MERCEDES COLLEGE

# IB Middle Years Programme Handbook

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## Welcome from the MYP Coordinator

A warm welcome to the IB Middle Years Programme at Mercedes College. In Years 6 to 10, we teach and enhance the Australian Curriculum through the framework of the International Baccalaureate (IB) Middle Years Programme (MYP). The MYP is an internationally benchmarked curriculum framework for 11-16-year-olds that is holistic, rigorous, and inclusive and designed to encourage students to make practical connections between their studies and the real world.

This handbook provides an overview of the Year 6 – 10 IB Middle Years Programme, including learning, teaching, assessment, and subject offerings. As an IB continuum school authorised to offer the Primary Years Programme (PYP), the Mercedes MYP is integral to our coherent learning pathway for Year 6 - 10 students looking to undertake the IB Diploma Programme (DP) and South Australian Certificate of Education (SACE).

We wish all new and continuing students all the very best in their studies this year.

Helen Hopping
IB Middle Years Programme (MYP) Coordinator

## Mission, Vision and Values

**Mission**

As a Catholic school in the Mercy tradition and inspired by the Gospels, we work in partnership with families enabling students to flourish in all aspects of their humanity and thus contribute to a better and more peaceful world.

**Vision**

To be a sustainable, internationally minded world-class school, providing a holistic educational experience for our students within a unique culture and community where we honour traditions and live the Mercy Keys.

**Values**

We live by the Mercy Keys: Compassion, Loyalty, Justice, Integrity, Responsibility and Mutual Respect across our daily interactions and strategic decisions.

## The IB Mission

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

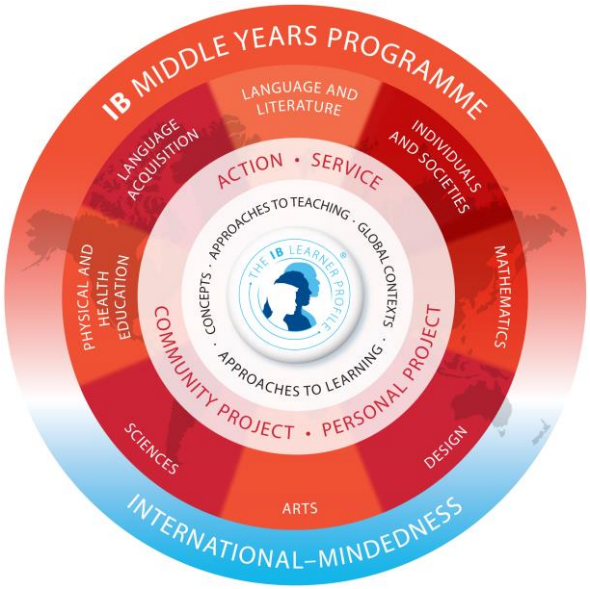
To this end the organisation works with schools, governments, and international organisations to develop challenging programs of international education and rigorous assessment.

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

## Introducing the IB Middle Years Programme

**IB World School**

Mercedes College is an IB World School and has been authorized to offer the IB Middle Years Programme (MYP since 1999. The MYP is designed for students aged 11 to 16 and is our internationally benchmarked curriculum framework of choice for teaching and learning in Years 6 – 10. The MYP builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) in our Junior School and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and South Australian Certificate of Education (SACE).




**The IB MYP Programme Model**

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

The MYP at Mercedes College is an exciting five-year learner centred and holistic framework beginning in Year 6 and finishing in Year 10. The MYP emphasizes *intellectual challenge*, encouraging students to make connections between their studies and the real world. It fosters the development of skills for communication, intercultural understanding, and global engagement, and encourages students to become creative, critical, and reflective thinkers.

The MYP includes eight subject groups through which we teach and enhance the *Australian Curriculum* – Arts, Design, Individuals and Societies (Humanities) including Religious Education, Language Acquisition, Language and Literature (English), Mathematics, Physical and Health Education and Sciences. The MYP is learner-centred, rigorous, and holistic. Students undertake one *interdisciplinary unit of inquiry* each year.

Throughout the five years of the MYP, students develop the attributes of the IB learner profile and live the values of the Mercy Keys. The MYP uniquely includes opportunities for taking responsible action through service to others, the community, or the environment. Contemporary project-based learning is integral to the framework and our Year 10 students complete their externally assessed and moderated requirement, the MYP *Personal Project* to graduate with the *IB Middle Years Programme Certificate.*

*International mindedness* is an aim and an outcome of the MYP, as it is for all IB programmes.

## Distinctive features

**Rigorous assessment**

IB Middle Years Programme (MYP) assessment is characterized by a criterion-referenced approach, focusing on assessing student learning against assessment criteria and the learning presented by students. Assessment tasks are graded using achievement levels and assessment criteria descriptors which are public, clarified for students using explanations and exemplars in advance.

