Year 10 - 2018
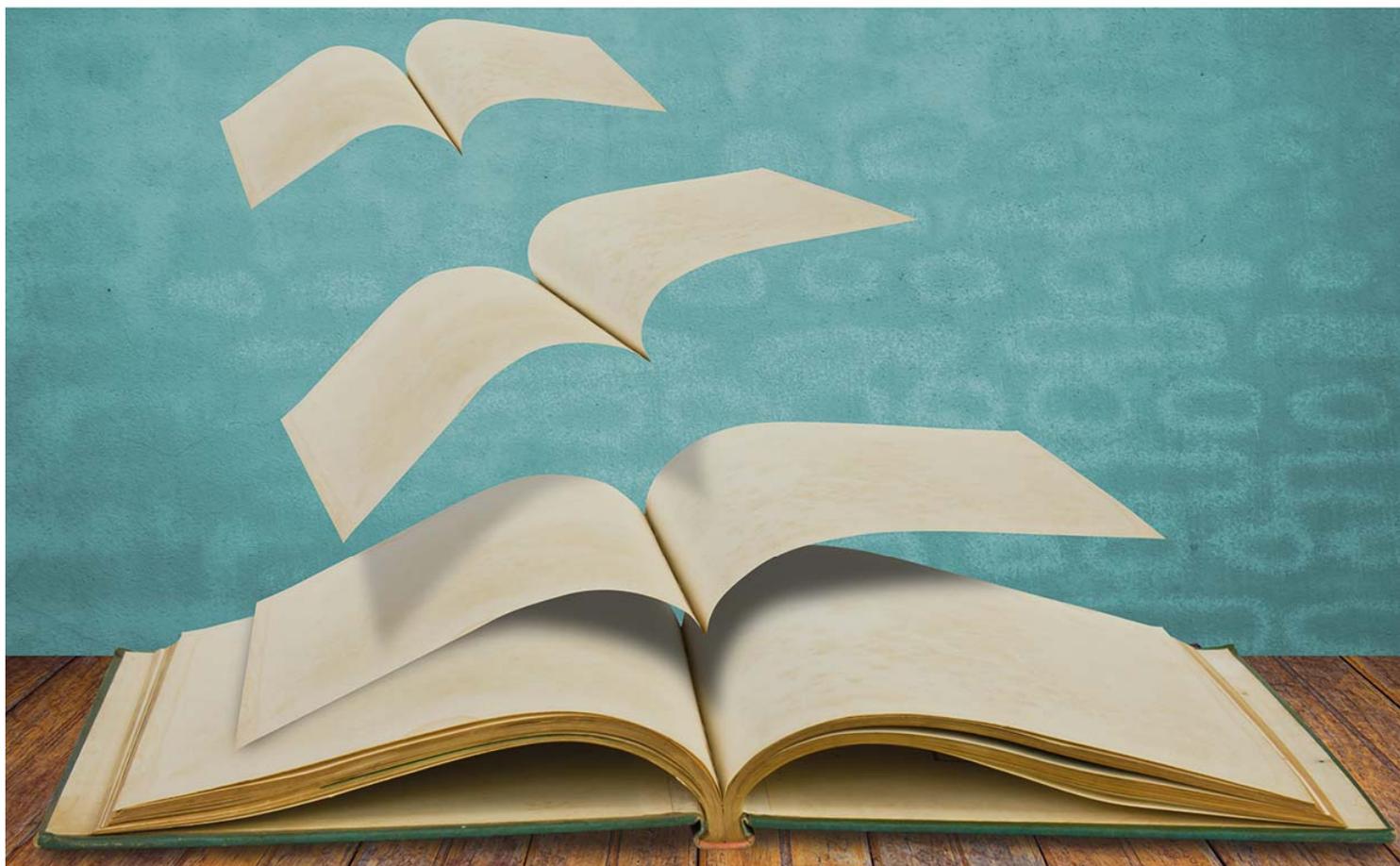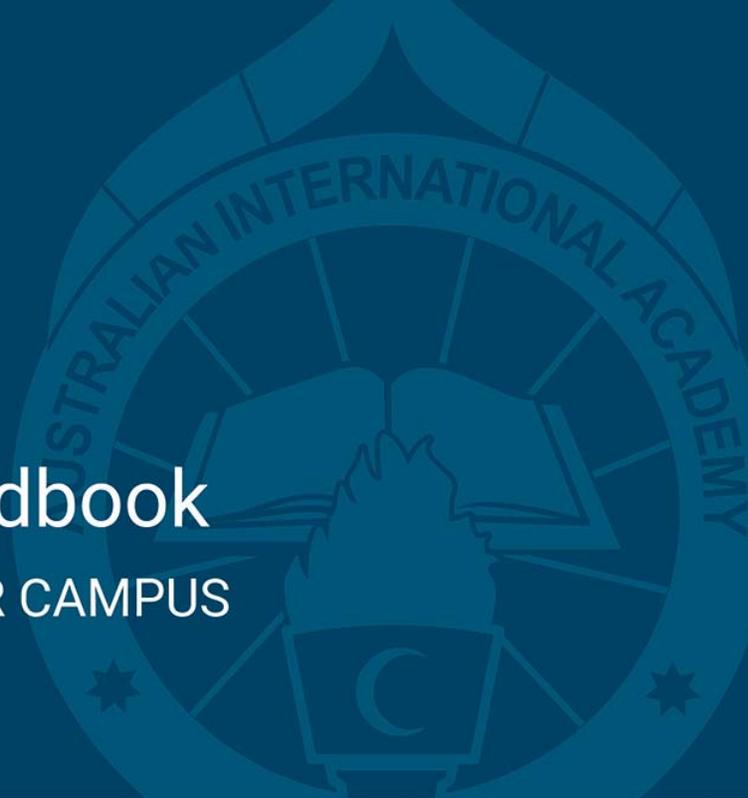# Information Handbook

AIA MELBOURNE SENIOR CAMPUS

AUSTRALIAN
INTERNATIONAL
ACADEMY

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AUSTRALIAN INTERNATIONAL ACADEMY
Year 10

Introduction

The Year 10 program is designed to motivate and engage all students according to their individual performance levels and ability, and to satisfy their educational needs according to their preferred learning styles and interest. The program is the final year of the Middle Years Programme (MYP) which involves students completing the following subjects; Language and Literature, Mathematics, Sciences, Individuals and Societies, Language Acquisition, Design, Arts and Physical and Health Education. The program also includes a year-long Personal Project and participation in Service as Action that complements the course of study and stimulates students' interest.

Year 10 students will be required to complete all the MYP content and assessment tasks for each subject so that the MYP is successfully completed. Those students who have successfully completed all the MYP requirements will be provided with extension material.

Extension material will be drawn from the Year 11 curriculum to enrich and accelerate the learning of those students who have successfully acquired the necessary skills to move beyond the Year 10 MYP Curriculum.

The structure of the Year 9 program will be maintained as much as possible. The 9D accelerated students will continue as 10D providing that they maintain the high performance levels required for the advanced program.

Classes in Language and Literature and Mathematics will consist of mixed ability students. Teachers will cater for all the students in their classroom. In Arabic Language Acquisition classes, all students will be placed in either Proficient, Capable or Emergent Level Arabic. The Year 10 Science program involves all students completing units from Biology, Chemistry and Physics.

Objectives of the program are to:

- Offer advanced and capable students the opportunity to learn at a faster rate and progress beyond the MYP curriculum.
- Offer students opportunities to develop an inquiring mind and a capacity to think to make appropriate decisions.
- Offer a specialised program which caters for all individual needs in Language and Literature, Mathematics, Language Acquisition and Science.
- Offer students an opportunity to further develop their research and thinking skills by completing a Personal Project based on an area of interest.
- Create an atmosphere of healthy competition among students to progress further and achieve success and recognition.
- Provide modified programs to those in need of additional learning support.
- Expose all students to additional skills and prepare them for further studies.

Key Elements of the Program will focus on:

Personal Growth: The development of academic, social, emotional and spiritual skills.
Social Growth: The development of positive school and community relationships whilst encouraging responsibility for their own decisions and community involvement.
Intellectual Growth: The development of a set of attitudes and characteristics that students need to support lifelong learning, problem solving, self-management and decision-making.

- Units of study will be challenging, engaging and relevant to the MYP and what is required in the Year 11 VCE and IB Diploma programs.
- Provision for students to enhance their learning by having access to the latest information communication technologies such as smart devices, Ipads, Laptops and other wireless devices.
- Provision of motivational learning opportunities, curriculum related incursions/excursions, community service, guest speakers, interfaith programs, debating, study skills, etc.

Assessment and Reporting

- Assessment in all MYP subjects is ongoing throughout the year and as per IB requirements.
- Semester 1 and Semester 2 examinations.
- Regular reporting intervals (i.e. student interim reports at the end of each term) and parent communication and involvement.

Parent Responsibilities

- Become familiar with each subject's curriculum requirements and assessment tasks.
- Liaise with teachers and the Year Level Coordinator to;
    - Identify the child's strengths and areas requiring improvement, and
    - Ensure that the child has appropriate and ongoing educational opportunities.
- Provide a stimulating and supportive learning environment at home.
- Encourage their child to pursue excellence, develop mastery of subject material and become an independent learner.
- Become informed about the options available to support their child's development, including community organisations and programs in Years 11 and 12.

Credit points

This section of the handbook explains the structure and credit point system of the Year 10 program. Students are strongly advised to familiarise themselves with the requirements of Year 10 and the subjects that are offered to ensure that they make the most appropriate choices when planning their study program for their final years of education.

Students should consult their teachers, coordinators and careers teacher, and research the particular requirements of courses of study or industries that they may be interested in pursuing as career options.

The structure of the Year 10 program involves a **Credit Point System** whereby students receive credit points for subjects and extracurricular activities, which have been satisfactorily completed.

To gain a credit point in a subject, students must achieve at least a grade of 4 in their course work and a grade of 4 in their exams for MYP subjects.

