students refine their use of software to create photographic products for specific target audiences.

SKILLS

- Film making
- DSLR Image capture, automatic & manual operation
- Image processing & editing with Adobe software
- Understanding composition & rules of Photography
- Image evaluation & analysis, symbolism & subjectivity
- Contextual understanding, purpose, narrative, audience
- Conceptual development, active citizenship
- Ethical understanding, copyright law

SCHOOL ASSESSMENT TYPES

- Practical camerawork
- Digital image editing
- Analysis of the work of a photographer
- Practical camerawork tests
- Photoshop tutorials
- Creation of a magazine cover
- Media Arts Journal

CRITERIA

Knowing and understanding, developing skills, thinking creatively and responding.

Arts

VISUAL ART Y9

LEVEL Year 9

LENGTH 1 Semester

CONTENT

Students will do a range of art making throughout different techniques and practical applications. Also, they will identify and analyse how artists use visual arts to communicate ideas and show this in their art works. Students will look at a range of cultures, times, places and influences on how art is made.

SKILLS

- Analyse contemporary and historical art and design work
- using a range of techniques and mixed media to produce art design pieces.
- Continual development of using art vocabulary
- Presenting artworks and written practical statements on their own work

SCHOOL ASSESSMENT TYPES

- Common assessment task
- Arts process journal
- Use of literacy

CRITERIA

Knowing and understanding, investigating patterns communicating and applying mathematics in real life contexts.

DANCE Y9

LEVEL Year 9

LENGTH 1 Semester

CONTENT

Students focus on developing practical skills in contemporary dance and implementing the dance elements into the creative thinking tasks. Students research famous dancers, including the history and creation of dance for stage and film.

SKILLS

- Developing dance technique
- Demonstrating the dance elements
- Demonstrating class work and student composition tasks through performance
- Writing about dance using relevant terminology

SCHOOL ASSESSMENT TYPES

- Practical skills
- Group work and performance
- Choreography and process journal

CRITERIA

Knowing and understanding, investigating patterns communicating and applying mathematics in real life contexts.

DRAMA Y9

LEVEL Year 9

LENGTH 1 Semester

CONTENT

Students study ritual, theatrical and social dance. They participate in contemporary, hip hop and break dance styles and observe cultural and social dance. Students are introduced to drama, through practical warm up activities as a class and then partner work and group work. The focus is on the understanding and the implementation of the drama elements.

SKILLS

- Demonstrating the Dance and Drama Elements
- Demonstrating class work and group tasks through performance.
- Elements of Drama
- Role, character and relationships – developing and analysing role play
- Voice and Movement – blocking and props

SCHOOL ASSESSMENT TYPES

- Practical skills
- Group work and performance
- Choreography and process journal

CRITERIA

Knowing and understanding, investigating patterns communicating and applying mathematics in real life contexts.

Arts

MUSIC Y9*(offered for 2 semester by negotiation)***LEVEL** Year 9**LENGTH** 1 Semester**CONTENT**

Students learn to read music notation and apply acquired knowledge to play musical instruments. Students develop practical skills and technique on instruments building an understanding of their role in an ensemble. They create reflective compositions using software. They reflect on their learning in music making links between concepts, skills and vocabulary acquired.

SKILLS

- Performing musical works with accuracy and technical control and expression
- Understanding their role in an ensemble
- Reading and playing music notation
- Planning and executing creative intentions using technology
- Critically reflecting on their own development

SCHOOL ASSESSMENT TYPES

- Performances, solo and ensemble
- Theory tests
- Compositions
- Performance reviews
- Critical reviews

CRITERIA

Knowing and understanding, developing skills, thinking creatively and responding.

DESIGN Y10**LEVEL** Year 10**LENGTH** 1 Semester**CONTENT**

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

SKILLS

Documentation of problem solving processes understand the visual codes that describe, explain, analyse, interpret aspects of design, develop and refine ideas and concepts to develop a personal aesthetic use of appropriate design specific language

SCHOOL ASSESSMENT TYPES

- Arts Process Journal
- Final Product
- Evaluation

CRITERIA

Knowing and understanding, investigating patterns communicating and applying mathematics in real life contexts.

MEDIA ARTS**(PHOTOGRAPHY/FILM) Y10****LEVEL** Year 10**LENGTH** 1 Semester**CONTENT**

Students will use digital technology for practical application that addresses issues in society and cultures.

Students are required to demonstrate their understanding of Fine Art and Conceptual Photography through investigation and analysis, planning and creation of media artworks, evaluation and response.

SKILLS

Analyse contemporary and historical art and design work. Using a range of techniques and mixed media to produce art and design pieces. Continual development of using art vocabulary. Presenting artworks and written practical statements on their work.

SCHOOL ASSESSMENT TYPES

- Arts process journal
- Collage project
- Evaluation

CRITERIA

Knowing and understanding, developing skills, thinking creatively and responding.

Arts

VISUAL ARTS Y10

LEVEL Year 10

LENGTH 1 Semester

CONTENT

Students evaluate artworks they make and view and analyse viewpoints and practices in visual arts making and display from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. Students conceptualise their representational ideas to realise a personal style in their art making and display practices. They manipulate and adapt different representational elements to enhance meaning in their artworks.

SKILLS

- Presenting artworks in formal and informal spaces to enhance meaning; considering the influence of viewpoints and audience on artworks; form and function; understanding the role of the studio for artists; learning to share responsibility for preparation, cleaning and storing work.
- Developing an artwork in response to the works of a particular genre, style or artist, display – presenting artworks in formal and informal spaces to enhance meaning. Observation, imagination, creativity.
- Extending skills in clay making, drawing, painting and
- printmaking, developing art vocabulary.

SCHOOL ASSESSMENT TYPES

- Arts process journal
- Collage project
- Evaluation

CRITERIA

Knowing and understanding, developing skills, thinking creatively and responding.

DANCE Y10

LEVEL Year 10

LENGTH 1 Semester

CONTENT

Students devise dance items that respond to the world around them. They learn technique, composition, stage craft and skills for performance. They research well known dancers, choreographers and companies from around the world.

SKILLS

- Developing dance technique
- Demonstrating the dance elements
- Demonstrating class work and student composition tasks through performance.
- Writing about dance in context and using relevant terminology

SCHOOL ASSESSMENT TYPES

- Practical skills
- Group work and performance
- Choreography and process journal

CRITERIA

Knowing and understanding, developing skills, thinking creatively and responding.

DRAMA Y10

LEVEL Year 10

LENGTH 1 Semester

CONTENT

Students analyse the elements of various performance styles to evaluate meaning and aesthetic effect in pieces of theatre they, interpret, perform, and view. Students develop roles of characters with specific intentions and devise an approach to specific scripted drama performances, including collaborating with others to plan, direct, produce, rehearse, and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

DRAMA Y10
(Cont'd)**SKILLS**

- Role and character Analysing.
- Situational - using props and costumes to establish situation, use of stage Space and time Manipulating time
- Voice and movement (Mood and atmosphere)

Mood and atmosphere

Using stage design to manipulate the feeling or tone of physical space.

Audience

Modifying production elements.

SCHOOL ASSESSMENT TYPES

- Common Assessment tasks
- Arts process journal
- Written reviews
- Group performance
- Theatre history tutorial

CRITERIA

Knowing and understanding, developing skills, thinking creatively and responding..

2022 RMSC Curriculum Guide

Arts

MUSIC Y10

LEVEL Year 10

LENGTH Optional Full Year OR 1 Semester

CONTENT

Students build knowledge of music notation, applying theory concepts when playing their chosen instrument. To further critical thinking, students compose and arrange musical pieces in both traditional, modern and popular styles. Students access weekly instrumental lessons assisting their instrumental skill development and reflect on their work critically for improvement. Students develop an understanding of music notation through interactive exercises in major and minor scales, key signatures, the circle of 5ths, primary and secondary triads. They further develop an understanding of context through the application of understanding in composition.

SKILLS

- Performing musical works with accuracy, technical control and expression as a soloist and an ensemble member.
- Applying theoretical concepts to arrange and compose
- Manipulating sound through recording technique.
- Planning and executing creative intentions using technology
- Critically reflecting on the work of self and others

SCHOOL ASSESSMENT TYPES

- Performances solo and ensemble
- Theory test
- Research tasks
- Composing
- Arranging
- Critical reflection of self and others

CRITERIA

Knowing and understanding, developing skills, thinking creatively and responding.

DESIGN Y11

LEVEL Year 11

LENGTH 1 Semester

CONTENT

In Visual Design students express ideas through practical work using the design process of Brief, Research, Ideation and Final Product through a folio. Students have opportunities to research, understand and reflect upon visual design works in their cultural and historical contexts.

Visual Design - Design includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

SCHOOL ASSESSMENT TYPES

- 30% Practical final
- 40% Folio
- 30% External

CRITERIA

Knowing and understanding, developing skills, thinking creatively and responding.

ART Y11

LEVEL Year 11

LENGTH 1 Semester

RECOMMENDED BACKGROUND

It is highly desirable for students to have successfully completed year 10 Visual Art.

CONTENT

Students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces.

Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts. Visual Arts - Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

SCHOOL ASSESSMENT TYPES

- 30% Practical final
- 40% Folio
- 30% Visual Study

Arts

DANCE Y11

LEVEL Year 11

LENGTH 1 Semester

CONTENT

Preferred Background/Prerequisite: Dance/Drama with an interest in creating dance for performance.

The aim of this course is for the student to gain practical and theoretical knowledge and understanding of Dance Performance, as an important component of the local and global performing arts industry.

In this subject, the focus is about staging a dance for performance. In the on-stage unit, the students learn about the life of a dancer by investigating and participating in practical dance and working collaboratively to produce a performance item/s. In the off-stage unit, the students visit the backstage area of the Festival Theatre and learn about theatre design and staging a production. Students then choose a theatre designer role and investigate and create a design product for one of the following: make up, costume, props, scenery, lighting, and or projection.

The external moderation is based on the art of choreography.

Students are inspired by a choreographer and create a dance work for performance whilst maintaining a folio of research.

SCHOOL ASSESSMENT TYPES

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

CREATIVE ARTS Y11
VISUAL ARTS STAGE 2

LEVEL Year 11

LENGTH Full Year

CONTENT

Visual Art/Design students will develop their artistic/design skills through exploration and practical application that aims to expand student knowledge and understanding of both visual art and or from different design period and perspectives.

SCHOOL ASSESSMENT TYPES

- 50% Product
- 20% Investigation
- 30% External Assessment - Practical Skills

DRAMA Y11

LEVEL Year 11

LENGTH 1 Semester

CONTENT

Additional fees may apply to this subject.

In Drama, students engage in learning as dramatic artists. The three areas of dramatic study are integrated to provide students with opportunities to learn dramatic conventions and elements, and the dramatic process of conceiving, experimenting, developing, making, presenting, analysing, and evaluating drama.

Students explore, experiment with and respond to ideas, processes, and viewpoints from a range of drama which may include texts, innovators, styles and professional productions. They interpret drama for its meanings and develop dramatic language skills to identify and analyse dramatic conventions, styles, contexts, skills and choices.

DRAMA Y11
Cont'd

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

SCHOOL ASSESSMENT TYPES

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

MUSIC Y11
(MUSIC EXPLORATIONS) STAGE 2

LEVEL Year 11

LENGTH Full year

CONTENT

Additional fees may apply to this subject.

Music Explorations emphasises learning through exploration and experimenting with music. Through exploration of musical styles and influences, the elements of music, and how music is made, students process and synthesise the key learning that has taken place. Students develop musical literacy and engage critically and creatively with music through responding to their own and others' works. This subject is flexible in its design, allowing individual and collaborative exploration options in performing, composing, arranging and exploring music technology.

SCHOOL ASSESSMENT TYPES

Through practical application of their understanding of musical elements, students learn to analyse and deconstruct music, manipulate sound and create musical works that express their ideas and emotions.

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

Arts

VISUAL ART Y12
ART**LEVEL** Year 12**LENGTH** Full Year**CONTENT**

Additional fees may apply to this subject.

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

SCHOOL ASSESSMENT TYPES

- 30% Practical Final/Practitioners Statement
- 40% Folio x 2
- 30% External Assessment - Visual Study

VISUAL DESIGN Y12
DESIGN**LEVEL** Year 12**LENGTH** Full Year**CONTENT**

Additional fees may apply to this subject.

Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

SCHOOL ASSESSMENT TYPES

- 30% Practical Final/Practitioners Statement
- 40% Folio x 2
- 30% External Assessment - Visual Study

CRITERIA

Knowledge and understanding, developing skills, thinking creatively and responding.

DRAMA Y12

LEVEL Year 12**LENGTH** Full Year**CONTENT**

Additional fees may apply to this subject.

Stage 2 Drama consists of the following two areas of dramatic study: Company and Production, Exploration and Vision. The two areas of study integrate exploring, analysing, conceiving, creating, making, and evaluating drama. Students apply the dramatic process to make meaningful drama for audiences.

Students create drama from ideas and theoretical foundations, and by experimenting with concepts, processes, aesthetics, and the application of skills. Students assume dramatic roles and explore and analyse ideas, forms, conventions, styles, and innovations. They reflect on their own and others' dramatic ideas and products, and analyse and evaluate dramatic choices.

SCHOOL ASSESSMENT TYPES

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

DANCE Y12

LEVEL Year 12**LENGTH** Full Year**CONTENT**

Additional fees may apply to this subject.

Pre requisite: Stage 1 Dance

Students gain practical and theoretical knowledge and understanding of dance performance as an important component of the local and global performing arts industry. Students will have the opportunity to engage in process, development and production including practice and disciplines connected with the art form.

In the on-stage unit, students learn about the life of a dancer by investigating and participating in practical dance and working collaboratively to produce a performance. In the off-stage units, students visit the backstage of the Festival Theatre and learn about theatre design and staging a production. Student then choose a theatre designer role and investigate and design costume, props, scenery, lighting and or projection.

The external moderation is based on the art of choreography. Students are inspired by a choreographer and create a dance work for performance whilst maintaining a folio of research.

SCHOOL ASSESSMENT TYPES

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

Arts

**MUSIC Y12
(MUSIC EXPLORATIONS)****LEVEL** Year 12**LENGTH** Full Year**CONTENT**

Music Explorations emphasises learning through exploration and experimenting with music. Through exploration of musical styles and influences, the elements of music, and how music is made, students process and synthesise the key learning that has taken place. Students develop musical literacy and engage critically and creatively with music through responding to their own and others' works. This subject is flexible in its design, allowing individual and collaborative exploration options in performing, composing, arranging and exploring music technology.

Through practical application of their understanding of musical elements, students learn to analyse and deconstruct music, manipulate sound and create musical works that express their ideas and emotions.

