Roma Mitchell Secondary College

CURRICULUM

Handbook 2018

Government of South Australia
Department for Education and Child Development

R M S C

Roma Mitchell
Secondary College

Roma Mitchell
Secondary College

The subjects and pathways described in this handbook are our predicted offerings for 2018.

Changes in subjects offered may occur due to changes in staffing or student choice of subjects.

Shaping a better future locally and globally

R M S C

Roma Mitchell
Secondary College

Contents

Principal's Welcome

Roma Mitchell Secondary College is purpose built to engage students in relevant and challenging learning. It provides flexible learning spaces and a 'schools within school' concept. There are three campuses, girls only, co-educational and special education, co-located onto the one school site. We build a sense of community by having middle schools and senior schools.

Students are encouraged to achieve beyond 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 programmes 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 Middle Years Programme (IB MYP) is a rigorous academic middle school curriculum framework, which is being used in a growing number of public and private schools in South Australia, Australia and internationally. We use the IB MYP 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.

The Special Education Campus and special classes offers a curriculum based on the Australian Curriculum and SACE, reflective of students' needs on this campus. An interesting, challenging and relevant curriculum is delivered that assists students to become as independent as possible and transfer successfully to an appropriate post school pathway. We offer a specialised Gifted and Talented Program, international and co- curricular activities. We also deliver programmes in sport, recreation, student leadership, the arts and public speaking.

Our teachers work on improving our students' written literacy skills in all of their subjects. Students also need to be able to understand what they read and hear in all subjects. Improving comprehension and research skills is a key focus at Roma Mitchell Secondary College. Teachers across Years 8 to 10 work collaboratively to set "Common" Assessment Tasks, which means every student in that year level completes the same task. Teachers then meet, to reach a common understanding about the marks they give their students. This helps to achieve a common assessment standard across each year level.

We are dedicated to working closely in partnership with our students and their families or carers, so that together we can successfully meet the learning needs of each student.

Sandy Richardson
Principal

Introduction

This Curriculum Handbook has been developed to support students and families in making decisions and selections pertaining to subject choices from Years 8-12. The handbook contains a comprehensive overview of our curriculum.

The subjects and pathways described in this handbook are our predicted offerings for 2018. Changes in subjects offered may occur due to changes in staffing or student choice of subjects.

Middle Years (Years 8-10)

The curriculum for Roma Mitchell Secondary College is based on two key curriculum frameworks. They are:

- The Australian Curriculum
- The International Baccalaureate Middle Years Programme (IB MYP)

Senior Years (Years 10-12)

The curriculum for the Senior Years is based on the South Australian Certificate of Education (SACE) see pages 6 to 8 for details and the Australian Curriculum.

Other Programs

These include:

- Girls' Education
- Gifted and Talented Program (GTP)
- Specialist Sports Program (SSP)
- South Australian Aboriginal Sports Training Academy (SAASTA)
- Vocational Education and Training (VET)
- Child Protection Curriculum (CPC)

Girls' Education

Roma Mitchell Secondary College has been established to ensure the very best quality education for all students.

As part of the commitment to excellence in education and optimising schooling outcomes there is a girls' only campus within Roma Mitchell Secondary College. This campus continues the tradition of offering all girls in the Adelaide Metropolitan area the opportunity to receive their education in a single sex environment.

Roma Mitchell Secondary College is in the very special position of being able to offer a co-educational option for girls and boys and a single sex option for girls all on the one site.

The Girls' Campus focuses on promoting leadership, academic excellence and equality. All the subjects available to the students in the Co-education campus environment are also available to girls in the Girls' Campus. Girls in the Co-educational Campus will also be able to access single sex subject options through the Girls' Campus. Research both here and overseas has confirmed that girls' educational success can be improved through single sex education.

The research has shown that girls working in an environment without the distraction of boys can be more successful. There are also more opportunities for girls to take up leadership roles and to engage in curriculum that explores the experiences of being female and understand better the challenges that face women and girls in all societies.

There are also studies that suggest that single sex learning environments for boys can also lead to greater success at school. (In the Co-educational campus there are some 'boys only' classes.)

The commitment to maintaining a girls' only campus was made when the local high schools, one of which was Gepps Cross Girls' High School, amalgamated to form the Roma Mitchell Secondary College.

International Baccalaureate Middle Years Program

Roma Mitchell Secondary College is an International Baccalaureate World School delivering the Middle Years Program (IB MYP) in conjunction with the content from the Australian Curriculum.

The IB MYP for students aged 11 -16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world and become critical and reflective thinkers. The IB MYP focuses on developing students in all areas of learning such as; academic, social, physical, emotional and cultural. The outcome for students is that they are able to analyse and make sense of information rather than simply recall it.

Students develop a set of approaches to learning skills, which enables them to inquire into their own learning. The program consists of eight subject groups integrated through global contexts. These global contexts provide a framework for learning within and across the subjects.

The IB MYP has the following eight areas of study:

Arts
(Art, Drama, Dance and Music, Media)
Arts subjects are grouped under the categories of Performing Arts and Visual Arts.
Students in year 8 and 9 are required to study paired art subjects to experience both Performing and Visual Arts subjects in year 8 and 9.
Language and Literature
(English)
Language Acquisition
(Italian, Japanese, German and English)
Individuals and Societies
(History, Geography, Studies of Society including Civics and Citizenship)
Mathematics
Physical and Health Education
(Physical Education, Health and Nutrition)
Sciences
Design
(Food, Textiles, Metal, Timber, Digital Technology & 3D Design)

In addition to studying eight areas of study students are required to complete a Personal Project. The Personal Project is a compulsory part of the IB MYP Certificate. Students will demonstrate skills, attitudes and knowledge required to complete a project over an extended period of time. The project aims to develop communication and self-management skills.

The IB MYP also requires students to participate in Service as Action in each year of the programme. Students may choose to participate in action that benefits their community through opportunities presented in the taught curriculum or they may choose to find their own Service opportunities outside of the school. Students will choose their own service engagement and plan, conduct and reflect on it. Students' participation in Service is compulsory in year 8, 9 and 10 however it does not form part of their summative grades.

For more information about the IB MYP please visit the website http://www.ibo.org/programmes/middle-years-programme/ or contact Noel Hernes, Senior Leader in IBMYP on 81614600.

Middle Years Programme

Shaping a better future locally and globally

South Australian Certificate of Education (SACE)

Students who successfully complete the requirements are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

SACE studies have been designed to ensure that students gain the skills they need for the future, as citizens and in the workplace. The SACE has been updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community.

The SACE will help students develop the skills and knowledge they need to succeed whether they are headed for further education, training and an apprenticeship or straight into the workforce. The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (normally undertaken in Year 12).

For further information about SACE visit: www.sace.sa.edu.au

How do students get the SACE ?

Students can gain their SACE in the equivalent of two years of full-time study; however, most students spread this over three years. There are two stages:

Stage 1 - which most students do in Year 11,
apart from the Personal Learning Plan, which most will do in Year 10
Stage 2 - which most students do in Year 12

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

Students will receive a grade from A to E for each subject at Stage 1 and from A+ to E- at Stage 2.
For compulsory subjects, they will need to achieve a C grade or higher at Stage 1 and a C- or higher for Stage 2.

The compulsory subjects are -

Personal Learning Plan (10 credits at Stage 1)
Literacy - 20 credits from a range of English subjects or courses (Stage 1)
Numeracy - 10 credits from a range of Mathematics subjects or courses (Stage 1)
Research Project - an in-depth major project (10 credits at Stage 2)
Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board recognised courses of a student's choice such as VET or community learning.

South Australian Certificate of Education (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 both the SACE and a VET qualification. Students can gain up to 150 of their 200 SACE credits Stage 1 and/or Stage 2 from VET.

What is Community Learning ?

Students are able to earn SACE credits for community learning in two ways - Community-Developed Programs and Self Directed Community. Community Learning developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service.

Self-Directed Community Learning is gained through informal community activities such as coaching a sports team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning. For more information on community learning visit:

https://www.sace.sa.edu.au/learning/community-learning

University and TAFE SA Entry

Getting the SACE is the main entry used by 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 2017. For more information visit https://satac.edu.au/documents/feb_2018.pdf

Interstate and Overseas Students

SACE Board will grant status for equivalent learning in recognised areas for interstate, overseas and adult students. Information about meeting the SACE requirements for interstate, adult and overseas students can be found in the SACE website under the Students section.

Students with a Disability

The SACE Board offers a range of modified subjects at Stage 1 and Stage 2 to provide opportunities for students with identified intellectual disabilities to demonstrate their learning.

A student studying a modified subject will gain credits towards the SACE but not a grade for the subject, instead successful achievement is recorded as 'Completed'. Any modified subjects a student has studied will be listed on their SACE certificate.

For more information visit www.sace.sa.edu.au/web/modified- subjects/

South Australian Certificate of Education (SACE)

Students Online

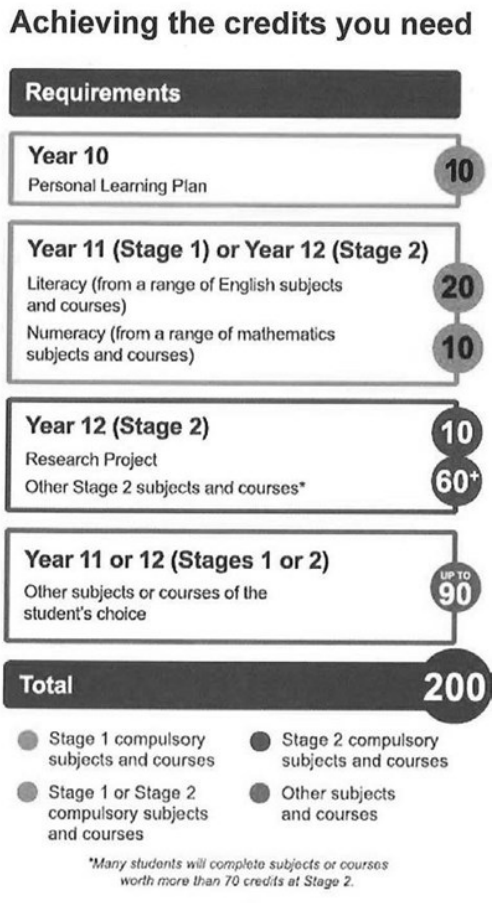
Students Online is a one-stop-shop for information about an individual student's SACE.

It can help students -
plan their SACE and look at different subjects, or subject and course, combinations
check their progress towards completing their SACE
access their results

Students can log into Students Online using their SACE registration number and pinat: www.sace.sa.edu.au/connect/students-online

Further information:

Visit the SACE Board website at https://www.sace.sa.edu.au/students and follow the links to access a range of useful information about studying for the SACE.



Special Education Curriculum

The Special Education Campus and special classes offer a curriculum based on The Australian Curriculum and SACE and is reflective of students needs on this campus. An interesting, challenging and relevant curriculum is delivered, that assists students to become as independent as possible and transition successfully to an appropriate post school pathway. Opportunities for accessing subjects across the College may be negotiated on an individual basis.

Negotiated Education Plan (NEP)

All students have an NEP that is reviewed annually or on a needs basis with caregivers and associated support agencies. The NEP outlines student's individual learning goals and agreed actions to meet them. All students will have goals relating to Numeracy and Literacy as well as goals relating to the Australian Curriculum or Modified SACE depending upon their age.

Core Curriculum

All students study an ongoing Core Curriculum that is designed to meet their individual learning needs. This covers the following areas:

English

Content: Based on the Australian Curriculum and the needs of individual students. The focus is on developing students' knowledge, understanding and skills in listening, reading and viewing, speaking, writing and creating.

Skills: Responding to literature, interacting with others using active listening, creating short texts, reading, letter, sound and word knowledge—decoding and spelling, increase knowledge of high frequency words.

Assessment Types: Running Records Reading Assessment, Big Writing, Word Recognition , Phonological Awareness, PM Benchmark and Practical Literacy Reading Program.

Communication

Content: Teachers are responsive to students' strengths, abilities and interests. They construct lessons that integrate PECS (Picture Exchange Communication System), Proloquo2go and Augmented Adaptive Communication Devices to teach and encourage students to learn how to appropriately communicate their needs and desires. Teachers actively promote students' communication through worthwhile and challenging experiences and interactions that foster improved skills development. They use the prescribed (PECS) stages and Auslan sign language.

Skills: Transferring their mode of communication to various community settings that are relevant to the individual student needs. Requesting, transferring, understanding, commenting and recall. Transference to key people on a consistent basis.

Assessment Types: Students are observed to be connected with and contribute to their world using PECS, Proloquo2go and ACC, confident and involved learners and effective communicators. Students progress through PECS stages as evident in Data collection and analysis of video.

Special Education Curriculum

Mathematics

Content: Based on the Australian Curriculum or modified SACE and the needs of individual students. The focus is on developing students' knowledge, understanding and skills in number. Provide students with the opportunity to connect their understandings to the community.

Skills: Recognise, model and order numbers up to 100. Explore addition and subtraction. Recognise and count small numbers of coins and notes. Use units of measurement in practical tasks e.g. cooking and telling time. Recognise basic 2 dimensional shapes. Create simple graphs using collected data and interpret them.

Assessment Types: NUMICON, practical demonstrations, portfolio of work, formal assessments, practical numeracy and big ideas.

The Arts

Content: Based on the Australian Curriculum or Modified SACE and the needs of individual students. Opportunities are provided to develop an appreciation and understanding of the Arts and the areas of Music, Media, Drama and Visual Arts.

Skills: Students create and share art works. Perform individually or in a group using a variety of instruments/sound sources. Take part in drama performances.

Assessment Types: Photos and video, participation in end of year performance, contribution to displays, art projects and assembly performance.

Geography

Content: Based on the Australian Curriculum and the needs of individual students. Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world using the concepts of place, space, environment, interconnection, sustainability and scale and change.

Skills: Students are guided to develop geographical knowledge and an understanding of physical features in their communities. Students will develop a sense of wonder, curiosity and respect about places, people and culture both locally and throughout the world. They will use and understand geographical concepts and be informed, responsible and active citizens.

Assessment Types: Community access, displays, folios, participation in discussion and pictures/videos.

Special Education Curriculum

Health and Physical Education

Content: Based on the Australian Curriculum or Modified SACE and the needs of individual students. Provide opportunities for participation in physical activities. Students will learn about personal and social development and teach students about their own health and the health of others. Students will also have opportunity to develop skills and preferences for leisure and recreation.

Skills: Students participate in a range of movement options and participate regularly in energetic physical activity. They are taught to develop an understanding of what is required to live together. Students will communicate with each other to share feelings and experiences to make friends. Children identify safe and unsafe situations.

Assessment Types: Participation in Physical Education, health portfolio, role playing, community access activities, participation in discussions, photo/videos and display.

History

Content: Based on the Australian Curriculum and the needs of individual students. The study of time, social systems as well as societies and culture. Students explore family and community connections and build an understanding of the past and impact on the present and future.

Skills: Students develop skills in representing concepts or time-present, past and future. Students identify and respect aspects of their personal culture and develop an understanding of others. Students learn to participate in decision-making and recognising rules that effect aspects of life.

Assessment Types: Community access, participation in discussions, photos/videos, display and portfolios.

Design and Technology

Content: Based on the Australian Curriculum and the needs of individual students design and technology is an integrated subject. It is linked with other subjects such as English, Maths, The Arts and Science. Students use design and technology to enhance their learning in a range of ways suited to their abilities. In the process they learn how to deal safely and effectively with an appropriate range of materials, develop life skills and understand digital technologies.

Skills: Students use assistive technology to present folios and units of work. Students are aware of kitchen safety and practice. Students explore a range of materials for varying purposes. Students are aware of cyber safety rationale and practice.

Assessment Types: Demonstrate skills and knowledge of assisted technologies, produce a range of items using various materials and demonstrate planning, creating, making and evaluating.

Special Education Curriculum

Science

Content: Based on Australian Curriculum and the needs of individual students. Provide opportunities for students to develop an understanding of important science concepts and processes, of science's contribution to our culture and society and its applications in everyday life. Students make predictions, investigate and record their understandings in their science portfolio. Students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena.

Skills: Students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives. Students pose questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others.

Assessment Types: Science portfolio, practical demonstrations, photos/videos, participation in discussions and display.