Summary of credit points

	CREDIT POINTS
MYP Subjects	**18**
Personal Project	**4**
Service as Action	**2**
Extra Curricular Activities	**2**
Work Experience	**1**
Total Credit Points	**27**

DETAILS

At Year 10, the MYP Component is made up of the following Units:

MYP SUBJECTS	Credit Points
Language and Literature	**2**
Mathematics	**2**
Religious Education	**2**
Sciences	**2**
Language Acquisition	**2**
Individuals and Societies	**2**
Design	**2**
Arts	**2**
Physical and Health Education	**2**
Total Credit Points	**18**

NB: *According to the promotion policy at AIA, <u>all Year 10 students</u> must gain a minimum of 22 out of 27 credit points by the end of Year 10.*

Promotions are at the discretion of the Campus and Academy Head. Successful students will be notified at the end of Term Four in Year 10.

IB LEARNER PROFILE

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

IB learners strive to be:

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

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

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

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

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

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

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

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

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

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

PERSONAL PROJECT

All year 10 students must complete a Personal Project. A total of four credit points are available for the Personal Project.

Students will be awarded 4 Credit Points for the **satisfactory** completion of the project according to the **required criteria** and if **handed in on time**.

Please note: Failure to submit a personal project may jeopardise admission into the Year 11 and 12 programs offered at the Academy.

Non submission of semester 1 requirements (refer page 51 – dates and deadlines) will result in a meeting between parents and Academy Senior Management to discuss the unsatisfactory progress of the Personal Project.

What is a Personal Project?

MYP projects help students to develop the attributes of the IB learner profile; they provide students with an essential opportunity to demonstrate Approaches to Learning (ATL) skills developed through the MYP and foster the development of independent, lifelong learners. All students in MYP Year 5 (Year 10) must complete the Personal Project.

The Personal Project encourages students to practise and strengthen their ATL skills, consolidate prior and subject-specific learning and develop an area of personal interest. Personal Projects revolve around a challenge that motivates and interests individual students.

Aims of the Personal Project

The aims of the Personal Project are to encourage and enable students to:

  ➢ participate in a sustained, self–directed inquiry within a global context,
  ➢ generate creative new insights and develop deeper understandings through in-depth investigation,
  ➢ demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time,
  ➢ communicate effectively in a variety of situations,
  ➢ demonstrate responsible action through, or as a result of, learning and
  ➢ appreciate the process of learning and take pride in their accomplishment.

Requirements

The project must be personal. The topic should reflect students' interests, hobbies, special abilities or concerns about particular issues.

The project must be focussed on one of the six Global Contexts. Inquiring into a topic through a global context enables students to develop a deeper understanding of both the topic and how it relates to the real world.

  • Identities and relationships
  • Orientation in time and space
  • Personal and cultural expression
  • Scientific and technical innovation
  • Globalisation and sustainability
  • Fairness and development

The project must be entirely the student's own work and be completed over an extended period of time.
The project must include a Project Report and a Process Journal.

Personal Project Assessment Criterion

Criterion A	Investigating	Define a clear goal and global context for the project, based on personal interests. Identify prior learning and subject-specific knowledge relevant to the project. Demonstrate research skills
Criterion B	Planning	Develop criteria for the product/outcome. Plan and record the development process of the project. Demonstrate self-management skills.
Criterion C	Taking action	Create a product/outcome in response the goal, global context and criteria. Demonstrate thinking skills. Demonstrate communication and social skills.
Criterion D	Reflecting	Evaluate the quality of the product/outcome against their criteria. Reflect on how completing the project has extended their knowledge and understanding of the topic and global context. Reflect on their development as IB learners through the project.

All requirements and resources will be available on Compass.

Personal Project Assessment Criteria

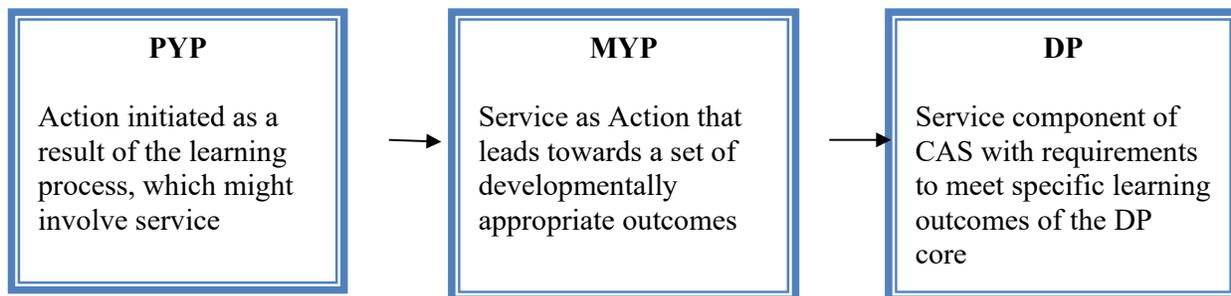|	Criterion A: Investigating	Criterion B: Planning	Criterion C: Taking action	Criterion D: Reflecting
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1-2	Students are able to: I. **state** a goal to address a need within a community, based on personal interests, but this may be **limited** in depth or accessibility II. identify prior learning and subject-specific knowledge, but this may be **limited** in occurrence or relevance III. demonstrate **limited** research skills.	Students are able to: I. develop a **limited** proposal for action to serve the need in the community II. present a **limited or partial** plan and record of the development process of the project III. demonstrate **limited** self-management skills.	Students are able to: I. demonstrate **limited** service as action as a result of the project II. demonstrate **limited** thinking skills III. demonstrate **limited** communication and social skills.	Students are able to: I. present a **limited** evaluation of the quality of the service as action against the proposal II. present **limited** reflections on how completing the project has extended their knowledge and understanding of service learning present **limited** reflections on their development of ATL skills.
3-4	Students are able to: I. **outline** an **adequate** goal to address a need within a community, based on personal interests II. identify **basic** prior learning and subject-specific knowledge relevant to **some areas** of the project III. demonstrate **adequate** research skills.	Students are able to: I. develop an **adequate** proposal for action to serve the need in the community II. present an **adequate** plan and record of the development process of the project III. demonstrate **adequate** self-management skills.	Students are able to: I. demonstrate **adequate** service as action as a result of the project II. demonstrate **adequate** thinking skills III. demonstrate **adequate** communication and social skills.	Students are able to: I. present an **adequate** evaluation of the quality of the service as action against the proposal II. present **adequate** reflections on how completing the project has extended their knowledge and understanding of service learning present **adequate** reflections on their development of ATL skills.

5-6	Students are able to: I. **define** a **clear and challenging** goal to address a need within a community, based on personal interests II. identify prior learning and subject-specific knowledge **generally relevant** to the project III. demonstrate **substantial** research skills.	Students are able to: I. develop a **suitable** proposal for action to serve the need in the community II. present a **substantial** plan and record of the development process of the project III. demonstrate **substantial** self-management skills.	Students are able to: I. demonstrate **substantial** service as action as a result of the project II. demonstrate **substantial** thinking skills III. demonstrate **substantial** communication and social skills.	Students are able to: I. present a **substantial** evaluation of the quality of the service as action against the proposal II. present **substantial** reflections on how completing the project has extended their knowledge and understanding of service learning III. present **substantial** reflections on their development of ATL skills.
7-8	Students are able to: I. **define** a **clear and highly challenging** goal to address a need within a community, based on personal interests II. identify prior learning and subject-specific knowledge that is **consistently highly relevant** to the project III. demonstrate **excellent** research skills.	Students are able to: I. develop a **detailed, appropriate and thoughtful** proposal for action to serve the need in the community II. present a **detailed and accurate** plan and record of the development process of the project III. demonstrate **excellent** self-management skills.	Students are able to: I. demonstrate **excellent** service as action as a result of the project II. demonstrate **excellent** thinking skills III. demonstrate **excellent** communication and social skills.	Students are able to: I. present an **excellent** evaluation of the quality of the service as action against the proposal II. present **excellent** reflections on how completing the project has extended their knowledge and understanding of service learning III. present **detailed and accurate** reflections on their development of ATL skills.

Service as Action

Total Credit Points = 2

The Service as Action continuum in the IBO

PYP	MYP	DP
Action initiated as a result of the learning process, which might involve service	Service as Action that leads towards a set of developmentally appropriate outcomes	Service component of CAS with requirements to meet specific learning outcomes of the DP core

Service as Action in IB programmes

IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

IB World Schools value service with others as an important way to engage in principled action across a range of overlapping local and global communities. Through responsible action, tightly connected with sustained inquiry and critical reflection, young people and adults can develop the kinds of attributes described by the learner profile that are essential for success in future academic pursuits and for adult life.

The MYP aims to help students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community.

As students become more aware and acquire a better understanding of the context, and of their responsibilities, they become empowered to make choices about how to take thoughtful and positive action. This action will be different from student to student and from context to context.

The action may involve students in:

- ➢ feeling empathy towards others,
- ➢ making small-scale changes to their behaviour,
- ➢ undertaking larger and more significant projects,
- ➢ acting on their own,
- ➢ acting collaboratively,
- ➢ taking physical action,
- ➢ suggesting modifications to an existing system to the benefit of all involved and
- ➢ lobbying people in more influential positions to act.

MYP learning outcomes for service

With appropriate guidance and support, MYP students should, through their engagement with service as action:

1. become more aware of their own strengths and areas for growth,
2. undertake challenges that develop new skills,
3. discuss, evaluate and plan student-initiated activities,

4. persevere in action,
5. work collaboratively with others,
6. develop international-mindedness through global engagement, multilingualism and intercultural understanding and
7. consider the ethical implications of their actions.

These learning outcomes identify the substance of students' self-reflection on Service as Action. All of these learning outcomes are closely associated with the IB Learner Profile attributes and ATL skills. Through their participation in service, students can become more confident, self-regulated learners.