SCHOOL ASSESSMENT TYPES

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

**MUSIC Y12
(ENSEMBLE PERFORMANCE)****LEVEL** Year 12**LENGTH** Full Year**CONTENT**

Students develop and extend their musical skills and techniques in creating performances as part of an ensemble. They interpret musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to the repertoire.

Students extend their musical literacy through discussing key musical elements of the repertoire and interpreting creative works. Students express their musical ideas through performing, critiquing and evaluating their own performances.

SCHOOL ASSESSMENT TYPES

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

**MUSIC Y12
(SOLO EXPLORATIONS)****LEVEL** Year 12**LENGTH** Full Year**CONTENT**

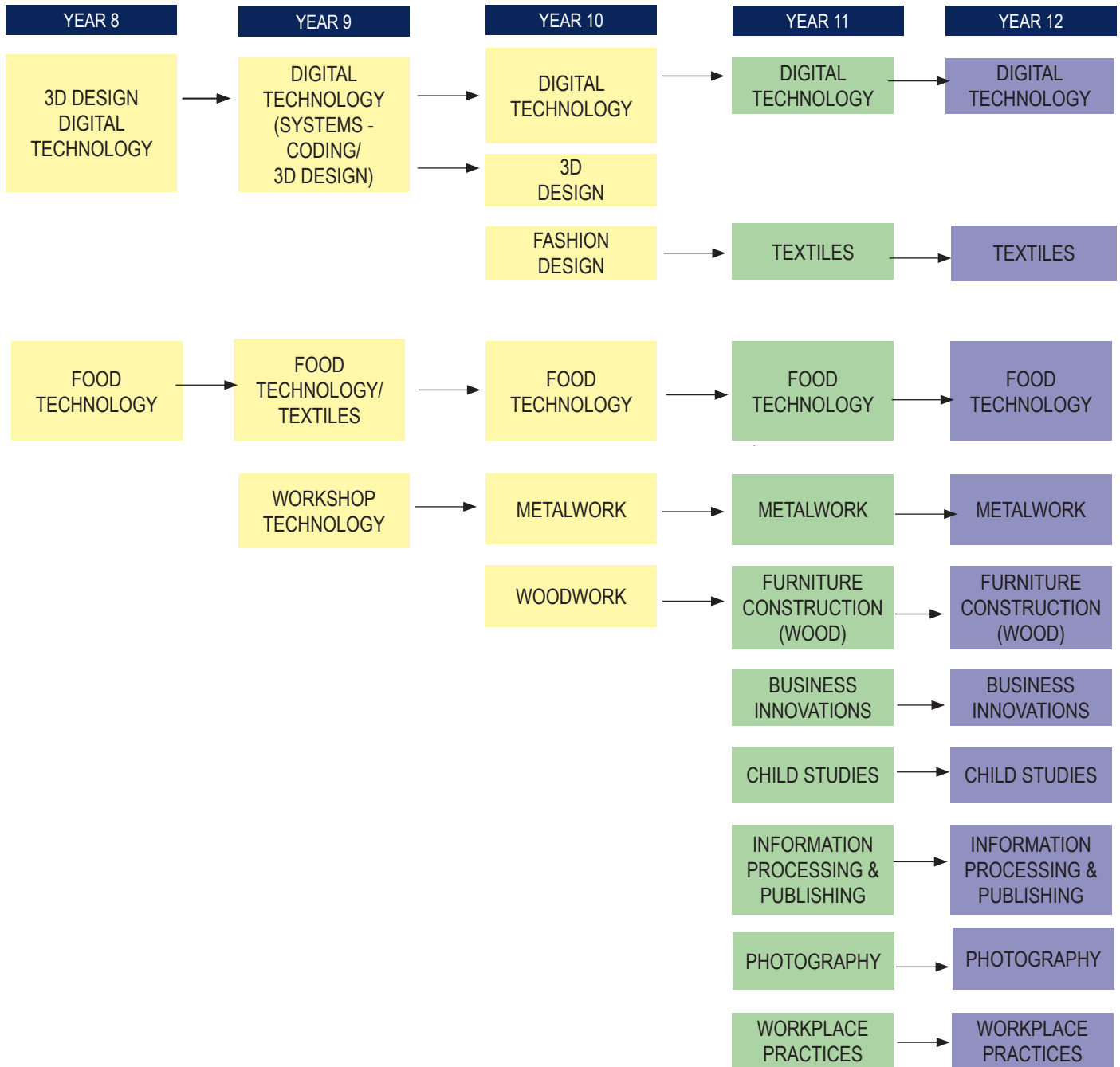
Students develop and extend their musical skills and techniques in creating their own solo performances. They interpret their chosen musical works and apply to their performances an understanding of the style, structure, and conventions appropriate to their repertoire.

Students extend their musical literacy through discussing key musical elements of their chosen repertoire and interpreting creative works.

Students express their musical ideas through performing, critiquing and evaluating their performances.

SCHOOL ASSESSMENT TYPES

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



Design & Technology**3D DESIGN Y8****LEVEL** Year 8**LENGTH** 1 Term**CONTENT**

Students will be introduced to a range of technological systems and will work through the design process to create a range of solutions, taking into consideration social and environmental factors. They will use a range of tools such as 3D printing and laser cutting. They will problem solve and develop solutions to real world problems or challenges.

FOOD TECHNOLOGY Y8**LEVEL** Year 8**LENGTH** 1 Term**CONTENT**

Students will learn about personal, kitchen and food hygiene practices within the context of home and community settings. They will examine safe work practices around equipment, appliances, behaviours and environment within Food Technology.

**WORKSHOP TECHNOLOGY Y9
(WOOD/METAL)****LEVEL** Year 9**LENGTH** 1 Semester**CONTENT**

Students are introduced to the design cycle of investigate, design, make and evaluate. Students will have the opportunity to use appropriate techniques and equipment to create a range of products from timber and/or metal and manufactured board within design parameters by responding to a design brief. Students will explore the range of materials that are available within a modern timber and metal workshop. Theoretical assessments develop students use of literacy and numeracy as well as further develop understanding of practical components of the course. Students will develop their knowledge about Occupational Health and Safety within the workshop environment including Safe Operating Procedures for a wide range of machines, hand tools and processes including sheet metal construction and welding and lathe work.

**DIGITAL TECHNOLOGY Y9
(SYSTEMS-CODING 3D DESIGN)****LEVEL** Year 9**LENGTH** 1 Semester**CONTENT**

Students will be introduced to a variety of software and tools to further develop their understanding of computational thinking. Students will learn to design and create a 2D video game involving the use of sprites, animations, variables and basic scripting of events. Students will also develop an education and interactive app for mobile devices designed for a specific target audience. Both these projects involve a large design and planning aspects and will help students develop their logical thinking and algorithmic thinking skills.

SKILLS

Students will learn about the design process and how to develop and refine their ideas. They will continually evaluate their work and that of their peers to make refinements and reflect upon the strengths and limitations of their products.

FOOD TECHNOLOGY/TEXTILES Y9**LEVEL** Year 9**LENGTH** 1 Semester**CONTENT**

This course aims to develop skills and understanding about the design process and product creation while applying safe and hygienic work practices. Students develop food preparation skills and techniques along with creative presentation of food. Through two major folio tasks, namely Oz Harvest and Cup Cake decoration, students learn about the complexities involved with recipe adaptation, portion size and dietary requirements. Within the textile unit, students are introduced to the design cycle consisting of investigate, develop, create and evaluate specifically investigating environmental impacts of textiles. Students will have the opportunity to use appropriate techniques and equipment to create a textile piece to meet specific design challenges and perimeters for a brief.

3D DESIGN Y10

LEVEL Year 10

LENGTH 1 Semester

CONTENT

Students will learn how to define and deconstruct complex problems in terms of functional requirements and using iterative approaches to design and evaluate algorithms, particularly in relation to solving real world problems. In addition they will be introduced to object oriented programming concepts and modular programs. They will also learn about data and database structures particularly those that reflect the relationship of real-world data and data entities and how various database systems handle such data structures.

Critically evaluate how well developed solutions and existing information systems and policies, take account of future risks and sustainability and provide opportunities for innovation and enterprise.

SKILLS

Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources. Analyse and visualize data to create information. Model processes, entities and their relationships using structured data. Design algorithms represented in structured English and validate algorithms through tracing and test cases. Implement modular programs to solve real world problems.

SCHOOL ASSESSMENT TYPES

- Project based database design and development
- Assignments to model processes, entities and their relationships using structured data Project based program design, development and implementation to solve a real world problem
- Comprehension and communication tests and tasks

CRITERIA

Inquiring and analysing, developing ideas, creating the solution and evaluating.

FOOD TECHNOLOGY Y10

LEVEL Year 10

LENGTH 1 Semester

CONTENT

Food Technology aims to develop skills and understanding about the design process and product creation while applying safe and hygienic work practices. Students develop food preparation skills and techniques along with creative presentation of food. Through two major folio tasks, namely Multicultural cuisine and Celebration foods, students learn recipe adaptation, portion size and dietary requirements besides gaining knowledge of foods from various cultures and celebrations throughout the world.

Inquiring & Analysing

Students conduct research on current trends, analyse the existing products and develop a design brief.

Developing Ideas

Students design specifications and choose a design that demonstrates appropriate food preparation skills while considering dietary requirements. This is followed by creating a food order using correct measurements and terminology.

Creating

This involves constructing and following a logical plan to create a solution i.e. Multicultural buffet and party foods. Students develop skills that require equipment handling and cooking methods. Demonstrate time management and organisational skills, teamwork while

FOOD TECHNOLOGY Y10 (Cont'd)

implementing safe food handling and working safely in a kitchen to prepare a selection of recipes.

Evaluating

Students reflect on their cooking, evaluate success of the solution and how the solution could be improved and impact on the target audience.

SCHOOL ASSESSMENT TYPES

- Folio
- Practical Assessment

CRITERIA

Assessment achievement criteria is task specific. Inquiring and analysing, developing ideas, creating the solution and evaluating.

Design & Technology**FASHION DESIGN Y10****LEVEL** Year 10**LENGTH** 1 Semester**CONTENT**

There will be an additional cost for this subject.

Textiles Technology aims to introduce students to the design cycle consisting of investigation, design, make and evaluate. Students will have the opportunity to use appropriate techniques and equipment to create a minimum of two textile items (such as Hoodies, children's clothing, fashion tops, furnishing items) within design parameters.

Critiquing

Students will understand the impact of textile technology on people, community and the environment. Learn/know/find out about eco-friendly fabrics, sustainable production, recycling textiles. Compare, appraise and evaluate textile products and fabrics.

Designing

Students will solve problems, create solutions and make design choices in relation to their design brief. Present fashion and trade sketches to communicate design ideas. Experiment with textile fabrics, construction and decorating techniques.

Making

Students will select appropriate fabrics, construction and decorating techniques to develop their textile articles. Develop a range of garment construction and decorating skills, such as machine embroidery, knit seams, sleeve application, etc. Develop an understanding of quality control through the production of their articles.

Evaluating

Students reflect on the designing and production of their textile articles, evaluate the success of the solution, and how their product could be improved.

SCHOOL ASSESSMENT TYPES

- Folio displaying design brief development, mood board, fashion and trade sketches and a range of samplers
- Investigation tasks, Eco-friendly fabrics
- Construction of two textile articles

CRITERIA

Inquiring and analysing, developing ideas, creating the solution and evaluating.

METALWORK Y10**LEVEL** Year 10**LENGTH** 1 Semester**CONTENT**

The school will provide all materials.

Through the context of Metal Technology, students are introduced to the design cycle consisting of: investigate, design, make and evaluate. Students will have the opportunity to use appropriate techniques and equipment to create a range of products from metal (DVD Rack, tool box, stool, table), within design parameters. Subject specific literacy and numeracy for Metal will be covered in the course. Students will learn about Occupational Health and Safety within the workshop environment including Safe Operating Procedures for a range of hand tools and machines.

SKILLS**Critiquing**

Students will be comparing and evaluating similar products and reflecting on their final designs including investigating elements of a good design.

Designing**METALWORK Y10 (Cont'd)**

Students will be solving problems and creating solutions and making design choices to suit their design brief. Creating basic Computer Aided Designs (CAD) and reflecting on final designs.

Making

Students will be further developing hand tool skills and using tools safely, learning techniques for bending, shaping and joining metal. Using metal working equipment including braze, fusion and mig welding. Turning metal on the lathe following Safe Operating Procedures and creating products in metal following a design brief.

SCHOOL ASSESSMENT TYPES

- Product evaluations
- Design folio
- Construction of a metal project
- Evaluation of welding skills
- Investigation of elements of good design

CRITERIA

Inquiring and analysing, developing ideas, creating the solution and evaluating.

Design & Technology

WOODWORK Y10

LEVEL Year 10

LENGTH 1 Semester

CONTENT

The school will provide all materials

Through the context of Wood Technology, students are introduced to the design cycle consisting of investigate, design, make and evaluate. Students will have the opportunity to use appropriate techniques and equipment to create a range of products from timber (DVD Rack, stool, chair, table), within design parameters. Subject specific literacy and numeracy for Timber will be covered in the course. Students will learn about Occupational Health and Safety within the workshop environment including Safe Operating Procedures for a range of hand tools and machines.

SKILLS

Critiquing

Students will be comparing and evaluating similar products and reflecting on their final designs including investigating elements of a good design.

Designing

Students will be solving problems and creating solutions and making design choices to suit their design brief. Creating basic Computer Aided Designs (CAD) and reflecting on final designs.

Making

Students will be further developing hand tool skills and using tools safely, learning technical joining techniques such as Mortise and Tenon, Biscuit and Dowel Joints. Using Timbering machines such as Band Saw, Lathe, Router and other portable power tools in accordance with Safe Operating Procedures. Creating products in wood using framing joints to develop assembly and finishing skills.

SCHOOL ASSESSMENT TYPES

- Product evaluations
- Design folio
- Construction of a metal project
- Evaluation of welding skills
- Investigation of elements of good design

CRITERIA

Inquiring and analysing, developing ideas, creating the solution and evaluating.

DIGITAL TECHNOLOGY Y10

LEVEL Year 10

LENGTH 1 Semester

CONTENT

Students will learn how to define and deconstruct complex problems in terms of functional requirements and using iterative approaches to design and evaluate algorithms, particularly in relation to solving real world problems. In addition, they will be introduced to object oriented programming concepts and modular programs. They will also learn about data and database structures particularly those that reflect the relationship of real-world data and data entities and how various database systems handle such data structures.

Critically evaluate how well-developed solutions and existing information systems and policies, take account of future risks and sustainability and provide opportunities for innovation and enterprise.