**Conceptual understanding**

In all IB programmes, teachers focus on conceptual understanding to support students in developing their ideas. Concepts as transferable big ideas form the basis of teaching and learning in the MYP. They ensure breadth and depth in the curriculum and promote learning within and across traditional disciplinary boundaries.

**Interdisciplinary learning**

Concepts enable transferable understandings and interdisciplinary connections to be made across the curriculum. *Interdisciplinary units of inquiry* feature in each year of the programme enabling our Year 6 – 10 students the opportunity engage in future-focused learning that goes beyond traditional subject boundaries.

**Global contexts**

Global contexts in the MYP provide a contextual lens for learning and enable relevance for content. The six global contexts include:

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

**Service as action**

Service and action is developed in each year of the programme. Service as action means to serve other people, their community or the environment and grows from students' participation in the curriculum and in their local and global communities.

**MYP Projects**

*The Personal Project* at Year 10 is a culminating, extended, independent and externally assessed project involving planning, applying skills, and reflecting and focused on developing a product of their own choosing.

*The Community Project* at Year 8 is an extended service-learning project completed in groups of 3 to serve an identified need in the community through responsible action involving investigating, planning, taking action and reflecting.

The Personal Project and Community Project formally assess the approaches to learning skills and provide a coherent pathway to the IB Diploma Programme Extended Essay (EE) and Creativity, Action and Service (CAS) requirements. These projects equally equip students for SACE Exploring Identities and Futures (Year 10) and Activating Identities and Futures (Year 11).

## Australian curriculum

The MYP is taught and aligned using Australian Curriculum Version 9.0 content and achievement standards including the general capabilities and cross-curriculum priorities.

At Mercedes College, the alignment between the eight Learning areas of the Australian Curriculum through the eight subject groups of the IB Middle Years Programme as follows:

| IB Middle Years Programme | Australian Curriculum |
|---|---|
| **Language and literature** | **English** |
| **Mathematics** | **Mathematics** |
| **Sciences** | **Science** |
| **Individuals and societies** | **Humanities and Social Sciences** |
| **Language acquisition** | **Languages** |
| **Arts** | **Arts** |
| **Design** | **Technologies** |
| **Physical and Health Education** | **Health and Physical Education** |

MERCEDES COLLEGE

## Years 6 – 10 MYP Curriculum Overview

| Year level<br><br>Subject group | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
|---|---|---|---|---|---|
| Arts | Semester of:<br>DRAMA & MUSIC<br>and<br>MEDIA & VISUAL ART | Semester of:<br>DRAMA & MUSIC<br>and<br>MEDIA & VISUAL ART | Semester of:<br>DRAMA & MUSIC<br>and<br>MEDIA & VISUAL ART | STUDY THINKING EXTENSION PROGRAM (STEP) + 2 or up to 3 from: DANCE, DRAMA, MUSIC, VISUAL ART, MEDIA, PHOTOGRAPHY, DESIGN or DIGITAL TECHNOLOGIES | DANCE, DRAMA, MUSIC<br>VISUAL ART, MEDIA<br><br>DESIGN<br>DIGITAL TECHNOLOGIES<br>ADVANCED MANUFACTURING |
| Design | Semester of DESIGN<br>Semester of DIGITAL TECHNOLOGIES | | | | |
| Individuals and Societies | Full year of INDIVIDUALS AND SOCIETIES at each Year level | | | | Choose two from: GEOGRAPHY, HISTORY,<br>COMMERCE,<br>POLITICS,<br>PSYCHOLOGY |
| Language Acquisition | Full year of FRENCH | Full year of FRENCH, INDONESIAN or ENGLISH (EALD) | Full year of FRENCH, INDONESIAN or ENGLISH (EALD) | Full year of FRENCH, INDONESIAN or ENGLISH (EALD) | Continuing students:<br>Full year of FRENCH INDONESIAN, ENGLISH (EALD)<br>New students:<br>Full year of SPANISH |
| Language and Literature | Full year of ENGLISH at each Year level | | | | |
| Mathematics | Full year of MATHEMATICS | | | | S1: ESSENTIAL MATHS, STANDARD MATHS, EXTENSION MATHS<br>S2: ESSENTIAL MATHS (SACE)*, STANDARD MATHS or FURTHER MATHS or EXTENDED MATHS |
| MYP Projects | | | Full year of COMMUNITY PROJECT | | Full year of PERSONAL PROJECT<br>*MYP requirement |
| Physical & Health Education | Full year of PHYSICAL AND HEALTH EDUCATION at each Year level | | | | S1 and S2 choose: HEALTH, OUTDOOR EDUCATION or SPORT, STUDY THINKING EXTENSION PROGRAM (STEP) |
| Religious Education | Full year of RELIGIOUS EDUCATION at each Year level | | | | |
| Sciences | Full year of SCIENCES at each Year level. | | | | S1: SCIENCES; S2: Choose 1 from: CHEMISTRY, PHYSICS. BIOLOGY, NUTRITION. SPORTS AND EXERCISE HEALTH SCIENCE, ENVIRONMENTAL SYSTEMS AND SOCIETIES |
| Service as Action | Full year of SERVICE at each Year level | | | | |
| SACE requirements | | | | | Full year of EXPLORING IDENTITIES & FUTURES<br>*SACE requirement |