Student requirements

Service experiences are opportunities for students to engage in action. Students have a choice from the following 3 options:

1. **Single learning event: This is a service you provide to others just once and is not ongoing. You must complete 3 per term.**

2. **Series of related learning experiences: This is a service you provide over a short period of time. E.g. over a 3 week period. You must complete 2 per term.**

3. **An extended project: This is a service you provide over a long period of time. E.g. 3 weeks or more. You must complete 1 per term.**

<u>**Possible service ideas**</u>

Single learning event: This is a service you provide to others just once and is not ongoing. You must complete 3 per term.

- Participate in organised events. E.g. tree planting day, clean up Australia Day etc.
- Collect and donate old clothes or household goods to charity.
- Collect and donate to student organised charity events within the school.
- Collect and donate toys to the Royal Children's Hospital
- Offer to look after you elderly neighbour's garden.

Series of related learning experiences: This is a service you provide over a short period of time. E.g. over a 3 week period. You must complete 2 per term.

- Become a mentor to a younger student.
- Coach a sport
- Visit a retirement home and spend time with the elderly, reading or talking with them.

An extended project: This is a service you provide over a long period of time. E.g. 3 weeks or more. You must complete 1 per term.

- Plan, organise and run a charity event.
- Regularly visit someone in your local community who is socially isolated.
- Regularly assist a child with a disability.
- Become a regular volunteer at your local charity organisation.

The following sites will assist you with more ideas for possible service activities.

I. http://volunteer.com.au
II. http://www.youthcentral.vic.gov.au (click on the following in the menu bar on left hand side of page) /jobs-careers/volunteering-work-experience/organisations-seeking-volunteers
III. http://govolunteer.com.au/

PROPOSED SERVICE AS ACTION ACTIVITIES

A
- Activities for children with educational difficulties
- Art activities (for example, cartoon drawing, ceramics, design, drawing, graphics, jewellery, painting, sculpture, silk screen, textile design)
- Art centre service for local community

B
- Beach cleaning services
- Befriending people with handicaps or the elderly

C
- Clothes collection
- Coaching of various sports
- Clean up Australia Day
- Computer services
- Connections (to encourage high school students to understand the world as an international community)
- Crèche assistance
- Cross – age tutoring
- Cancer foundation

D
- Day care centre assistance for the elderly
- Drama activities
- Decorating for the elderly and handicapped

E
- Environmental action group
- Emergency room assistance at hospital
- Environmental monitoring unit

F
- First aid training
- Food bank; food made available for local people in need
- Foreign language tutoring (e.g. ESL)
- Fundraising for various charities

G
- Gardening in old people's homes
- Good Friday Appeal (Royal Children Hospital)

H
- Handicapped sports program
- Hospital assistance and/or visiting
- Human Appeal International

I
- Information bureau at school; dealing with travel, sports, studies, exams, publicity and problems.
- Institution for mentally handicapped assistance

K
- Knitting for people in need

L
- Laboratory assistance
- Library assistance
- Local service – working with the poor and disadvantaged
- Local community television service
- Local newspaper
- Lunch time supervision – volunteer

M
- Monitoring service at school
- Museum volunteer work

N

- Nature reserve
- Newspaper

O

- Old people's home assistance
- Orphanage assistance
- Orphanage trips

P

- Participation in local health programs
- Photography
- Physical education (e.g. aerobics, athletics, basketball, cross – country running, football, golf, gymnastics, hockey, soccer, swimming, tennis, volleyball)
- Pink ribbon day (Anti cancer council)
- Post - operative program for children
- Primary school assistance

R

- Reading, storytelling to young children
- Reforestation project
- Recording project
- Red Cross volunteers
- Recycling paper collection
- Refugee assistance
- Riding for the disabled

S

- Salvation Army participation
- Schools for the blind assistance
- Scouts
- Science week
- Secretarial support for charitable organisations
- Self – defence for women course
- Sports assistance in local schools
- Student council
- Sunday school teaching
- Supervision of small children on buses

V

- Video making
- Visiting families with handicapped children

W

- Whole world week
- World service news: editing and broadcasting

Y

- Year book
- Youth club

Z

- Zoo

EXTRA CURRICULAR ACTIVITIES

Total Credit Points = 2

To gain 2 Credit Points, students must participate in **more than one** activity from the following proposed list:

- Interschool sports and adventure activities – 1 point.
- Interschool debating (2 points for teamwork in all rounds and speaking in at least 3 debates).
- School production, e.g., drama, Academy magazine, etc., (1 point per activity per semester).
- SRC or membership of approved school clubs, and/or participation in interfaith meetings. (1 point for regular participation per semester)
- Cross – age tutoring (1 point per semester for regular tutoring of students at lower levels at the school – a minimum of 16 sessions x 20 minutes per semester are required).

Planning for the Extra Curricular Program

- Students will be made familiar with the Extra Curricular Program (ECP) before commencing year 10, through the Year 10 Coordinator.
- During the first week of the year, students' log books and special diaries for activities will be made available to Year 10 students. All activities and services that students choose will need to be approved and published by the year level coordinator during the month of February.
- Semester Reports will include sections for ECP to show student's initiatives and efforts throughout the semester.

WORK EXPERIENCE

Total Credit Points = 1

It is recognised that the Work Experience Program is a useful complementary training period for Year 10 students outside of school. Work experience will be conducted during the first two weeks of the mid-year break. One week of work experience is compulsory. Students who receive unsatisfactory reports from employers will not achieve any Credit Point for their work experience.

CAREERS PROGRAM

The Careers Program at Year 10 aims to provide each student with opportunities to develop and expand their knowledge, skills and confidence regarding the workplace, career and study issues. The program aims to contribute to the students understanding of themselves so that they can make realistic decisions about their future that are consistent with their values and goals.

Students will participate in the program for one/two weeks at the end of Term Two. If any student cannot make it in the Term Two break, they should apply for a special consideration to finish it in the Term Three break.

Career Centre

The Careers Centre is located in the Library. The Career Centre aims to provide information and advice to students and parents on a wide variety of issues relating to life beyond school.

The Careers Centre provides the following services to all senior secondary school students:

Tax File applications	Job Guides
Writing résumés	Tertiary Open Days
Interview Skills	VTAC and Application Process
GAP Year	Work Experience
University courses	Scholarship Information
TAFE courses	Individual Interviews
Interstate Universities	Subject Selections
Careers Expos	Fortnightly Career News updates

Students are encouraged to take the opportunity to make individual appointments to discuss career and further education options. Students with questions about post-school options, subject choices, overseas

exchange or Work Experience, etc. are invited to go to the Careers Centre and speak to the Career Practitioner Mr Rahil Khan or make an appointment at a suitable time. email: kn@aia.vic.edu.au

DATES AND DEADLINES

At the start of each semester all Year 10 students are issued with Dates and Deadlines to assist them and their teachers in organising their courses of study and the time available to them. Meeting deadlines must be the most important priority for a successful student. Missing deadlines is the first and most obvious sign of poor organisational skills and an inability to cope.

It is the responsibility of all students to observe and meet the deadlines published for all school-assessed work/tasks. Students should submit their school-assessed work/tasks to the relevant subject teacher on the due date. Subject teachers shall not accept any school-assessed work/tasks submitted after the published deadline.

If a student fails to submit their school-assessed work/tasks to the relevant subject teacher or Year Level Coordinator (where an extension has been granted) by the specified deadline, the work will not be accepted and the following alternatives may apply:

- The student may be awarded a failing result in that unit of study (shown as "N"), or
- The student may be awarded a not assessed result (shown as "NA").

EXTENSION OF TIME

If a student has a genuine and acceptable reason for a delay in meeting a deadline, the student may lodge an application for extension of time with the Year 10 Coordinator. Applications are to be lodged at least 24 hours prior to the published deadline.

Note: Computer or printer malfunctions are not acceptable reasons for not meeting deadlines.

SCHOOL ASSESSED COURSEWORK

School-Assessed Coursework (SAC's) are appropriate learning activities which students complete to develop the knowledge and skills described in the set of outcomes for each unit.

These activities may include: practical work, written reports, essays, oral presentations, poster and multimedia presentations, assignments, folio of exercises, modelling activities, use of computer software and/or applications, tests, etc.

In Year 10, **all** students carry out School-Assessed Coursework (SAC). Semester examinations are also considered to be SAC's. The results of the School-Assessed Coursework and semester examinations will form the main part of the students' achievement for each unit.

If a piece of work fails to meet the minimum acceptable standard, it will be reported as `**N'** (Not Satisfactory).

Students will be provided with a list of all SAC's for each unit and the due dates at the start of each semester.

STUDENT PROFILES AND PROGRESS REPORTS

All Senior School students are regularly reviewed in the fourth week of each term to monitor their academic progress, effort and personal attitude. Student progress reports are completed by **all** teachers and then discussed at a review conference involving Senior Administration and Coordinators. At the review conference, action and recommendations are decided upon, and may include student interviews and parent interviews.

PERSONAL DETAILS FORM

At the start of the academic year all students will be required to **accurately** complete a Personal Details form which is used for the input of student data for the Victorian Curriculum and Assessment Authority (VCAA). Students will be required to provide their personal details (name, address, date of birth, etc.), as well as signing the General Declaration indicating that the student will abide by the VCAA rules and regulations.

Prior to the enrolments being finalised with the VCAA students receive a copy of their form to check that **all** details are accurate. Changes to the details need to be made before finalisation of enrolments. The VCAA imposes fees for any changes made to enrolments after the finalisation date. Students who have not provided accurate details or did not indicate the changes to be made on the form will be required to pay the fee imposed by the VCAA.

PUNCTUALITY AND ATTENDANCE

Prolonged absences from school may affect the students' overall performance in their coursework and examinations, and ultimately their achievement at the end of Year 10. Students in Year 10 are required to attend sufficient class time to undertake the Year 10 program and complete all the School Assessed Coursework. It is necessary for students to complete work in class time for authentication by the teacher.

The Academy policy on attendance requires students **not to exceed** the limit of 5 days per semester. Students intending to travel overseas during the academic year (including term vacations) **must** seek approval from the Head of Campus. Students travelling overseas without approval may have their enrolment terminated.