SKILLS

Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources. Analyse and visualize data to create information. Model processes, entities and their relationships using structured data. Design algorithms represented in structured English and validate algorithms through tracing and test cases. Implement modular programs to solve real world problems.

DIGITAL TECHNOLOGY Y10 (Cont'd)

IB MYP ASSESSMENTS TYPES

- Project based database design and development
- Assignment to model processes, entities and their relationships using structured data Project based program design, development and implementation to solve a real world problem
- Comprehension and communication tests and tasks

CRITERIA

Inquiring and analysing, developing ideas, creating the solution and evaluating.

SCHOOL ASSESSMENT TYPES

- 70% Project skills
- 30% Digital Solutions

DIGITAL TECHNOLOGY Y11

LEVEL Year 11

LENGTH 1 Semester

CONTENT

In Digital Technologies students create practical, innovative solutions to problems of interest, such as mobile app development and programming. Students identify trends and examine solutions to problems in for example, business, industry, the environment, and the community. Digital technologies have changed the ways that people think, work and live.

The application of digital technologies can lead to discoveries, new learning and innovative approaches to understanding the solving problems. They develop innovation skills to create new ways of doing things, generating their own ideas and creating digital solutions and prototypes.

SCHOOL ASSESSMENT TYPES

- 70% Project skills
- 30% Digital Solutions

Design & Technology**INFORMATION PROCESS AND PUBLISHING Y11 STAGE 2****LEVEL** Year 11**LENGTH** Stage 2 Full Year**CONTENT**

Information technology is a dynamic area characterised by frequent change. The study of information technology systems allows students to analyse the limitations and consequences of present technologies critically and to consider the implications of potential technologies. They gain an understanding of the potential of information technology to support what people do today and what they will do in the future. Students learn how a computerbased system comprises people, software, and hardware, and how to apply their knowledge and skills to a range of methods to collect and process data and transmit and produce information.

SCHOOL ASSESSMENT TYPES

- Skills & Applications Task
- Folio
- Product

FOOD TECHNOLOGY Y11**LEVEL** Year 11**LENGTH** 1 Semester**CONTENT**

In this subject, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

SCHOOL ASSESSMENT TYPES

- Skills & Applications Task X 2
- Folio X 1
- Food Product x 1

TEXTILES Y11**LEVEL** Year 11**LENGTH** 1 Semester**CONTENT**

This is a practical based subject where technological skills related to textiles are developed. Students will be able to identify fabrics and their suitability for particular garments and adjust and use commercial patterns. They will further develop their hand and machine skills and extend their abilities to make informed decisions when constructing textile articles, such as a soft furnishing items and garments.

SCHOOL ASSESSMENT TYPES

- Skills & application tasks
- Folio
- Textile article

METALWORK Y11**LEVEL** Year 11**LENGTH** 1 Semester**CONTENT**

Through the study of Design and Technology students develop the ability to identify, create, initiate and develop products, processes, or systems. Students learn to use tools, materials and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings and analyse the impacts of technology, including social, environmental and sustainable consequences. Students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. Contexts include metals, plastics, wood, composites, ceramics and textiles. This course has a strong emphasis on the development of practical skills in fitting and machining including form welding and fabrication work.

SCHOOL ASSESSMENT TYPES

- Skills & Applications Task
- Folio
- Product

Design & Technology**FURNITURE CONSTRUCTION Y11
WOOD****LEVEL** Year 11**LENGTH** 1 Semester**CONTENT**

Through the study of Design and Technology students develop the ability to identify, create, initiate and develop products, processes, or systems. Students learn to use tools, materials and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings and analyse the impacts of technology, including social, environmental and sustainable consequences.

Students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. Contexts include metals, plastics, wood, composites, ceramics and textiles. In this course students plan, design and construct a piece of furniture to meet set design constraints. They study and use both hand and power tools relevant to the manufacture of this project.

For a 10 credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

SCHOOL ASSESSMENT TYPES

- Skills & Applications Task
- Folio
- Food Product

CHILD STUDIES Y11**LEVEL** Year 11**LENGTH** 1 Semester**CONTENT**

The Stage 1 subject examines the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children.

Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

SCHOOL ASSESSMENT TYPES

- Skills & application tasks
- Folio
- Product

CRITERIA

Two practical activities

- One group activity
- One investigation

BUSINESS INNOVATIONS Y11**LEVEL** Year 11**LENGTH** 1 Semester**CONTENT**

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally and globally. Students gain an understanding of business operations and practice, develop an awareness of business, marketing and technological skills, participate in planning, developing and controlling business activities and evaluate decisions on business practices.

**BUSINESS INNOVATIONS Y11
Cont'd****SCHOOL ASSESSMENT TYPES**

- Folio
- Practical
- Issues Study

CRITERIA

For a 10 credit subject, it is recommended that students provide evidence of their learning through four or five assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.

At least one assessment should focus on the core topic chosen for study and at least one assessment should focus on an option topic.

WORKPLACE PRACTICES Y11**LEVEL** Year 11**LENGTH** 1 Semester**CONTENT**

In Workplace Practices students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They learn about the various forms of work, rights and responsibilities at work, issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations with either a general or industry specific focus.

The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF) Assessment.

SCHOOL ASSESSMENT TYPES

- Folio at least 3 assessments
- Performance at least 2 assessments
- Reflection at least 2 assessments

Design & Technology

PHOTOGRAPHY Y11
STAGE 2**LEVEL** Year 11**LENGTH** Stage 2 for full year**CONTENT**

Students demonstrate a range of skills in digital photography process and media manipulation. Students will experiment with the uses of an SLR camera as well as the various tools and techniques within different software. Students will develop understanding of the requirements within a design brief and use technical language to evaluate products.

Students work within the design process to apply critical thinking and problem-solving skills. They incorporate technologies to address design problems, and challenges such as creating working drawings, concepts, sketches, prototypes, and story boards to work through idea generation. Students reflect on product outcomes and evaluate processes and effectiveness related to the final product.

SCHOOL ASSESSMENT TYPES

- 20% Specialised Skills Tasks
- 50% Design Process and Product
- 30% Resource Study

PHOTOGRAPHY Y12

LEVEL Year 12**LENGTH** Full Year

Additional fees may apply to this subject.

CONTENT

In Communication Products, students use images and text to design and make products that communicate information. Students in this course undertake a range of digital camera activities based on various photographic themes of their own choice.

Through the study of Design and Technology, students develop the ability to identify, create, initiate and develop Photographic products to

PHOTOGRAPHY Y12
(Cont'd)

communicate ideas, information and concepts for a range of audiences. Students learn to use a DSLR camera with a range of lenses, lighting equipment, backdrops, portable product photography boxes, reflectors, flash units, Adobe Photoshop and Adobe Lightroom in order to safely and competently complete three photographic products, a small photography exhibition and a range of other digitally edited images. They explore photography in both contemporary and historical settings and analyse the impacts of photographic images and products, including evaluation of impacts and consequences of their products on the individual, society or the environment. The target audience, purpose, usefulness and sustainability of their products must be considered.

SCHOOL ASSESSMENT TYPES

- 20% Skills & Applications Task
- 25% Major Product
- 25% Minor Product

EXTERNAL

- 30% Folio

INFORMATION PROCESSING AND
PUBLISHING Y12**LEVEL** Year 12**LENGTH** Full Year**CONTENT**

Information technology is a dynamic area characterised by frequent change. The study of information technology systems allows students to analyse the limitations and consequences of present technologies critically and to consider the implications of potential technologies. They gain an understanding of the potential of information technology to support what people do today and what they will do in the future. Students learn how a computerbased system comprises people, software, and hardware, and how to apply their knowledge and skills to a range of methods to collect and process data and transmit and produce information.

INFORMATION PROCESSING AND
PUBLISHING Y12 (cont'd)**SCHOOL ASSESSMENT TYPES**

- Skills & Applications Task
- Folio
- Product

FOOD TECHNOLOGY Y12

LEVEL Year 12**LENGTH** Full Year

Additional fees may apply to this subject.

CONTENT

This course enables students to undertake design exercises and produce evidence of their learning. A major focus is the development of skills with regards to food preparation and presentation and the changing nature of the cuisine. Students develop relevant knowledge through a range of research and practical tasks.

SCHOOL ASSESSMENT TYPES

- 20% Skills & application tasks
- 50% Design Process & solution

EXTERNAL

- 30% Resource study

TEXTILES Y12

LEVEL Year 12**LENGTH** Full Year

Additional fees may apply to this subject.

CONTENT

Students are given opportunities to develop their embellishing, construction and designing skills. With an understanding of the design process, students will produce fashion garments and/or soft furnishing items. Students will have the opportunity to investigate current issues such as the environmental, social and ethical impact of the textile industry.

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Design & Technology

TEXTILES Y12 (Cont'd)

SCHOOL ASSESSMENT TYPES

- 20% Skills & application tasks
- 50% Design Process & solution

EXTERNAL

- 30% Resource study

DIGITAL TECHNOLOGY Y12

LEVEL Year 12

LENGTH Full Year

Additional fees may apply to this subject.

CONTENT

Students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Innovation in Digital Technologies involves students creating new ways of doing things, generating their own ideas, and creating digital solutions to problems of interest. Solutions may take the form of a product, prototype, and/or proof of concept. Students are encouraged to experiment and learn from what does not work as planned, as well as from what does work. Innovation may also include students designing solutions that improve existing processes or products.

SCHOOL ASSESSMENT TYPES 70%

- 50% Project Skills
- 20% Collaborative Project

EXTERNAL ASSESSMENT 30%

- 30% Individual Digital Solution

METALWORK Y12

LEVEL Year 12

LENGTH Full Year

Additional fees may apply to this subject.

CONTENT

This course develops students' knowledge and understanding of metal fabrication. It incorporates arc, gas and MIG welding, fitting and machining, CAD drawing, distortion control and finishing. Learning is done by designing, constructing and evaluating a project.

Students will be able to design and draw using a computer drawing program, a project (e.g. an engineer's vice). They will critically analyse the purpose, design concepts, and production techniques required and use appropriate design strategies to make the specified products and systems. They will also examine effects of design and technology on society; respond to the ethical, cultural, and /or environmental issues inherent in design and technology.

SCHOOL ASSESSMENT TYPES

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

FURNITURE CONSTRUCTION Y12 WOOD

LEVEL Year 12

LENGTH Full Year

Additional fees may apply to this subject.

CONTENT

This course enables students to undertake a design exercise and produce pieces of furniture using different materials. A major focus is the development of skills with static and power tools associated with frame construction and "carcase" construction.

SCHOOL ASSESSMENT TYPES

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

CHILD STUDIES Y12

LEVEL Year 12

LENGTH Full Year

CONTENT

The Stage 2 subject focuses on children's growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of children.

Through the study of Stage 2 Child Studies students develop a variety of research, management and practical skills.

SCHOOL ASSESSMENT TYPES

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

BUSINESS INNOVATIONS Y12

LEVEL Year 12

LENGTH Full Year

CONTENT

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally.

Students gain an understanding of business operations and practice, develop an awareness of business, marketing, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices.

SCHOOL ASSESSMENT TYPES

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

WORKPLACE PRACTICES Y12

LEVEL Year 12

LENGTH Full Year

CONTENT

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace.

They learn about the relationships between work-related issues and practices, the changing nature of work, industrial relations influences, and workplace issues that may be local, national or global, or industry specific.

Students can undertake learning in the workplace and reflect on and evaluate their experiences in relation to their capabilities, interests, and aspirations.

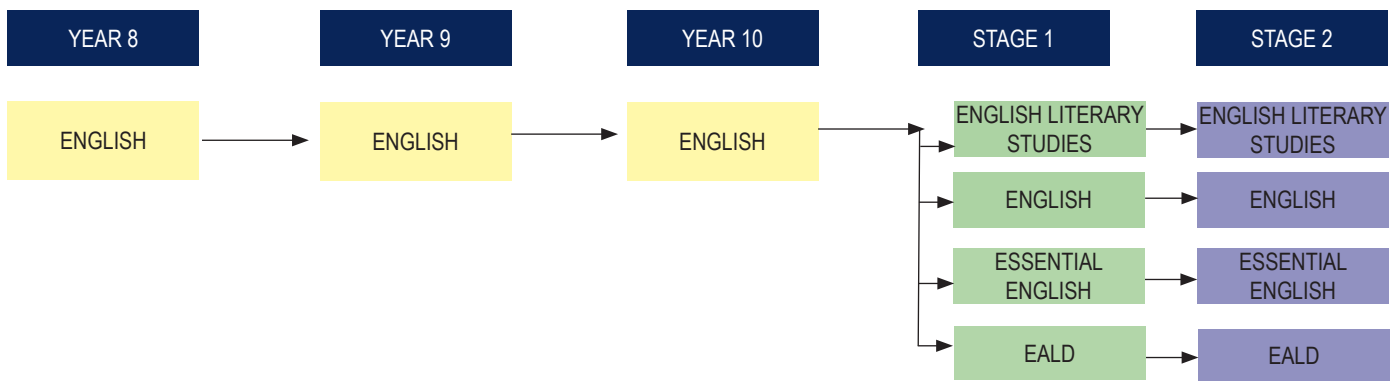
The subject may include the undertaking of Vocational Education and Training (VET) as provided under the Australian Qualifications Framework (AQF).

SCHOOL ASSESSMENT TYPES

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

English

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



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

English**ENGLISH Y8****LEVEL** Year 8**LENGTH** 2 semesters**CONTENT**

There are 3 strands in the Australian English Curriculum, Language, Literacy and Literature. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances.

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

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and continue to create literary analyses and transformations of texts.

SKILLS LANGUAGE

- Understand how to change language choices for different occasions
- Analyse the text structures applicable to various text types
- Create oral and written texts that follow the relevant text structure
- Understand spelling conventions
- Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts

SKILLS LITERATURE

- Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts
- Identify, interpret and analyse how texts are created through language features and text structure
- Create literary texts and experiment with language features

SKILLS LITERACY

- Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives
- Use comprehension strategies to interpret and evaluate texts
- Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts

ASSESSMENT CRITERIA

- Analysing
- Organising
- Producing language
- Using language

English

ENGLISH Y9

LEVEL Year 9

LENGTH 2 semesters

CONTENT

The Australian English Curriculum is built around three strands of Language, Literature and Literacy, knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.

These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

Students will also engage with literary texts. They will be supported and extended to become independent readers. These texts explore themes of the human experience, ethical and global dilemmas within real world and fictional settings. Informative texts are more complex and are about a wide range of specialized topics. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and literary analyses.