## Curriculum by Year Level

### Year 6

In Year 6, learning is developed within a Home Group model where students explore English, Growth and Personal Skills, Humanities, Literacy and Numeracy, Mathematics, Religious Education and Sciences predominantly in the Year 6 learning areas. All other subjects are offered by specialist teachers in specialist learning areas:

| | |
|---|---|
| Arts | Semester of Drama and Music; Semester of Visual Art and Media |
| Design | Semester of Design, Semester of Digital Technologies |
| Individuals and societies | Full year of Integrated Humanities |
| Language acquisition | Full year of French |
| Language and literature | Full year of English |
| Literacy and numeracy | Full year of Literacy and Numeracy |
| Mathematics | Full year of Mathematics |
| Physical and health education | Full year of Physical and Health Education |
| Religious Education | Full year of Religious Education |
| Sciences | Full year of Sciences |
| Wellbeing | Full year of Growth and Personal Skills |

### Year 7

In Year 7, learning continues with the Home Group model where students explore English, Growth and Personal Skills, Humanities, Literacy and Numeracy, Mathematics, Religious Education and Sciences predominantly in the Year 7 learning areas. All other subjects are offered by specialist teachers in specialist learning areas:

| | |
|---|---|
| Arts | Semester of Drama and Music; Semester of Visual Art and Media |
| Design | Semester of Design, Semester of Digital Technologies |
| Individuals and societies | Full year of Integrated Humanities |
| Language acquisition | Full year of French, Indonesian or English (EALD) |
| Language and literature | Full year of English |
| Literacy and numeracy | Full year of Literacy and Numeracy |
| Mathematics | Full year of Mathematics |
| Physical and health education | Full year of Physical and Health Education |
| Religious education | Full year of Religious Education |
| Sciences | Full year of Sciences |
| Wellbeing | Full year of Growth and Personal Skills |

## Year 8

In Year 8, learning continues within the Home Group model where students explore English, Community Project, Growth and Personal Skills, Integrated Humanities, Mathematics, Religious Education and Sciences predominantly in the Year 8 learning areas. All other subjects are offered by specialist teachers in specialist learning areas:

| | |
|---|---|
| Arts | Semester of Drama and Music; Semester of Visual Art and Media |
| Design | Semester of Design, Semester of Digital Technologies |
| Individuals and societies | Full year of Integrated Humanities |
| Language acquisition | Full year of French, Indonesian or English (EALD) |
| Language and literature | Full year of English |
| Mathematics | Full year of Mathematics |
| Physical and health education | Full year of Physical and Health Education |
| Religious education | Full year of Religious Education |
| Sciences | Full year of Sciences |
| Service as Action | Full year of Community Project |
| Wellbeing | Full year of Growth and Personal Skills |

## Year 9

At Year 9, electives choices expand to include choices from Arts and Design. All Year 9 students take year length courses in Growth and Personal Skills, English, Mathematics, Humanities, Religious Education including our signature RISE program, Languages, Physical and Health Education and Sciences:

| | |
|---|---|
| Arts & Design Electives (3) Technologies | Choose 2 or 3 from: Drama, Music, Media, Visual Art, Photography, Design, Digital |
| Individuals and societies | Full year of Integrated Humanities |
| Language acquisition | Full year of French, Indonesian or English (EALD) |
| Language and literature | Full year of English |
| Mathematics | Full year of Mathematics (Extended or Standard) |
| Physical and health education | Full year of Physical and Health Education |
| Religious education | Full year of RISE including Religious Education |
| Sciences | Full year of Sciences |
| Wellbeing | Full year of Growth and Personal Skills |
| | Semester of Study Thinking Extension Program |
| | Full year of RISE |

## Year 10

Year 10 is the final year of the IB Middle Years Programme and each student, with the support of a supervisor, develops an internally assessed and externally moderated Personal Project as an MYP requirement. In Year 10, students choose electives from Arts and Design as well as Individuals and societies (Semester 1 and 2), Sciences (Semester 2) and Mathematics (Semester 2). In addition, all Year 10 students take year length courses in Growth and Personal Skills, English, Religious Education, Languages and Physical and Health Education and Exploring Identities and Futures (SACE requirement).