TRANSITION INTO YEAR 10

- Information sessions will be conducted with Year 9 students to ensure that they are familiar with the structure and requirements of Year 10.
- All students will receive a copy of the Year 10 Handbook.
- Counselling sessions with students will take place during the transition process.
- At the commencement of Year 10 no changes to students' class lists will be allowed unless there are special circumstances.

MYP SUBJECT DESCRIPTIONS

Language and Literature (English)

The English course offered at Year 10 is designed to introduce students to the higher academic demands expected of senior students. Consequently, the Year 10 course involves a broad development of the skills required in successful verbal communication. Writing is extended by a focus on structural strategies, vocabulary development and experience in a variety of writing genres. Students make detailed studies of two novels, a Shakespearean play, plus film as text, which will improve their reading comprehension and increase their appreciation of high quality literature and film. The course also encourages oral contributions designed to improve speaking and listening skills. In addition, students are introduced to the skills of language analysis and point of view writing.

Areas of Study:

- Reading and the study of texts
- Writing in various genres
- Oral presentation

School Assessed Coursework:

- Text Response – essays, comprehension questions, research assignments, character profiles.
- Writing Folio – the folio is constituted by a range of writing styles such as Personal, Imaginative, Narrative, Persuasive, Argumentative and Informative writing.
- Oral Performance – Debates and Oral Presentations.
- Written Examinations – mid-year and end of year.

Language and Literature Objectives

Objective A: Analysing

I. analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts,

II. analyse the effects of the creator's choices on an audience,

III. justify opinions and ideas, using examples, explanations and terminology, and

IV. evaluate similarities and differences by connecting features across and within genres and texts.

Objective B: Organizing

I. employ organizational structures that serve the context and intention,

II. organize opinions and ideas in a sustained, coherent and logical manner, and

III. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Objective C: Producing text

I.   produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process,

II. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience, and

III. select relevant details and examples to develop ideas.

Objective D: Using language

I.   use appropriate and varied vocabulary, sentence structures and forms of expression,

II. write and speak in a register and style that serve the context and intention,

III. use correct grammar, syntax and punctuation,

IV. spell (alphabetic languages), write (character languages) and pronounce with accuracy, and

V.   use appropriate non-verbal communication techniques.

Language and Literature Assessment Criteria

	Criterion A: Analysing	Criterion B: Organizing	Criterion C: Producing text	Criterion D: Using language
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1-2	The student: i. provides **limited** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides **limited** analysis of the effects of the creator's choices on an audience iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology iv. evaluates **few** similarities and differences by making **minimal** connections in features across and within genres and texts.	The student: i. makes **minimal** use of organizational structures though these may not always serve the context and intention ii. organizes opinions and ideas with a **minimal degree of coherence and logic** iii. makes **minimal** use of referencing and formatting tools to create a presentation style that may **not always be suitable** to the context and intention.	The student: i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of insight, imagination or sensitivity and **minimal** exploration of and critical reflection on new perspectives and ideas ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience iii. selects **few** relevant details and examples to develop ideas.	The student: i. uses a **limited** range of appropriate vocabulary and forms of expression ii. writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention iii. uses grammar, syntax and punctuation with **limited** accuracy; errors **often hinder** communication iv. spells/writes and pronounces with **limited** accuracy; errors **often hinder** communication v. makes **limited and/or inappropriate** use of non-verbal communication techniques.
3-4	The student: i. provides **adequate** analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides **adequate** analysis of the effects of the creator's choices on an audience iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology iv. evaluates **some** similarities and differences by making **adequate** connections in features across and within genres and texts.	The student: i. makes **adequate** use of organizational structures that serve the context and intention ii. organizes opinions and ideas with **some degree of coherence and logic** iii. makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.	The student: i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** insight, imagination or sensitivity and **some** exploration of and critical reflection on new perspectives and ideas ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience iii. selects **some** relevant details and examples to develop ideas.	The student: i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression ii. **sometimes** writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication iv. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication v. makes **some** use of appropriate non-verbal communication techniques.
5-6	The student: i. **competently** analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. **competently** analyses the effects of the creator's choices on an audience iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology iv. evaluates similarities and differences by making **substantial** connections in features across and within genres and texts.	The student: i. makes **competent** use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other iii. makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.	The student: i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** insight, imagination or sensitivity and **substantial** exploration of and critical reflection on new perspectives and ideas ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience iii. selects **sufficient** relevant details and examples to develop ideas.	The student: i. uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently** ii. writes and speaks **competently** in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication iv. spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication v. makes **sufficient** use of appropriate non-verbal communication techniques.

7-8	The student:	The student:	The student:	The student:
	i. provides **perceptive** analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. **perceptively** analyses the effects of the creator's choices on an audience iii. gives **detailed justification of** opinions and ideas with a range of examples, and **thorough** explanations; uses **accurate** terminology iv. **perceptively compares and contrasts** by making **extensive** connections in features across and within genres and texts.	i. makes **sophisticated** use of organizational structures that serve the context and intention **effectively** ii. **effectively** organizes opinions and ideas in a **sustained**, **coherent and logical** manner with ideas building on each other in a **sophisticated** way iii. makes **excellent** use of referencing and formatting tools to create an **effective** presentation style.	i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and **perceptive** exploration of and critical reflection on new perspectives and ideas ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience iii. selects **extensive** relevant details and examples to develop ideas with **precision**.	i. **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a **consistently appropriate** register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** iv. spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective** v. makes **effective** use of appropriate non-verbal communication techniques.

Individuals and Societies (Humanities)

THE MODERN WORLD AND AUSTRALIA

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

The key inquiry questions in Semester one are:

- What management options exist for sustaining human and natural systems into the future?
- What were the consequences of World War II? How did these consequences shape the modern world?

Unit 1 : Geographical Knowledge and Understanding

1. Environmental Change and management – the human-induced environmental changes that challenge sustainability.
2. Geographies of Human wellbeing – the different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places.

Unit 2: World War Two

1. An overview of the causes and course of World War Two.
2. An examination of significant events of World War II, including the Holocaust and use of the atomic bomb.
3. The experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore).
4. The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship).
5. The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia.

The key inquiry question in Semester Two are:
- How have government immigration policies reflected Australia's changing place in the world?

Unit 2: Rights and Freedoms (1945-present)

1. The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration.
2. Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations.
3. The US civil rights movement and its influence on Australia.
4. The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations) and the Apology.
5. Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle.
6. The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007).

Unit 3: Migration experiences (1945 – present)

1. The waves of post-World War II migration to Australia, including the influence of significant world events.
2. The impact of changing government policies on Australia's migration patterns, including abolishing the White Australia Policy and 'Populate or Perish'.
3. The impact of at least ONE world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees.
4. The contribution of migration to Australia's changing identity as a nation and to its international relationships.

School Assessed Coursework

- Source Analysis
- Comprehension tasks
- Short answer test
- Research Project – Rights and Freedoms
- Task: Rabbit Proof Fence
- PowerPoint presentation
- End of semester exam
- Extended writing

<u>Individuals and Societies Objectives</u>

Objective A: Knowing and understanding

    i.   use a wide range of terminology in context,

   ii.   demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

Objective B: Investigating

    i.   formulate a clear and focused research question and justify its relevance,

   ii.   formulate and follow an action plan to investigate a research question,

  iii.   use research methods to collect and record appropriate, varied and relevant information, and

  iv.   evaluate the research process and results.

Objective C: Communicating

    i.   communicate information and ideas effectively using an appropriate style for the audience and purpose,

   ii.   structure information and ideas in a way that is appropriate to the specified format, and

  iii.   document sources of information using a recognized convention.

Objective D: Thinking critically

    i.   discuss concepts, issues, models, visual representation and theories,

   ii.   synthesize information to make valid, well-supported arguments,

  iii.   analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations, and

  iv.   interpret different perspectives and their implications.

Individuals and Societies Assessment Criteria

	Criterion A: Knowing and understanding	Criterion B: Investigating	Criterion C: Communicating	Criterion D: Thinking critically
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1-2	The student: I. uses **limited** relevant terminology II. demonstrates **basic** knowledge and understanding of content and concepts with **minimal** descriptions and/or examples.	The student: I. formulates a research question that is clear **or** focused and **describes** its relevance II. formulates a **limited** action plan to investigate a research question or does not follow a plan III. collects and records **limited** information, not always consistent with the research question IV. makes a **limited** evaluation of the process and results of the investigation.	The student: I. communicates information and ideas in **a limited way**, using a style that is **limited** in its appropriateness to the audience and purpose II. structures information and ideas according to the specified format in a **limited way** III. documents sources of information in a **limited way**.	The student: I. **analyses** concepts, issues, models, visual representation and theories to a **limited extent** II. **summarizes** information to a **limited extent** to make arguments III. **describes a limited number of** sources/data in terms of origin and purpose and recognizes **few** values and limitation IV. **identifies** different perspectives and **minimal** implications.
3-4	The student: I. uses **some** terminology **accurately** and **appropriately** II. demonstrates **adequate** knowledge and understanding of content and concepts through **satisfactory** descriptions, explanations and examples.	The student: I. formulates a research question that is **clear** and **focused** and **describes** its relevance in detail II. formulates and **somewhat** follows a **partial** action plan to investigate a research question III. uses a research method(s) to collect and record **mostly relevant** information IV. evaluates **some** aspects **of** the process and results of the investigation.	The student: I. communicates information and ideas **satisfactorily** by using a style that is **somewhat** appropriate to the audience and purpose II. structures information and ideas in a way that is **somewhat** appropriate to the specified format III. **sometimes** documents sources of information using a recognized convention.	The student: I. **analyses** concepts, issues, models, visual representation and theories II. **summarizes** information to make arguments III. **analyses and/or evaluates** sources/data in terms of origin and purpose, recognizing **some** values and limitations IV. **interprets** different perspectives and **some** of their implications.