SKILLS LANGUAGE

- Understand how language evolves
- Analyse the text structures and the choices authors make to be innovative
- Compare and contrast techniques in constructing texts
- Use correct punctuation conventions to create texts for different audiences and purposes
- Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness

SKILLS LITERATURE

- Recognize how people, places, identity and culture are presented in texts
- Present and argument about the ideas and viewpoints presented in texts
- Discover a personal understanding of the world through study of various texts
- Create literary texts which include parody or allusion

SKILLS LITERACY

- Apply an expanding vocabulary to read increasingly complex texts with fluency and com comprehension
- Use comprehension strategies to interpret and evaluate texts
- Review and edit own texts to improve clarity and control over content and structure

IB MYP ASSESSMENT CRITERIA

- Analysing
- Organising
- Producing language
- Using language

ENGLISH Y10

LEVEL Year 10

CONTENT

The Australian English Curriculum is built around three strands of Language & Literacy, knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary text in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

Students will also engage with literary texts. They will be supported and extended to become independent readers. These texts explore themes of the human experience, ethical and global dilemmas within real- world and fictional settings. Informative texts are more complex and are about a wide range of specialized topics. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and literary analyses.

SKILLS LANGUAGE

- Understand how language can empower and disempower people
- Analyse the text structures of contemporary and traditional texts
- Understand and use conventions for including references and quotes
- Evaluate the effectiveness of images both still and moving
- Refine vocabulary choices to improve meaning

English

ENGLISH Y10

LEVEL Year 10 (cont'd)

SKILLS LITERATURE

- Compare and evaluate how people, places, identity and culture are presented in texts
- Identify, explain and discuss the ideas and viewpoints presented in texts
- Make connections between texts
- Create literary texts that make connections with other texts

SKILLS LITERACY

- Plan, rehearse and deliver presentations which persuade
- Use comprehension strategies to compare and contrast information between texts
- Use a range of software confidently to create, edit and publish

SCHOOL ASSESSMENT TYPES

- Analysing
- Organising
- Producing language
- Using language

ENGLISH Y11

LEVEL Year 11

SACE CREDITS 10 OR 20**CONTENT**

English may be studied as -
2 x 10 Credit subjects and as
a 20 credit subject at
Stage 2.

In English, students analyse the interrelationship between author, text and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives, an understanding of purpose, context and audience is applied in students' own creation of imaginative, interpretative, analytical and persuasive texts that may be written, oral or multimodal.

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

SCHOOL ASSESSMENT TYPES

- Responding to texts
- Creating texts
- Intertextual study

CRITERIA

For a 10 credit subject, students should provide evidence of their learning through four assessments, with at least one assessment from each assessment type.

At least one assessment should be an oral or multimodal presentation and at least one should be in written form.

LEVEL Year 11 (cont'd)

Each assessment type should have a weighting of at least 20%.

English

ENGLISH LITERARY STUDIES Y11

LEVEL Year 11

SACE CREDITS 10**RECOMMENDED BACKGROUND**

Successful completion of year 10 English.

CONTENT

English Literary Studies may be undertaken as 10 credit subject at Stage 1. For students considering studying Stage 2 English Literary Studies in 2022, it is highly advisable that they select this subject.

In this subject there is an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts.

Students produce written, oral, and/or multimodal analytical responses to a text or texts. Students analyse a text from one or more critical perspectives. They may respond to texts in a variety of forms including a series of short answers and/or extended responses.

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

Students produce a minimum of 5 assessment tasks, two from responding to texts and two from creating texts. One text is an intertextual study.

SCHOOL ASSESSMENT TYPES

Students are assessed against SACE English performance standards. Each semester, students are assessed in three different task types -

- Responding to texts
- Creating texts
- Intertextual study

LEVEL Year 11 (cont'd)

Year 11 (stage One) English is assessed using performance standard describing five levels of achievement reported with the grade A to E.

CRITERIA

SACE Credits	10
Assessments	4
Weighting %	20

SACE Credits	20
Assessments	8
Weighting %	20

Weighting % is of each assessment.

ESSENTIAL ENGLISH Y11

LEVEL Year 11

SACE CREDITS 10

Essential English may be undertaken as 2 X 10 credit subject and as a 20 credit subject at Stage 2. In this subject students respond to and create texts in and for a range of personal, social, cultural and/or workplace contexts.

Students understand and interpret information, ideas and perspectives in texts and consider ways in which language choices are used to influence opinions and decisions.

The learning requirements summarises the key knowledge, skills and understandings that students are expected to develop and demonstrate through learning in Stage 1 Essential English.

In this subject, students are expected to -

- Develop communication skills through reading, viewing, writing, listening and speaking

LEVEL Year 11 (cont'd)

ESSENTIAL ENGLISH Y11

- Comprehend information, ideas, and perspectives in texts selected from social, cultural, community, workplace and/or imagined contexts
- Identify and analyse how the structure and language of texts carries for different purposes, audiences and contexts
- Express information, ideas and perspectives using a range of textual conventions
- Create oral, written and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts.

SCHOOL ASSESSMENT TYPES

- Responding to texts
- Creating texts

CRITERIA

For a 10 credit subject, students should provide evidence of their learning through four assessments, with at least one assessment form each assessment type.

At least one assessment should be an oral or multimodal presentation and at least one should be in written form. Each assessment type should have a weighting of at least 20%.

English

EALD Y11

LEVEL Year 11

SACE CREDITS 10

CONTENT

Stage 1 EALD may be studied as a 10 credit subject or a 20 credit subject. This subject focuses on development and use of skills and strategies in communication, comprehension, language and text analysis and creating texts.

Through studying a variety of oral, written and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include for example, a newspaper article, a podcast, a short story, an extract from a prose text or a scene from a film. Students explore the relationship between these structures and features and the context, purpose and audience texts. Information, ideas and opinions in texts are identified and interpreted.

Students develop confidence in creating texts for different purposes in both real and implied contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English through their study of texts and language. They develop skills for research and academic study.

SCHOOL ASSESSMENT TYPES

- Responding to texts
- Interactive study
- Language Study

CRITERIA

For a 10 credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

ENGLISH LITERARY STUDIES Y12

THIS SUBJECT HAS AN EXAM

LEVEL Year 12

SACE CREDITS 20

CONTENT

Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

Students produce responses that show the depth and clarity of their understanding. They extend their ability to sustain a reasoned critical argument by developing strategies that allow them to weigh alternative opinions against each other. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed.

SCHOOL ASSESSMENT TYPES

- 50 % Responding to texts
- 20% Creating texts

EXTERNAL EXAM

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

English

ENGLISH Y12

LEVEL Year 12

SACE CREDITS 20

CONTENT

In English students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

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

SCHOOL ASSESSMENT TYPES

- 30 % Responding to texts
- 40% Creating texts

EXTERNAL

- 30% Comparative Analysis

EALD Y12

THIS SUBJECT HAS AN EXAM

LEVEL Year 12

SACE CREDITS 20

CONTENT

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and text creation.

Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, a short story, an extract from a prose text, or a scene from a film. Students explore the relationship between the structures and features and the purpose, audience, and context of texts. Information, ideas, and opinions in texts are identified and evaluated. Personal, social, and cultural perspectives in texts are analysed and evaluated.

Students develop confidence in creating texts for different purposes in both real and imagined contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. They develop skills for research and academic study.

SCHOOL ASSESSMENT TYPES

- 30 % Academic Literacy Study
- 40% Responses to texts

EXTERNAL EXAM

- 30% Two and a half hour exam

ESSENTIAL ENGLISH Y12

LEVEL Year 12

SACE CREDITS 20

CONTENT

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

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

SCHOOL ASSESSMENT TYPES

- 50% Responses to texts
- 20% Creating texts

EXTERNAL

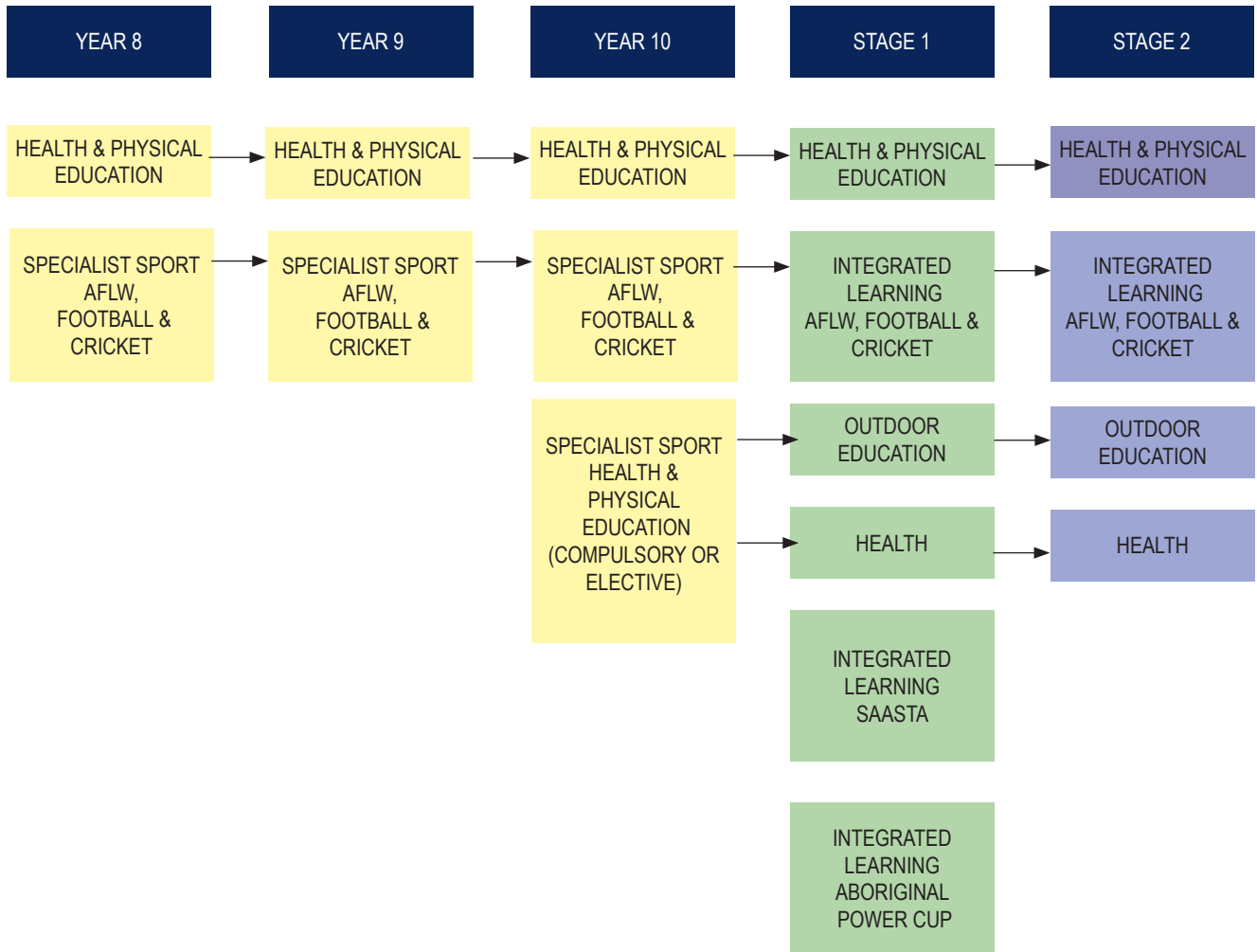
- 30% Language study

STUDENTS COMPLETE ASSESSMENTS

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

2022 RMSC Curriculum Guide

Health & Physical Education



Health & Physical Education**HEALTH & PHYSICAL EDUCATION Y8****LEVEL** Year 8**SEMESTERS 2****CONTENT**

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

Students will learn to:

- appreciate and understand the value of physical activity and its relationship to a healthy active lifestyle.
- develop the skills necessary to participate successfully in a variety of physical activities.
- experience enjoyment and satisfaction through physical activity.
- develop social skills and demonstrate the importance of teamwork and cooperation in group activities.
- demonstrate knowledge and understanding in a variety of physical activities and evaluate their own and others' performance.
- identify and participate in group activities which promote self-confidence and cooperation
- critically assess and develop effective strategies and behaviours to promote safety
- develop knowledge in sports science.

IB MYP ASSESSMENT TYPE

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

SPECIALIST SPORT PROGRAM - AFL WOMEN FOOTBALL, CRICKET, SOCCER Y8**LEVEL** Year 8**SEMESTERS 2****CONTENT**

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

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

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

Students will develop skills in the following areas:

- Sports psychology
- Fitness analysis
- Officiating accreditation
- Performance analysis
- Technique analysis
- Coaching
- Goal setting

IB MYP ASSESSMENT TYPE

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

HEALTH & PHYSICAL EDUCATION Y9**LEVEL** Year 9**SEMESTERS 2****CONTENT**

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

Students will learn to:

- appreciate and understand the value of physical activity and its relationship to a healthy active lifestyle.
- develop the major skills necessary to participate successfully in a variety of physical activities.
- experience enjoyment and satisfaction through physical activity.
- develop social skills and demonstrate the importance of teamwork and cooperation in group activities.
- demonstrate knowledge and understanding in a variety of physical activities and evaluate their own and others' performance.
- identify and participate in group activities which promote self-confidence and cooperation.
- critically assess and develop effective strategies and behaviours to promote safety.

IB MYP ASSESSMENT TYPE

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

2022 RMSC Curriculum Guide

Health & Physical Education

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

LEVEL Year 9

SEMESTERS 2

CONTENT

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

Students will develop skills in the following areas:

- Sports psychology
- Fitness analysis
- Officiating accreditation
- Performance analysis
- Technique analysis
- Coaching (miniros)
- Goal setting

IB MYP ASSESSMENT TYPE

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

SPECIALIST SPORT INTEGRATED
LEARNING AFLW, FOOTBALL &
CRICKET Y10

LEVEL Year 10

SEMESTERS 2

CONTENT

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

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

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

Students will develop skills in the following areas:

- Sports psychology
- Fitness analysis
- Officiating accreditation (Level 4)
- Performance analysis
- Technique analysis
- Coaching (miniros)
- Goal setting

IB MYP ASSESSMENT TYPE

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

SPECIALIST SPORT HEALTH
& PHYSICAL EDUCATION Y10
COMPULSORY & ELECTIVE

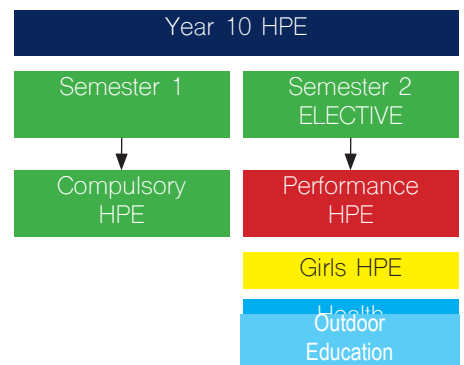
LEVEL Year 10

SEMESTERS 2

CONTENT

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

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

Performance
HPE

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

2022 RMSC Curriculum Guide

Health & Physical Education

SPECIALIST SPORT HEALTH &
PHYSICAL EDUCATION Y10
COMPULSORY & ELECTIVE Y10

Cont'd

skilled performances in both individual and group settings.