Modified SACE

South Australian Certificate of Education

Modified Subjects

Modified subjects are designed to allow students with identified intellectual disabilities to demonstrate their learning in a range of challenging and achievable learning experiences. Modified subjects allow students to develop their capabilities and personal learning goals although they do not prepare for University entrance.

Modified subjects are available from the nine learning areas of the SACE Curriculum at Stage 1 and Stage 2.

Each of the following subjects may be studied as a 10-credit subject or a 20-credit subject at the Stage 1, and as a 10-credit subject or a 20-credit subject at Stage 2.

- Business and Enterprise Modified
- Creative Arts Modified
- Cross-disciplinary Studies Modified
- English Pathways Modified
- Health Modified
- Language and Culture Modified
- Mathematics Pathways Modified
- Scientific Studies Modified
- Society and Culture Modified

The Personal Learning Plan (PLP)

- Stage 1 - modified and undertaken as a 10-credit subject in Year 10.

The Research Project

- Stage 1 - modified undertaken as a 10-credit subject in Years 11 or 12.

Capabilities

In each subject, learning Programs provide students with opportunities for focused development of one of more of the following capabilities:

- Communication
- Citizenship
- Personal Development
- Work
- Learning

The specific learning Program and SACE plan undertaken by each student is negotiated through his or her NEP and is usually delivered over a three-year period.

Further information

Visit the SACE Board website at

https://www.sace.sa.edu.au/web/modified-subjects and follow the links to access a range of useful information about studying for the SACE.

S S P

S p e c i a l i s t S p o r t s P r o g r a m

Specialist Sport Program

S S P

The Specialist Sport Program (SSP) provides both elite and talented players the opportunity to further develop their skills with the aim of playing to the highest level while providing a balanced high quality education.

Roma Mitchell Secondary College has formed partnerships with Cycling SA, Hockey SA and Football Federation SA to deliver the Program. Students will work under the coaching guidance of the relevant Sports Association's Development Officers and coaches.

The Specialist Sport Program will run from Years 8-12 and will be gender inclusive. It will be offered for a full year and be delivered in mixed groups with the option of single sex groups if the numbers are viable.

The practical skills of the sporting activity will be developed and supported with the achievement of industry qualifications in coaching, officiating and sports' first aid which will enhance the students' community involvement in sport. There are opportunities for personal development and leadership as the students work on projects assisting with school and community sport. In addition, an industry placement as a volunteer or casual employee in the sport and recreation industry will enable the skills to be further developed in the context of the sports industry.

Students will be taught to perform skills with efficiency, accuracy, speed and consistency. An individual's technique will be analysed, refined and practiced until they are highly efficient.

Years 8-10 students will study the subject, Specialist Sport for 2 semesters. Year 11 students (and some Year 10 students) will study Stage 1 Specialist Sport Integrated Learning for 2 semesters. Year 12 students will study Stage 2 Specialist Sport Integrated Learning.

Selection into the SSP Program will be on the basis of students completing an application form, attending a skills test training session and attending an interview.

There will be an additional cost for all Specialist Sport subjects.

Application forms are available on the website www.rmsc.sa.gov.au or contact Adam Carter, Senior Leader, Roma Mitchell Secondary College (08) 8161 4600.

South Australian Aboriginal Sports Training Academy

SAASTA

S A A S T A

The South Australian Aboriginal Sports Training Academy (SAASTA) is a school based education Program designed to support young Aboriginal students achieve their SACE.

SAASTA offers curriculum to schools across the state with a sport and health focus and aims to improve -

- Education, including literacy and numeracy
- Health and fitness
- Self esteem
- Life skills
- Cultural identity
- Employment opportunities

A key component of the Program is to offer rich learning experiences that are integrated into the curriculum. The following is an indication of the activities that are centrally coordinated by the SAASTA team for school and student participation -

- Aboriginal Power Cup (1st Semester)
- SAASTA Shield (2nd Semester)
- State and National Indigenous Carnivals
- Certificate III in Sport and Recreation (50 credits Stage 2)
- Senior First Aid Certificate

Year 10 and 11 students will study Stage 1 Integrated Learning - Aboriginal Power Cup in Semester 1 and Stage 1 Integrated Learning SAASTA Shield in Semester 2.

Year 12 students will study Stage 2 Integrated Learning-Leadership, for 2 semesters. At years 11 and 12 students do a Certificate III in Sport and Recreation.

Selection into the Program will be on the basis of staff nomination, completing an application form and attending an interview.

The course is conducted once a week for a full day at Mawson Lakes University SAASTA Academy. Several other schools attend the Academy.

Gifted & Talented Program (GTP)

For students with high academic potential, special gifts and talents

Overview G T P

Roma Mitchell Secondary College is committed to supporting all students to develop to their full potential and recognise that:

- Gifted students require challenges which match their diverse cognitive, social, emotional and physical needs and abilities. Significant support in the form of an appropriate curriculum and trained staff, in a safe positive environment, is required to ensure that their potential comes to fruition.
- Gifted students are more challenged and motivated when they interact with students who have similar abilities and interests.
- Gifted students have a wide range of interests but are not necessarily gifted in everything.
- Gifted students benefit from Programs that integrate a range of higher order thinking skills in their learning.
- Identification strategies need to identify students' specific abilities and if appropriate their needs for counselling and vocational services.

Middle Years G T P

- Identified gifted students will be placed in a class with other gifted and talented students or join it later depending on their progress and success.
- Students will study Language and Literature, Mathematics, Sciences and Individuals and Societies as a class. Then they will join with the other students in their year level for their other subjects.
- The Program thereby provides a healthy balance of learning with their intellectual peers and activities with other students.

The Gifted and Talented Program will:

- Challenge students to study at greater depth and speed.
- Provide enrichment and extension courses within the school and with community based services.
- Provide acceleration into higher year levels, where appropriate and in the student's best interest.

Senior Years (Years 11 & 12) G T P

It is anticipated that students will be able to utilise a wide range of special opportunities in their senior secondary years, including university studies. These decisions will be made according to each student's interest, abilities and social development and will also take into account the students' needs to gain the highest possible tertiary entrance selection score, to ensure successful entry into their chosen university courses.

Selection for the Program G T P

Selection will be on the basis of one or more of the following:

- Standard testing
- Teacher nomination
- Parent nomination
- Student nomination

Nomination forms are available on the website www.educationworks.sa.edu.au or contact Noel Hernes, Senior Leader at Roma Mitchell Secondary College (08) 81614600.

Roma Mitchell
Secondary College

V E T

V o c a t i o n a l E d u c a t i o n & T r a i n i n g

Overview

V E T

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.

The following courses are available on site to Roma Mitchell Secondary College students.

Sport and Recreation Certificate II

V E T

This course is for students who work in or want to work in the sport and recreation industry. You will develop business, leisure and sport, legal, risk management and customer relations core competencies and will be able to transfer and apply theoretical concepts and/or technical skill to a range of situations.

You will acquire planning and coordination skills within a sport and recreation context and will learn how to manage people, environmental performance and projects. You will also develop skills oriented towards a specialty area of your choice within the sport and recreation industry.

There are 19 modules that form the full Certificate II in Sport and Recreation.

Agri Foods Certificate I

V E T

This course is practically based, largely outdoors, and enables you to work in teams to complete landscaping and gardening projects on site at Roma Mitchell Secondary College.

Kitchen Operations Certificate II

V E T

The Program 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 VET Kitchen at Roma Mitchell Secondary College.

Students will prepare, cook and serve food for Café Roma and a number of functions throughout the year.

N E V O

V e t c o u r s e s d e l i v e r e d t h r o u g h

N o r t h E a s t e r n V o c a t i o n a l O p p o r t u n i t i e s

Overview

V E T

NEVO (North Eastern Vocational Opportunities) is a group of secondary schools who work together to deliver a range of Vocational Education and Training (VET) opportunities and Structured Workplace Learning experiences for students in the area.

NEVO provides a foundation for careers, traineeships, apprenticeships and further study. VET Programs are offered in a wide range of industry areas. Details of NEVO courses can be found at www.nevo.sa.edu.au

Students can nominate for VET Programs as part of the course counselling process.

Criteria for selection

V E T

VET offers exciting and rewarding options for students but requires increased commitment and application. As the completion of VET courses may involve a change in attendance patterns and subject choices, students are required to be proactive in ensuring that their commitments are met in the areas of school, VET and work.

Students will be required to undertake work experience in order to satisfy assessment requirements and will need to make arrangements for all travel associated with the courses. There will be some costs associated with the courses such as an administration fee, travel, and protective clothing, special equipment and course notes.

In order to express your interest in a VET Program, indicate the course you would like to undertake on your subject selection form.

Roma Mitchell Secondary College will charge an administration fee for every student completing a VET program and in addition to the above, parents will be asked to contribute toward course fees (in-line with VET policy). Details of course costs and any additional fees will be provided following subject selection.

All students must choose a full course at their year level and once entry in to a VET course is confirmed, students will be re-counseled and their timetable adjusted accordingly.

Child Protection Curriculum

Overview

C P C

Throughout the year students will be engaging with the Keeping Safe: Child Protection Curriculum (KS:CPC). The teachers delivering the program have received explicit training in the Curriculum. It is a Department for Education and Child Development (DECD) responsibility under the Children's Protection Act (1993) and the Child Protection in Schools, Early Childhood Education and Care Services policy to ensure that effective abuse prevention programs are implemented and that all children and young people have access to the approved Child Protection Curriculum. Although parent permission is not required under the Education Act (1972), we encourage parents/caregivers to seek further clarification if required and to provide the teacher with any relevant information about their child that could alleviate any concerns.

The KS: CPC is evidence based, best practice curriculum developed collaboratively with child protection specialists, teachers, educational leaders and other professionals. It covers a range of concepts including new additional material on contemporary issues such as bullying and cyber safety.

The KS: CPC is divided into 5 documents specific to the year level of the students plus 2 additional documents for educators working with students from cultural or linguistically diverse backgrounds and for students with disability.

There are 2 main themes:

We all have the right to be safe

We can help ourselves to be safe by talking to people we trust

There are 4 focus areas:

The right to be safe

Recognising and assessing risk, psychological pressure and manipulation

Relationships

A matter of rights, rights and responsibilities in relationships, power in relationships

Recognising and reporting abuse

Identifying abuse and neglect, acting to report abuse and neglect

Protective strategies

Problem solving strategies, network review and community support

The Arts

Visual Art

Year 8	Year 9	Year 10	Year 11	Year 12
VISUAL ARTS	VISUAL ARTS	VISUAL ARTS	VISUAL ART - ARTS	VISUAL ARTS - ART
			VISUAL ARTS –DESIGN	VISUAL ARTS–DESIGN
MEDIA	MEDIA	MEDIA	COMMUNICATION PRODUCTS - PHOTOGRAPHY	COMMUNICATION PRODUCTS - PHOTOGRAPHY

Performing Arts

Year 8	Year 9	Year 10	Stage 1	Stage 2
PERFORMANCE ARTS	PERFORMANCE ARTS	DANCE DRAMA	DANCE DRAMA	DANCE DRAMA
MUSIC	MUSIC	MUSIC	MUSIC EXPERIENCE MUSIC ADVANCED	MUSIC Ensemble Performance Music in context Music Individual study Solo Performance Music Technology

Language & Literature/English

English

Year 8	Year 9	Year 10	Stage 1	Stage 2
ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH LITERARY STUDIES
			ESSENTIAL ENGLISH	ENGLISH
				ESSENTIAL ENGLISH
				ENGLISH AS AN ADDITIONAL LANGUAGE (EALD)

Language Acquisition

Languages other than English, English as an Additional Language or Dialect (EALD)

Language

Year 8	Year 9	Year 10	Stage 1	Stage 2
JAPANESE	JAPANESE	JAPANESE	JAPANESE Continuers	JAPANESE Continuers
GERMAN	GERMAN	GERMAN	GERMAN Continuers	GERMAN Continuers
ITALIAN	ITALIAN	ITALIAN	ITALIAN Continuers	ITALIAN Continuers

After school language classes are provided through the Adelaide School of Languages (on site) Arabic, Hindi, Persian and Vietnamese

(Years 8 to 12)

Mathematics

Mathematics

Year 8	Year 9	Year 10	Stage 1	Stage 2
MATHEMATICS	MATHEMATICS	MATHEMATICS	MATHEMATICS SEM 1 MATHS A SEM 2 MATHS B	SPECIALIST MATHEMATICS
			MATHEMATICS SEM 1 MATHS D SEM 2 MATHS C	MATHEMATICAL METHODS
			GENERAL MATHEMATICS	GENERAL MATHEMATICS
			ESSENTIAL MATHEMATICS	

Sciences

Sciences

Year 8	Year 9	Year 10	Stage 1	Stage 2
SCIENCE	SCIENCE	SCIENCE	BIOLOGY CHEMISTRY PYHSICS PSYCHOLOGY	BIOLOGY CHEMISTRY PYHSICS PSYCHOLOGY SCIENTIFIC STUDIES

Physical & Health Education

Physical & Health Education

Year 8	Year 9	Year 10	Stage 1	Stage 2
PE, HEALTH & NUTRITION	PE, HEALTH & NUTRITION	PE, HEALTH & NUTRITION	PHYSICAL EDUCATION	PHYSICAL EDUCATION
SPECIALIST SPORT	SPECIALIST SPORT	SPECIALIST SPORT	SPECIALIST SPORT	SPECIALIST SPORT
		SAASTA	SAASTA	SAASTA
			OUTDOOR EDUCATION	OUTDOOR EDUCATION
			CHILD STUDIES	CHILD STUDIES
			FOOD & HOSPITALITY	FOOD & HOSPITALITY

Individuals and Societies (Humanities)

Individuals & Societies

Year 8	Year 9	Year 10	Stage 1	Stage 2
INDIVIDUALS & SOCIETIES	INDIVIDUALS & SOCIETIES	HISTORY	HISTORY	MODERN HISTORY
		GEOGRAPHY	GEOGRAPHY	
			SOCIETY & CULTURE	SOCIETY & CULTURE
			ABORIGINAL STUDIES	ABORIGINAL STUDIES
			WOMEN'S STUDIES	WOMEN'S STUDIES
			LEGAL STUDIES	

Design & Technology

Design & Technology

Year 8	Year 9	Year 10	Stage 1	Stage 2
TIMBER & METAL	TIMBER & METAL	TIMBER	MATERIAL PRODUCTS TIMBER	MATERIAL PRODUCTS TIMBER
		METAL	MATERIAL PRODUCTS METAL	MATERIALS PRODUCTS METAL
DIGITAL TECHNOLOGY & 3D DESIGN	DIGITAL TECHNOLOGY & 3D DESIGN	DIGITAL TECHNOLOGY & 3D DESIGN	INFORMATION TECHNOLOGY	INFORMATION TECHNOLOGY
			INFORMATION PROCESSING & PUBLISHING	INFORMATION PROCESSING & PUBLISHING
FOOD & TEXTILES	FOOD & TEXTILES	FOOD	FOOD & HOSPITALITY	FOOD & HOSPITALITY
		TEXTILES	MATERIAL PRODUCTS TEXTILES	MATERIAL PRODUCTS TEXTILES
			BUSINESS & ENTERPRISE	BUSINESS & ENTERPRISE
			WORKPLACE PRACTICES	WORKPLACE PRACTICES

Roma Mitchell Secondary College

Year 8

Subject Overview

Subject Overview Y 8

Learning Area	Subjects for Year 8	Duration 1 semester is equivalent to 2 terms	Compulsory number of units required in each area
Arts	Visual Arts/Performance Arts Media Arts/Music	1 semester 1 semester	1 semester
Language & Literature	English	2 semesters	2 semesters
Individuals & Societies	Civics & Citizenship Economics & Business Geography History	1 semester 1 semester	2 semesters
Language Acquisition	German Italian Japanese	2 semesters 2 semesters 2 semesters	2 semesters
Mathematics	Mathematics	2 semesters	2 semesters
Physical & Health Education	PE Health & Nutrition Specialist Sport	2 semesters 2 semesters	2 semesters
Design	Timber & Metal Digital Technology 3D Design Food & Textiles	1 semester 1 semester 1 semester	1 semester
Sciences	Science	2 semesters	2 semesters

Students for whom English is an Additional Language will also be offered additional support to improve their skills in English.