		The student:	The student:	The student:	The student:
5-6		I. uses a **range** of terminology **accurately** and **appropriately** II. demonstrates **substantial** knowledge and understanding of content and concepts through **accurate** descriptions, explanations and examples.	I. formulates a **clear** and **focused** research question and **explains** its relevance II. formulates and follows a **substantial** action plan to investigate a research question III. uses research method(s) to collect and record **appropriate**, **relevant** information IV. **evaluates** the process and results of the investigation.	I. communicates information and ideas **accurately** by using a style that is **mostly** appropriate to the audience and purpose II. structures information and ideas in a way that is **mostly** appropriate to the specified format III. **often** documents sources of information using a recognized convention.	I. **discusses** concepts, issues, models, visual representation and theories II. **synthesizes** information to make **valid** arguments III. **effectively analyses** and **evaluates a range** of sources/data in terms of origin and purpose, recognizing values and limitations IV. **interprets** different perspectives and their implications.
7-8		I. **consistently** uses **a wide range** of terminology **effectively** II. demonstrates **detailed** knowledge and understanding of content and concepts through **thorough**, **accurate** descriptions, explanations and examples.	I. formulates a **clear** and **focused** research question and **justifies** its relevance II. formulates and **effectively** follows a **comprehensive** action plan to investigate a research question III. uses research methods to collect and record **appropriate**, **varied and relevant** information IV. **thoroughly** evaluates the investigation process and results.	I. communicates information and ideas **effectively** and **accurately** by using a style that is **completely** appropriate to the audience and purpose II. structures information and ideas in a way that is **completely** appropriate to the specified format III. **consistently** documents sources of information using a recognized convention.	I. completes a **detailed discussion** of concepts, issues, models, visual representation and theories II. **synthesizes** information to make **valid, well-supported** arguments III. **effectively analyses** and **evaluates a wide range** of sources/data in terms of origin and purpose, recognizing values and limitations IV. **thoroughly interprets** a **range** of different perspectives and their implications.

Language Acquisition (LOTE)

The Year 10 Language Acquisition course is designed to develop and extend students' knowledge of the selected language. The course provides students with the opportunity to explore the literature and culture of the spoken language through the study of a wide range of texts. It aims to develop their skills in speaking, listening, reading and writing in the target language. It also provides the opportunity to develop their knowledge and understanding of historical and contemporary issues.

Target languages studied in year 10 include;

- Arabic,
- French, or
- Turkish.

Areas of Study:

Semester one	Semester two
Media: Current and Youth Issues	Health: Food, Nutrition and Hygiene
Culture and Tradition Impact on Migration	Technology

School Assessed Coursework:

The following tasks will be undertaken by students during the year.

- Oral communication
- Visual Interpretation
- Reading comprehension
- Writing

Language Acquisition Objectives

Objective A: Comprehending spoken and visual texts
  I.   analyse and draw conclusions from information, main ideas and supporting details in social and some academic situations,
  II. analyse conventions, and
  I.   engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Objective B: Comprehending written and visual texts
  I.   analyse and draw conclusions from information, main ideas and supporting details,
  II. analyse basic conventions including aspects of format and style, and author's purpose for writing, and
  III. engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Objective C: Communicating in response to spoken, written, and visual text

I.   respond appropriately to spoken, written and visual text in a range of social and some academic situations,

II.   engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance,

III. express ideas, opinions and feelings, and communicate information in a wide range of situations' and

IV.   communicate with a sense of register, purpose and style.

Objective D: Using language in spoken and written form

I.   write and speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency,

II.   organize information and ideas; use a wide range of cohesive devices, and

III. use language to suit the context.

Language Acquisition Assessment Criteria

	Criterion A: Comprehending spoken and visual text	Criterion B: Comprehending written and visual text	Criterion C: Communicating in response to spoken, written and visual text	Criterion D: Using language in spoken and written form
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1-2	The student: I. **has difficulty** analysing information or main ideas and supporting details; **is not able** to draw conclusions II. **has difficulty** analysing conventions III. engages **minimally** with the spoken and visual text by analysing **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective. IV. the student shows **limited** understanding of the content, context and concepts of the text as a whole.	The student: I. **has difficulty** analysing information or main ideas and supporting details; **is not able** to draw conclusions II. **has difficulty** analysing basic conventions including aspects of format and style, and author's purpose for writing III. engages **minimally** with the written and visual text by analysing **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions from a global perspective. IV. the student shows **limited** understanding of the content, context and concepts of the text as a whole.	The student: I. makes **limited** attempt to respond to spoken, written and visual text; responses are **often inappropriate** II. engages **minimally** in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance III. expresses **few** ideas, opinions and feelings, and communicates **minimal** information in various situations IV. communicates with a **limited** sense of register, purpose and style.	The student: I. has **difficulty** to write/speak using a range of vocabulary, complex grammatical structures and conventions; speaks with **many** errors in intonation and pronunciation, affecting fluency and making understanding difficult II. organizes **limited** information, and cohesive devices are **not used** III. makes **minimal** use of language to suit the context.
3-4	The student: I. analyses **adequately** and draws some conclusions from information, main ideas and supporting details II. analyses **some** conventions III. engages **adequately** with the spoken and visual text by analysing **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. IV. the student shows **some** understanding of the content, context and concepts of the text as a whole.	The student: I. analyses **adequately** and draws **some** conclusions from information, main ideas and supporting details II. analyses **some** basic conventions including aspects of format and style, and author's purpose for writing III. engages **adequately** with the written and visual text by analysing **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions from a global perspective. IV. the student shows **some** understanding of the content, context and concepts of the text as a whole.	The student: I. responds to spoken, written and visual text, though **some responses may be inappropriate** II. engages **to some degree** in rehearsed and unrehearsed exchanges to share **some** ideas on topics of personal and global significance III. expresses **some** ideas, opinions and feelings, and communicates **some** information in a **range** of situations; ideas are not always relevant or detailed IV. communicates **with** some sense of register, purpose and style.	The student: I. writes/speaks using a range of vocabulary, complex grammatical structures and conventions, with **some inappropriate choices**; speaks with **some** errors in intonation and pronunciation, affecting fluency and sometimes making understanding difficult II. organizes **some** information and ideas, and uses a **limited** range of cohesive devices, not always **appropriately** III. uses language to suit the context to **some degree**.

5-6	The student: I. analyses **considerably** and draws conclusions from information, main ideas and supporting details II. analyses **most** conventions III. engages **considerably** with the spoken and visual text by analysing most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. IV. the student shows **considerable** understanding of the content, context and concepts of the text as a whole.	The student: I. analyses **considerably** and draws conclusions from information, main ideas and supporting details II. analyses **most** basic conventions including aspects of format and style, and author's purpose for writing III. engages **considerably** with the written and visual text by analysing **most** ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. IV. the student shows **considerable** understanding of the content, context and concepts of the text as a whole.	The student: I. responds **appropriately** to spoken, written and visual text II. engages **considerably** in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance III. expresses ideas, opinions and feelings, and communicates information in **a range** of situations; ideas are relevant and detailed IV. communicates with a **considerable** sense of register, purpose and style.	The student: I. writes/speaks making **good** use of a range of vocabulary, complex grammatical structures and conventions, **generally accurately**; speaks with fluency and **some** errors in intonation, though this does not interfere with comprehensibility II. organizes information and ideas **well**, and uses a **range** of cohesive devices **accurately** III. **usually** uses language to suit the context.
7-8	The student: I. analyses **thoroughly** and draws conclusions from information, main ideas and supporting details II. analyses conventions III. engages **thoroughly** with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. IV. the student shows **thorough** understanding of the content, context and concepts of the text as a whole.	The student: I. analyses **thoroughly** and draws conclusions from information, main ideas and supporting details II. analyses basic conventions including aspects of format and style, and author's purpose for writing III. engages **thoroughly** with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. IV. the student shows **thorough** understanding of the content, context and concepts of the text as a whole.	The student: I. responds **in detail** and **appropriately** to spoken, written and visual text II. engages **confidently** in rehearsed and unrehearsed exchanges to share a **variety** of **informative and organized** ideas on a **range** of topics of personal and global significance III. **effectively** expresses **a wide range** of ideas, opinions and feelings, and communicates information in **a wide range** of situations; ideas are **relevant** and **developed**, reflecting a good understanding of the topic. Opinions are supported by examples and illustrations IV. communicates with an **excellent** sense of register, purpose and style.	The student: I. Writes/speaks **effectively** using a range of vocabulary, complex grammatical structures and conventions **accurately**; **occasional errors do not interfere with communication**. Speaks with **excellent** intonation and fluency, making communication easy II. organizes information and ideas **into a clear and effective** structure; uses a wide range of cohesive devices **accurately**, **enhancing** the development of ideas III. uses language **effectively** to suit the context.

MATHEMATICS

The Year 10 Mathematics course is designed to improve the students' background in mathematics and act as a preparatory course for the IB Diploma and VCE. Mathematical skills in expanding and factorising, trigonometry, linear and quadratic relationships, probability and statistics are developed and enhanced throughout the course.

Areas of Study:

Semester one	Semester two
Measurement	Probability
Linear Relationships	Non-Linear Relationships (Quadratics)
Trigonometry	Statistics
Coordinate Geometry	

Note: There is variation in the detail and complexity of the topics covered depending on the level of mathematics that students undertake.