Girls HPE

Girls HPE students, explore their physical capacities and investigate factors that influence and improve performance. The Girls HPE course follows the HPE curriculum, but is specifically designed to cater to girls learning by promoting collaborative learning, critical thinking and communication, as reflected through the capabilities.

Health

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

IB MYP ASSESSMENT TYPE

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

HEALTH AND
PHYSICAL EDUCATION
Y11 (10 CREDITS)

LEVEL Year 11

CREDITS 10

CONTENT

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

SCHOOL ASSESSMENT TYPES

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

CRITERIA

- 60% Improvement analysis
- 40% Physical activity investigation

OUTDOOR EDUCATION
Y11 (10 CREDITS)

LEVEL Year 11

CREDITS 10

CONTENT

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

SCHOOL ASSESSMENT TYPES

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

CRITERIA

- 70% Folio
- 30% Report

2022 RMSC Curriculum Guide

Health & Physical Education

SPECIALIST SPORT INTEGRATED
LEARNING AFLW, FOOTBALL &
CRICKET Y11

LEVEL Year 11

CREDITS 20

CONTENT

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

SCHOOL ASSESSMENT TYPES

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

CRITERIA

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

INTEGRATED LEARNING
ABORIGINAL POWER CUP Y11

LEVEL Year 11

CREDITS 10

CONTENT

This subject is open to all senior Aboriginal students. Students work individually and as part of a group to complete a number set tasks that work towards participation in a 3 day carnival. The focus of the carnival is on playing 9-a-side football matches, with participation in cultural activities and attendance at careers presentations and expo as coordinated activities.

Students gain points for their teams by completing tasks and the girls and boys teams with the highest number of points earn the right for a play off in a Grand Final in a Port Power game.

INTEGRATED LEARNING
SAASTA

LEVEL Year 11

CONTENT

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

SCHOOL ASSESSMENT TYPES

- Practical
- Analysis
- Folio & Discussion

INTEGRATED LEARNING
HEALTH Y11 (STAGE 2)

LEVEL Year 11

CREDITS 20

CONTENT

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

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

CRITERIA

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

2022 RMSC Curriculum Guide

Health & Physical Education

HEALTH AND
PHYSICAL EDUCATION Y12
(20 CREDITS)

LEVEL Year 12

CREDITS 20

CONTENT

Students studying this subject will be aiming to:

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

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

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

SCHOOL ASSESSMENT TYPES

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

CRITERIA

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

SPECIALIST SPORT INTEGRATED
LEARNING AFLW, FOOTBALL &
CRICKET Y12

LEVEL Year 12

CREDITS 20

CONTENT

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

SCHOOL ASSESSMENT TYPES

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

CRITERIA

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

OUTDOOR EDUCATION Y12

LEVEL Year 12

CREDITS 20

CONTENT

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

In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives and physical and emotional health through participating in outdoor activities. Students develop skills in risk management and reflect on environmental practices.

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

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

OUTDOOR EDUCATION Y12 (cont'd)

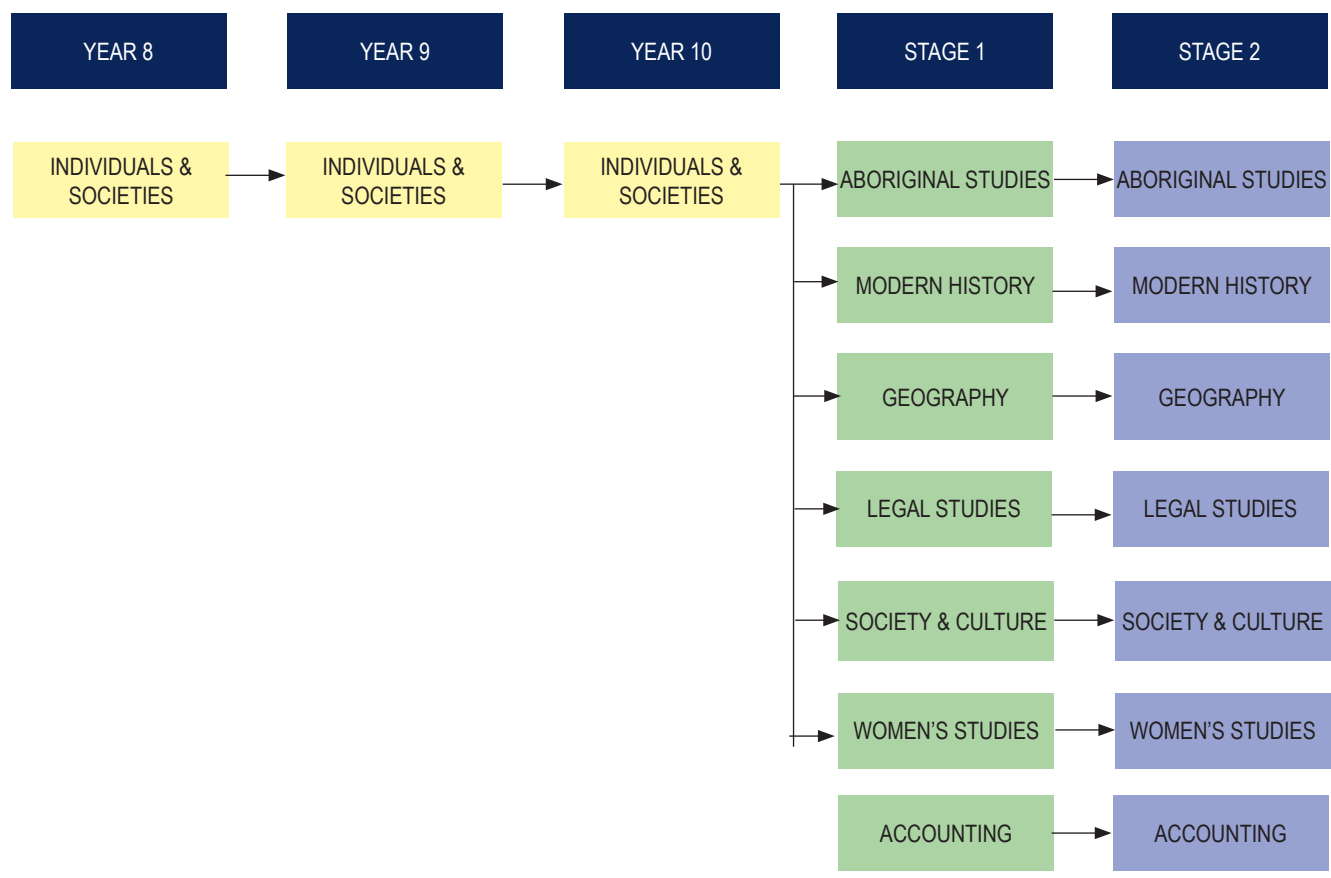
SCHOOL ASSESSMENT TYPES

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

CRITERIA

- 70% Folio
- 30% External component

Humanities & Social Science



Humanities & Social Science

INDIVIDUALS & SOCIETIES Y8

LEVEL Year 8

SEMESTERS 2

CONTENT

Humanities are divided into three core areas of study - History, Geography, Civics and Citizenship.

History - The Australian Curriculum History is organised into two strands- Historical knowledge and understanding
Historical skills.

At Year 8 the three In-depth Studies are: Medieval Europe c 590-1500, The Ottoman Empire c 1299 - c 1683 or the Polynesian expansion across the Pacific c 700 - 1756 and The Spanish in the Americas c1492-1572.

Geography - Geography is the study of the earth and its features. Students learn about the distribution of life on earth, including human life and its impacts. Geography is organised into two strands, Geographical knowledge and understanding and Geographical inquiry and skills.

At year 8, the study of Geography is separated into two topics -

- Topic 1 Environmental geography and resources
- Topic 2 Why people live where they do

Civics and Citizenship - Civics and Citizenship is organised into two strands-Civics and Citizenship, knowledge and understanding
Civics and Citizenship skills

SKILLS

History

- Sequence historical events, developments and periods
- Use historical terms and concepts
- Identify and locate relevant sources

Geography

- See relationships between geographical concepts such as place, space and environment
- Formulating a question and research action plan of a specific geographical nature
- Develop observation recording skills

Civics and Citizenship

- Questioning and research
- Analysis
- Problem solving

CRITERIA

Knowledge and understanding, investigating, thinking critically and communicating.

INDIVIDUALS & SOCIETIES Y9

LEVEL Year 9

SEMESTERS 2

CONTENT

Humanities are divided into three core areas of study - History, Geography, Civics and Citizenship.

History - The Australian Curriculum History is organised into two strands - Historical knowledge and understanding and Historical skills.

At Year 9 the three In-depth Studies are: The Industrial Revolution (1750-1914), Making a Nation (Australia) and World War One (1914-1918)

Geography - Geography is the study of the earth and its features. Students learn about the distribution of life on earth, including human life and its impacts. Geography is organised into two strands, Geographical knowledge and understanding and Geographical inquiry and skills.

There are two topics studied in Geography. Topic 1 Biomes and food security and Topic 2 Geographies of interconnections

INDIVIDUALS & SOCIETIES Y9

SKILLS

History

- Use historical terms and concepts
- Identify and select different kinds of questions about the past to inform historical inquiry
- Identify and analyse the perspectives of people from the past

Geography

- Problem solving
- See relationships between geographical concepts such as place, space and environment
- Develop observation recording skills

CRITERIA

Knowledge and understanding, investigating, thinking critically and communicating.

INDIVIDUALS & SOCIETIES Y10

LEVEL Year 10

SEMESTERS 2

CONTENT

Humanities are divided into three core areas of study - History, Geography, Civics and Citizenship.

History - The Australian Curriculum History is organised into two strands - Historical knowledge and understanding and Historical skills. At Year 10 the three In-depth Studies are: World War Two (1939 - 1945), Rights and Freedoms (1945 - present) and either Popular Culture or Migration (1945 - present)

There are two units of study in the Year 10 curriculum for Geography: 'Environmental change and management' and 'Geographies of human wellbeing'.

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Humanities & Social Science

INDIVIDUALS & SOCIETIES Y10 Cont'd

'Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment.

'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places.

SKILLS

History

- Use historical terms and concepts
- Identify and select different kinds of questions about the past to inform historical inquiry
- Identify and analyse the perspectives of people from the past

Geography

- Problem solving
- See relationships between geographical concepts such as place, space and environment
- Develop observation recording skills Criteria Knowledge and understanding, investigating, thinking critically and communicating.

ABORIGINAL STUDIES Y11

LEVEL Year 11

CREDITS 10

CONTENT

Students examine aspects of Aboriginal society and cultural life, drawing on elements of sociology, arts, literature, politics, and history. They analyse concepts such as Aboriginal, Indigenous, invasion/settlement, resistance, and reconciliation. Topics may include: Reconciliation, Culture, Land, Languages, Sites, Tourism, Law, Media, or Arts, Literature & Film.

ABORIGINAL STUDIES Y11 Cont'd

SCHOOL ASSESSMENT TYPES

- Response
- Text production
- Reflection

For a 10 credit subject, students should provide evidence of their learning through four or five assessments. Each assessment type should have a weighting of at least 20%.

STUDENTS UNDERTAKE

- 6 Responses for the learning journey
- 2 Creative presentations

ACCOUNTING Y11 STAGE ONE

LEVEL Year 11

LENGTH Full Year

CONTENT

In Stage 1 Accounting, students will learn the language of finance and business. They will develop their understanding of different accounting concepts such as double entry recording, historical cost, and accrual accounting that underpin and inform the practice of accounting. They will develop critical thinking and problem-solving skills to devise accounting solutions in a range of contexts. Students will apply communication skills to collect, analyse and interpret financial and non-financial information for a range of stakeholders. Students will also explore the changing forms of accounting information and examine the use of digital and emerging technologies.

SCHOOL ASSESSMENT TYPES

- Accounting Skills
- Accounting Inquiry

For a 10-credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%

STUDENTS UNDERTAKE

- three accounting skills tasks
- one accounting inquiry.

ACCOUNTING Y11 (Cont'd)

For a 20-credit subject, students should provide evidence of their learning through eight assessments. Each assessment type should have a weighting of at least 20%.

STUDENTS UNDERTAKE:

- six accounting skills tasks
- two accounting inquiries.

MODERN HISTORY Y11

LEVEL Year 11

CREDITS 10

THIS SUBJECT HAS AN EXAM

CONTENT

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

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

For a 10-credit subject, students provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

STUDENTS UNDERTAKE

- 3 historical skills assessments
- 1 historical study

Stage 1 Modern History is a 10-credit subject that may consist of 2 of the following topics :

- Topic 1: Imperialism
- Topic 2: Decolonisation
- Topic 3: Indigenous peoples
- Topic 4: Social movements
- Topic 5: Revolution
- Topic 6: Elective

Humanities & Social Science

SOCIETY & CULTURE Y11

LEVEL Year 11

CREDITS 10

CONTENT

Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups.

Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

For a 10-credit subject, it is recommended that students study two topics:

- one topic with a focus on an Australian context
- one topic with a focus on a global context.

For a 10-credit subject, it is recommended that students provide evidence of their learning through three or four assessments. Each assessment type should have a weighting of at least 20%.

STUDENTS UNDERTAKE

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

WOMEN'S STUDIES Y11

LEVEL Year 11

CREDITS 10

CONTENT

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

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

A 10-credit subject consists of:

- Gender Analysis Framework: Women, Gender, and Social Identity
- Topic 1: Representations of Women in Cultural Texts
- Topic 2: Key Issues in Women's Studies (one issues study).

SCHOOL ASSESSMENT TYPES

- Text analysis
- Group presentation
- Issues analysis

STUDENTS UNDERTAKE

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

GEOGRAPHY Y11

LEVEL Year 11

CREDITS 10

CONTENT

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments.

They appreciate the complexity of our world, the diversity of its environments and the challenges and associated opportunities facing Australia and the world.

- Develops students' understanding and application of key geographical concepts
- Develops students' understanding of the interdependence of human and physical environments
- Explores contemporary geographical issues
- Develops students' skills in fieldwork using opportunities in the local area
- Examines geographical features, concepts and issues through the use of a range of skills and techniques, including spatial technologies.

SCHOOL ASSESSMENT TYPES

- Geographical skills & applications
- Fieldwork

For a 10-credit subject, students should provide evidence of their learning through four assessments, with at least two assessments from Assessment Type 1 and at least one assessment from Assessment Type 2. Each assessment type should have a weighting of at least 20%.