| | |
|---|---|
| MYP requirement | Full year of Personal Project |
| SACE requirement | Full year of Exploring Identities and Futures Stage 1 |
| Arts & Design (2) Stage 1), | Choose 2 from: Drama, Music, Media, Visual Art, Photography, Dance (SACE Design or Digital Technologies |
| Individuals and societies (2) | Choose 2 from: Commerce, History, Geography, Politics, Psychology |
| Language acquisition | Full year of French, Indonesian or English (EALD) or Spanish (new students) |
| Language and literature | Full year of English |
| Mathematics | Full year of Mathematics |
| Physical and health education (2) Program | Choose 2 from: Health, Sport, Outdoor Education, Study Thinking Extension |
| Religious education | Full year of Religious Education |
| Sciences | Semester 1: Integrated Sciences |
| Physics, and | Semester 2: Science Exploration Program (Choose 1): Biology, Chemistry, Biology, Nutrition, Sports and Exercise Health Science or Environmental Systems Societies |
| Wellbeing | Full year of Growth and Personal Skills |

## Middle Years Programme Certificate: Year 10 students

The Mercedes College Middle Years Programme Certificate is awarded to Year 10 students who meet the following requirements:

- A full year of Year 10 participation and completion
- Service as Action: completion of requirements to the expectations of the College
- End of Year Reported Grades: Achievement in the MYP Final Report totalling a minimum of 42 from a maximum of 70, including Religious Education and the Personal Project.
- Achievement higher than 1 in all subjects
- Personal Project: must be awarded a school-assessed grade of a 3 or higher

**Certificate with Distinction: awarded to students who achieve an MYP Final Grade total of 56 or higher.**

**Certificate with Merit: awarded to students who achieve a 7 in any individual subject.**

Certificate of Participation: presented to students who have participated in the programme at Year 10 and have not fulfilled the requirements of the IB Middle Years Programme Certificate.

## Learning, teaching and assessment

*Learning is the central aim and outcome of the curriculum for MYP students at Mercedes College.*

Our rigorous Year 6 – 10 curriculum integrates Australian curriculum content and IB programme elements, enabling an enhanced curriculum offering exciting learning opportunities for our students.

The MYP curriculum at Mercedes is collaboratively designed by our experienced teachers to be articulated vertically and horizontally as a learning continuum from the PYP in the Junior School to the IB Diploma and the SACE in the Senior School. Our curriculum design is influenced by our understanding of students' prior knowledge, identities, backgrounds, needs, and contexts.

The written, taught, and assessed curriculum is accessible to students and parents via login to Managebac and SEQTA.

## Inquiry-based learning

*Learning in Years 6 - 10 is structured through units of inquiry.*

Teachers develop a focus for the unit called the *statement of inquiry* along with relevant factual, conceptual, and debatable *inquiry questions* for each unit. The *statement of inquiry* includes relevant content and concepts and frames learning in a relevant local or global context. Teachers identify *objectives* and plan a variety of formative learning engagements for students to develop their knowledge, skills, and understanding, and receive feedback on their learning and progress toward each objective.

Each unit culminates in one or more *summative assessment tasks* designed as authentic "performances of understanding" based on the *objectives and criteria*. Summative assessment tasks are assessed using *published assessment criteria* that align with the learning *objectives,* creating a coherent learning experience in each *unit of inquiry* for students.

## Teaching for conceptual understanding

*Each unit structures learning through sustained inquiry by developing conceptual understanding.* Concepts are "big ideas" or principles that transfer through time, cultures, and situations. For students to develop intellectually, solve problems and grapple with complexity – the key is to develop a curriculum that offers facts, topics and concepts.

The following key concepts are the starting point for exploring relevant content in Years 6 – 10:


## Approaches to teaching

*As an IB school, our teachers enhance student learning and the Australian Curriculum through an emphasis on the IB approaches to teaching in each unit of inquiry.*

The IB approaches to teaching are six pedagogical principles which underpin teaching in IB schools:

- Based on inquiry: teachers use inquiry, action, and reflection to explore content and activate curiosity in students
- Focused on conceptual understanding: teachers focus on conceptual understanding to support students in developing their ideas
- Grounded in local and global contexts: teachers use local and global contexts to establish the relevance of the curriculum
- Focused on effective teamwork and collaboration: teachers promote purposeful collaboration in the classroom, and collaborate effectively in teacher teams, to create a positive and dynamic learning community
- Designed to remove barriers to learning: teachers remove barriers to learning to enable each student to develop and pursue challenging personal learning goals
- Informed by assessment: learning, teaching, and assessment effectively inform and influence one another

## Assessment

*In Years 6 - 10, our teachers make decisions about student achievement in summative tasks using their professional judgement, guided by the mandated MYP assessment criteria that are public and known in advance, ensuring that assessment is transparent.*

Assessment in Years 6 – 10 is criterion-related and based on *four equally weighted assessment criteria.* The assessment criteria are aligned with the objectives for each unit of inquiry. Three levels of assessment criteria cater to increasingly complex demands for student performance over the five-year programme, as follows: Year 6: MYP 1 assessment criteria; Year 7 and 8: MYP 3 assessment criteria; Year 9 and 10: MYP 5 assessment criteria.