School Assessed Coursework:

- Workbook and homework
- Topic tests
- Problem solving (worded problems)
- Projects
- Computer investigations
- Graphics calculator investigations
- Written examinations – mid-year and end of year

Mathematics Objectives

Objective A: Knowing and understanding

I. select appropriate mathematics when solving problems in both familiar and unfamiliar situations,

II. apply the selected mathematics successfully when solving problems, and

III. solve problems correctly in a variety of contexts.

Objective B: Investigating patterns

I. select and apply mathematical problem-solving techniques to discover complex patterns,

II. describe patterns as general rules consistent with findings, and

III. prove, or verify and justify, general rules.

Objective C: Communicating

I.   use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations,

II.   use appropriate forms of mathematical representation to present information,

III.   move between different forms of mathematical representation,

IV.   communicate complete, coherent and concise mathematical lines of reasoning, and

V.   organize information using a logical structure.

Objective D: Applying mathematics in real-life contexts

I.   identify relevant elements of authentic real-life situations,

II.   select appropriate mathematical strategies when solving authentic real-life situations,

III.   apply the selected mathematical strategies successfully to reach a solution,

IV.   justify the degree of accuracy of a solution, and

V.   justify whether a solution makes sense in the context of the authentic real-life situation.

Mathematics Assessment Criteria

	Criterion A: Knowing and understanding	Criterion B: Investigating patterns	Criterion C: Communicating	Criterion D: Applying mathematics in real-life contexts
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1-2	The student is able to: I. **select** appropriate mathematics when solving simple problems in familiar situations II. **apply** the selected mathematics successfully when solving these problems III. generally **solve** these problems correctly.	The student is able to: i. **apply**, with teacher support, mathematical problem-solving techniques to discover simple patterns ii. **state** predictions consistent with patterns.	The student is able to: i. **use** limited mathematical language ii. **use** limited forms of mathematical representation to present information iii. **communicate** through lines of reasoning that are difficult to interpret.	The student is able to: i. **identify** some of the elements of the authentic real-life situation ii. **apply** mathematical strategies to find a solution to the authentic real-life situation, with limited success.
3-4	The student is able to: i. **select** appropriate mathematics when solving more complex problems in familiar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.	The student is able to: i. **apply** mathematical problem-solving techniques to discover simple patterns ii. **suggest** general rules consistent with findings.	The student is able to: i. **use** some appropriate mathematical language ii. **use** appropriate forms of mathematical representation to present information adequately iii. **communicate** through lines of reasoning that are complete iv. adequately **organize** information using a logical structure.	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **select**, with some success, adequate mathematical strategies to model the authentic real-life situation iii. **apply** mathematical strategies to reach a solution to the authentic real-life situation iv. **discuss** whether the solution makes sense in the context of the authentic real-life situation.

5-6	The student is able to: i. **select** appropriate mathematics when solving challenging problems in familiar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.	The student is able to: i. **select** and apply mathematical problem-solving techniques to discover complex patterns ii. **describe** patterns as general rules consistent with findings iii. **verify** the validity of these general rules.	The student is able to: i. usually **use** appropriate mathematical language ii. usually **use** appropriate forms of mathematical representation to present information correctly iii. usually move between different forms of mathematical representation iv. **communicate** through lines of reasoning that are complete and coherent v. **present** work that is usually organized using a logical structure.	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **select** adequate mathematical strategies to model the authentic real-life situation iii. **apply** the selected mathematical strategies to reach a valid solution to the authentic real-life situation iv. **explain** the degree of accuracy of the solution v. **explain** whether the solution makes sense in the context of the authentic real-life situation.
7-8	The student is able to: i. **select** appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.	The student is able to: i. **select** and **apply** mathematical problem-solving techniques to discover complex patterns ii. **describe** patterns as general rules consistent with correct findings iii. **prove**, or **verify** and **justify**, these general rules.	The student is able to: i. consistently **use** appropriate mathematical language ii. **use** appropriate forms of mathematical representation to consistently present information correctly iii. move effectively between different forms of mathematical representation iv. **communicate** through lines of reasoning that are complete, coherent and concise v. **present** work that is consistently organized using a logical structure.	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **select** appropriate mathematical strategies to model the authentic real-life situation iii. **apply** the selected mathematical strategies to reach a correct solution to the authentic real-life situation iv. **justify** the degree of accuracy of the solution v. **justify** whether the solution makes sense in the context of the authentic real-life situation.

SCIENCES

Year 10 students will study a general science course which will include Biology, Chemistry and Physics. This course is designed to enhance student's knowledge in preparation for Years 11 and 12 whilst providing 'hands on' opportunities that will enable students to develop a variety of practical skills essential for scientific research and methodology.

The science course at Year 10 is structured so that teachers who are specialised in their learning areas teach students over the year. Classes rotate at the end of semester 1 to ensure all topics are covered.

Students are assessed by the MYP Criterion which has been mapped to cover the national curriculum in Science for 2014.

Semester 1 & 2

Areas of Study:

- **Biology:**   Human Genetics & Evolution
- **Physics:**   Force, Motion, Energy, Global Systems and The Big Bang Theory
- **Chemistry:**   Atomic Theory and Periodicity; Chemical Reactions

- **School Assessed Coursework:**
- Research Projects
- Experiments and Investigations
- Data Analysis
- Topic tests
- Written examinations – mid-year and end of year

Sciences Objectives

Objective A: Knowing and understanding

   i.   explain scientific knowledge,

   ii.   apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations, and

   iii.   analyse and evaluate information to make scientifically supported judgments.

Objective B: Inquiring and designing

   i.   explain a problem or question to be tested by a scientific investigation,

   ii.   formulate a testable hypothesis and explain it using scientific reasoning,

   iii.   explain how to manipulate the variables, and explain how data will be collected, and

   iv.   design scientific investigations.

Objective C: Processing and evaluating

i.   present collected and transformed data,

ii.   interpret data and explain results using scientific reasoning,

iii.   evaluate the validity of a hypothesis based on the outcome of the scientific investigation,

iv.   evaluate the validity of the method, and

v.   explain improvements or extensions to the method.

Objective D: Reflecting on the impact of Science

i.   explain the ways in which Science is applied and used to address a specific problem or issue,

ii.   discuss and evaluate the various implications of the use of Science and its application in solving a specific problem or issue,

iii.   apply scientific language effectively, and

iv.   document the work of others and sources of information used.

Sciences Assessment Criteria

	Criterion A: Knowing and understanding	Criterion B: Inquiring and designing	Criterion C: Processing and evaluating	Criterion D: Reflecting on the impacts of science
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1-2	The student is able to: I. **state** scientific knowledge II. apply scientific knowledge and understanding to **suggest solutions** to problems set in **familiar situations** III. **interpret** information to make **judgments**.	The student is able to: i. **state** a problem or question to be tested by a scientific investigation ii. **outline** a testable hypothesis iii. **outline** the variables iv. **Design** a method, **with limited success.**	The student is able to: i. **collect and present** data in numerical and/or visual forms ii. **interpret** data iii. **state** the validity of a hypothesis based on the outcome of a scientific investigation iv. **state** the validity of the method based on the outcome of a scientific investigation v. **state** improvements or extensions to the method.	The student is able to: i. **outline** the ways in which science is used to address a specific problem or issue ii. **outline** the implications of using science to solve a specific problem or issue, interacting with a factor iii. **apply** scientific language to communicate understanding but does so **with limited success** iv. document sources, with **limited success**.
3-4	The student is able to: i. **outline** scientific knowledge ii. apply scientific knowledge and understanding to **solve problems** set in **familiar situations** iii. **interpret** information to make **scientifically supported judgments**.	The student is able to: i. **outline** a problem or question to be tested by a scientific investigation ii. **formulate** a testable hypothesis **using scientific reasoning** iii. **outline** how to manipulate the variables, and **outline** how **relevant data** will be collected iv. design a **safe method** in which he or she **selects materials and equipment**	The student is able to: i. **correctly collect and present** data in numerical and/or visual forms ii. **accurately interpret** data and **explain** results iii. **outline** the validity of a hypothesis based on the outcome of a scientific investigation iv. **outline** the validity of the method based on the outcome of a scientific investigation v. **outline** improvements or extensions to the method that would benefit the scientific investigation.	The student is able to: i. **summarize** the ways in which science is applied and used to address a specific problem or issue ii. **describe** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **sometimes apply** scientific language to communicate understanding iv. **sometimes** document sources correctly.

5-6	The student is able to: i. **describe** scientific knowledge ii. apply scientific knowledge and understanding to **solve problems** set in **familiar situations** and **suggest solutions** to problems set in **unfamiliar situations** iii. **analyse** information to make **scientifically supported judgments**.	The student is able to: i. **describe** a problem or question to be tested by a scientific investigation ii. **formulate and explain** a testable hypothesis **using scientific reasoning** iii. **describe** how to manipulate the variables, and **describe** how **sufficient, relevant data** will be collected iv. design a **complete and safe method** in which he or she selects **appropriate materials and equipment**.	The student is able to: i. **correctly collect, organize and present** data in numerical and/or visual forms ii. **accurately interpret** data and **explain** results **using scientific reasoning** iii. **discuss** the validity of a hypothesis based on the outcome of a scientific investigation iv. **discuss** the validity of the method based on the outcome of a scientific investigation v. **describe** improvements or extensions to the method that would benefit the scientific investigation.	The student is able to: i. **describe** the ways in which science is applied and used to address a specific problem or issue ii. **discuss** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **usually apply** scientific language to communicate understanding clearly and precisely iv. **usually** document sources correctly.
7-8	The student is able to: i. **explain** scientific knowledge ii. apply scientific knowledge and understanding to **solve problems** set in **familiar and unfamiliar situations** iii. **analyse** and **evaluate** information to make **scientifically supported judgments**.	The student is able to: i. **explain** a problem or question to be tested by a scientific investigation ii. **formulate and explain** a testable hypothesis **using correct scientific reasoning** iii. **explain** how to manipulate the variables, and **explain** how **sufficient, relevant data** will be collected iv. **design** a **logical, complete and safe method** in which he or she **selects appropriate materials and equipment**.	The student is able to: i. **correctly collect, organize, transform and present** data in numerical and/ or visual forms ii. **accurately interpret** data and **explain** results **using correct scientific reasoning** iii. **evaluate** the validity of a hypothesis based on the outcome of a scientific investigation iv. **evaluate** the validity of the method based on the outcome of a scientific investigation v. **explain** improvements or extensions to the method that would benefit the scientific investigation.	The student is able to: i. **explain** the ways in which science is applied and used to address a specific problem or issue ii. **discuss and evaluate** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **consistently apply** scientific language to communicate understanding **clearly and precisely** iv. document sources **completely**.

RELIGIOUS EDUCATION

The Year 10 Religious Studies course is designed to encourage students to reaffirm their faith at a much higher level than in previous years. In Term One, students will complete the middle years course by completing the sixth article of faith – Belief in the Qadar. Students will research different aspects of the Qadar and examine its implication in their lives.