STUDENTS UNDERTAKE

- 3 Geographical skills assessments
- 1 fieldwork study

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Humanities & Social Science

LEGAL STUDIES Y11

LEVEL Year 11

CREDITS 10

CONTENT

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context.

Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

ASSESSMENT TYPES

- Response
- Issues study
- Presentation

For a 10 credit subject, students should provide evidence of their learning through four or five assessments. Each assessment type should have a weighting of at least 20%.

STUDENTS UNDERTAKE

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

GEOGRAPHY Y12

LEVEL Year 12

CREDITS 10

THIS SUBJECT HAS AN EXAM

CONTENT

Stage 2 Geography consists of the following content:

- the transforming world
- fieldwork

The transforming world introduces students to the changes taking place across human and physical environments. This includes the characteristics and causes of changes in environmental, social, and economic systems. Students become aware of the interconnectedness of the changes and links across each of these three systems. Through the study of environmental change, students develop their understanding of the impact of people on ecosystems and our role in climate change. Students also examine social and economic change and develop their understanding of population trends and movements, the growth and impact of globalisation and localisation, and global patterns of inequality.

Students undertake independent fieldwork on a local topic or issue of personal interest. Students collect primary data using a wide range of data-collection techniques, and develop their skills of geographical inquiry and analysis. They will then use a range of graphical presentations to support their findings and conclusions.

ASSESSMENT TYPES

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

LEGAL STUDIES Y12

LEVEL Year 12

CREDITS 20

THIS SUBJECT HAS AN EXAM

CONTENT

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context.

Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice.

Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

ASSESSMENT TYPES

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

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Humanities & Social Science

ABORIGINAL STUDIES Y12

LEVEL Year 12

CREDITS 20

CONTENT

Students examine aspects of Aboriginal society and cultural life, drawing on elements of sociology, arts, literature, politics, and history. They analyse concepts such as Aboriginal, Indigenous, invasion/settlement, resistance, and reconciliation.

SCHOOL ASSESSMENT TYPES

- 30% Response
- 20% Report
- 20% Text production
- 30% External Assignment, Research investigation

MODERN HISTORY Y12

LEVEL Year 12

CREDITS 20

THIS SUBJECT HAS AN EXAM

CONTENT

Students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations. They explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world. Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

Students study one topic from 'Modern nations' and one topic from 'The world since 1945'.

MODERN HISTORY Y12 (cont'd)

ASSESSMENT TYPES

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

SOCIETY & CULTURE Y12

LEVEL Year 12

CREDITS 20

CONTENT

In Society and Culture students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

SCHOOL ASSESSMENT TYPES

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

WOMEN'S STUDIES Y12

LEVEL Year 12

CREDITS 20

CONTENT

Students develop an understanding of how gender is constructed, and analyse the social implications of gender relations for a diversity of women across different contexts, times, and cultures. Students analyse the ways various social structures, cultural practices, and ways of thinking disempower women. They investigate methods of empowering women and addressing gender bias to encourage change.

SCHOOL ASSESSMENT TYPES

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

Humanities & Social Science

ACCOUNTING Y12
(20 CREDITS)**LEVEL** Year 12**LENGTH** Full Year**CONTENT**

In Stage 2 Accounting, students develop and extend their understanding of the underpinning accounting concepts and conventions used to understand and classify financial transactions within a business. Through the learning in the focus area of managing financial sustainability, students develop and apply their knowledge of accounting processes to prepare and report accounting information to meet stakeholder needs. Students transfer this knowledge to scenarios and consider the influence of local and global perspectives on accounting practices.

Students analyse and evaluate accounting information to develop and propose authentic accounting advice to inform the decision-making of a variety of stakeholders. Students develop critical thinking and problem-solving skills to devise accounting solutions and apply communication skills in authentic accounting contexts.

Students examine current and emerging social trends, evolving technologies, government regulations, environmental issues, new markets, and other economic factors, as well as ethics and values, when exploring the practice of accounting. Students explore the impact accounting has had on society and possible future opportunities involving accounting.

SCHOOL ASSESSMENT TYPES

- 40% Accounting concepts & solutions
- 30% Accounting advice
- 30% External Assessments x 6, including the external assessment component

Report and Purpose	Components
Income Statement The measurement of profit and loss	Revenue and expenses Classification of the components for service and trading entities
Balance Sheet Statement of financial position	Assets, liabilities and owner's equity. The accounting equation The concept of fuality, showing effects of transactions on the balance sheet
Statement of changes in equity	Opening and closing capital, capital contributions, drawings, profit or loss
Statement of cash flows Sources of cash inflows and outflows	Cash (sources and uses) Differences between net profit and net cash flows in an accrual accounting system

STUDENTS UNDERTAKE

- 4 x Accounting concepts & solutions tasks
- 1 x Accounting advice
- 1 x examination

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L a n g u a g e s

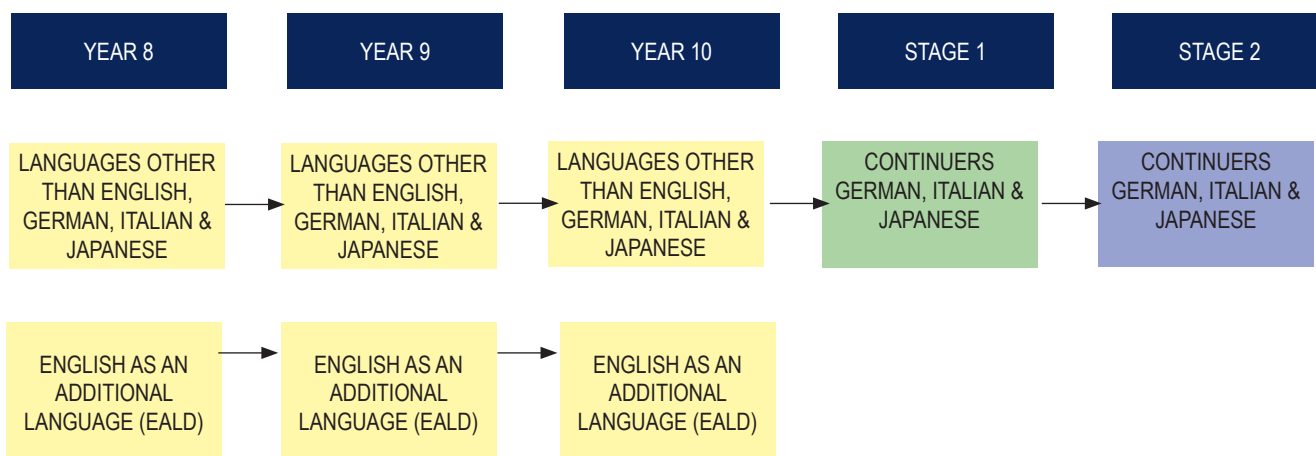
It is compulsory to study a language at Roma Mitchell Secondary College until the end of Year 10

Intro: English as an Additional Language, Italian, German and Japanese

The Australian Curriculum for languages is designed under two strands:

- Communicating: Students will use language for a range of communicative purposes including socialising, informing, creating, translating and reflecting.
- Understanding: Students will analyse language and culture through understanding the systems of language, language variation and change and the role of language and culture in communications.

Students will choose between English as an Additional Language, German, Italian and Japanese and continue with this language in Years 8, 9 and 10. English as an Additional Language is for students who wish to improve their written English so they can access the Australian Curriculum. German and Italian are alphabetic languages, which use the same writing system as English. Japanese is non-alphabetic and students learn a new writing system of 'kana' written symbols.



LANGUAGES OTHER THAN ENGLISH, ITALIAN, GERMAN AND JAPANESE Y8

LEVEL Year 8

LENGTH Full Year

SEMESTERS 2

CONTENT

Topics covered include:

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

SKILLS

Communicating

- Participate in classroom routines and exchanges by following instructions, asking and answering questions and making requests
- Present in modelled spoken and written texts information relating to the student's own world and that of other teenagers
- Translate and interpret texts such as greetings, signs, emails and conversations, from target language to English and vice versa, noticing similarities and differences

Understanding Language

- Develop knowledge of elements of the target language's grammatical system
- Recognise some of the common variations in the target language as it is used in different contexts and locations by different people

- Understand that language use is shaped by and reflects the values, ideas and norms of a community

IB MYP ASSESSMENT

- Listening
- Reading
- Speaking
- Writing

2022 RMSC Curriculum Guide

Languages

ENGLISH AS AN ADDITIONAL LANGUAGE (EALD) Y8

LEVEL Year 8

LENGTH Full Year

SEMESTERS 2

CONTENT

EALD students with a Scale level of 8 and below are encouraged to be part of the EALD program. When their use of Written Standard Australian English improves, they may choose to learn another language other than English. This is determined by the Learning Area Leader. They may then choose to study German, Italian or Japanese.

Genres covered include:

- Exposition
- Recount
- Text Analysis
- Reflection
- Procedure

SKILLS

Communicating

- Communicating ideas and opinions in a growing range of social situations
- Collaborating as a way to solve problems or to create texts
- Comprehending a range of texts Describing characters and settings presented in literary texts
- Analysing texts for language study of different language features
- Understanding how texts are created for different purposes and audiences.

IB MYP ASSESSMENT CRITERIA

- Listening
- Reading
- Speaking
- Writing

LANGUAGES OTHER THAN ENGLISH, ITALIAN, GERMAN AND JAPANESE Y9

LEVEL Year 9

LENGTH Full Year

SEMESTERS 2

CONTENT

Students continue to learn the language studied in Year 8, either German, Italian or Japanese. In Year 9 students begin to express their thoughts and ideas in the target language. They write in more complex sentence patterns and are respond to texts which have an aesthetic purpose or intention to inform or persuade. In Japanese, students continue to use the Japanese kana, reading and writing in all three kana forms.

Topics covered include:

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

SKILLS

Communicating

- Develop language to contribute to structured discussions by giving and following instructions and advice, asking questions for clarification, and expressing agreement or disagreement
- Translate and interpret aspects of informative and imaginative texts
- .Reflect on self as a language user and discuss own and others' cultural identity

Understanding Language

- Identify, comprehend and create a range of different text types, including simple narrative, informative and persuasive texts, incorporating appropriate linguistic, textual and cultural elements
- Understand that language has power and changes over time as a result of contact with other languages and with influences such as globalisation, new technologies and knowledge

- Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs

IB MYP ASSESSMENT CRITERIA

- Listening
- Reading
- Speaking
- Writing

L a n g u a g e s

ENGLISH AS AN ADDITIONAL LANGUAGE (EALD) Y9

LEVEL Year 9

LENGTH Full Year

SEMESTERS 2

CONTENT

EALD students with a Scale level of 8 and below are encouraged to be part of the EALD program. When their use of Written Standard Australian English improves, they may choose to learn another language other than English. This is determined by the Learning Area Leader. They may then choose to study German, Italian or Japanese.

Topics covered include:

- Exposition
- Narrative/Historical Recount
- Text Analysis
- Reflection
- Advisory Report

SKILLS

Communicating

- Communicating ideas and opinions in a growing range of social situations
- Collaborating as a way to solve problems or to create texts
- Comprehending a range of texts
- Describing characters and settings presented in literary texts
- Analysing texts for language study of different language features
- Understanding how texts are created for different purposes and audiences.

IB MYP ASSESSMENT CRITERIA

- Listening
- Reading
- Speaking
- Writing

Cont'd

IB MYP ASSESSMENT CRITERIA

- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken written and visual texts
- Using language in spoken and written form

LANGUAGES OTHER THAN ENGLISH, ITALIAN, GERMAN & JAPANESE Y10

LEVEL Year 10

LENGTH Full Year

SEMESTERS 2

CONTENT

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

Topics covered include:

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

SKILLS

Communicating

- Continue to develop language in structured discussions by giving and following instructions and advice, making suggestions, asking questions for clarification, and expressing agreement or disagreement.
- Translate and interpret aspects of complex authentic texts, identifying and

LANGUAGES OTHER THAN ENGLISH, ITALIAN, GERMAN & JAPANESE Y10 (cont'd)

Cont'd

- explaining some of the challenges involved and adjustments required when transferring meaning between languages and cultures.
- Critically reflect on self as a language user and discuss own and others' cultural identity

Understanding Language

- Interpret, analyse and create a range of different text types, including simple and complex narrative, informative and persuasive texts, incorporating appropriate linguistic, textual and cultural elements
- Understand that language has power and changes over time as a result of contact with other languages and with influences such as globalisation, new technologies and knowledge
- Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs

IB MYP ASSESSMENT CRITERIA

- Listening
- Reading
- Speaking
- Writing

L a n g u a g e s

ENGLISH AS AN ADDITIONAL LANGUAGE (EALD) Y10

LEVEL Year 10

LENGTH Full Year

SEMESTERS 2

CONTENT

EALD students with a Scale level of 8 and below are encouraged to be part of the EALD program. When their use of Written Standard Australian English improves, they may choose to learn another language other than English. This is determined by the Learning Area Leader. They may then choose to study German, Italian or Japanese.

Topics covered include:

- Exposition
- Biography
- Text Analysis
- Reflection
- Procedure
- Discussion

SKILLS

Communicating

- Communicating ideas and opinions in a growing range of social situations
- Collaborating as a way to solve problems or to create texts
- Comprehending a range of texts
- Describing characters and settings presented in literary texts
- Analysing texts for language study of different language features
- Understanding how texts are created for different purposes and audiences.

IB MYP ASSESSMENT CRITERIA

- Listening
- Reading
- Speaking
- Writing

CONTINUERS GERMAN, ITALIAN & JAPANESE Y11 & Y12 (EXAM IN STAGE 2)

LEVEL Year 11 and Year 12

LENGTH Full Year

CREDITS 20

CONTENT

This subject has an exam at Stage 2. SACE Languages at continuers level are organised around three prescribed themes and a number of prescribed topics and suggested subtopics. There are three prescribed themes: The Individual, The Language speaking Communities and The Changing World.

These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The prescribed themes are consistent across all languages at continuers level. The prescribed topics may vary from one language to another.

SCHOOL ASSESSMENT TYPES STAGE ONE

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

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

SCHOOL ASSESSMENT TYPES STAGE TWO

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

EXTERNAL (STAGE TWO)

- 30% oral and written exam

Other languages available offsite. Please see the Learning Area Leader for more information.

Mathematics

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

THE AUSTRALIAN CURRICULUM

The Mathematics curriculum for year 7-10 in 2021 is aligned to the interaction of three content strands and four proficiency strands of the Australian Curriculum.

The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt.

The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics.

NUMBER AND ALGEBRA

Number and Algebra are developed together, as each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations.

They recognise patterns and understand the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

MEASUREMENT AND GEOMETRY

Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.