Roma Mitchell
Secondary College

Arts

Visual Art / Performance Arts

Visual Arts Y 8

Content: Students identify and analyse how other artists use visual arts practices, visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They evaluate how they and others are impacted and influenced by artworks and practice from different cultures, times and places. Students use a diverse range of representational elements, visual devices, techniques and processes to communicate meaning in their artworks. They identify the interrelationship between their own and others' artworks.

Skills:

- Forms - art, craft and design including painting, sculpture and printmaking
- Techniques - drawing, installation, digital imaging, graffiti and environmental sculpture
- Materials - combining and manipulating a range of physical and digital materials
- Technologies - traditional and digital
- Spaces- understanding role of the studio for artists: learning to share responsibility for preparation, cleaning and storing work
- conceptual skills– developing a thought or idea into a visual representation
- practical skills– use of visual arts materials, equipment and instruments
- multi-modal skills– to use a combination of two or more sensory modes

Assessment Types: Common assessment task, arts process journal and use of literacy

Assessment Criteria: Knowledge and understanding, developing skills, thinking creatively and responding

Performance Arts (Dance & Drama) Y 8

Content: Combining the fields of drama and dance to develop an understanding of the performing arts, students identify and analyse how the elements of dance and drama are used, combined and manipulated in different styles. They apply this knowledge both separately and in a combined form in performance pieces they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through the performing arts.
Students collaborate to devise, interpret and perform dramatic works, as well as choreographing dances to demonstrate manipulation of the elements of dance. Their performances will give them the opportunity to display technical and expressive skills appropriate to their developmental level.

Skills:
Elements of drama – Role, character and relationships
Role and character – developing and analysing multidimensional relationships in the drama
Voice and movement – movement/blocking and props
Body – body part articulations – for example, isolation of body parts in combination with each other
Elements of dance
Space – using performance space – for example, confined, large
Time – using metre, tempo, momentum, accent, duration, phrasing, rhythmic patterns

Assessment Types: Common assessment task, arts process journal, small group performance & scriptwriting

Assessment Criteria: Knowledge and understanding, developing skills, thinking creatively and responding

Roma Mitchell Secondary College

Arts

Media Arts/ Music

Media Arts Y 8

Content: Students identify viewpoints to communicate ideas and apply this knowledge in their design work. They evaluate how they and others are impacted and influenced by Design works and practices from different cultures, times and places. Students will use the Design Process, visual elements, compositional principles and techniques to communicate meaning in their Design work. They will identify the inter relationship between their own and others' Design works and analyse Design pieces, their efficiency, place and eco friendliness in relation to their Design works and those of others.

Skills:

- Use of Design Process
- Forms – Graphic Design, Product Design, Environmental Design
- Techniques – Drawing, rendering, architectural planning/drawing, digital imagery, 2D and 3D drawing and designs
- Technologies – traditional/ digital
- Spaces – understanding the role of a designer in society and wider community
- Conceptual skills – developing a thought or idea into a design brief, following the Design
- Process through to a visual representation of the design brief
- practical skills – use of relevant media and digital software equipment

Assessment Types: Common assessment task, arts process journal and use of Literacy

Assessment Criteria: Knowledge and understanding, developing skills, thinking creatively and responding

Music Y 8

Content: Students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks.

Skills:

- Planning, controlling, editing and producing images and text
- Selected media technologies, processes and equipment
- Examining the ways in which audiences make meaning and how particular audiences engage, interact and share different media artworks
- Researching the role and ethical behaviour of individuals, communities and organisations, making, using and sharing
- perceiving and constructing stories and ideas from different perspectives

Assessment Types: Common assessment task, create a calendar, exhibition and reflection/evaluation and arts process journal.

Assessment Criteria: Knowledge and understanding, developing skills, thinking creatively and responding.

Roma Mitchell
Secondary College

Language & Literature

English, 2 semesters Y 8

Content: The Australian Curriculum provides a content description for English as an Additional Language or Dialect student. Students will engage in learning from the 3 strands of Language, Literacy and Literature.

The curriculum is targeted to the needs of the EALD student who may be at the Beginning, Emerging, Developing or Consolidating stage of English learning. Students will also engage with literary texts. They will be supported and extended to become independent readers. These texts include realistic, fantasy, speculative fiction and historical genres. There will be some challenging and unpredictable plot sequences and a range of non-stereotypical characters.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions. They begin to analyse and write texts in other forms.

Skills:

Language

- Understand how language is varied and changes
- 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
- Use correct punctuation conventions to create informal and formal texts
- Understand spelling conventions
- Use more complex word choices and sentence structures to create meaning

Literature

- Recognise how people, places, identity and culture are presented in texts
- Discuss the ideas and viewpoints presented in texts
- Identify , interpret and analyse how texts are created through language features and text structure
- Create literary texts and experiment with language features

Literacy

- Plan, rehearse and deliver presentations
- Use comprehension strategies to interpret and evaluate texts
- Use a range of software, including word processing programs to create, edit and publish texts imaginatively

Assessment Types: A range of assessment tasks will be given including common assessment task, writing narrative text and writing persuasive text.
Oral performance: Discussion, prepared speech and group presentation
Creative writing: Personal recount, description, poetry, journal entries
Information texts: Newspaper reports and factual reports

Assessment Criteria: Analysing, organising, producing language and using language.

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Secondary College

Individuals & Societies

Civics & Citizenship, Economics & Business, Geography, History 2 semesters Y 8

Content: Humanities are divided into four core areas of study; History, Geography, Civics and Citizenship and Economics and Business.

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, Japan under the Shoguns c 794-1867 and The Spanish Conquest of 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 to two strands-

- Geographical knowledge and understanding
- Geographical inquiry and skills

Topic 1 Environmental geography and resources
Environmental functions which support human life and economic activity
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

Economics and Business

The topics support students' understanding of the rights and responsibilities of consumers and businesses.

Skills:

History

- Sequence historical events, developments and periods
- Use historical terms and concepts
- Identify and locate relevant sources
- Draw conclusions about the usefulness of sources
- Use a range of communication forms: oral, graphic, written and digital technologies

Geography

- Problem solving
- 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 and Economics and Business

- Questioning and research
- Analysis
- Synthesis and interpretation
- Problem solving

Assessment Types: Common assessment task, comprehension primary and secondary sources, data analysis, mapping task, reading-creating graphs and statistical data, research task and prepare a survey around a current issue

Assessment Criteria: Knowledge and understanding, investigating, thinking critically and communicating

Roma Mitchell
Secondary College

Language Acquisition

Languages other than English, German, Italian, Japanese , 2 semesters Y 8

Content: The Australian Curriculum has the following aims for students -

- Communicating in the target language
- Understanding language, culture and their relationship
- Developing an intercultural capability in communication

Communication includes listening, speaking, reading and writing. Students will participate in activities that practice the vocabulary and sentence patterns of the topics studied.

Understanding Language involves learning the system of each language. Students learn to construct texts following the structures and pattern relevant for the target language. They discover the similarities between the target language and their own.

Understanding Culture requires students to engage with other values and concepts. Students research or complete activities which explore the lifestyle, attitudes and traditions of the people from the target language. Students identify and examine their own cultural values, to develop further an understanding and acceptance of similarities, differences and an awareness of diverse cultural systems.

Students will choose between German, Italian and Japanese and continue with this language in Year 9 and 10. 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 involving 'kana' written symbols.

Skills:

Communication

- Apply knowledge of language concepts in the target language for a range of purposes
- Respond to questions in the language from a range of topics
- Introduce oneself in written and spoken form
- Use correct punctuation conventions to create informal and formal texts
- Read texts in the target language and identify the main ideas or learned pieces of information
- Listen to a range of spoken texts and identify the main ideas

Understanding Language

- Analyse how questions are formed in the target language
- Construct positive and negative statements to express ideas
- Pronounce with confidence, modeled words and phrases

Understanding Culture

- Understand where the target language is used around the world
- Research, using a set of inquiry questions, topics related to the country and its people
- Relate to their own cultural origin an heritage

Assessment Types: A range of assessment tasks will be given including:

Common Assessment Tasks- Role play, self-introduction
Short text production- Scrapbook/Poster about Family
Language test
Listening to spoken texts and responding to questions
Writing short texts using modeled sentence patterns
Vocabulary tests

Assessment Criteria: Comprehending spoken and visual text, comprehending written and visual text, communicating in response to spoken, written and visual text and using language in spoken and written form.

Roma Mitchell
Secondary College

Mathematics

Mathematics — 2 semesters — Y 8

Content: Mathematical content is organised in three content strands-

Number and Algebra Measurement and Geometry, and Statistics and Probability.

During year 8 students learn to use efficient mental and written strategies to carry out the four operations with integers. They round decimals and solve problems involving percentages. Students recognise the index laws and apply them to whole numbers and variables. They simplify a variety of algebraic expressions and solve linear equations. They graph linear relationships on the Cartesian plane. They solve a range of everyday problems involving rates and ratios.

Students determine complementary events and use the sum of probabilities to solve problems. They understand the challenges of collecting representative data and the effect on medians.

Students choose appropriate units of measurement for area and volume and solve problems. They recognise the features of circles and solve problems involving circumference and area. Students identify conditions for congruence of plane shapes and establish properties of quadrilaterals and solve related numerical problems. They solve problems involving time duration.

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.

Skills: Students will demonstrate their proficiencies through showing their understanding, fluency, problem solving and reasoning skills of mathematical content.

Assessment Types: During assessment students will demonstrate their

- Understanding
- Fluency
- Problem solving
- Reasoning skills of mathematical content

Students will take part in a range of assessment tasks including

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

During each unit of work students will undertake IB MYP assessment tasks and tests that are common to all Year 8 classes. The tasks address the questions and encourage students to explore mathematical ideas in deep and connected ways. Formative tasks prepare students for the summative tasks, which will include test and assignments.

Scientific calculators are an essential requirement in maths courses.

Assessment Criteria: Knowing and understanding, investigating patterns, communicating and applying mathematics in real-life contexts.

Roma Mitchell Secondary College

Physical & Health Education

PE, Health and Nutrition — 2 semesters — Y 8

Content: In Physical Education our primary aims are to promote the development of a range of motor skills and to encourage students to understand the importance of a balanced, healthy lifestyle. This is achieved through three areas of study: Physical Education, Health and Nutrition.

Throughout the first year of Physical Education students should develop a greater knowledge of the components of physical health, an increased ability to reflect on their own strengths and progress, as well as a strong focus on developing a sense of responsibility and interpersonal skills.

Skills: Students will be expected to participate and develop practical sporting skills in a variety of sports. They will be expected to work as individuals and as part of a group/team, to improve their communication and interpersonal skills.

Literacy and Numeracy skills will be developed through self-testing and analysing fitness and being able to communicate in written and oral forms on ideas and insights into related health and nutritional issues.

Research and investigative skills will be developed through investigation of issues related to Physical Education, Health and Nutrition.

Technological skills will be developed in the presentation, investigation and testing of practical and theoretical aspects of the course.

Assessment Types: Performance through a variety of practical checklists, Knowledge and understanding through common research/ comprehension tasks, Practical application of theoretical concepts to the sporting environment, Analysing of data, Self and group evaluation and Production and presentation of healthy foods.

Assessment Criteria: Using knowledge, planning through inquiry, applying and performing and reflecting and demonstrating.

Specialist Sport — 2 semesters — Y 8

Content: In year 8 the Specialist Sport Program covers Football (Soccer), Hockey and Cycling. After trialing in year 7 students are invited to be part of one of the above sport Programs. The goal being to equip students with the skill and knowledge of the requirements to be an elite sports person. The practical part of the Program concentrates on individual and team skill development, small and large field, indoor and outdoor match play.

The Program aims to extend the participant's knowledge of the particular sport by incorporating the skills required for officiating, understanding the rules of the sport and the OH&S issues such as injury prevention. The Program also promotes Healthy Lifestyles and fitness for sport involvement. There will be an additional cost for this subject.

Skills: Students will be expected to participate and develop practical sporting skills in a variety of sports. They will be expected to work as individuals and as part of a group/team, to improve their communication and interpersonal skills. Literacy and Numeracy skills will be developed through self- testing and analysing fitness and being able to communicate in written and oral forms on ideas and insights into related health and nutritional issues. Research and investigative skills will be developed through investigation of issues related to Physical Education, Health and Nutrition. Technological skills will be developed in the presentation, investigation and testing of practical and theoretical aspects of the course.

Assessment Types: Performance through a variety of practical checklists, Knowledge and understanding through common research/ comprehension tasks, practical application of theoretical concepts to the sporting environment, analysing of data and self and group evaluation.

Assessment Criteria: Using knowledge, planning through inquiry, applying and performing and reflecting and demonstrating.

Roma Mitchell
Secondary College

Design
Timber & Metal

Timber — 1 semester — Y 8

Content: 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 machines.

Through the context of Wood Technology, 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 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 workshop.

Skills:
Critiquing - Students will be comparing and evaluating similar products and reflecting on their final designs
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 developing hand tool skills and using tools safely, learning technical joining techniques such as Housing and Rebate Joints, using machines in accordance with Safe Operating Procedures and create products in both timber and manufactured board including storage solutions and kitchen implements

Assessment Types: Common assessment tasks ie, Research assignment, product evaluations, design folio, construction of a storage box or shelf using technical joining skills, construction of a wooden toy and kitchen implement. *The school will provide all materials.

Assessment Criteria: Inquiring and analysing, developing ideas, creating the solution and evaluating

Metal — 1 semester — Y 8

Content: Students will be introduced to a range of information technology tools and systems to develop understanding and skills in computational thinking and problem solving to create a range of digital solutions for local, national and global activities. They will learn to acquire, analyse, validate and evaluate various types of data and appreciate the complexities of storing, manipulating and transmitting data in digital systems.

They will further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints. Students will, in a fun and engaging learning environment, develop an understanding of robotics and basic programming sills to build and control robots to perform cross-curricular activities.

Skills: Critiquing - Students will be comparing and evaluating similar metal products and reflecting on their final designs.
Designing - Students will be solving problems and making design choices to suit their design brief, creating a basic Computer Aided designs (CAD), presenting and communicating design ideas and reflecting on their final design selection.
Making – Students will be developing appropriate hand tool skills and using Metaling equipment including drill press, spot welder and sheet metal bender including learning basic joining techniques and constructing a range of small projects out of metal.

Assessment Types: A range of assessment types will be given including common assessment tasks ie, reading comprehension. Preparing a design folio, construction of a metal tray or rack and reflective writing tasks. *The school will provide all materials.

Assessment Criteria: Inquiring and analysing, developing ideas, creating the solution and evaluating

Roma Mitchell
Secondary College

Design
Digital Technology/3D Design

Digital Technology Y 8

Content: Students will be introduced to a range of information technology tools and systems to develop understanding and skills in computational thinking and problem solving to create a range of digital solutions for local, national and global activities. They will learn to acquire, analyse, validate and evaluate various types of data and appreciate the complexities of storing, manipulating and transmitting data in digital systems.

They will further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints. Students will, in a fun and engaging learning environment, develop an understanding of robotics and basic programming sills to build and control robots to perform cross-curricular activities.

Skills: Students will learn how to use their laptop effectively, appropriately and responsibly and how to use various multimedia, communication and data processing suite of tools installed in their laptops to be affective computer users.
Students will learn to be critical assessors, evaluators and reviewers of technical and literary information found on the internet.
Students will increase their knowledge of copyright laws and ethical considerations when using and posting on the internet .

Assessment Types: Projects using multimedia software, such as Photoshop, to design, create, modify, enhance, print and present visual or image data. Projects and assignments using common data processing and communications software such as MS Excel, PowerPoint, Outlook and Word to present written, visual and graphical information. Comprehension and Literacy task

Assessment Criteria: Inquiring and analysing, developing ideas, creating the solution and evaluating

3D Design Y 8

Content: Students will be introduced to a range of technological systems such as computer generated 3D modeling and basic electronics. They will work through the design process to create a range of solutions, taking into consideration social and environmental factors. They will create their solutions using a range of tools, equipment and media including plastics, 3D printing and laser cutting.