| Learning area | Criterion A<br>Maximum: 8 | Criterion B<br>Maximum: 8 | Criterion C<br>Maximum: 8 | Criterion D<br>Maximum: 8 | Total |
|---|---|---|---|---|---|
| Language and literature (English) | Analyzing | Organizing | Producing text | Using language | 32 |
| Mathematics | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in real-life contexts | 32 |
| Sciences | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science | 32 |
| Individuals and societies (Humanities/RE) | Knowing and understanding | Investigating | Communicating | Thinking critically | 32 |
| Language acquisition | Listening | Reading | Speaking | Writing | 32 |
| Arts | Investigating | Developing | Create/Perform | Evaluating | 32 |
| Design | Inquiring and analyzing | Developing ideas | Creating the solution | Evaluating | 32 |
| Physical and health education | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance | 32 |
| Personal Project | Planning | Applying skills | Reflecting | - | 24 |
| Community Project | Investigating | Planning | Taking action | Reflecting | 32 |
| Interdisciplinary | Evaluating | Synthesizing | Reflecting | - | 24 |

**Determining achievement levels**

Each criterion has *eight possible achievement levels (1–8),* divided into four bands; these generally represent *limited (1–2), adequate (3–4), substantial (5–6), and excellent (7–8)* performance. Each band has its own unique descriptor that teachers use to make "best-fit" judgments about students' progress and achievement. Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines.

To develop a final grade, teachers add together students' final achievement levels across all four criteria to form a numeric total between 0 – 32. An MYP Final Grade is developed by applying the criterion total (0 - 32) to the MYP general grade descriptors below.

**MYP general grade descriptors**

The MYP general grade descriptors are used to convert the criterion total (/32) each semester into an MYP Final Grade for Reports:

| MYP Final Grade | Grade Boundaries | Descriptor |
|---|---|---|
| 1 | 1–5 | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |
| 2 | 6–9 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |
| 3 | 10–14 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 4 | 15–18 | Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations. |
| 5 | 19–23 | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations. |
| 6 | 24–27 | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |
| 7 | 28–32 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |

## Reports

*The College issues two reports, one in each semester, at the end of Term 2 and Term 4. Reports are available to view on Managebac.*

**Semester 1 Report**

Semester 1 Reports are issued at the end of Term 2 and represent a summary of MYP learning progress, including:

- Achievement levels 0 – 8 for all four assessment criteria
- Semester 1 – 7 grades for each subject

**Semester 2 Report**

Semester 2 Reports are issued in Term 4 and represent a final MYP summary of achievement, including:

- Final achievement levels 0 – 8 for all four assessment criteria
- Final 1 – 7 grades for each subject
- Student's written reflection on goals, approaches to learning, and achievement

## Learning Enrichment

*The MYP is intended to be an inclusive programme that can cater to the needs of all students.*

The central place of approaches to learning (ATL) enables our teachers to respond in a flexible way to individual learning needs, including the needs of those who are learning in a language other than their first language or who have learning support requirements. The MYP is designed to include students with learning support requirements.

Our teachers design learning experiences that enable students across a range of needs to meet holistic goals and personal learning objectives. Differentiated teaching practices and personal support and enhancements build opportunities that nurture and enable each student to develop, pursue and achieve appropriate individual learning goals.

Our dedicated *Learning Enrichment* team provide students with the necessary support to set and meet challenging educational goals and ensure equality of access and extension to the curriculum.

For further information contact Nicole Borowicki, Director of Learning Enrichment

## Students as lifelong learners

Learning in the Mercedes MYP aims to develop students holistically to be ready for further education and life beyond the classroom.

## IB learner profile

As IB learners, students at Mercedes College demonstrate and reflect on their continued development of the IB learner profile attributes.

*The IB learner profile represents a set of ten holistic attributes and capabilities that we aim to develop in all students at Mercedes in Years 6 – 10.*

All IB programmes aim 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.

As IB learners, everyone in the MYP Mercedes College strives to be:

- Inquirers: we independently develop skills for research; we ask questions and develop curiosity
- Knowledgeable: we apply knowledge, skills and understanding within and across disciplines
- Thinkers: we use creative and critical thinking to analyse, synthesize, evaluate and create
- Communicators: we express our ideas confidently and creatively in more than one language
- Principled: we act responsibly, with integrity and mutual respect for the rights of people everywhere
- Open-minded: we seek and value perspectives to inform our worldview
- Caring: we serve, and are inspired by service of Catherine McAuley; we demonstrate empathy and compassion
- Risk-takers: we step outside our comfort zone; we are courageous and resilient in the face of challenges and change
- Balanced: we develop our physical, intellectual and emotional wellbeing
- Reflective: we grow by considering our strengths and areas for growth

We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national, and global communities and develop *international mindedness.*

In the MYP, students demonstrate and reflect on their development of the IB learner profile attributes.