STATISTICS AND PROBABILITY

Statistics and Probability initially develop in parallel and the curriculum

then progressively builds the links between them. Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

PROFICIENCY STRANDS

The proficiency strands describe the actions in which students can engage when learning and using the content.

UNDERSTANDING

Students build a robust knowledge of adaptable and transferable mathematical concepts. They make connections between related concepts and progressively apply the familiar to develop new ideas. They develop an understanding of the relationship between the 'why' and the 'how' of mathematics. Students build understanding when they connect related ideas, when they represent concepts in different ways, when they identify commonalities and differences between aspects of content, when they describe their thinking mathematically and when they interpret mathematical information.

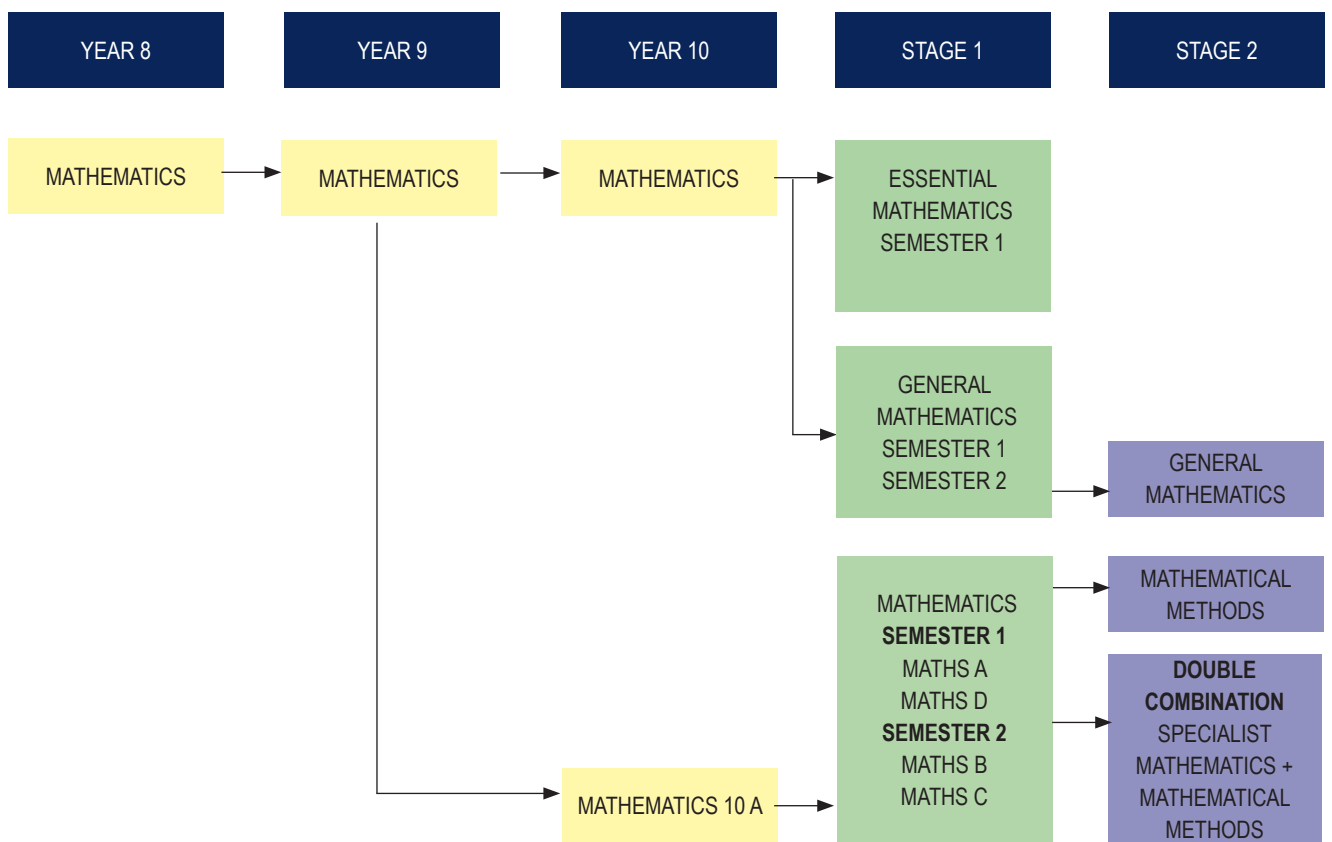
FLUENCY

Students develop skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily. Students are fluent when they calculate answers efficiently, when they recognise robust ways of answering questions, when they choose appropriate methods and approximations, when they recall definitions and regularly use facts, and when they can manipulate expressions and equations to find solutions.

2022 RMSC Curriculum Guide

Mathematics

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



2022 RMSC Curriculum Guide

Mathematics

MATHEMATICS Y8

LEVEL Year 8

LENGTH Full Year

RECOMMENDED BACKGROUND Satisfactory completion of year 7 Mathematics.

SPECIAL REQUIREMENTS Scientific Calculator

CONTENT

Students will study the following topics in year 8 -

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

Robotics and programming is introduced as a practical STEM (Science, Technology, Engineering & Maths) experience of how mathematical, science and technology can be applied in everyday life and continue to shape our world.

IB MYP ASSESSMENT TYPES

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

IB MYP CRITERIA

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

MATHEMATICS Y9

LEVEL Year 9

LENGTH Full Year

RECOMMENDED BACKGROUND Satisfactory completion of year 8 Mathematics.

SPECIAL REQUIREMENTS Scientific Calculator

CONTENT

Students will study the following topics in year 9 -

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

Robotics and programming is introduced as a practical STEM (Science, Technology, Engineering & Maths) experience of how mathematical, science and technology can be applied in everyday life and continue to shape our world.

IB MYP ASSESSMENT TYPES

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

IB MYP CRITERIA

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

MATHEMATICS Y10

LEVEL Year 10

LENGTH Full Year

SEMESTERS 2 OR 3

RECOMMENDED BACKGROUND Nil

SPECIAL REQUIREMENTS Graphics Calculators are recommended in mathematics course for students who are planning to take Specialist Mathematics, General Maths or Mathematical Methods courses in year 10A, 11 and 12.

CONTENT

The Australian Curriculum: Mathematics is organised around the interaction of three content strands (number and algebra, measurement and geometry, and statistics and probability) and four proficiency strands (understanding, fluency, problem-solving and reasoning.) <https://australiancurriculum.edu.au/>

At RMSC the content and proficiency strands have been used as the basis for writing IBMYP units of work. Each unit is structured to explore a statement of inquiry within a global context.

During year 10, students learn to -

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

Mathematics

MATHEMATICS Y10

Cont'd

IB MYP ASSESSMENT TYPES

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

IB MYP CRITERIA

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

MATHEMATICS 10A Y10

LEVEL Year 10

LENGTH SEMESTERS 1 & 2

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

Additional Topics 10 A for Semester 1 and 2 include:

- Surds and fractional indices
- Logarithms
- Polynomials
- Graphing conic sections, exponentials, polynomials and transformations of these
- Quadratics
- Surface and volume of complex solids

MATHEMATICS 10A Y10

- Circle geometry
- Cosine and Sine areas of a triangle using trigonometry
- Investigating bivariate data
- Linear Relationships
- Unit Circle

IB MYP ASSESSMENT TYPES

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

IB MYP CRITERIA

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

ESSENTIAL MATHEMATICS Y 11 Stage 1

LEVEL Year 11

SACE POINTS 20 Credits

LENGTH Full Year Semester 1 & 2

RECOMMENDED BACKGROUND

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

SPECIAL REQUIREMENTS Scientific Calculator

CONTENT

This subject is intended for students planning to pursue a career in a range of trades or vocations. This includes occupations such as automotive, building and construction, electrical, hairdressing, hospitality, community nursing and services,

ESSENTIAL MATHEMATICS Y11 Stage 1

plumbing and retail industries.

Stage 1 Essential Mathematics consists of the following list of 8 topics -

Semester 1

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

Semester 2

- Topic 5 Saving & Borrowing
- Topic 6 Measurement
- Topic 7 Data in Content
- Topic 8 Measurement

For a 10 credit subject, students study three topics from the list. For a 20 credit subject, students study all six topics from the list. The topics selected will be sequenced and structured to suit individual cohorts of students.

SCHOOL ASSESSMENT TYPES

For each 10 credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%

Semester 1

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

Semester 2

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

Mathematics

GENERAL MATHEMATICS Y11 Stage 1

LEVEL Year 11

SACE POINTS 20 Credits

LENGTH Full Year

RECOMMENDED BACKGROUND

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

SPECIAL REQUIREMENTS Scientific Calculator

CONTENT

Stage 1 General Mathematics may be studied as a 10 credit or a 20 credit subject. Successful completion of this subject at a Stage 2 level prepares students for entry to Tertiary courses requiring a non-specialised background in mathematics. Stage 1 General Mathematics consists of the following list of six topics -

Semester 1

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

Semester 2

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

Each Semester of work provides 10 SACE credits. For each 10 credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

ASSESSMENT

Semester 1

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

Semester 2

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

MATHEMATICS Y11 Stage 1

LEVEL Year 11

SACE POINTS 30,40 Credits

LENGTH Full Year

RECOMMENDED BACKGROUND Students recommended for this course have been identified as students on

SPECIAL REQUIREMENTS Scientific Calculator

CONTENT

Stage 1 Mathematics is arranged at Roma Mitchell Secondary College as four 10 credit subjects. Mathematics develops an increasingly complex and sophisticated understanding of trigonometry, polynomials, calculus, statistics, mathematical arguments and proofs and using mathematical models.

Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics. Stage 1 Mathematics consists of the following list of twelve topics -

1. Functions and Graphs
2. Polynomials
3. Trigonometry
4. Counting and Statistics
5. Growth and Decay
6. Introduction to Differential Calculus
7. Arithmetic and Geometric Sequences and Series
8. Geometry
9. Vectors in the Plane
10. Further Trigonometry
11. Matrices
12. Real and Complex Numbers

The following information shows how the topics are arranged each semester to meet the development of concepts and learning for students progressing to Mathematical Methods and Specialist Mathematics in Stage 2.

Successful completion of Maths A, B and C is a pre-requisite for Mathematical Methods in Stage 2.

LEVEL Year 11 (cont'd)

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

Semester 1 A & D

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

Semester 2

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

Each Semester or 10 credit unit covers three topics. A problem-based approach is integral to the development of the mathematical models and associated key concepts in each topic.

Note: A "C" grade or higher in Maths A, B and C is required as a pre-requisite for Mathematical Methods in year 12. A "C" grade or higher in Maths A, B, C and D is required as a pre-requisite for Specialist Mathematics in year 12.

For each 10 credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

ASSESSMENT

Semester 1

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

Semester 2

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

2022 RMSC Curriculum Guide

Mathematics

GENERAL MATHEMATICS Y12 STAGE 2 EXAM

LEVEL Year 12

LENGTH Full Year

SACE POINTS 20 Credits

THIS SUBJECT HAS AN EXAM

SPECIAL REQUIREMENTS Scientific Calculator

CONTENT

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics.

Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

ASSESSMENT TYPES

30%	Folio
40%	SATS
30%	Exam External

MATHEMATICAL METHODS Y12 STAGE 2 EXAM

LEVEL Year 12

LENGTH Full Year

SACE POINTS 20 Credits

THIS SUBJECT HAS AN EXAM

SPECIAL REQUIREMENTS Scientific Calculator

CONTENT

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

ASSESSMENT TYPES

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

DOUBLE COMBINATION SPECIALIST MATHEMATICS + MATHEMATICAL METHODS Y12

LEVEL Year 12

LENGTH Full Year

SACE POINTS 20 Credits

THIS SUBJECT HAS AN EXAM

SPECIAL REQUIREMENTS Scientific Calculator

CONTENT

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

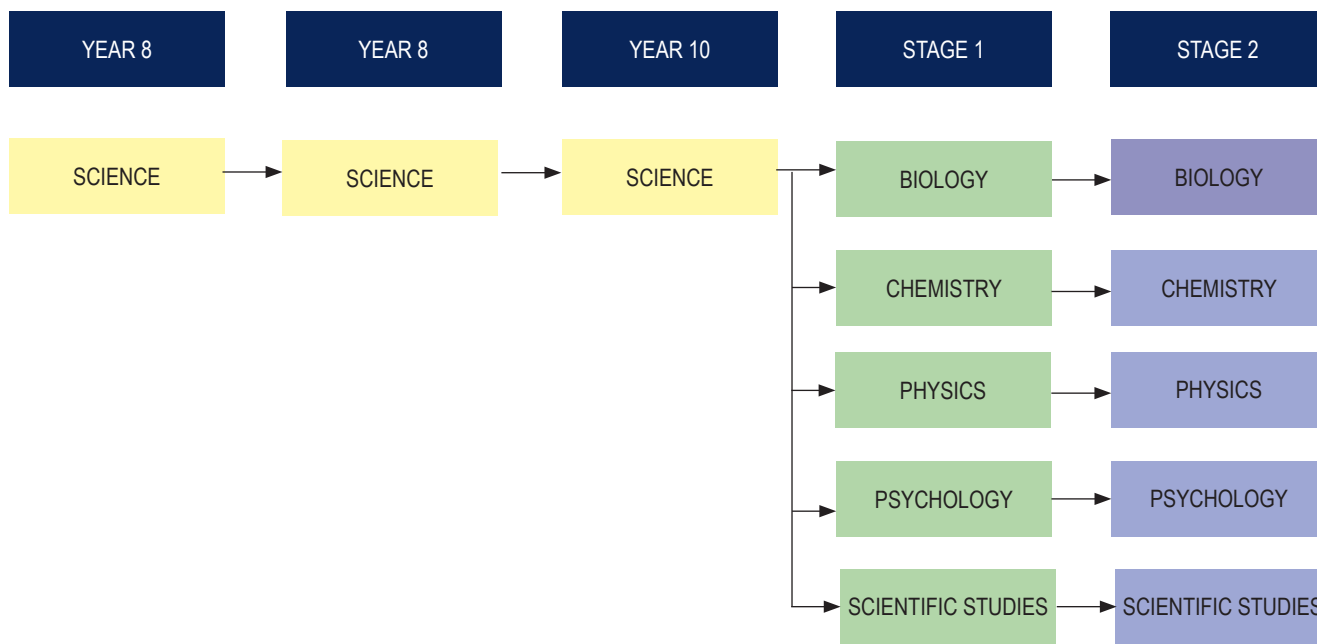
The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

ASSESSMENT TYPES

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

Sciences



SCIENCE Y8

LEVEL Year 8

SEMESTERS 2

CONTENT

The Australian Curriculum: Science has three interrelated strands: science understanding, science as a human endeavour and science inquiry skills. Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

The science understanding strand comprises four sub-strands: Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences. Students explore science, through a clearly described inquiry process and skills are developed through investigations, experiments and research assignments.