They will develop a set of criteria for their solution against which its success can be critiqued through testing, evaluation and self-reflection. In completing their design tasks students will also develop and use project management skills to create an efficient and fun learning environment, ensuring success for all.

Skills: Students will understand the concept of a basic system that uses input, process and outcome. Students will learn how to use 3D modeling software to develop design solution and how to do soldering through completing circuits using basic components. Students will learn to analyse and evaluate design solutions against the desired outcomes and how to use a range of machinery and tools. Students will gain awareness of the different impacts on technological development, such as social and environmental impacts

Assessment Types: Design folios that document the design process from initial need to evaluated solution. Project management skills used in the completion of the design folios. Created technological solutions through a range of materials and outcomes, such as 3D computer modeling, 3D printing, laser cutting and electronics.

Assessment Criteria: Inquiring and analysing, developing ideas, creating the solution and evaluating

Roma Mitchell
Secondary College

Design
Food & Textiles

Food Y 8

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, behaviors and environment within food technology.

Students will identify the factors that influence design, including ethical, environmental and social sustainability considerations.

Skills:

- Investigate appropriate hygiene methods when preparing and serving food
- Develop an understanding of the ways in which products, services and environments evolve
- Demonstrate the correct use of cooking equipment
- Independence to design, plan, manage and safely produce quality food
- Explain how food is produced in dynamic and interactive systems
- Incorporate principles of food processing, preparation and presentation in designing solutions for healthy eating
- Apply safety procedures when using kitchen equipment
- Developing the use of specialist terminology

Assessment Types: Common assessment tasks, practical tasks and evaluation

Assessment Criteria: Inquiring and analysing, developing ideas, creating the solution and evaluating

Textiles Y 8

Content: Students explain how designed technologies, products, services and environments evolve by identifying the factors that influence design to meet people's needs and contribute to sustainability. They identify the properties and characteristics of technologies, materials and systems and explain how they impact on designed solutions. They explain the contribution of design and technology innovations and enterprise to society locally and globally. Students will have the opportunity to use appropriate techniques and equipment to create a textile item.

Skills:

- Compare and evaluate similar textile products
- Consider the ways characteristics and properties or resources can be combined to create and produce solutions to problems for individual students and the community
- Considering ethics, culture and social factors
- Use a sewing machine and hand tools safely and competently
- Evaluate design solutions using identified criteria taking account of users, resources, sustainability ethics, and cultural and personal values
- Explain how fibre is produced in dynamic and interactive systems
- Develop the use of appropriate terminology
- Develop appropriate construct and decorating skills, such as seam finishes, zip application and appliqueing and techniques for the materials used

Assessment Types: Common assessment tasks, folio of samplers, research task and construction of a minimum of one textile article

Assessment Criteria: Inquiring and analysing, developing ideas, creating the solution and evaluating

Roma Mitchell
Secondary College

Science

Science , 2 semesters — Y 8

Content: The Australian Science Curriculum describes three strands:

- Science Understandings
- Science as a Human Endeavour
- Science Inquiry Skills

Within Science Understandings concepts are organised under four main areas of science knowledge; biological, chemical, physical, earth and space.

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 though 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.

Skills: Students develop practical Science Inquiry Skills though investigations, experiments and research assignments. They use the scientific method to explore the concepts being taught and inquiry questions. During this process they -

- Consider ethics in the practical design process
- Plan, identify and control variables
- Collect data, take accurate measurements, record observations and results to construct and justify conclusions
- Explore improvements and suggested ways to increase data quality and reliability.

In all assignments and practical reports students develop and use scientific language to communicate scientific ideas. Students also communicate their findings by contributing to class discussions and displays.

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.

Regular homework is expected following each lesson and to support the completion of assessment tasks. Some of the assessment tasks will be undertaken in groups to develop teamwork and collaboration skills.

During each unit of work students will undertake IBMYP assessment tasks and test that are common to all year 8 classes. Formative tasks prepare students for the literacy requirements of summative tasks.

Assessment Criteria: Using knowledge, inquiring and designing, processing and evaluating, reflecting on the impacts of science.

Roma Mitchell Secondary College

Year 9

Subject Overview

Subject Overview Y 9

Learning Area	Subjects for Year 9	Duration 1 semester is equivalent to 2 terms	Compulsory number of units required in each area
Arts	Visual Arts/Performance Arts Media /Music	1 semester 1 semester	1 semester
Language & Literature	English	2 semesters	2 semesters
Individuals & Societies	Civics & Citizenship Economics & Business Geography History	1 semester	2 semesters
Language Acquisition	German Italian Japanese	2 semesters 2 semesters 2 semesters	2 semesters
Mathematics	Mathematics	2 semesters	2 semesters
Physical & Health Education	PE Health & Nutrition Specialist Sport	2 semesters 2 semesters	2 semesters
Design	Timber & Metal Digital Technology 3D Design Food & Textiles	1 semester 1 semester 1 semester	1 semester
Sciences	Science	2 semesters	2 semesters

Students may apply to undertake Music for a full year.

Students for whom English is an additional language will also be offered additional support to improve their skills in English.

Roma Mitchell Secondary College

Arts

Visual Arts/Performance Arts

Visual Arts Y 9

Content: Students identify and analyse how other artists use visual arts practices, visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They evaluate how they and others are impacted and influenced by artworks and practice from different cultures, times and places. Students use a diverse range of representational elements, visual devices, techniques and processes to communicate meaning in their artworks. They identify the interrelationship between their own and others' artworks.

Skills:

- Forms - art, craft and design: including painting, sculpture, printmaking
- Techniques - drawing, installation, digital imaging, graffiti and environmental sculpture
- Materials - combining and manipulating a range of physical and digital materials
- Technologies - traditional and digital
- Spaces- understanding role of the studio for artists: learning to share responsibility for preparation, cleaning and storing work
- conceptual skills– developing a thought or idea into a visual representation
- practical skills– use of visual arts materials, equipment and instruments
- multi-modal skills– to use a combination of two or more sensory modes

Assessment Types: Common assessment task, arts process journal and use of literacy

Assessment Criteria: Knowledge and understanding, developing skills, thinking creatively and responding

Performance Arts (Dance & Drama) Y 9

Content: Combining the fields of drama and dance to develop an understanding of the performing arts, students identify and analyse how the elements of dance and drama are used, combined and manipulated in different styles. They apply this knowledge both separately and in a combined form in performance pieces they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through the performing arts.
Students collaborate to devise, interpret and perform dramatic works, as well as choreographing dances to demonstrate manipulation of the elements of dance. Their performances will give them the opportunity to display technical and expressive skills appropriate to their developmental level.

Skills:
Elements of drama – Role, character and relationships
Role and character – developing and analysing multidimensional relationships in the drama
Voice and movement – movement/blocking and props
Body – body part articulations – for example, isolation of body parts in combination with each other
Elements of dance
Space – using performance space – for example, confined, large
Time – using metre, tempo, momentum, accent, duration, phrasing, rhythmic patterns

Assessment Types: Common assessment task, arts process journal, small group performance & scriptwriting

Assessment Criteria: Knowledge and understanding, developing skills, thinking creatively and responding

Roma Mitchell
Secondary College

Arts

Media / Music

Media Y 9

Content: In year 9 students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks.

Skills:

- Planning, controlling, editing and producing images and text
- Selected media technologies, processes and equipment
- Examining the ways in which audiences make meaning and how particular audiences engage, interact and share different media artworks
- Researching the role and ethical behaviour of individuals, communities and organisations, making, using and sharing
- perceiving and constructing stories and ideas from different perspectives

Assessment Types: Common assessment task, create a calendar, exhibition and reflection/evaluation and arts process journal.

Assessment Criteria: Knowledge and understanding, developing skills, thinking creatively and responding.

Music Y 9

Content: Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They Australian musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.

Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. The use aural skills, music terminology and symbols to recognize, memorise and notate features, such as melodic patterns in music they perform and compose.

Skills:

- Recognising rhythmic patterns and beat grouping
- Discriminating between pitches, recognizing intervals and familiar chord progressions
- Identifying and notating metre and rhythmic groupings
- Aurally identifying layers within a texture
- Imitating simple melodies and rhythms using voice and instruments
- Performing with expression and technical control, correct posture and safety
- Understanding their role within an ensemble, balancing and controlling tone and volume
- Using technology as a tool for music learning and to record their music
- Holding and playing instruments and using their voices safely and correctly

Assessment Types: Common assessment task, arts process journal**,** ensemble performance, music theory and individual performance.

Assessment Criteria: Knowledge and understanding, developing skills, thinking creatively and responding.

Roma Mitchell
Secondary College

Language & Literature

English | **2 semesters** | **Y 9**

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

Students will engage with a variety of texts ranging from media texts, including newspapers, film and digital texts, fiction, non-fiction poetry and multimodal texts. These texts will be for enjoyment and students develop their understanding of themes and issues involving higher order reasoning skills. Students also develop a critical understanding of the contemporary media.

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 affect meaning

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

Literacy

- Plan, rehearse and deliver presentations which include multimodal elements
- Use comprehension strategies to interpret and evaluate texts
- Review and edit own texts to improve clarity and control over content and structure

Assessment Types: A range of assessment tasks will be given including common assessment tasks:

- Comprehension tasks; comparing and contrast two text types
- Writing persuasive/exposition text
- Writing recount text
- Oral performance: discussion, prepared speech, group presentation, debate
- Creative presentations: multimodal, portfolios, anthologies
- Analysis essay: persuasion, character study
- Writing dialogue

Assessment Criteria: Analysing, organising, producing language and using language

Roma Mitchell
Secondary College

Individual & Societies

Civics & Citizenship, Economics & Business, Geography, History — Y 9

Content: Humanities is divided into three core areas of study: History, Geography and Civics and Citizenship.

History: The Australian Curriculum History is organised into two strands, historical knowledge and understanding and historical skills.

Historical knowledge and understanding includes personal, family, local, state or territory, national, regional and world history. There is an emphasis on Australian history in its world history context. The Year 9 curriculum provides study of history of the making of the modern world from 1750 to 1918. At Year 9 the three in-depth Studies are The Industrial Revolution (1750-1914), Making a Nation (Australia) and World War 1 (1914-1918).

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.

Topic 1 includes: environmental geography and resources; environmental functions which support human life and economic activity.
Topic 2 includes: consumerism.

Civics and Citizenship: Civics and Citizenship is organised into two strands: Civics and Citizenship knowledge and understanding, and Civics and Citizenship skills. Students study aspects of laws and citizens, government and democracy and economics and business.

Skills:

History

- sequence historical events, developments and periods
- 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
- use a range of communication forms: oral, graphic, written and digital technologies

Geography

- Problem solving
- 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 and Economics and Business

- Questioning and research
- Analysis
- synthesis and interpretation
- Problem solving

Assessment Types: A range of assessment tasks will be given including comprehension-primary and secondary resources, data analysis, mapping task, research task including surveys and data collection.

Assessment Criteria: Knowledge and understanding, investigating, thinking critically and communicating.

Roma Mitchell
Secondary College

Language Acquisition

Languages other than English, German, Italian, Japanese **2 semesters** **Y 9**

Content: The Australian Curriculum Languages has the following aims for students -

- Communicating in the target language
- Understanding language, culture and their relationship
- Developing an intercultural capability in communication

Communication includes listening, speaking, reading and writing. Students will participate in activities that practice the vocabulary and sentence patterns of the topics studied.

Understanding Language involves learning the system of each language. Students learn to construct texts following the structures and patterns relevant for the target language. They discover the similarities between the target language and their own.

Understanding Culture requires students to engage with other values and concepts. Students research or complete activities which explore the lifestyle, attitudes and traditions of the people from the target language. Students identify and examine their own cultural values, to develop further an understanding and acceptance of similarities, differences and an awareness of diverse cultural systems.

Students continue to learn the language studied in Year 8, either German, Italian or Japanese. In Year 9 students learn to communicate about living in their community, about travel, shopping, and eating. Students learn the vocabulary and sentence patterns relevant to each topic and use a variety of strategies to practice these in written and oral forms.

Skills:

Communication

Listen to and interprets meaning in dialogue in the target language

- Produce a role play for a particular type of social interaction e.g. shopping excursion
- Identify and record key information from an article in the target language
- Identify similarities and differences in media texts
- Describe people, places or activities in the target language
- Write emails, letters, postcards about a range of topics

Understanding Language

- Include appropriate personal comments in communications
- Use adjectives to add detail
- Recognise jargon in the target language or the correct register to be polite

Understanding Culture

- Compare and discuss differences in lifestyle between target country and one's own
- Understand how climate, history, politics and religious beliefs influence the country's culture
- Identify the do's and don'ts considered to be appropriate in the target language

Assessment Types: A range of assessment tasks will be given including common assessment tasks:

- Language test
- Creative writing task
- Research task
- Listening to spoken texts and identifying key information
- Writing everyday texts, letters and emails
- Vocabulary tests

Assessment Criteria: Comprehending spoken and visual text, comprehending written and visual text, communicating in response to spoken, written and visual text and using language in spoken and written form.

Roma Mitchell
Secondary College

Mathematics

Mathematics	2 semesters	Y 9

Content: Mathematical content is organised in three strands -

- Number and algebra measurement
- Geometry statistics
- Probability

During year 9, students learn to express numbers in scientific notation and apply the index laws to numbers. They expand and factorise algebraic expressions and solve problems involving simple interest. Students solve linear equations using graphical and algebraic techniques. Students list outcomes, assign and determine probabilities for events.

They construct displays and investigate the position of the mean and median and describe the shape of the distribution. Students calculate areas of shapes and volume and surface area of right prisms.

They investigate similar and congruent triangles and problems involving Pythagoras' theorem. Students recognise the connection between similarity and the trigonometric ratios and use trigonometry to solve right-angled triangle problems.

Skills: Students will demonstrate their proficiencies through showing their understanding, fluency, problem solving and reasoning skills of mathematical content.

Assessment Types: During assessment students will demonstrate their -

- Understanding
- Fluency
- Problem solving
- Reasoning skills of mathematical content

Students will take part in a range of assessment tasks including -

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

During each unit of work students will undertake IBMYP assessment tasks and tests that are common to all Year 8 classes. The tasks address the questions and encourage students to explore mathematical ideas in deep and connected ways. Formative tasks prepare students for the summative tasks, which will include test and assignments.

Scientific calculators are an essential requirement in maths courses.

Assessment Criteria: Knowing and understanding, investigating patterns, communicating and applying mathematics in real-life contexts.

Roma Mitchell
Secondary College

Physical & Health Education

PE, Health & Nutrition/Special Sport

PE, Health & Nutrition — 2 semesters — Y 9

Content: Through the area of Physical Education, Health and Nutrition the aim of this course is to cultivate in students an understanding of how to live healthy and active lifestyles. It therefore advocates activities that are not only enjoyable but also contribute to healthy living. It enables students to establish links between different areas of experience and provides opportunities for different forms of self-reflection, communication and teamwork.

Students will be engaged in a variety of theory and practical topics in relation to maintaining positive health. Theory topics such as alcohol awareness, emotional health and human sexuality, will ensure students' have a greater understanding of the links between lifestyle choices and their general health and well-being.

Practical topics will concentrate on skill development, team work, goal setting and leadership. Practical topics will include football codes, tennis, softball and yoga.

Skills:

- Students' develop the motor skills necessary to successfully participate in a variety of physical activities
- Knowledge to make healthy food choices and develop kitchen skills as well as the skills necessary to implement such choices in their day-to-day lives
- Group work and team work skills
- Communication and literacy skills

Assessment Types:

- Use of knowledge
- Performance through practical skill development and food preparation
- Social skills and personal engagement
- Numeracy through analysing data
- Writing clear responses using correct terminology

Assessment Criteria: Using knowledge, planning through inquiry, applying and performing including reflecting and demonstrating.

Roma Mitchell
Secondary College

Physical & Health Education

PE, Health & Nutrition/Special Sport

Specialist Sport — 2 semesters — Y 9

Content: At Year 9, Specialist Sport Program covers three areas – Football (soccer), Hockey and Cycling. Trials are held the year previously to ascertain whether the Year 8 participants are to continue and to invite others.

This Program builds upon the Year 8 Program and further develops individual and team practical skills, small and large sided games. It also extends upon student knowledge and understanding in the areas of Fitness for the particular sport, training phases, training methods and motivation for activity.