In Term Two, students will explore in depth, the existence of God, his attributes and the aspects of unity. These will be studied from a rational and logical perspective.

In Term Three, students will examine the role of Shariah in the lives of Muslims beyond basic laws. Students will examine the fundamentals and sources of Shariah, Mazhabs, Halal, Haram, major sins and Justice in Islam.

In Term Four, students will explore the tools necessary to pursue a spiritual life and examine the journey of at least 3 past and contemporary famous personalities.

Areas of Study:

- Belief in Qadar
- Islamic Law
- Reasons for God's existence
- View of religious quest/approach
  - Text analysis of Surah Yusuf

School Assessed Coursework:

- Tests
- Essays
- Class presentations
- Reflective writing
- Examinations
- Case Studies
- Text analysis / exegetical tasks

Religious Education Assessment Criteria

	Criterion A: Knowing and understanding	Criterion B: Investigating	Criterion C: Communicating	Criterion D: Thinking critically
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1-2	The student: i. uses **limited** relevant terminology ii. demonstrates **basic** knowledge and understanding of content and concepts with **minimal** descriptions and/or examples.	The student: i. formulates a research question that is clear **or** focused and **describes** its relevance ii. formulates a **limited** action plan to investigate a research question or does not follow a plan iii. collects and records **limited** information, not always consistent with the research question iv. makes a **limited** evaluation of the process and results of the investigation.	The student: i. communicates information and ideas in **a limited way**, using a style that is **limited** in its appropriateness to the audience and purpose ii. structures information and ideas according to the specified format in a **limited way** iii. documents sources of information in a **limited way**.	The student: i. **analyses** concepts, issues, models, visual representation and theories to a **limited extent** ii. **summarizes** information to a **limited extent** to make arguments iii. **describes a limited number of** sources/data in terms of origin and purpose and recognizes **few** values and limitation iv. **identifies** different perspectives and **minimal** implications.
3-4	The student: i. uses **some** terminology **accurately** and **appropriately** ii. demonstrates **adequate** knowledge and understanding of content and concepts through **satisfactory** descriptions, explanations and examples.	The student: i. formulates a research question that is **clear** and **focused** and **describes** its relevance in detail ii. formulates and **somewhat** follows a **partial** action plan to investigate a research question iii. uses a research method(s) to collect and record **mostly relevant** information iv. evaluates **some** aspects **of** the process and results of the investigation.	The student: i. communicates information and ideas **satisfactorily** by using a style that is **somewhat** appropriate to the audience and purpose ii. structures information and ideas in a way that is **somewhat** appropriate to the specified format iii. **sometimes** documents sources of information using a recognized convention.	i. The student: ii. **analyses** concepts, issues, models, visual representation and theories iii. **summarizes** information to make arguments iv. **analyses and/or evaluates** sources/data in terms of origin and purpose, recognizing **some** values and limitations v. **interprets** different perspectives and **some** of their implications.

5-6	The student: i. uses a **range** of terminology **accurately** and **appropriately** ii. demonstrates **substantial** knowledge and understanding of content and concepts through **accurate** descriptions, explanations and examples.	The student: i. formulates a **clear** and **focused** research question and **explains** its relevance ii. formulates and follows a **substantial** action plan to investigate a research question iii. uses research method(s) to collect and record **appropriate**, **relevant** information iv. **evaluates** the process and results of the investigation.	The student: i. communicates information and ideas **accurately** by using a style that is **mostly** appropriate to the audience and purpose ii. structures information and ideas in a way that is **mostly** appropriate to the specified format iii. **often** documents sources of information using a recognized convention.	The student: i. **discusses** concepts, issues, models, visual representation and theories ii. **synthesizes** information to make **valid** arguments iii. **effectively analyses** and **evaluates a range** of sources/data in terms of origin and purpose, recognizing values and limitations iv. **interprets** different perspectives and their implications.
7-8	The student: i. **consistently** uses **a wide range** of terminology **effectively** ii. demonstrates **detailed** knowledge and understanding of content and concepts through **thorough**, **accurate** descriptions, explanations and examples.	The student: i. formulates a **clear** and **focused** research question and **justifies** its relevance ii. formulates and **effectively** follows a **comprehensive** action plan to investigate a research question iii. uses research methods to collect and record **appropriate**, **varied and relevant** information iv. **thoroughly** evaluates the investigation process and results.	The student: i. communicates information and ideas **effectively** and **accurately** by using a style that is **completely** appropriate to the audience and purpose ii. structures information and ideas in a way that is **completely** appropriate to the specified format iii. **consistently** documents sources of information using a recognized convention.	The student: i. completes a **detailed discussion** of concepts, issues, models, visual representation and theories ii. **synthesizes** information to make **valid, well-supported** arguments iii. **effectively analyses** and **evaluates a wide range** of sources/data in terms of origin and purpose, recognizing values and limitations iv. **thoroughly interprets** a **range** of different perspectives and their implications.

ART

The Year 10 Art curriculum has been devised to prepare students for studies in VCE Studio Arts, VCE Visual Communication and Design (VCD) and IB Visual Art.

In Semester one and two students will explore the key concept of 'Communication'. They will refine their knowledge and understanding of Art and Artists, develop their ability to think critically and develop their information literacy skills. Students will create artistic responses that reflect on the world around them. Students will be required to regularly maintain a Visual Journal that is evidence of their learning and will be used for assessment. Students will also be required to produce a final outcome piece in each semester.

Areas of Study
- Semester 1 Visual Art part 1
- Semester 2 Visual Art part 2

School Assessed Coursework
- Visual Journal
- Research and analysis
- Oral presentation
- Refined Art work

Art Objectives

Objective A: Knowing and understanding
i.   demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology,
ii. demonstrate an understanding of the role of the art form in original or displaced contexts, and
iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Objective B: Developing skills
i.   demonstrate the acquisition and development of the skills and techniques of the art form studied, and
ii. demonstrate the application of skills and techniques to create, perform and/or present art.

Objective C: Thinking creatively

i.   develop a feasible, clear, imaginative and coherent artistic intention,
ii. demonstrate a range and depth of creative-thinking behaviours, and
iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

Objective D: Responding

i.   construct meaning and transfer learning to new settings,
ii. create an artistic response that intends to reflect or impact on the world around them, and
iii. critique the artwork of self and others.

ART and Design Assessment Criteria

	Criterion A: Knowing and understanding	Criterion B: Developing skills	Criterion C: Thinking creatively	Criterion D: Responding
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1-2	The student: I. demonstrates **limited** knowledge and understanding of the art form studied, including concepts, processes, and **limited** use of subject-specific terminology II. demonstrates **limited** understanding of the role of the art form in original or displaced contexts III. demonstrates **limited** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.	The student: I. demonstrates **limited** acquisition and development of the skills and techniques of the art form studied II. demonstrates **limited** application of skills and techniques to create, perform and/or present art.	The student: I. develops a **limited** artistic intention that is **rarely** feasible, clear, imaginative **or** coherent II. demonstrates a **limited** range **or** depth of creative-thinking behaviours III. demonstrates **limited** exploration of ideas to shape artistic intention that **may reach** a point of realization.	The student: I. constructs **limited** meaning and **may** transfer learning to new settings II. creates a **limited** artistic response that **may** intend to reflect or impact on the world around him or her III. presents a **limited** critique of the artwork of self and others.
3-4	The student: I. demonstrates **adequate** knowledge and understanding of the art form studied, including concepts, processes, and **adequate** use of subject-specific terminology II. demonstrates **adequate** understanding of the role of the art form in original or displaced contexts III. demonstrates **adequate** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.	The student: I. demonstrates **adequate** acquisition and development of the skills and techniques of the art form studied II. demonstrates **adequate** application of skills and techniques to create, perform and/or present art.	The student: I. develops an **adequate** artistic intention that is **occasionally** feasible, clear, imaginative **and/or** coherent II. demonstrates an **adequate** range **and** depth of creative-thinking behaviours III. demonstrates **adequate** exploration of ideas to shape artistic intention **through to** a point of realization.	The student: I. constructs **adequate** meaning and **occasionally** transfers learning to new settings II. creates an **adequate** artistic response that intends to reflect or impact on the world around him or her III. presents an **adequate** critique of the artwork of self and others.

5-6	The student: I. demonstrates **substantial** knowledge and understanding of the art form studied, including concepts, processes, and **substantial** use of subject-specific terminology II. demonstrates **substantial** understanding of the role of the art form in original or displaced contexts III. demonstrates **substantial** use of acquired knowledge to purposefully inform artistic decisions.	The student: I. demonstrates **substantial** acquisition and development of the skills and techniques of the art form studied II. demonstrates **substantial** application of skills and techniques to create, perform and/or present art.	The student: I. develops a **substantial** artistic intention that is **often** feasible, clear, imaginative **and** coherent II. demonstrates a **substantial** range and depth of creative-thinking behaviours III. demonstrates **substantial** exploration of ideas to **purposefully** shape artistic intention **through to** a point of realization.	The student: I. constructs **appropriate** meaning and **regularly** transfers learning to new settings II. creates a **substantial** artistic response that intends to reflect or impact on the world around him or her III. presents a **substantial** critique of the artwork of self and others.
7-8	The student: I. demonstrates **excellent** knowledge and understanding of the art form studied, including concepts, processes, and **excellent** use of subject-specific terminology II. demonstrates **excellent** understanding of the role of the art form in original or displaced contexts III. demonstrates **excellent** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.	The student: I. demonstrates **excellent** acquisition and development of the skills and techniques of the art form studied II. demonstrates **excellent** application of skills and techniques to create, perform and/or present art.	The student: I. develops an **excellent** artistic intention that is **consistently** feasible, clear, imaginative **and** coherent II. demonstrates an **excellent** range and depth of creative-thinking behaviours III. demonstrates **excellent** exploration of ideas to **effectively** shape artistic intention **through to** a point of realization.	The student: I. constructs meaning **with depth and insight** and **effectively** transfers learning to new settings II. creates an **excellent** artistic response that intends to **effectively** reflect or impact on the world around him or her III. presents an **excellent** critique of the artwork of self and others.