At RMSC the three interrelated strands, with a content sub strand, are used as the basis for writing IBMYP units of work. Each unit is structure to explore a statement of inquiry within a global context.

In Year 8, students are introduced to biological

concepts through the study of cells, the structure and function of cell organelles and how systems work within a multi cellular organism. When introduced to chemical sciences students explore changes in matter and distinguishing between chemical and physical changes. They are introduced to physics concepts through exploring and classifying different forms of energy. Within earth science students learn about the rock cycle.

Science as a Human Endeavour is taught throughout the course; students learn about how science thinking has come about, how science concepts are developed, used and influence society. Students explore current theories and use their knowledge to propose solutions to real problems. Throughout the course students will build awareness of how science applications can affect people in different ways.

Robotics and programming is introduced as a practical STEM (Science, Technology, Engineering & Maths) experience of how mathematical, science and technology can be applied in everyday life and continue to shape our world.

IB MYP ASSESSMENT CRITERIA PHASES 3 AND 4

A range of assessment tasks provide students with the opportunity to demonstrate their learning through research assignments, projects and models, tests, issues analysis, laboratory skills and practical investigations. Some of the assessment tasks will be undertaken in groups to develop teamwork and collaboration skills. Scientific literacy skills are developed through practical reports, extended response questions, essays and research assignments.

IB MYP CRITERIA

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

SCIENCE Y9

LEVEL Year 9

SEMESTERS 2

CONTENT

The Australian Curriculum at <https://australiancurriculum.edu.au/> Science has three interrelated strands: science understanding, science as a human endeavour and science inquiry skills

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. The science understanding strand comprises four substrands: Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences. Students explore science, through a clearly described inquiry process and skills are developed through investigations, experiments and research assignments.

At RMSC the three interrelated strands, with a content sub strand, are used as the basis for writing IBMYP units of work. Each unit is structure to explore a statement of inquiry within a global context.

In Year 9 students continue to develop biological concepts through study of the human body and how it responds to the external environment. Students learn to distinguish between biotic and abiotic components of ecosystems and study how energy flows through ecosystems.

Physics concepts taught concentrate on the structure of the atom and the process of nuclear decay. In Chemistry important everyday chemical changes are described and students understand how matter can be rearranged. The concept of conservation of matter is introduced and students develop a more sophisticated view of energy transfer.

Cont'd

Changes to the earth are studied through understanding energy and forces affecting systems such as continental movement. This concept is taught through an interdisciplinary unit with Humanities Science as a Human Endeavour is taught throughout the course. Students describe how social and technologies factors have influenced scientific developments and they predict how future science and technological developments may affect people's lives.

IB MYP ASSESSMENT TYPES

A range of assessment tasks provide students with the opportunity to demonstrate their learning and inquiry skills through research assignments, projects and models, tests, issues analysis, laboratory skills and practical investigations.

Some of the assessment tasks will be undertaken in groups to develop teamwork and collaboration skills. Scientific literacy skills are developed through practical reports, extended response questions, essays and research assignments.

IB MYP CRITERIA

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

SCIENCE Y10

LEVEL Year 10

SEMESTERS 2

CONTENT

The Australian Curriculum at <https://australiancurriculum.edu.au/> Science has three interrelated strands: science understanding, science as a human endeavour and science inquiry skills

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. The science understanding strand comprises four substrands: Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences. Students explore science, through a clearly described inquiry process and skills are developed through investigations, experiments and research assignments.

At RMSC the three interrelated strands, with a content sub strand, are used as the basis for writing IB MYP units of work. Each unit is structure to explore a statement of inquiry within a global context.

At Year 10 students explore the concepts that underpin genetics, heredity and evolution. Students are introduced to the concepts of psychology. Atomic theory is developed to understand relationships of elements within the periodic table. They study chemical reactions and how different factors affect the rate of reactions. Within physics they study and predict motion by understanding the relationship between force, mass and acceleration. They continue to understand energy through knowledge of energy conservation, transfer and transformations.

S c i e n c e s

SCIENCE Y10
Cont'd

Cont'd

Students begin to link the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection, diversity of life, the Big Bang Theory and the origin of the universe. They describe relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

IB MYP ASSESSMENT TYPES

A range of assessment tasks provide students with the opportunity to demonstrate their learning through research assignments, projects and models, tests, issues analysis, laboratory skills and practical investigations. Some of the assessment tasks will be undertaken in groups to develop teamwork and collaboration skills. Scientific literacy skills are developed through practical reports, extended response questions, essays and research assignments.

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

IB MYP CRITERIA

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

BIOLOGY Y11

LEVEL Year 11

CREDITS 10 OR 20**CONTENT**

In Biology students investigate and learn about the structure and function of a range of living organisms, how they interact with other living things, and with their environments.

The topics include cells and micro organisms, infectious diseases, multi cellular organisms, biodiversity and ecosystems. Students have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.

ASSESSMENT TYPES

- Investigations folio
- Skills and applications tasks

For a 10 credit subject, students should provide evidence of their learning through four or five assessments, at least one of which involves collaborative work. Each assessment type should have a weighting of at least 20%.

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

CHEMISTRY Y11

LEVEL Year 11

CREDITS 10 OR 20**CONTENT**

The study of Chemistry involves investigating and learning about the properties, uses, means of production and reactions of natural and processed materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

ASSESSMENT TYPES

- Investigations Folio
- Skills and applications task

STUDENTS UNDERTAKE

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

Sciences

PHYSICS Y11

LEVEL Year 11

CREDITS 10 OR 20

CONTENT

The study of Physics offers opportunities for students to understand and appreciate the physical world. This subject requires the investigation and interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter and atoms and nuclei.

ASSESSMENT TYPES

- Investigations folio
- Skills and applications tasks

For a 10 credit subject, students should provide evidence of their learning through four or five assessments, at least one of which involves collaborative work. Each assessment type should have a weighting of at least 20%.

STUDENTS UNDERTAKE

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

PSYCHOLOGY Y11

LEVEL Year 11

CREDITS 10 OR 20

CONTENT

The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Topics include an introduction to psychology, brain structure and behaviour, emotions and social behaviour.

Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing and employment and leisure.

ASSESSMENT TYPES

- Investigations folio
- Skills and applications tasks

For a 10 credit subject, students should provide evidence of their learning through four or five assessments, at least one of which involves collaborative work. Each assessment type should have a weighting of at least 20%.

STUDENTS UNDERTAKE

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

SCIENTIFIC STUDIES Y11

LEVEL Year 11

CREDITS 10

CONTENT

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

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

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

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

ASSESSMENT TYPES

Inquiry Folio

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

Collaborative Investigation

- 30% Collaborative Inquiry
Inquiry design
Inquiry evaluation

Sciences

BIOLOGY Y12

LEVEL Year 12

CREDITS 20

THIS SUBJECT HAS AN EXAM

CONTENT

The study of Biology involves investigating and learning about the structure and function of a range of living organisms, how they interact with other living things, and with their environments.

Students have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment. The four topics include DNA and proteins, cells as the basis of life, homeostasis and evolution.

ASSESSMENT TYPES

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

CHEMISTRY Y12

LEVEL Year 12

CREDITS 20

THIS SUBJECT HAS AN EXAM

CONTENT

The study of Chemistry involves investigating and learning about the properties, uses, means of production, and reactions of natural and processed materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

Topics involve the exploration of materials and their atoms, combining atoms, molecules, mixtures and solutions, acids and redox reactions.

ASSESSMENT TYPES

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

PHYSICS Y12

LEVEL Year 12

CREDITS 20

THIS SUBJECT HAS AN EXAM

CONTENT

The study of Physics offers opportunities for students to understand and appreciate the physical world. This subject requires the investigation and interpretation of phenomena of physics through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei.

ASSESSMENT TYPES

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

PSYCHOLOGY Y12

LEVEL Year 12

CREDITS 20

THIS SUBJECT HAS AN EXAM

CONTENT

The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Topics include introduction to psychology, personality, altered states of minds, learning and social cognition.

Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing and employment and leisure.

ASSESSMENT TYPES

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

SCIENTIFIC STUDIES Y12

LEVEL Year 12

CREDITS 20

CONTENT

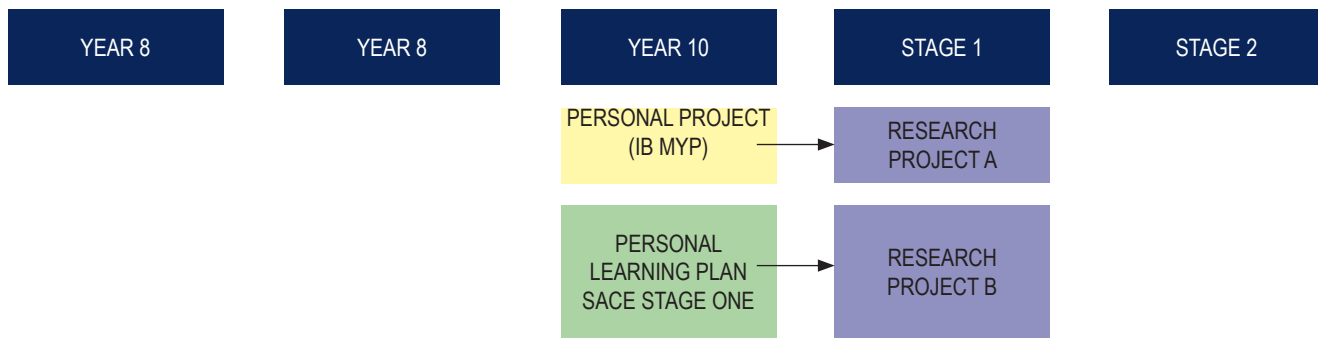
In Scientific Studies students investigate the world of science as it relates to their lives. The Scientific Studies framework is flexible and uses student interests and contexts to determine themes and topics for study.

At RMSC students have a strong interest in health sciences and physiology. In this subject, two unifying themes will be covered with four to six topics studied overall.

Students learn to identify investigable questions, design their research using scientific approaches, collect data and other evidence, and analyse and critique their findings. The scientific topics chosen, or issues that arise during investigations, are informed by the application of key scientific ideas, skills, concepts and understanding.

ASSESSMENT TYPES

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



PERSONAL PROJECT AND PERSONAL LEARNING PLAN Y10

LEVEL Year 10

CONTENT

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

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

Students interact with staff and community members when undertaking research into careers and senior school subject selection. They compile a folio consisting of evidence of their interactions, investigations, planning and reflection. The folio is presented to a panel of staff and parents/ care-givers during a round-table discussion. Assessment for SACE accreditation is based on the capabilities.

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

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

The Personal Project allows students to -

- participate in a sustained, self-directed inquiry within a global context

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

Students address the Personal Project objectives through:

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

ASSESSMENT CRITERIA (GRADED WITHIN THE STUDENT'S REPORT)

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

CRITERION A: INVESTIGATING

Students define a clear goal and global context for the project, based on personal interests. Students identify prior learning and subject-specific knowledge relevant to the project. Students demonstrate research skills.

CRITERION B: PLANNING

Students develop criteria for the product/ outcome. Students plan and record the development process of the project. Students demonstrate self-management skills.

CRITERION C: TAKING ACTION

Students create a product/outcome in response to the goal, global context and criteria. Students demonstrate thinking skills. Students demonstrate communication and social skills.

CRITERION D: REFLECTING

Students evaluate the quality of the product/ outcome against their criteria. Students reflect on how completing the project has extended their knowledge and understanding of the topic and the global context. Students reflect on their development as IB learners through the project.

Cross Disciplinary**RESEARCH PROJECT A
SACE Y11**

LEVEL Year 11

CONTENT

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. The Stage 2 Research Project is a compulsory 10 credit subject undertaken at Stage 2. Students must achieve a C grade or better to complete the subject successfully and gain their SACE.

Research Project A can count towards an Australian Tertiary Admissions Rank (ATAR).

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for leaving and living in a changing world. It enables students to develop vital planning, research, evaluation, synthesis and project management skills.

ASSESSMENT TYPES

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

**RESEARCH PROJECT B
SACE Y11**

LEVEL Year 11

CONTENT

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. The Stage 2 Research Project is a compulsory 10 credit subject undertaken at Stage 2. Students must achieve a C grade or better to complete the subject successfully and gain their SACE.

Research Project B can count towards an Australian Tertiary Admissions Rank (ATAR).

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for leaving and living in a changing world. It enables students to develop vital planning, research, evaluation, synthesis and project management skills.

ASSESSMENT TYPES

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

VET & SACE

VOCATIONAL EDUCATION AND TRAINING (VET) STAGES 1 & 2

LEVEL Years 11 / 12

CONTENT

Vocational Education and Training (VET) is education and training that gives students skills and knowledge for work. VET operates through a national training system and is delivered, assessed and certified by Registered Training Organisations (RTOs).

The SACE enables students to include a significant amount of VET in their SACE studies. Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

These recognition arrangements help students build a coherent pathway in the SACE through VET and encourage students to complete or make significant progress toward completed VET qualifications while completing the SACE.

Roma Mitchell Secondary College offer a variety of specialist vocational courses which prepare students for specific career pathways or continued study in that area at TAFE. Successful completion of vocational training courses will enable students to receive SACE accreditation.

Training for these pathways may be delivered by accredited teaching staff, TAFE SA staff, other schools in the North Eastern Vocational Opportunities (NEVO) group or registered private training providers. In most cases the training will be conducted offsite from Roma Mitchell Secondary College.

Courses are available on site to Roma Mitchell Secondary College students.

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

The SACE can be tailored to each student's needs and interests:

- You will be able to gain credit for a wide range of learning activities, including undertaking a trade, studying at TAFE or other registered training organisations, and for some part-time work.
- To gain credit for part-time work you will need to produce evidence that shows how your job has helped you to build skills and knowledge.
- An apprenticeship can count towards the SACE. This means you can gain on-the-job skills while working towards both the SACE and a recognised VET Qualification.

KITCHEN OPERATIONS CERTIFICATE II STAGE 1

SACE CREDITS 20

CONTENT

This program provides the opportunity for students who are seeking employment in the Hospitality Industry. This course focuses on the basics of cooking and students receive training in health and safety, food safety, food preparation and knife handling skills in the Commercial Kitchen at Roma Mitchell Secondary College.

Students will prepare, cook and serve food for Café Roma and a number of school functions throughout the year as part of the on the job training.

CAREER PATHWAYS

Career Pathways could include employment in the hotels, restaurants or cafes or apprenticeships in Commercial Cookery, Diploma in Hospitality at TAFE or University Hospitality Management or Food Technology Degrees.

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