The Program also develops further the knowledge and understanding of the Health and nutritional issues associated with competition and training and the importance of recovery and hydration.

There will be an additional cost for this subject.

Skills: Students will be expected to participate and develop practical sporting skills in a variety of sports. They will be expected to work as individuals and as part of a group/team, to improve their communication and interpersonal skills. Develop written and verbal literacy skills.

Assessment Types:

- Performance through a variety of practical checklists
- Knowledge and understanding through common research/ comprehension tasks
- Practical application of theoretical concepts to the sporting environment
- Analysing of data
- Self and group evaluation

Assessment Criteria: Using knowledge, planning through inquiry, applying and performing and reflecting and demonstrating.

Roma Mitchell
Secondary College

Design
Timber & Metal

Timber Y 9

Content: 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 machines.

Through the context of Wood Technology, 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 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 workshop.

Skills:
Critiquing - Students will be comparing and evaluating similar products and reflecting on their final designs, they will be giving feedback to their peers
Designing - Students will be solving problems and creating solutions and making design choices to suit their design brief, investing possible solutions to a problem, using Autodesk Inventor to produce basic 3D Modeling (CAD) as well as reflecting on final designs
Making – Students will be developing hand tool skills and using tools safely, learning technical joining techniques such as housing and rebate joints, using machines in accordance with Safe Operating Procedures and create products in both timber and manufactured board including storage solutions and kitchen implements

Assessment Types: Common assessment tasks ie, Research assignment, Product evaluations, design folio, construction of a storage solution using technical joining skills. *The school will provide all materials.

Assessment Criteria: Inquiring and analysing, developing ideas, creating the solution and evaluating

Metal Y 9

Content: Subject specific literacy and numeracy for Metal will be covered in 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.

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 within design parameters by responding to a design brief. Students will explore a range of materials that are available within a modern workshop and be exposed to a variety of Metaling machines and processes including welding and lathe work.

Skills:
Critiquing - Students will be comparing and evaluating similar products and reflecting on their final designs and giving feedback to their peers
Designing - Students will be solving problems and creating solutions and making design choices to suit their design brief, investigating possible solutions to a problem, using Autodesk Inventor to produce basic 3D Modeling (CAD) and reflecting on final designs
Making – Students will be developing hand tool skills and using tools safely, learning how to weld using Oxyacetylene and Mig welding techniques, using machines in accordance with Safe Operating Procedures and will create products in both sheet metal and solid steel

Assessment Types: A range of assessment types will be given including common assessment tasks ie, research assignment. Product evaluations and design folio including construction of a storage solution using specific technical joining skills. *The school will provide all materials.

Assessment Criteria: Inquiring and analysing, developing ideas, creating the solution and evaluating

Roma Mitchell
Secondary College

Design
Digital Technology/ 3D Design

Digital Technology Y 9

Content: Students will be introduced to advanced range of information technology tools and systems to further develop understanding and skills in computational thinking such as precisely and accurately describe problems and the use of modular approaches to solutions. It also focuses on engaging students with specialized learning in preparation for vocational training or learning in the senior secondary years. The students will learn to collect, store, analyse and visualize data to create information and model processes, entities and their relationships using structured data. The students will also learn to design algorithms represented diagrammatically (flowcharts) and in structured English and validate algorithms and programs through tracing and test cases. The students will learn to plan and manage digital projects using an interactive approach.

Skills:
Students will learn how an operating system manages the relationship between hardware, applications and system software.
Students will investigate the operation and use of robotic process control systems and learn the differences between different types of image compression methods and the advantages and disadvantages between them.
Students will learn to trace algorithms to predict results and program state for a given input, such as desk checking or using and interactive debugging tool and learn to collect, store, manipulate, visualise, analyse and report data in a Geographic Information Systems (GIS).

Assessment Types:
Project based game design and development using Scratch programming
Project based robotics design, development and construction to perform innovative cross- curricular tasks
Development of products such as 3D graphics and animation in a GIS environment

Assessment Criteria: Inquiring and analysing, developing ideas, creating the solution and evaluating

3D Design Y 9

Content: Students will be introduced to a range of technological systems such as computer generated 3D modeling and basic electronics. They will work through the design process to create a range of solutions, taking into consideration social and environmental factors. They will create their solutions using a range of tools, equipment and media including plastics, 3D printing and laser cutting.

They will develop a set of criteria for their solution against which its success can be critiqued through testing, evaluation and self-reflection. In completing their design tasks students will also develop and use project management skills to create an efficient and fun learning environment, ensuring success for all.

Skills: Students will understand the concept of a basic system that uses input, process and outcome. Students will learn how to use 3D modeling software to develop design solution and how to do soldering through completing circuits using basic components. Students will learn to analyse and evaluate design solutions against the desired outcomes and how to use a range of machinery and tools. Students will gain awareness of the different impacts on technological development, such as social and environmental impacts.

Assessment Types: Design folios that document the design process from initial need to evaluated solution. Project management skills used in the completion of the design folios. Created technological solutions through a range of materials and outcomes, such as 3D computer modeling, 3D printing, laser cutting and electronics.

Assessment Criteria: Inquiring and analysing, developing ideas, creating the solution and evaluating

Roma Mitchell Secondary College

Design
Food & Textiles

Food Y 9

Content: Through the context of Food and Technology students are introduced to the design cycle consisting of investigate, design, make and evaluate. This course aims to develop skills and understandings about a range of issues related to safe and hygienic work practices.

Students will have the opportunity to plan, create and evaluate foods to meet specific dietary requirements and will explore food preparation techniques. Students will work in a team environment and share equipment and resources.

Skills:
Critiquing - Students will communicate clearly in a technologically literate manner and compare own finished food product with those of others
Designing - Students will plan foods to meet dietary requirements and occasions, solve problems, create solutions and make food choices to suit people's dietary requirements and reflect on finished food product
Making – Students will prepare and present selected recipes to create quality products. Develop appropriate equipment handling skills and apply safe use of kitchen equipment while preparing recipe. Develop understandings of recipes and cooking methods and correct food handling skills while producing a food item. Develop time management and organisational skills while preparing and presenting a food item.

Assessment Types: A range of assessment tasks will be given, including common assessment tasks ie, comprehension/ research, practical tasks, evaluation reports and work reports.

Assessment Criteria: Inquiring and analysing, developing ideas, creating the solution and evaluation

Textiles Y 9

Content: Through the context of Textiles 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 textile item within design parameters. Subject specific literacy and numeracy for Textiles will be covered in the course. Students will learn about Occupational Health and Safety within the workshop environment.

Skills:
Critiquing - Students will compare, analyse and evaluate similar textile products, such as shorts
Designing - Students will solve problems and create solutions and make design choices to suit their design brief, present trade sketches to communicate product designs and reflect on final design idea
Making – Students will create quality products, such as boxer or casual shorts, develop appropriate machining skills and garment construct techniques (seams, casings, hems) for natural and/or synthetic fabrics. Develop understandings of commercial patterns, pattern symbols and garment construction procedures

Assessment Types: A range of assessment types will be given, including -

- Common assessment task i.e. comprehension/research
- Folio of trade sketches, development of the design briefs
- Investigation tasks, synthetic fibres and fabrics
- Construction of a minimum two textile articles (at least one garment)
- *The school will provide materials for the garment.

Assessment Criteria: Inquiring and analysing, developing ideas, creating the solution and evaluating

Roma Mitchell Secondary College

Science

Science — 2 semesters — Y 9

Content: The Australian Science Curriculum describes three strands:

- Science Understandings
- Science as a Human Endeavour
- Science Inquiry Skills

Within Science Understandings concepts are organised under four main areas of science knowledge; biological, chemical, physical, earth and space.

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.

Changes to the earth are studied through understanding energy and forces affecting systems such as continential movement.

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.

Skills: Students develop practical Science Inquiry Skills though investigations, experiments and research assignments. They use the scientific method to explore the concepts being taught and inquiry questions. During this process they -

- Consider ethics in the practical design process
- Plan, identify and control variables
- Collect data, take accurate measurements, record observations and results to construct and justify conclusions
- Explore improvements and suggested ways to increase data quality and reliability.

In all assignments and practical reports students develop and use scientific language to communicate scientific ideas. Students also communicate their findings by contributing to class discussions and displays.

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.

Regular homework is expected following each lesson and to support the completion of assessment tasks. Some of the assessment tasks will be undertaken in groups to develop teamwork and collaboration skills.

During each unit of work students will undertake IB MYP assessment tasks and test that are common to all year 9 classes. Formative tasks prepare students for the literacy requirements of summative tasks.

Assessment Criteria: Using knowledge, inquiring and designing, processing and evaluating, reflecting on the impacts of science.

Roma Mitchell Secondary College

Year 10

Subject Overview

Subject Overview Y 10

Learning Area	Subjects for Year 10	Duration 1 semester is equivalent to 2 terms	Compulsory number of units required in each area
Arts	Performing Arts Dance Drama Music Visual Arts Media Arts Visual Arts	1 semester 1 semester 1 semester 1 semester 1 semester	1 semester
Individuals & Societies	History Geography	2 semesters 2 semesters	2 semesters
Language & Literature	English English as an additional Language (EALD) or Dialect	2 semesters	2 semesters
Language Acquisition	German Italian Japanese	2 semesters 2 semesters 2 semesters	2 semesters
Mathematics	Mathematics	2 semesters	2 semesters
Physical & Health Education	PE Health & Nutrition Specialist Sport	2 semesters 2 semesters	2 semesters
Sciences	Science	2 semesters	2 semesters
Design	Food Digital Technology Studies Technology Studies Timber & Metal Technology Studies Textiles	1 semester 1 semester 1 semester 1 semester	1 semester
Cross disciplinary	Personal Project (IB MYP) Personal Learning Plan (SACE—stage 1)	1 semester 1 semester	2 semesters

Students for whom English is an additional language will also be offered additional support to improve their skills in English.

Continuing students may only select Arts & Design & technology subjects that they have previously undertaken in either Years 8 or 9 at RMSC.

Students who plan to study Music in Year 11 will require a full year of Music at Year 10. Students may study Music for semester 1 only, if they are not continuing in Year 11.

Roma Mitchell
Secondary College

Arts– Performing Arts

Dance/Drama

Dance — 1 semester — Y 10

Content: In Year 10, students identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in dances they make and perform.

Students evaluate how they and others from different cultures, times and places communicate meaning and intent through dance. Students choreograph dances demonstrating manipulation of the elements of dance, choreographic devices and form to communicate choreographic intent. They perform dances which they choreograph and learn with technical and expressive skills appropriate to the dance style.

Skills: Body - body part articulations - for example, isolation of body parts in combination with each other, elements of dance, space - using performance space - for example, confined, large. Time - using metre, tempo, momentum, accent, duration, phrasing, rhythmic patterns.

Assessment Types: Common assessment task, arts process journal and small group performance

Assessment Criteria: Knowledge and understanding, developing skills, thinking creatively and responding

Drama — 1 semester — Y 10

Content: By the end of Year 10, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints. Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate 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 in order to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

Skills: Role and character - for example, analysing and using background, motivation, words and actions of characters to build roles; sustaining multidimensional relationships in the drama to develop the interplay between characters.
Situation- for example, using props, costumes and furniture to establish situation; using conventions of story in drama.
Voice and movement - for example, sustaining belief in character and situation through voice and movement; revealing character and situation through the use of voice, movement/blocking and props.
Tension - for example, using various physical and digital stage effects to produce specific audience reactions through tension.
Space and time - manipulating time in drama; using blocking (for example, when and where to move) and stage areas (for example, upstage right, downstage centre) in planning and performance.
Mood and atmosphere - for example, using stage design to manipulate the feeling or tone of physical space and the dramatic action emerging from the performance.
Audience – for example, modifying production elements to suit different audiences.

Assessment Types: Common assessment task, arts process journal , written reviews, group performance and theatre history tutorial

Assessment Criteria: Knowledge and understanding, developing skills, thinking creatively and responding

Roma Mitchell
Secondary College

Arts– Performing Arts

Music

Music 1 or 2 semesters Y 10

Content: Students base their creation of music works on personal inspirations, ambitions, insight and foresight underpinned by research and reflection on contemporary practice in music and local, global, economic, social and cultural issues.

Students work independently to develop their knowledge of the styles, forms and conventions of music. They demonstrate control of music skills, integrate techniques, and develop effective operational use of technical equipment. They are discerning in their control of the technological aspects of music, and engage in complex and critical thinking processes in the creation and re- creation of musical works.

Students make choices according to their talents and preferences. They adopt different roles, individually or in teams, and responsibilities, as appropriate, at different stages in the creative process to perform effectively to a diversity of audiences.

Students draw from independent research to make and justify choices for participation with performances. They adopt multiple frames of reference and employ specialised musical terminology to critically analyse and compare the creation of their own musical works and those of others.

Students examine the work of a diversity of Australians/contemporary performers working in the field of music to understand the ways in which social attitudes, economic and local and national artistic traditions impact on arts practice. From a close analysis of contemporary Australian performers, they learn about work in the music industry and consider its potential for vocational pathways or as a community involvement.

Skills:

- Understand and play an instrument as a soloist
- Understand and play an instrument as a member of a class ensemble
- Understand and apply AMEB Grade 3 music theory: Technical Names of the Scale Degrees, Major Scales of B flat, E flat and A flat, Primary Triads, Triads in First Inversion, Minor Scales G and C, Simple and Compound Time Signatures, Duplet
- Analyse and report on various music styles comparing one with another
- Research and report findings on professions in the music industry

Assessment Types:

- AMEB Grade 3 music theory question and answer tasks
- Ensemble performance assessment; accuracy of timing, notes and pitch, control of dynamics, tone, posture and articulation
- Research report on professions in the music industry
- Common assessment tasks
- Solo performance assessments; accuracy of timing, notes and pitch, control of dynamics, tone, posture and articulation

Assessment Criteria: Knowledge and understanding, developing skills, thinking creatively and responding.

Second semester music can only be undertaken upon successful completion of Year 10 Semester 1 Music.

Roma Mitchell
Secondary College

Arts– Visual Arts

Media / Visual Arts

Media Arts — 1 semester — Y 10

Content: In Year 10 students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.

Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes

Skills: Analyse the ways audiences make meaning and how a range of audiences engage, interact and share different media artworks. Analyse the social and ethical role and behaviour of individuals, communities and organisations making, using and sharing media artworks, and the associated regulatory issues in a networked culture. Develop digital literacy using Photoshop iMovie, Garage Band and other software programs. Develop their understanding of ethical considerations when photographing others. Evaluate their own and other media products. Apply special effects to their products using cameral techniques, props and Green screen.

Assessment Types: Common assessment task, arts process journal, exhibition and reflectional tasks

Assessment Criteria: Knowledge and understanding, developing skills, thinking creatively and responding

Visual Arts — 1 semester — Y 10

Content: In Year 10, 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.

Assessment Types: Common assessment task, arts process journal, collage project and evaluation

Assessment Criteria: Knowledge and understanding, developing skills, thinking creatively and responding

R M S C Y 10

Roma Mitchell Secondary College

Individuals & Societies

History — 2 semesters — Y 10

Content: The Australian Curriculum History is organised into two strands: Historical knowledge and Understanding and historical skills.

Historical knowledge and understanding includes personal, family, local, state or territory, national, regional and world history. There is an emphasis on Australian history in its world history context. The Year 10 overview content identifies important features of the period 1918 to the present.

Historical skills promotes the skills used in the process of historical inquiry, for example chronology, terms and concepts, historical questions and research, perspectives and interpretations. At Year 10 the three In-depth Studies are: World War II (1939-45), Rights and Freedoms (1945 – the present) and Migration Experiences (1945 - the present).

Skills:

- Sequence historical events, developments and periods
- Use historical terms and concepts
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources
- Identify and analyse the perspectives of people from the past
- Process and synthesise information from a range of sources for use as evidence in an historical argument

Assessment Types: A range of assessment tasks will be given including:

- Common assessment tasks
- Comprehension - primary and secondary sources
- Analysis of a range of sources
- Features articles
- Exposition - Letter of Opinion
- Recount
- Research task
- Essay writing
- Discussion
- Newspaper report

Assessment Criteria: Knowledge and understanding, investigating, thinking critically and communicating

Geography — 2 semesters — Y 10

Content: Geography investigates and develops an understanding of the earth and its features. It considers why places have their particular environments and human characteristics; how and why these characteristics vary from place to place; how places are connected, and how and why they are changing. Geography also explores ways of influencing and managing the future of places including their environmental, economic and social sustainability.