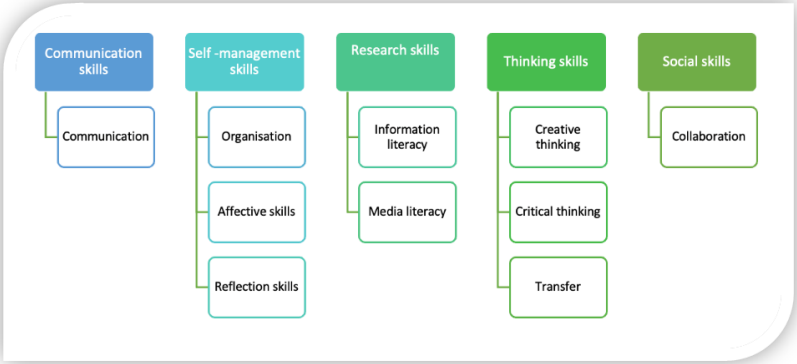
Teachers provide students with opportunities in the curriculum to reflect on the growth and demonstration of their learner profile attributes and international mindedness.

## Approaches to learning (ATL)

*In all IB programmes, students actively develop thinking, research, communication, social, and self-management skills known as Approaches to learning or ATL skills*.

These skills support the growth of stronger, self-regulated learners, helping students to become confident, independent, self-managed learners for life.

There are five categories of Approaches to Learning (ATL) skills framework, including Communication, Self-Management, Research, Thinking, and Social skills. Teachers explicitly teach these skills and provide students with structured opportunities to practise in each subject and each year level.




*Approaches to learning skills in IB programmes*

### Homework

*Learning is the goal of each assignment, and homework assists in the personal and academic development of learning how to learn, specifically, approaches to learning skills.*

What follows outlines the aims and suggests ways in which parents can empower learning at home. A successful homework program depends on close communication between the teacher and the parent/carer. Our mutual aim should be to encourage students to develop their *self-management skills*.

Homework should aid this development by enabling students the opportunity to prepare for and review their learning. At no stage should homework be a frustrating experience as students build on the skills they have developed. If a child is unable to complete a homework commitment after reasonable effort, staff should be informed through SEQTA Engage.

**Aims**

- Enhance agency and students to develop as lifelong learners through the development of approaches to learning, specifically *self-management skills*
- Reinforce learning and provide students the opportunity to enhance their understanding and extend mastery of the concepts and content explored in a unit of inquiry
- Include parents/carers in the learning of their child.
- Support the development of approaches to learning in preparation for senior school and tertiary level studies

Recommendations *(time per day outside of scheduled timetabled lessons allocated to homework)*:

Year 6 and 7 up to 60 minutes Year 9 up to 90 minutes

Year 8 up to 75 minutes Year 10 up to 120 minutes

In Year 6 to 10, homework serves as an extension of classroom learning experiences. All subject groups may assign homework as deemed relevant to the unit of inquiry. Homework is set by teachers during class time and students are responsible for recording assignments. Teachers assign homework with sufficient time for students to complete the task and expect that homework is completed and submitted on time.

Homework expectations increase in time allocation and complexity according to grade level.

Role of the student

Students are responsible for recording their homework requirements and ensuring that homework is completed and submitted in a timely manner. Should a student not have the homework ready due to absence or other personal reason, students are encouraged to contact the teacher to request an alternative, which could include an extension. Research, wider reading, organising learning materials, or continuing with an assignment are encouraged on days when homework may not have been set.

Role of the family

- Provide an appropriate place in the home for your child to complete homework.
- Consult with SEQTA to monitor assignments and deadlines.
- Encourage your child to complete their homework and monitor learning

Assignments and deadlines

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

The College has adopted a policy regarding the late submission of assignments. For details, refer to the Assessment Policy on the College website.

In cases where students are absent, it is the student's responsibility to contact the teacher to catch up on work that may have been missed.

## Academic integrity

*Academic integrity is informed by the attributes of the IB learner profile, specifically 'Principled," and the Mercy Keys, and is everyone's responsibility in the MYP at Mercedes.*

In the MYP, students grow in their ability to make informed, reasoned, ethical judgments. Year 6 – 10 students and teachers comply with IB academic integrity guidelines. The Mercedes Academic Integrity Policy outlines the principles and practices of academic integrity at the College.

Academic integrity develops authentic approaches to learning and reflects learner engagement and mutual respect. Academic integrity is the responsibility of teachers and students and is developed intentionally in all learning areas.

An authentic piece of work is one that is based on the student's individual and original ideas, with the ideas and work of others fully acknowledged.