<u>DESIGN</u>

Design at Year 10 is a core subject that consists of two periods per week for the academic year. This subject is designed and assessed in keeping with the demands of the IB Design Subject Curriculum. It is anticipated that the course will be extensively practical in nature with students being encouraged to complete problem solving assignments and/or case studies based on a variety of application software programs, many of which will be new to them. Assessment is therefore based on project results, rather than an end of semester examination.

<u>Areas of Study:</u>
- Website development
- Robotics

<u>School Assessed Coursework:</u>

Assessment will take the form of Outcome Assignments at the end of each unit of work – assignments will be assessed according to the MYP Criterion of Inquiring and Analysing, Developing Ideas, Creating the solution and Evaluating

<u>Design Objectives</u>

Objective A: Inquiring and analysing

 i.   explain and justify the need for a solution to a problem for a specified client/target audience,
 ii.   identify and prioritize the primary and secondary research needed to develop a solution to the problem,
 iii.   analyse a range of existing products that inspire a solution to the problem, and
 iv.   develop a detailed design brief, which summarizes the analysis of relevant research.

Objective B: Developing ideas
 i.   develop a design specification, which clearly states the success criteria for the design of a solution,
 ii.   develop a range of feasible design ideas, which can be correctly interpreted by others,
 iii.   present the chosen design and justify its selection, and
 iv.   develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

Objective C: Creating the solution

 i.   construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution,
 ii.   demonstrate excellent technical skills when making the solution
 iii.   follow the plan to create the solution, which functions as intended, and
 iv.   fully justify changes made to the chosen design and plan when making the solution.

Objective D: Evaluating

 i.   design detailed and relevant testing methods, which generate data, to measure the success of the solution,
 ii.   critically evaluate the success of the solution against the design specification,
 iii.   explain how the solution could be improved, and
 iv.   explain the impact of the solution on the client/target audience.

Design Assessment Criteria

	Criterion A: Inquiring and analysing	Criterion B: Developing ideas	Criterion C: Creating the solution	Criterion D: Evaluating
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1-2	The student: I. **states** the need for a solution to a problem for a specified client/target audience II. **develops** a basic design brief, which **states** the **findings** of relevant research.	The student: I. **lists some basic** design specifications for the design of a solution II. **presents one** design, which can be interpreted by others III. **creates** incomplete planning drawings/diagrams.	The student: I. **demonstrates minimal** technical skills when making the solution II. **creates** the solution, which functions **poorly** and is presented **in an incomplete form**.	The student: I. **designs a** testing **method**, which is used to measure the success of the solution II. **states** the success of the solution.
3-4	The student: I. **outlines** the need for a solution to a problem for a specified client/target audience II. **outlines** a research plan, which **identifies** primary and secondary research needed to **develop** a solution to the problem, **with some guidance** III. **analyses one** existing product that inspires a solution to the problem IV. **develops** a design brief, which **outlines** the analysis of relevant research.	The student: I. **lists some** design specifications, which relate to the success criteria for the design of a solution II. **presents a few** feasible designs, using an appropriate medium(s) **or** annotation, which can be interpreted by others III. **justifies** the selection of the chosen design with reference to the design specification IV. **creates** planning drawings/diagrams or **lists** requirements for the creation of the chosen solution.	The student: I. **constructs a plan** that contains some production details, resulting in peers having difficulty following the plan II. **demonstrates satisfactory** technical skills when making the solution III. **creates** the solution, which **partially** functions and is **adequately** presented IV. **outlines** changes made to the chosen design and plan when making the solution.	The student: I. **designs a relevant** testing **method**, which generates data, to measure the success of the solution II. **outlines** the success of the solution against the design specification based on **relevant** product testing III. **outlines** how the solution could be improved IV. **outlines** the impact of the solution on the client/target audience.

5-6	The student:	The student:	The student:	The student:
	I. **explains** the need for a solution to a problem for a specified client/target audience II. **constructs** a research plan, which **identifies** and **prioritizes** primary and secondary research needed to **develop** a solution to the problem, **with some guidance** III. **analyses a range of** existing products that inspire a solution to the problem IV. **develops** a design brief, which **explains** the analysis of relevant research.	I. **develops** design specifications, which **outline** the success criteria for the design of a solution II. **develops a range of** feasible design ideas, using an appropriate medium(s) **and** annotation, which can be interpreted by others III. **presents** the chosen design and **justifies** its selection with reference to the design specification IV. **develops accurate** planning drawings/diagrams and **lists** requirements for the creation of the chosen solution.	I. **constructs a logical plan**, which considers time and resources, sufficient for peers to be able to follow to create the solution II. **demonstrates competent** technical skills when making the solution III. **creates** the solution, which functions **as intended** and is presented **appropriately** IV. **describes** changes made to the chosen design and plan when making the solution.	I. **designs relevant** testing **methods**, which generate data, to measure the success of the solution II. **explains** the success of the solution against the design specification based on **relevant** product testing III. **describes** how the solution could be improved IV. **explains** the impact of the solution on the client/target audience, **with guidance**.
7-8	The student:	The student:	The student:	The student:
	I. **explains** and **justifies** the need for a solution to a problem for a client/ target audience II. **constructs** a **detailed** research plan, which **identifies** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem independently III. **analyses a range of** existing products that inspire a solution to the problem in detail IV. **develops** a **detailed** design brief, which **summarizes** the analysis of relevant research.	I. **develops detailed** design specifications, which **explain** the success criteria for the design of a solution based on the analysis of the research II. **develops a range of** feasible design ideas, using an appropriate medium(s) **and detailed** annotation, which can be **correctly** interpreted by others III. **presents** the chosen design and **justifies fully and critically** its selection with **detailed** reference to the design specification IV. **develops accurate and detailed** planning drawings/diagrams and **outlines** requirements for the creation of the chosen solution.	I. **constructs a detailed and logical plan**, which **describes** the efficient use of time and resources, sufficient for peers to be able to follow to create the solution II. **Demonstrates excellent** technical skills when making the solution. III. follows the plan to **create** the solution, which functions **as intended** and is presented **appropriately** IV. fully **justifies** changes made to the chosen design and plan when making the solution.	I. **designs detailed and relevant** testing **methods**, which generate data, to measure the success of the solution II. critically **evaluates** the success of the solution against the design specification based on **authentic** product testing III. **explains** how the solution could be improved IV. **explains** the impact of the product on the client/target audience.

Physical and Health Education

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

Physical and Health Education focuses on both **learning about** and **learning through** physical activity. Both dimensions help students to develop Approaches to Learning (ATL) skills across the curriculum. Physical and Health Education contributes a unique perspective to the development of the attributes of the IB Learner Profile, promoting the health of individuals and communities.

Semester 1 units
Fitness
Next Generation Academy (Essondon Football Club)
Invasion Games

Semester 2 units
Striking, Throwing and Fielding Sports
Aesthetics
Cycling

School Assessed Coursework:

Fitness Program
Invasion Games Task

Physical and Health Education Objectives

A. Knowing and understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

In order to reach the aims of physical and health education, students should be able to:

i. explain physical health education factual, procedural and conceptual knowledge,

ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations, and

iii. apply physical and health terminology effectively to communicate understanding.

B. Planning for performance

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

In order to reach the aims of physical and health education, students should be able to:

i. design, explain and justify plans to improve physical performance and health, and

ii. analyse and evaluate the effectiveness of a plan based on the outcome.

C. Applying and performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

In order to reach the aims of physical and health education, students should be able to:

i. demonstrate and apply a range of skills and techniques effectively,

ii. demonstrate and apply a range of strategies and movement concepts, and

iii. analyse and apply information to perform effectively.

D. Reflecting and improving performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

In order to reach the aims of physical and health education, students should be able to:

i. explain and demonstrate strategies that enhance interpersonal skills,

ii. develop goals and apply strategies to enhance performance, and

iii. analyse and evaluate performance.

Physical and Health Education Assessment Criteria

	Criterion A: Analysing	**Criterion B: Planning for performance**	**Criterion C: Applying and performing**	**Criterion D: Reflecting and improving performance**
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1-2	The student: i. **recalls some** physical health education factual, procedural conceptual knowledge ii. **identifies** physical and health education knowledge to **outline** issues iii. **recalls** physical and health terminology.	The student: i. states plans for improving health or physical activity ii. states the effectiveness of a plan..	The student: i. recalls some skills and techniques ii. recalls some strategies and movement concepts iii. applies information to perform with limited success.	The student: i. states a strategy to enhance interpersonal skills ii. states a goal to enhance performance iii. describes performance.
3-4	The student: i. recalls physical health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations iii. applies physical and health terminology to communicate understanding with limited success.	The student: i. outlines a basic plan for improving health or physical activity ii. states the effectiveness of a plan based on the outcome..	The student: i. recalls skills and techniques ii. recalls strategies and movement concepts iii. applies information to perform.	The student: i. lists strategies to enhance interpersonal skills ii. states a goal and applies strategies to enhance performance iii. summarizes performance.

5-6	The student: i. states physical health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding.	The student: i. outlines a plan for improving health or physical activity ii. identifies the effectiveness of a plan based on the outcome.	The student: i. recalls and applies skills and techniques ii. recalls and applies a range of strategies and movement concepts iii. applies information to perform effectively.	The student: i. identifies strategies to enhance interpersonal skills ii. lists goals and applies strategies to enhance performance iii. outlines and summarizes performance.
7-8	The student: i. outlines physical health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding.	The student: i. constructs and outlines a plan for improving health or physical activity ii. describes the effectiveness of a plan based on the outcome.	The student: i. recalls and applies a range of skills and techniques ii. recalls and applies a range of strategies and movement concepts iii. recalls and applies information to perform effectively.	The student: i. identifies and demonstrates strategies to enhance interpersonal skills ii. identifies goals and applies strategies to enhance performance iii. describes and summarizes performance.