Topics at Year 10 include -

Australian Geography	The climate, environments and how these impact upon societies and vice versa The two main teaching points are spatial dimension and ecological dimension
Enough for All	The interdependence between the environment, power and resources

Students will work with a range of geographical concepts such as: change, distance, landscape, interdependence, location and sustainability.

Skills:

- Make sense of information
- Understand cause and effect relationships
- Evaluate primary and secondary data
- Develop geographical questions
- Plan and reflect on an investigation
- Case study

Assessment Types: A range of assessment tasks will be given including -
Common assessment tasks, comprehension: data, graphs, statistics, exposition on a current issue, research task, analysis of a range of sources and writing articles and responses to inquiry questions.

Assessment Criteria: Knowledge and understanding, investigating, thinking critically and communicating

Roma Mitchell Secondary College

Language & Literature

English — 2 semesters — Y 10

Content: The Australian English Curriculum is built around three strands of Language, Literature and Literacy.

Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students will engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts. These texts have either an aesthetic purpose or are designed to inform or persuade. Students develop their understanding of more complex themes and issues. Students also 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 and cultural importance, ethical and global dilemmas within real- world and fictional settings. Informative texts are more complex and are about a wide range of specialized topics. Language features include figurative language combined with visual images and various graphics.

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

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

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

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

Assessment Types: Common Assessment Tasks, i.e. Written essays and reports

- Comprehension tasks, comparing and contrast three text types
- Writing exposition text/ review
- Writing narrative text/flashback or flash forward
- Oral performance: Discussion, presenting argument, play, debate
- Creative presentations: Multimodal, portfolios, anthologies
- Text transformation: Poem into diary, film into newspaper report

Assessment Criteria: Analysing, organising, producing language and using language

Roma Mitchell Secondary College

Language Acquisition

English as an additional Language (EALD) or Dialect — 2 semesters — Y 10

Content: The Australian Curriculum provides a content description for English as an Additional Language or Dialect student. Students will engage in learning from the 3 strands of Language, Literacy and Literature.

The curriculum is targeted to the needs of the EALD student who may be at the Beginning, Emerging, Developing or Consolidating stage of English learning.

Students are responding to and using a range of genres (text types) relevant to all other subjects. The genre become increasingly longer and analytical as the students' progress through the curriculum.

At Roma Mitchell Secondary College there is a strong focus on developing the students' aural skills- listening and speaking, reading and writing skills.

Skills:

Text in context

- Participate in exchanges about debatable issues
- Experiment with word choices to change tenor
- Understand that visual images and language construct stereotypes, bias and prejudice

Language

- Express feelings and attitudes appropriately
- Reflect critically on the appropriateness of the language choices made
- Use passive voice accurately

Assessment Types: A range of assessment tasks will be given including common assessment tasks:

- Comprehension tasks
- Writing narrative text
- Writing persuasive text
- Oral performance: Discussion, prepared speech, group presentation
- Creative writing: Personal recount, media text
- Information texts: Exposition, factual reports

Assessment Criteria: Comprehending spoken and visual text, comprehending written and visual text, communicating in response to spoken, written and visual text and using language in spoken and written form.

Roma Mitchell Secondary College

Language Acquisition

Languages other than English, German, Italian, Japanese — 2 semesters — Y 10

Content: The Australian Curriculum has the following aims for students -

- Communicating in the target language
- Understanding language, culture and their relationship
- Developing an intercultural capability in communication

Communication includes listening, speaking, reading and writing. Students will participate in activities that practice the vocabulary and sentence patterns of the topics studied.

Understanding Language involves learning the system of each language. Students learn to construct texts following the structures and pattern relevant for the target language. They discover the similarities between the target language and their own.

Students continue to learn the language studied in Years 8 and 9, either German, Italian or Japanese. In Year 10 students begin to express their thoughts and ideas in the target language. They write in more complex sentence patterns and are exposed to texts which have an aesthetic purpose or intention to inform or persuade. In Japanese, students continue to use the Japanese kana and are reading and writing in all three kana forms.

Skills:

Communication

- Listen to dialogue in the target language and interpret the way the language is constructed
- Listen to more unfamiliar texts and be able to understand key ideas
- Respond quickly in the target language to unfamiliar questions
- Read a variety of text types and identify the main ideas
- Create new texts in the target language using correct literacy features

Understanding Language

- Use standard dictionaries and online dictionaries to select correct words and phrases
- Experiment with the language to create names in an imaginative way
- Use appropriate target language structures to communicate personal information

Understanding Culture

- Explore music influences in target language country and how they compare with own music
- Compare everyday expressions within common fields e.g. eating etiquette, attending sporting events
- Prepare a set of questions for an interview about a current issue

Assessment Types: A range of assessment tasks will be given including common assessment tasks -

- Speech
- Creative writing task
- Multimodal presentation
- Discussions in the target language
- Writing everyday texts, letters, emails and creative texts, poems, short stories
- Vocabulary and language tests

Assessment Criteria: Comprehending spoken and visual text, comprehending written and visual text, communicating in response to spoken, written and visual text and using language in spoken and written form.

Roma Mitchell Secondary College

Mathematics

Mathematics 2 semesters Y 10

Content: Mathematical content is organised in three strands -

- Number and Algebra Measurement
- Geometry Statistics
- Probability

During Year 10, students learn to expand and factorise quadratic expressions and find unknown values after substitution into formulas. They represent relationships on the Cartesian Plane and solve linear and quadratic equations. They make connections between simple and compound interest. Students list outcomes, assign and determine probabilities for chance experiments and investigate independent events. They construct box-plots and compare data sets. Students investigate and describe statistical relationships and evaluate statistical reports.

Students solve problems involving volume and surface area of a range of prisms and apply reasoning to proofs and numerical exercises. They apply trigonometry to solve right-angled triangle problems. In semester two there is an opportunity for students to take the Essential Mathematics course (Stage 1) in preparation for SACE. Students who are intending to pursue Specialist Mathematics or Mathematical Methods will be encouraged to take the Mathematics 10A course in Semester 2.

Skills: Students will demonstrate their proficiencies through showing their understanding, fluency, problem solving and reasoning skills of mathematical content.

Assessment Types:
During assessment, students will demonstrate their -

- Understanding
- Fluency
- Problem solving
- Reasoning skills of mathematical content

Students will take part in a range of assessment tasks including -

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

During each unit of work common assessment tasks and tests undertaken during first semester to prepare students for the different levels of Mathematics offered in Year 11.

Scientific calculators are an essential requirement in junior maths courses.

Students who are planning to take Specialist Mathematics or Mathematical Methods courses in Years 11 and 12 are recommended to begin using a Graphics Calculator.

Assessment Criteria: Knowing and understanding, investigating patterns, communicating and applying mathematics in real-life contexts.

Roma Mitchell Secondary College

Physical & Health Education

PE, Health & Nutrition — 2 semesters — Y 10

Content: The aim of Year 10 Physical Education Health and Nutrition is for students to achieve a critical understanding of physical activity through the integration of theory and practice.

In Physical Education students will participate in a variety of individual and team sports and physical activities to further develop their practical skills and be involved in analysing the connections between skills, tactics, fitness requirements and performance.

Health Education aims to help students acquire knowledge, skills and explore attitudes that enable them to recognise and make informed, responsible decisions. This Program explores the concepts of resilience, communication relationships and personal growth.

The Nutrition Program aims to teach students the benefits and the nutritional value of healthy eating and how to best support their sporting needs and the physical activity they encounter in everyday life. Students will prepare healthy snacks and meals taking into account their nutritional needs for sporting/physical involvement.

Skills: Students will be expected to participate and develop practical sporting skills in a variety of sports. They will be expected to work as individuals and as part of a group/ team to improve their communication and interpersonal skills.

Literacy and Numeracy skills will be developed through self-testing and analysing fitness and being able to communicate in written and oral forms on ideas and insights into related health and nutritional issues. Research and investigative skills will be developed through investigation of issues related to Physical Education, Health and Nutrition.

Technological skills will be developed in the presentation, investigation and testing of practical and theoretical aspects of the course.

Assessment Types: Students will be assessed on:

- Performance through a variety of practical checklists
- Knowledge and understanding
- Practical application of theoretical concepts to the sporting environment.
- Analysing of data
- Self and group evaluation
- Production and presentation of foods

Assessment Criteria: Using knowledge, planning through inquiry, applying and performing including reflecting and demonstrating.

Roma Mitchell Secondary College

Physical & Health Education

Specialist Sport — 2 semesters — Y 10

Content: At Year 10 Specialist Sport Program covers three areas – Football (soccer), Hockey and Cycling. Trials are held the year previously to ascertain whether the Year 8 participants are to continue and to invite others.

These Programs builds upon the Years 8 and 9 Programs and further develop individual and team practical skills, small and large sided games. It also extends upon student knowledge and understanding in the areas of fitness for their particular sport, training phases, training methods and motivation for activity.

The Program also develops further the knowledge and understanding of the Health and nutritional issues associated with competition and training and the importance of recovery and hydration.

There will be an additional cost for this subject.

Skills:

Students will be expected to participate and develop practical sporting skills in a variety of sports. They will be expected to work as individuals and as part of a group/team, to improve their communication and interpersonal skills. Student will develop written and verbal literacy skills.

Assessment Types:

- Use of knowledge in particular sports
- Performance through practical skill development and practical skills displayed during games
- Social skills and personal engagement
- Writing clear responses using correct terminology

Assessment Criteria: Using knowledge, planning through inquiry, applying and performing including reflecting and demonstrating.

Roma Mitchell Secondary College

Sciences

Science — 2 semesters — Y 10

Content: The Australian Science Curriculum describes three strands -

- Science Understandings
- Science as a Human Endeavour
- Science Inquiry Skills

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.

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.

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.

Skills: Year 10 students develop questions and hypotheses working independently to design and carry investigations. When designing and undertaking investigations they take into account the need for accuracy, safety, fairness, ethical actions and collaboration.

They identify where digital technologies can be used to enhance the quality of investigations and they communicate using scientific language in a range of texts types appropriate to the content and purpose.

Students describe factors that have guided scientific developments, predict how future applications of science and technology may affect people's lives, and evaluate information from a scientific perspective.

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. Regular homework is expected following each lesson and to support the completion of assessment tasks. Some of the assessment tasks will be undertaken in groups to develop teamwork and collaboration skills. These tasks form the basis of the IB MYP assessment. Scientific literacy skills are developed through practical reports, extended response questions, essays and research assignments.

Each semester a common test will be given to support the development of revision skills.

Assessment Criteria: Knowing and understanding, inquiring and designing, processing and evaluating and reflecting on the impacts of science.

Roma Mitchell Secondary College

Design

Food& Digital Technology

Food — 1 semester — Y 10

Content: Through the context of Food and Technology, students are introduced to the design cycle consisting of Investigate, Design, Make and Evaluate. This course aims to develop skills and understandings about a range of issues related to safe and hygienic work practices. This course aims to further develop preparation skills and creativity in the presentation of food. Students will learn about service of food, recipe adaption, meal planning and budgeting.

Skills:
Critiquing – Students will analyse a recipe to make an informed choice and relate the modifications to a recipe to meet people's needs
Designing – Students will demonstrate time management skills and organizational skills. Demonstrate team work skills and implement safe food handling skills. Plan and prepare a recipe to meet people's needs. Submit food orders using correct measurements and terminology
Making – Students will develop skills requiring a higher level of equipment handling and cooking methods. Adapt cooking methods to use available ingredients. Apply time management and organizational skills while preparing and presenting a food product. Apply correct food handling skills while producing a food item

Assessment Types: A range of assessment types will be given common assessment task including -

- Action plan
- Practical tasks
- Research report
- Evaluation report

Assessment Criteria: Inquiring and analysing, developing ideas, creating the solution and evaluating.

Digital Technology Studies — 1 semester — Y 10

Content: Students will learn how to define and decompose 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.

Assessment 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.
-

Assessment Criteria: Inquiring and analysing, developing ideas, creating the solution and evaluating.

Roma Mitchell Secondary College

Design

Timber & Metal

Technology Studies Timber — 1 semester — Y 10

Content: 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 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.

Assessment Types: A range of assessment types will be given common assessment tasks including -

- Product evaluations
- Design folio
- Construction of a framed timber construction product
- Evaluation of Mortise and Tenon Joints
- Investigation of elements of good design

*The school will provide all materials

Assessment Criteria: Inquiring and analysing, developing ideas, creating the solution and evaluating.

Technology Studies Metal — 1 semester — Y 10

Content: 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 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 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.

Assessment Types: A range of assessment types will be given common assessment tasks including -

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

*The school will provide all materials

Assessment Criteria: Inquiring and analysing, developing ideas, creating the solution and evaluating.

R M S C Y 10

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Secondary College

Design

Textiles

Technology Studies Textiles **1 semester** **Y 10**

Content: Through the context of Textiles 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 minimum of two textile items (such as Hoodies, children's clothing, fashion tops, furnishing items) within design parameters.

Skills:

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.

Assessment Types: A range of assessment types will be given common assessment task including -

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

*The school will provide materials for the minor textile article. Students are required to purchase materials for the major article.

Assessment Criteria: Inquiring and analysing, developing ideas, creating the solution and evaluating

Roma Mitchell Secondary College

Cross disciplinary

Personal Project — 1 semester — Y 10

Content: The Personal Project is compulsory part of the IB MYP Certificate. It is a student driven project, and some time will be allocated during school hours to support the project but students must complete the majority of the work in their own time. Students will begin working on the Personal Project in semester 2 of year 9. The project is due for submission at the end of semester 1 in year 10.

The Personal Project involves students setting a goal based on areas or topics of interest. The project is entirely student driven; students determine their own project topics and goals and document their research and development of initial ideas. Goal set must challenge their knowledge, skills and techniques in an appropriate way. Students will be allocated a teacher who will be their Project Supervisor. They will meet regularly to guide students through the various stages of the project and ensure the project goal is realistic and achievable taking into account prior knowledge, time allocation and resources available.

The project consists of three main components -

- Focus on topic leading towards a product or outcome
- Process journal
- Report

Skills: Students will demonstrate skills, attitudes and knowledge required to complete a project over an extended period of time. The project aims to develop communication and self- management skills.

Assessment Types:

- Report (can be written)
- Electronic (website, blog, PowerPoint)
- oral or visual (film)
- Process Journal

Assessment Criteria: Investigating, planning, taking action and reflecting

Personal Learning Plan — Credits 10 — Y 10

Content: The Personal Learning Plan (PLP) is a compulsory 10-credit subject undertaken at Stage 1 level. Students undertake this subject in Year 10 so they can plan for Years 11 and 12. Students must achieve a C grade or better to complete the subject successfully and gain their SACE.

The PLP helps students to -

- plan their personal and learning goals for the future
- make informed decisions about their personal development, education and training

Developing goals for the future will engage students in activities such as -

- selecting subjects, courses and other learning relevant to pathways through and beyond school
- investigating possible career choices
- exploring personal and learning goals

Assessment Types:

The following assessment types enable students to demonstrate their learning in the Stage 1 Personal Learning Plan -

- Assessment Type 1: Folio
- Assessment Type 2: Review
-

Students provide four or five pieces of evidence of their learning for assessment. Each assessment type should have a weighting of at least 20%.

Roma Mitchell Secondary College

Year 11

Subject Overview

Stage 1 subjects Y 11

Arts Drama Dance Music Experience Music Advanced Visual Arts-Art Visual Arts-Design	**Sciences** Biology Chemistry Physics Psychology
Business, Enterprise & Technology Business & Enterprise Communication Products-Photography Child Studies Food & Hospitality Material Products-Furniture Material Products-Metal Material Products-Textiles Information Processing & Publishing Workplace Practices Information Technology	**Humanities & Social Sciences** Aboriginal Studies Geography Legal Studies Modern History Society & Culture Women's Studies
English English Essential English English as an Additional Language (EALD)	**Languages** German continuers Italian continuers Japanese continuers *After school languages offered by the Adelaide School of Language (on site)* *Arabic* *Hindi* *Persian* *Vietnamese*
Health & Physical Education Outdoor Education Physical Education Specialist Sport Program SAASTA Integrated Learning-Aboriginal Power Cup SAASTA Integrated Learning-Health & Fitness	**Mathematics** Mathematics General Mathematics Essential Mathematics
Cross disciplinary Personal Learning Plan (Usually completed in Y10) Research Project A Research Project B	**VET courses (onsite)** Sport & Recreation (Certificate lll) Kitchen Operations (Certificate ll)

It is also possible that Y11 students may select one Y12 subject in consultation with their Year Level Manager.