**How can students demonstrate academic integrity?**

- Practice paraphrasing
- Citing your sources - including AI
- Develop an appropriately formatted bibliography
- Make effective summary notes
- Be principled, demonstrate integrity and respect
- Take responsibility for your actions
- Develop new skills, techniques, and strategies for effective learning

For further information about referencing contact College Librarian, Anne-Marie Flaherty.
For further information regarding Academic Integrity please refer to the College Academic Integrity Policy on our website or contact the Assistant Principal Teaching and Learning

## Service as action

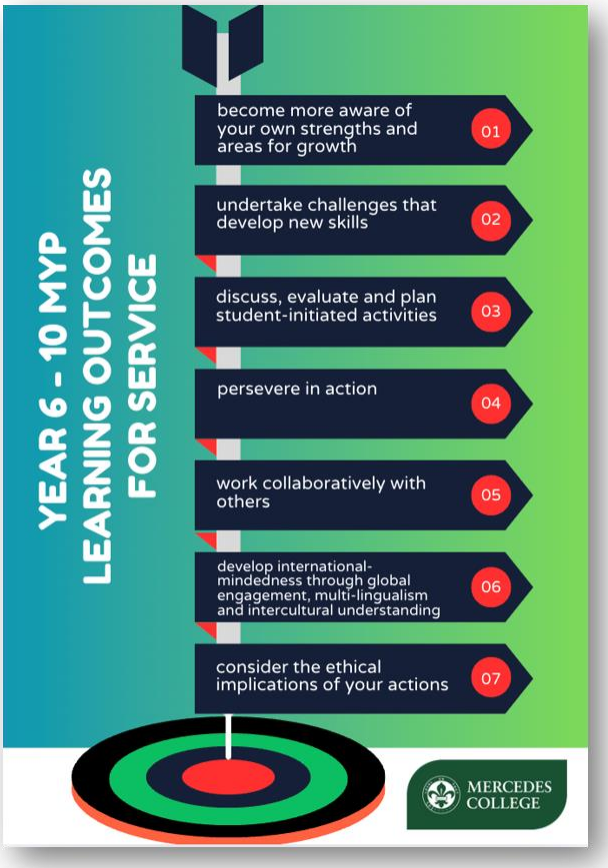
*"As God's chosen ones, clothe yourself with compassion, kindness, humility, meekness, and patience. It is for God we serve the poor, not for thanks" Catherine McAuley*

In the MYP, efforts to serve others and bring about positive change in the local and global community are called "Service as action".

The college provides opportunities for students to directly apply their learning by taking responsible action.

Service as action means to make a positive difference in the lives of others or the environment, and to learn through those actions.

Service in Years 6 – 10 is developed through opportunities in the Growth and Personal Skills program and Religious Education. Year 6 – 10 students reflect on the learning outcomes for service in each year of the program.



## Wellbeing

### Growth and Personal Skills

*Growth and Personal Skills or GPS, is one component of the College's broader approach to pastoral care and is allocated two lessons per week.*

As IB learners, students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively.

The program aims to empower students and build capacity, values, skills, attitudes and approaches with regards to a range of developmentally appropriate situations and experiences.

There are 4 pillars for the GPS program in Years 6 - 10

- Strong Relationships
- Healthy Lifestyles
- Positive Emotions
- Personal Resilience

These pillars are drawn from contemporary sources including the Australian Curriculum Capabilities, Keeping Safe: Child Protection Curriculum, Mind Matters and the Office of the Children's eSafety Commissioner. Topics of focus in GPS adapt and adjust to meet the current needs of students in their development.

| Year 6: Be the Change | | | |
|---|---|---|---|
| Strong Relationships | Healthy Lifestyles | Positive Emotions | Personal Resilience |
| What is a respectful relationship?<br>Restorative practice<br>E-Safety (Year 6 specific)<br>Owning words/actions<br>Online messaging | What is a healthy lifestyle?<br>Working with others<br>Healthy habits of a young person | What are positive emotions?<br>Understanding how we can impact other people's feelings<br>Building resilience | What does it mean to be resilient?<br>Camp<br>Learning new systems/routines (Managebac, new teachers) |

| Year 7: Be Connected | | | |
|---|---|---|---|
| Strong Relationships | Healthy Lifestyles | Positive Emotions | Personal Resilience |
| How can we treat each other well?<br>E-Safety<br>Restorative practice<br>Positive socialisation (social contagion)<br>Camp | What does it mean to take risks?<br>"Growing up"<br>Positive risk taking<br>Adverse risk taking<br>Practical group dynamics | Do I control my emotions, or do they control me?<br>Emotional literacy<br>Recognising, controlling and expressing emotions | How do I cope with challenge?<br>Personality type & analysis<br>Approaching challenges<br>Handling setbacks<br>Practical resilience<br>Skill acquisition challenge |

| Year 8: Be Independent | | | |
|---|---|---|---|
| Strong Relationships | Healthy Lifestyles | Positive Emotions | Personal Resilience |
| What do I want my peers to say about me?<br>E-Safety<br>Respectful relationships<br>Emotional literacy<br>Conflict resolution<br>Effective communication | How can I be my best self?<br>Sleep health<br>Anxiety and depression<br>Meditation<br>Mental fitness<br>Drugs and alcohol in society | Who am I?<br>Introduction to Positive Education<br>VIA survey<br>Gratitude<br>Flow<br>Savouring<br>Icebergs<br>Recognising emotions | Can I have a go?<br>Camp<br>Being gritty |