Roma Mitchell Secondary College

Arts

Drama — Credits 10 or 20 — Y 11

Content: Students will utilise a range of historical and/or cultural dramatic techniques to create a performance for a target audience and have the opportunity to take on varying roles within that production.

Students will complete tasks to analyse, evaluate and respond to their own and other's works, though Review work, Journal responses and research tasks.

Students are required to attend out of school hours rehearsal sessions to be prepared for the Performance task. Students are required to perform to a wider audience.

There will be an additional cost for this subject.

Assessment Types:
Assessment Type 1 Performance
Assessment Type 2 Folio
Assessment Type 3 Investigation & Presentation

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

Dance — Credits 10 or 20 — Y 11

Content: In Dance, students develop creative, technical, and physical understanding, and an appreciation of dance as an art form. Dance has its own specific language and processes that students learn in theory and practice through the study of technique, composition, choreography, performance, and critical analysis. Students have the opportunities to develop their creativity, self-discipline, self-esteem, personal identity, and confidence. This is achieved through experiences that encourage collaboration and creative problem-solving, the acquisition of skills, knowledge, and understanding, and the development of aesthetic awareness.

There will be an additional cost for this subject.

Assessment Types:
Assessment Type 1 Technique
Assessment Type 2 Composition
Assessment Type 3 Performance
Assessment Type 4 Response

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

Music Experience — Credits 10 or 20 — Y 11

Content: Music Experience Programs are designed for students with limited experience or knowledge in some aspects of music. These Programs should provide pathways to selected Stage 2 music subjects, such as Stage 2 Ensemble Performance, Music Individual Study, Solo Performance and/or Music Technology.

Assessment Types:
Assessment Type 1 Skills Presentation
Assessment Type 2 Skills Development
Assessment Type 3 Folio

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

Roma Mitchell Secondary College

A r t s

Music advanced — Credits 10 or 20 — Y 11

Content: Music Advanced Programs are designed for students with extensive experience or knowledge in music. These Programs should provide pathways to selected Stage 2 music subjects, such as Stage 2 Ensemble Performance, Music Individual Study, Solo Performance and/or Music Technology.

Assessment Types:

Assessment Type 1 Skills Presentation
Assessment Type 2 Skills Development
Assessment Type 3 Folio

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

Visual Arts-Art — Credits 10 or 20 — Y 11

Content: 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.

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.

Assessment Types:

Assessment Type 1 Folio Assessment
Assessment Type 2 Practical Assessment
Assessment Type 3 Visual Study

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

Visual Arts-Design — Credits 10 or 20 — Y 11

Content: Visual Arts - 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.

Assessment Types:

Assessment Type 1 Folio Assessment
Assessment Type 2 Practical Assessment
Assessment Type 3 Visual Study

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

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Business, Enterprise & Technology

Business & Enterprise — Credits 10 or 20 — Y 11

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, financial and technological skills, participate in planning, developing and controlling business activities and evaluate decisions on business practices.

Assessment Types:
Assessment Type 1 Folio
Assessment Type 2 Practical
Assessment Type 3 Issues study

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.

Communication Products, Photography — Credits 10 or 20 — Y 11

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.

In Communication Products students use images, sounds, or other data to design and make products that communicate information. Contexts include, computer-aided Programs, graphics, multimedia, photography, or web-design.

Students in this course undertake a range of digital camera activities based on various photographic themes.

There will be an additional cost for this subject.

Assessment Types:
Assessment Type 1 Skills and applications tasks
Assessment Type 2 Folio
Assessment Type 3 Product

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:
- Two skills and applications tasks
- One folio

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Business, Enterprise & Technology

Child studies — Credits 10 or 20 — Y 11

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.

Assessment Types:

Assessment Type 1 Practical activity
Assessment Type 2 Group activity
Assessment Type 3 Investigation

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 at least one assessment from each assessment type.

Food & Hospitality — Credits 10 or 20 — Y 11

Content: In Food and Hospitality, 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.

There will be an additional cost for this subject.

Assessment Types:

Assessment Type 1 Practical activity
Assessment Type 2 Group activity
Assessment Type 3 Investigation

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 at least one assessment from each assessment type.

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Business, Enterprise & Technology

Material Products-Furniture — Credits 10 or 20 — Y 11

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. There will be an additional cost for this subject.

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.

Assessment Types:

Assessment Type 1 Skills & application tasks
Assessment Type 2 Folio
Assessment Type 3 Product

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:

- Two skills and applications tasks
- One folio
- One product

Material Products-Metal — Credits 10 or 20 — Y 11

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.

There will be an additional cost for this subject.

Assessment Types:

Assessment Type 1 Skills and applications tasks
Assessment Type 2 Folio
Assessment Type 3 Product

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:

- Two skills and applications tasks
- One folio
- One product

Roma Mitchell
Secondary College

Business, Enterprise & Design Technology

Material Products-Textiles — Credits 10 or 20 — Y 11

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 a range of textile items.

Assessment Types:

Assessment Type 1 Skills & application tasks
Assessment Type 2 Folio
Assessment Type 3 Product

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:

- Two skills and applications tasks
- One folio
- One product

Information Processing & Publishing — Credits 10 or 20 — Y 11

Content: Information Processing and Publishing focuses on the application of acquired technological skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications and evaluate the development process. They use technology to design and implement information processing solutions and identify, choose and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Assessment Types:

Assessment Type 1 Skills and applications tasks
Assessment Type 2 Folio
Assessment Type 3 Product

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:

- Two skills and applications tasks
- One folio
- One product

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Business, Enterprise & Design Technology

Workplace practices — Credits 10 or 20 — Y 11

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.

Assessment Types:
Assessment Type 1 Folio
Assessment Type 2 Performance
Assessment Type 3 Reflection

Students should provide evidence of their learning through -
At least 3 assessments for Folio
At least 2 assessments for Performance
At least 2 assessments for Reflection

Information Technology — Credits 10 or 20 — Y 11

Content: Information technology is a dynamic area characterised by frequent change. The study of information technology systems allows students to critically analyse the limitations and consequences of present technologies 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 computer-based 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.

Assessment Types:
Assessment Type 1 Folio
Assessment Type 2 Skills & application tasks
Assessment Type 3 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%.

Students undertake:
At least 1 assessment for the Folio
At least 2 skills & application tasks
1 project

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Secondary College

English

English — Credits 20 — Y 11

Content: English may be studied as -

- 10-credit subject or a 20-credit subject at Stage 1
  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.

Assessment Types:

The following assessment types enable students to demonstrate their learning in Stage 1 English -

Assessment Type 1 Responding to texts
Assessment Type 2 Creating texts
Assessment Type 3 Intertextual study

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

For a 20-credit subject, students should provide evidence of their learning through eight assessments with at least two assessments from each assessment type. At least two assessments should be oral or multimodal presentations and at least two should be in written form. Each assessment type should have a weighting of at least 20%.

Roma Mitchell
Secondary College

English

Essential English — Credits 20 — Y 11

Content: Essential English may be undertaken as -

- 10-credit subject or a 20-credit subject at Stage 1
  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 summaries 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
- 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

Assessment Types: Assessment at Stage 1 is school based. The following assessment types enable students to demonstrate their learning in Stage 1 Essential English -

Assessment Type 1 Responding to texts
Assessment Type 2 Creating texts

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 a t least 20%

For a 20-credit subject, students should provide evidence of their learning through eight assessments, with at least two assessments from each assessment type. At least two assessments should be delivered oral or multimodal presentations and at least two should be in written form.

Roma Mitchell
Secondary College

English

English as an additional Language (EALD) Credits 20 Y 11

Content: Stage 1 English as an Additional Language 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.

Assessment Types: The following assessment types enable students to demonstrate their learning in Stage 1 English as an additional language-

Assessment Type 1 Responding to texts
Assessment Type 2 Interactive study
Assessment Type 3 Language study

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%.

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%.

Roma Mitchell Secondary College

Health & Physical Education

Outdoor Education — Credits 20 — Y 11

Content: 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 safety management and reflect on environmental practices.
There will be an additional cost for this subject.

Assessment Types:
Assessment Type 1 Practical
Assessment Type 2 Folio
Assessment Type 3 Report

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:
- One outdoor journey that includes an outdoor activity, and at least one other outdoor activity, for the practical
- One folio assessment
- A report for the outdoor journey

Physical Education — Credits 10 or 20 — Y 11

Content: In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues.

Assessment Types:
Assessment Type 1 Practical
Assessment Type 2 Folio
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 at least one assessment from each assessment type.

Students undertake:
- 2 or 3 practical's. The practical topics will be negotiated within the class. They will be chosen according to the facilities available and previous learning experience of the students.
- Practical topics will be chosen to give students the best opportunity for success at stage 2 PE.
- 2 assessment for the folio

Specialist Sport Program — Credits 20 — Y 11

Content: The Specialist Sport Program (SSP) in cycling, hockey and football (soccer) provides both elite and talented players the opportunity to develop their skills, with the aim of playing to the highest level while providing a balanced high quality education. See page 14 for details about the Specialist Sports Program (SSP).

There will be an additional cost for this subject.

Assessment Types:
Assessment Type 1 Group project
Assessment Type 2 Skills and application tasks
Assessment Type 3 Analysis

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

Roma Mitchell
Secondary College

Health & Physical Education

SAASTA Integrated learning-Aboriginal Power Cup Credits 10 Y 11

Content: This subject is open to all senior Aboriginal students. Students work individually and as a group to complete a number of 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 team by completing tasks and the girls and boys teams with the highest number of points earn the right to play off in the Grand Final prior to a Port Power game at AAMI stadium. Regular attendance is a key factor in gaining points.

Assessment Types:
Assessment Type 1 Practical
Assessment Type 2 Group activity
Assessment Type 3 Folio and discussion

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

SAASTA Integrated learning-Health & Fitness Credits 10 Y 11

Content: In Semester 2 SAASTA students will have the opportunity to undertake Integrated Learning - Health and Fitness. The subject will have a focus on three main sporting activities. These are Football (Soccer), Athletics and Surf Life Saving. Students will gain accreditation and certification in all 3 activities.

Programs will be conducted by the teacher using resources provided by the sporting associations. Representatives from each association will conduct school and regional clinics for the students to further their skills and knowledge. The subject will culminate in a two day carnival in Adelaide focusing on Surf Life Saving and Athletics where students from all SAASTA schools will compete.

Assessment Types:
Assessment Type 1 Practical
Assessment Type 2 Folio

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:
- 2 or 3 practical's
- 2 assessment for the folio

Roma Mitchell
Secondary College

Cross disciplinary

Personal Learning Plan — Credits 10 — Y 11

Content: The Personal Learning Plan (PLP) is a compulsory 10-credit subject undertaken at Stage 1 level. Students undertake this subject in Year 10 so they can plan for Years 11 and 12. Students must achieve a C grade or better to complete the subject successfully and gain their SACE.

The PLP helps students to -

- plan their personal and learning goals for the future
- make informed decisions about their personal development, education and training

Developing goals for the future will engage students in activities such as -

- selecting subjects, courses and other learning relevant to pathways through and beyond school
- investigating possible career choices
- exploring personal and learning goals

Assessment Types:

Assessment Type 1 Folio
Assessment Type 2 Review

Students provide four or five pieces of evidence of their learning for assessment. Each assessment type should have a weighting of at least 20%.

Research Project A — Credits 10 — Y 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 does not 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:

Students demonstrate evidence of their learning through the following assessment types -

School Based Assessment	Weighting
Folio	30%
Research outcome	40%
External Assessment	
Review	30%

Roma Mitchell Secondary College

Cross disciplinary

Research Project B — Credits 10 — Y 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:

Students demonstrate evidence of their learning through the following assessment types -

School Based Assessment	Weighting
Folio	30%
Research Outcome	40%
External Assessment	
Review	30%

Roma Mitchell Secondary College

Sciences

Biology — Credits 10 or 20 — Y 11

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:

Assessment Type 1 Investigations folio
Assessment Type 2 Skills & 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 and at least one investigation with a focus on science as a human endeavor (SHE) for their folio
- At least one skills and applications task

Chemistry — Credits 10 or 20 — Y 11

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:

Assessment Type 1 Investigations folio
Assessment Type 2 Skills & 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 and at least one investigation with a focus on science as a human endeavor (SHE) for their folio
- At least one skills and applications task

Physics — Credits 10 or 20 — Y 11

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:

Assessment Type 1 Investigations folio
Assessment Type 2 Skills & 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 and at least one investigation with a focus on science as a human endeavor (SHE) for their folio
- At least one skills and applications task

Roma Mitchell Secondary College

Sciences

Psychology — Credits 10 or 20 — Y 11

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. 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:

Assessment Type 1 Investigations folio
Assessment Type 2 Skills & 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 and at least one issues investigation for the folio
- At least one skills and applications task

Humanities & Social Sciences

Roma Mitchell Secondary College

Aboriginal Studies — Credits 10 or 20 — Y 11

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.

Assessment Types:

Assessment Type 1 Response
Assessment Type 2 Text production
Assessment Type 3 Reflection

For a 10 credit subject, students should 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%.

Geography — Credits 10 or 20 — Y 11

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.

Assessment Types:

Assessment Type 1 Geographical skills and applications
Assessment Type 2 Fieldwork

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

Legal Studies — Credits 10 or 20 — Y 11

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:

Assessment Type 1 Response

Assessment Type 2 Issues Study

Assessment Type 3 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%.

Student undertake:

At least two assessment for the folio

At least one issues study

At least one presentation

Roma Mitchell
Secondary College

Humanities & Social Sciences

Modern History — Credits 10 or 20 — Y 11

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, their short and long-term consequences on societies and systems and individuals. Stage 1 Modern History consists of the following topics -

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

Assessment Types:

Assessment Type 1 Historical skills
Assessment Type 2 Historical studies

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%.

Society & Culture — Credits 10 or 20 — Y 11

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.

Assessment Types:

Assessment Type 1 Sources analysis
Assessment Type 2 Group activity
Assessment Type 3 Investigation

For a 20 credit subject, students should 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 sources analysis assessment
- At least one group activity
- At least one investigation

Roma Mitchell Secondary College

Humanities & Social Sciences

Women's Studies — Credits 10 or 20 — Y 11

Content: In Women's Studies 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.

Assessment Types:

Assessment Type 1 Text analysis
Assessment Type 2 Group presentation
Assessment Type 3 Issues analysis

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 one text analysis assessment
- At least one presentation
- One issues analysis assessment

Roma Mitchell
Secondary College

Languages

Languages other than English

Continuers German, Italian, Japanese — Credits 10 or 20 — Y 11

Content: A Stage 1 locally assessed language at continuers level is a 10-credit subject or a 20-credit subject.

Stage 1 Languages at continuers level are organised around three prescribed themes and a number of prescribed topics and suggested subtopics.

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. There are three prescribed themes: the Individual, the Language speaking Communities and the Changing World.

Assessment

School Assessment	Weighting
Interaction	25%
Text production	25%
Text analysis	25%
Investigation	25%

For a 10-credit subject, students should provide evidence of their learning through five assessments. For a 20-credit subject, students should provide evidence of their learning through ten assessments, with at least two assessments from each assessment type.

After school languages offered by the Adelaide School of Languages (on site)
Arabic, Hindi, Persian and Vietnamese

Roma Mitchell
Secondary College

Mathematics

Mathematics — Credits 10, 20, 30, 40 — Y 11

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 calculus, statistics, mathematical arguments and proofs and using mathematical models. By using functions, their derivatives and integrals including mathematically modeling 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.

Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics in 2017.

Stage 1 Mathematics consists of the following list of twelve topics -

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

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

Mathematics A & B

Semester 1 Maths A Pre Mathematics Methods – Topics 3, 2, 11
Semester 2 Maths B Pre Mathematics Methods – Topics 1, 5, 7

Mathematics C & D

Semester 1 Maths D Pre Specialist Mathematics - Topics 9, 10, 12
Semester 2 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.

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%.

Assessment Type 1 Skills and application tasks (SATS)
Three SATS for each 10 credit or semester course

Assessment Type 2 Mathematical Investigation
One Mathematical Investigation for each 10 credit or semester course

Roma Mitchell
Secondary College

Mathematics

General Mathematics — Credits 10 or 20 — Y 11

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 -

Topic 1 Investing and Borrowing
Topic 2 Measurement
Topic 3 Statistical Investigation
Topic 4 Applications of Trigonometry
Topic 5 Linear and Exponential Functions and their Graphs
Topic 6 Matrices and Networks

In a 10-credit subject or one semester course students will study three topics chosen from the list. For a 20-credit subject or two semesters students study all six of the topics from the list.

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%.

Assessment Type 1 Skills and application tasks (SATS)
Three SATS for each 10 credit or semester course

Assessment Type 2 Mathematical Investigation
At least one Mathematical Investigation for each 10 credit or semester course

Essential Mathematics — Credits 10 or 20 — Y 11

Content: This subject is extended 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, plumbing and retail.

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

Topic 1 Calculations, Time and Ratio
Topic 2 Earning and Spending
Topic 3 Geometry
Topic 4 Data in Context
Topic 5 Measurement
Topic 6 Investing

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.

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%.

Assessment Type 1 Skills and application tasks (SATS)
Three SATS for each 10 credit or semester course

Assessment Type 2 Folio
At least one folio for each 10 credit or semester course

Roma Mitchell
Secondary College

Vocational Educational & Training (VET) courses (on site)

Sport & Recreation — Certificate III — Y 11

Content: This VET course is for students who work in or want to work in the sport and recreation industry. You will develop business, leisure and sport, legal, risk management and customer relations core competencies and will be able to transfer and apply theoretical concepts and/or technical skill to a range of situations.

You will acquire planning and coordination skills within a sport and recreation context and will learn how to manage people, environmental performance and projects. You will also develop skills oriented towards a specialty area of your choice within the sport and recreation industry. There are 11 modules that form the full Certificate II in Sport and Recreation.

Kitchen Operations — Certificate II — Y 11

Content: The Program 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 VET Kitchen at Roma Mitchell Secondary College.

Students will complete the following units:

- Use hygienic practices for food safety
- Maintain the quality of perishable items
- Clean kitchen premises and equipment
- Use food preparation equipment
- Produce dishes using basic methods of cookery
- Work effectively with others
- Participate in safe work practices
- Produce stocks, sauces and soups
- Produce vegetable, fruit, egg and farinaceous dishes
- Produce appetisers and salads
- Prepare sandwiches
- Handle and serve cheese
- Use cookery skills effectively

Roma Mitchell Secondary College

Year 12

Subject Overview

Stage 2 subjects

Y 12

Arts Visual Arts-Art Visual Arts-Design Drama Dance Music-Ensemble Performance, Music in Context, Music Individual Study, Solo Performance, Music Technology	**Cross disciplinary** SAASTA Integrated Learning-Leadership Research Project A Research Project B
Mathematics General Mathematics Stage 2 Mathematical Methods Stage 2 Specialist Mathematics	**Languages** German continuers Italian continuers Japanese continuers *After school languages offered by the Adelaide School of Language (on site)* *Arabic* *Hindi* *Persian* *Vietnamese*
English English Essential English English as an Additional Language (EALD) English Literary Studies	**Sciences** Biology Chemistry Physics Psychology Scientific Studies
Business, Enterprise & Technology Business & Enterprise Child Studies Communication Products-Photography Food & Hospitality Information Processing & Publishing Information Technology Material Products-Furniture Material Products-Metal Material Products-Textiles Workplace Practices	**Humanities & Social Sciences** Aboriginal Studies Modern History Society & Culture Women's Studies
Health & Physical Education Outdoor Education Physical Education Specialist Sport	**VET courses (on site)** Sport & Recreation (Certificate lll)

Roma Mitchell Secondary College

Arts

Visual Arts-Art — Credits 20 — Y 12

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.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Folio	30%
Practical	40%

External Assessment	
Visual study	30%

Visual Arts-Design — Credits 20 — Y 12

Visual Arts - 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.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Folio	30%
Practical	40%

External Assessment	
Visual study	30%

Drama — Credits 20 — Y 12

Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of text. Students develop their curiosity and imagination, creativity, individuality, self- identity, self-esteem and confidence.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Group presentation	20%
Folio	30%
Interpretative study	40%

External Assessment	
Final performance	30%

Roma Mitchell
Secondary College

Arts

Dance — Credits 20 — Y 12

Dance students will develop their Skills Development (choreography, technique and a folio based on either the choreography or the technique study). Students will study Dance Perspectives which aims to expand students' knowledge and understanding of dance in both a historical period and a contemporary period, across local, national or global settings, or including different cultural perspectives. They will need to be part of a Group Production to provide students with the opportunity to participate in and reflect on, the presentation, rehearsal and performance of a major dance production. This area of study is intended to give students an overview of the process of creating, presenting and performing a dance production.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Development	50%
Written response	20%

External Assessment

Performance	30%

Music Ensemble Performance — Credits 10 — Y 12

This subject develops students' performance skills on an instrument or voice, within a group. Musicianship, technical proficiency, the ability to interact musically with others and to perform a range of works that engage an audience, are all developed.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Performance	30%
Second performance	40%

External Assessment

Final performance	30%

Music in context — Credits 10 — Y 12

This subject enables students to undertake an intensive study of selected music and place it into historical and cultural contexts. Students develop skills in research and communication skills, reading and understanding musical works, and the use of skills analysis.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Development	30%
Investigation	40%

External Assessment

Examination	30%

Roma Mitchell Secondary College

Arts

Music Individual Study — Credits 10 — Y 12

This subject allows students to undertake an individually negotiated topic in an area of interest that is not covered in any other Stage 2 Music subject. Students pursue an area of interest that is directly applicable to their intended vocation, career, further study, or recreation. The ability to work independently is essential.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Practical	40%
Folio	30%
External Assessment	
Report	30%

Music Solo Performance — Credits 10 — Y 12

This subject extends student musicianship and technical proficiency on either a chosen instrument or voice. Students also develop skills in solo performance, engaging an audience, and preparing and presenting a repertoire.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
First performance	30%
Second performance	40%
External Assessment	
Final performance	30%

Music Technology — Credits 10 — Y 12

This subject is designed to develop students' skills in, and knowledge of, music technology. Students study a selection of the following topics including at least one of the three option topics.

Suggested topics include -

Acoustics	The mixing console
Microphones	Digital audio basics
Signal processing	Aural analysis

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Folio of minor projects	70%
External Assessment	
Major project	30%

Roma Mitchell Secondary College

Mathematics

General Mathematics — Credits 20 — Y 12

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:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment		**Weighting**
Skills & application	Five SAT's Equivalent of one SAT with the use of a calculator or notes	40%
Mathematical investigation	Two mathematical investigations Maximum of twelve A4 pages	30%
External Assessment		
Examination	2 hour exam	30%

Stage 2 Mathematical Methods — Credits 20 — Y 12

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:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment		**Weighting**
Skills & application	Five SAT's Equivalent of one SAT with the use of a calculator or notes	50%
Mathematical investigation	Two mathematical investigations Maximum of twelve A4 pages	20%
External Assessment		
Examination	2 hour exam	30%

Roma Mitchell Secondary College

Mathematics

Stage 2 Specialist Mathematics — Credits 20 — Y 12

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 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:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment		**Weighting**
Skills & application	Six SAT's Equivalent of one SAT with the use of a calculator or notes	50%
Mathematical investigation	One mathematical investigation Maximum of twelve A4 pages	20%
External Assessment		
Examination	3 hour exam Access to approved technology 2 unfolded A4 sheets handwritten notes (i.e, 4 sides of sheets)	30%

Roma Mitchell Secondary College

English

English — Credits 20 — Y 12

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 based assessment	Weighting
Responding to texts	30%
Creating texts	40%
External assessment	
Comparative Analysis	30%

Essential English — Credits 20 — Y 12

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 based assessment	Weighting
Responding to texts	30%
Creating Texts	40%
External assessment	
Language Study	30%

English as an Additional Language (EALD) — Credits 20 — Y 12

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.

Assessment: Students demonstrate evidence of their learning through the follow assessment types—

School based assessment	Weighting
Academic literacy study	30%
Responses to texts	40%
External assessment	
2 ½ hour exam	30%

Roma Mitchell
Secondary College

English

English Literary Studies — Credits 20 — Y 12

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.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Responding to texts	50%
Creating texts	20%

External Assessment

Text Study	
Part A Comparative text study	15%
Part B Critical reading	15%

Roma Mitchell Secondary College

Business, Enterprise & Technology

Business & Enterprise — Credits 20 — Y 12

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, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Folio	30%
Practical	20%
Issues study	20%

External Assessment	
Report	30%

Child Studies — Credits 20 — Y 12

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.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Practical activity	50%
Group activity	20%

External Assessment	
Investigation	30%

Communication Products, Photography — Credits 20 — Y 12

There will be an additional cost for this subject. Examples of contexts for communication products include -

Computer-aided design	Graphics
Multimedia	Photography
Sound	Web design

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Skills & applications tasks	30%
Product	40%

External Assessment	
Folio	30%

Roma Mitchell Secondary College

Business, Enterprise & Technology

Food & Hospitality — Credits 20 — Y 12

Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers. There will be an additional cost for this subject.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Practical activity	50%
Group activity	20%

External Assessment

Investigation	30%

Information Processing & Publishing — Credits 20 — Y 12

Information Processing and Publishing focuses on the application of acquired technological skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text- based publications, and evaluate the development process.

They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Practical skills	30%
Issues analysis	40%

External Assessment

Product & documentation	30%

Information Technology — Credits 20 — Y 12

Content: Information technology is a dynamic area characterised by frequent change. The study of information technology systems allows students to critically analyse the limitations and consequences of present technologies 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 computer-based 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.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Folio	20%
Skills & Applications Tasks	30%
Project	20%

External Assessment

Examination	30%

Roma Mitchell Secondary College

Business, Enterprise & Technology

Materials Product-Furniture — Credits 20 — Y 12

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. There will be an additional cost for this subject.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Skills & applications tasks	30%
Product	40%

External Assessment

Folio	30%

Materials Product-Metal — Credits 20 — Y 12

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.

There will be an additional cost for this subject.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Skills & applications tasks	30%
Product	40%

External Assessment

Folio	30%

Roma Mitchell Secondary College

Business, Enterprise & Technology

Materials Product-Textiles — Credits 20 — Y 12

Students design and construct an item of their choice that fits a design brief and undertake a design exercise to produce a fashion garment.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Skills & applications tasks	30%
Product	40%

External Assessment

Folio	30%

Workplace Practices — Credits 20 — Y 12

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).

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Folio	25%
Performance	25%
Reflection	20%

External Assessment

Investigation	30%

Roma Mitchell Secondary College

Health & Physical Education

Outdoor Education — Credits 20 — Y 12

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 safety management and reflect on environmental practices.

Whilst there are no pre-requisites some knowledge of First Aid and experience of camping would be useful. Student undertaking this exciting course should have an interest in bushwalking, canoeing and the natural environment.

There is an additional cost for this subject to cover camps and excursions through the year. Students should be organised to allow for excursion and camps totaling approximately 14 days over the year.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Folio	20%
Group practical	30%
Individual practical (self reliant)	20%
External Assessment	
Environmental investigation	30%

Physical Education — Credits 20 — Y 12

In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations. Students will study units in physical performance, skill development and biomechanics.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting	
Practical	50%	Practical units will be Kayaking, Lawn Bowls and a third practical which will be negotiated.
Folio	20%	
External Assessment		
Examination	30%	

Specialist Sports Program — Credits 20 — Y 12

The Specialist Sport Program (SSP) in cycling, hockey and football (soccer) provides both elite and talented players the opportunity to develop their skills with the aim of playing to the highest level while providing a balanced high quality education. See page 14 for details about the Specialist Sports Program (SSP).

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Practical	30%
Group activity	20%
Folio & discussion	20%
Project	30%

Roma Mitchell Secondary College

Cross disciplinary

South Australian Aboriginal Sports Training Academy (SAASTA) Integrated Learning -Leadership — Credits 20 — Y 12

Integrated Learning requires students to apply their knowledge and skills to a real-world task, event, learning opportunity, or context, which leads to a specific purpose, product, or outcome. The subject draws links between aspects of students' lives and their learning and is undertaken by a group of students, or a student or students involved in a community group.

Integrated Learning facilitates collaboration and teamwork. Students learn to plan and organise activities, and to develop their understanding of, and empathy with others.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Practical	30%
Group activity	20%
Folio and discussion	20%

External Assessment	
Project	30%

Research Project A — Credits 10 — Y 12

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 does not 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:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Folio	30%
Research outcome	40%

External Assessment	
Review	30%

Roma Mitchell
Secondary College

Cross disciplinary

Research Project B — Credits 10 — Y 12

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:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Folio	30%
Research outcome	40%
External Assessment	
Evaluation	30%

Roma Mitchell
Secondary College

Languages

German, Italian and Japanese Continuers — Credits 20 — Y 12

Content: A Stage 2 locally assessed language at continuers level is a 20 credit subject.

Stage 2 Languages at continuers level are organised around three prescribed themes and a number of prescribed topics and suggested subtopics. 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. There are three prescribed themes: the Individual, the Language-speaking Communities and the Changing World.

The theme 'The Individual' enables students to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. This theme also enables students to study topics from the perspectives of other people.

Assessment

School Assessment	Weighting
Folio	50%
In-depth study	20%
External Assessment	
Examination	30%

Arabic, Hindi, Persian and Vietnamese are offered after school by School of Language (on site).

Roma Mitchell
Secondary College

Sciences

Biology — Credits 20 — Y 12

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. 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:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Investigations folio	40%
Skills & application tasks	30%

External Assessment

Examination	30%

Chemistry — Credits 20 — Y 12

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:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Investigations folio	40%
Skills & application tasks	30%

External Assessment

Examination	30%

Physics — Credits 20 — Y 12

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:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Skills & application tasks	40%
Folio	30%

External Assessment

Evaluation	30%

Roma Mitchell
Secondary College

Sciences

Psychology — Credits 20 — Y 12

The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. 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, employment and leisure.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Investigations folio	30%
Skills & application tasks	40%

External Assessment	
Examination	30%

Scientific Studies (Health & Physiology) — Credits 20 — Y 12

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 Roma Mitchell 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:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Investigations folio	30%
Skills & application tasks	40%

External Assessment	
Scientific investigation	30%

Roma Mitchell Secondary College

Humanities & Social Sciences

Aboriginal Studies — Credits 20 — Y 12

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.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Response	30%
Report	20%
Text Production	20%

External Assessment

Research Investigation	30%

Modern History — Credits 20 — Y 12

In the study of Modern History at Stage 2, 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. Students also examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world. Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Historical skills	50%
Historical studies	20%

External Assessment

Examination	30%

Society & Culture — Credits 20 — Y 12

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.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Folio	50%
Interaction	20%

External Assessment

Investigation	30%

Roma Mitchell
Secondary College

Humanities & Social Sciences

Women's studies — Credits 20 — Y 12

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.

Assessment:
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.

School based assessment	Weighting
Text analysis	20%
Essay	20%
Folio	30%

External Assessment	
Issues analysis	30%

Roma Mitchell
Secondary College

Vet Courses (on site)

Sport & Recreation — Certificate III — Y 12

This VET course is for students who work in or want to work in the sport and recreation industry. You will develop business, leisure and sport, legal, risk management and customer relations core competencies and will be able to transfer and apply theoretical concepts and/or technical skill to a range of situations.

You will acquire planning and coordination skills within a sport and recreation context and will learn how to manage people, environmental performance and projects. You will also develop skills oriented towards a specialty area of your choice within the sport and recreation industry.

There are 11 modules that form the full Certificate III in Sport and Recreation.