| Year 9: Be Challenged | | | |
|---|---|---|---|
| Strong Relationships | Healthy Lifestyles | Positive Emotions | Personal Resilience |
| How does my identity influence my relationships?<br>Identity<br>Being part of a group<br>Gender roles<br>Intersex relationships<br>Consent<br>Power in relationships<br>Managing unhealthy relationships<br>E-Safety | How do I make informed choices about my health?<br>Health lifestyle choices<br>Piston cup<br>Safe partying<br>Preparing to party!<br>Adverse risk taking (reality) | How will I make an impact?<br>Purpose and intentions<br>Controlling your destiny<br>Being brave<br>Career focused | How can I be resilient?<br>Gratitude<br>Empathy<br>Honesty<br>Learning from mistakes<br>Perspective<br>Comfort zones<br>Challenge<br>Camp (is a metaphor) |

| Year 10: Step in | | | |
|---|---|---|---|
| Strong Relationships | Healthy Lifestyles | Positive Emotions | Personal Resilience |
| Investigating respectful relationships<br>Experience shared Home Group activities<br>Exploring circle time and restorative practice | Exploring contemporary information about alcohol (Paul Dillon and DARTA)<br>Understanding the connection between sleep and health | Understanding happiness using the PERMA model<br>Connection to community as service learning | Defining wellbeing and developing our resource pool to meet challenges<br>Mapping support networks and help-seeking behaviours<br>Reflecting on Camp<br>Managing the Personal Project |

**Heads of Middle and Senior School**

For further information contact Ben Dray, Head of Middle School (Years 6 – 9) or Michael Francis, Head of Senior School (Years 10 – 12)

## RISE

As IB learners, students pursue opportunities to explore and develop their personal and cultural identities.

Our signature Year 9 RISE program aims to empower students with the skills and understanding to navigate life confidently and successfully. RISE is a holistic learning experience that combines academic growth, personal development, and spiritual exploration. RISE combines Growth and Personal Skills (GPS) with Religious Education, providing an integrated approach to equip students with tools to understand themselves, navigate this rite of passage, and envision who they want to become as adults. Taught by Home Group teachers who act as mentors, RISE ensures that learning is relevant, interactive, and deeply connected to students' current experiences.

Each term explores a new topic:

- Term 1 | Identity
- Term 2 | Responsibility
- Term 3 | Relationships and emotional intelligence
- Term 4 | Resilience

RISE complements the *Study Thinking Extension Programme (STEP),* and the *Being You* and *Break Free* curriculum extension activities, providing students the opportunity to develop agency over their learning and their choices that impact on themselves and those around them.

**Year level coordinator**

For further information contact Ben Dray, Head of Middle School

## Study Thinking Extension Program

The Study Thinking Extension Programme (STEP) is a life skills and personal development course. It presents a series of learning experiences across Years 9 and 10 that are designed to support adolescents as they navigate the ever-evolving challenges of the modern world. It exposes students to several themes, concepts and skills, which are not always addressed explicitly in the traditional academic curriculum. The programme is designed to develop holistic individuals who can navigate life with good health, confidence, empathy, resilience, compassion and an open mind.

At the heart of the programme is the concept that learning about the world is meaningful when it is experienced in real-world situations. Experiential learning allows students to engage in lived experiences that have genuine impact and consequence. To achieve this, the STEP programme does not utilise textbooks, exercise books, or a traditional classroom setup. Instead, the learning environment is adaptable to facilitate practical experiences and be conducive to group work, vulnerability, risk-taking and human connection.

Pivotal to the STEP programme is the fact that there are no assessment tasks, marking or grades, for how can one genuinely assess the development of an adolescent's character and soft skills? Instead, learning is solidified through regular reviews and debriefs with the student group and learning impact is analysed through student reflections at the end of each semester.

**Key Themes**

Several themes form the foundation for the STEP programme at Years 9 and 10. These themes are:

- Human relationships
- Physical, mental and social well-being
- Service and Responsibility
- Questioning
- Meaning
- Discipline, Resilience and Human Psychology
- Practical Life Skills

*** Please note that a levy of $400 is applicable to students studying the Year 10 course. This levy supports a number of experiences conducted either off-site or by external provider.*

**Learning area leader: Lachlan Jones**

## Subject outlines

### Arts

In MYP Arts, Year 6 – 10 students have opportunities to function as artists, as well as learners of the arts. Students develop creating, performing, and presenting the arts in ways that engage and convey feelings, experiences, and ideas.

Arts stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. Involvement in the arts encourages students to understand the arts in context and the cultural histories of artworks, supporting the development of an inquiring and empathetic world view. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

#### Aims

MYP arts aim to encourage and enable students to:

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

#### Objectives

Year 6 – 10 Visual and Performing Arts is developed using the objectives and criteria within the Arts subject group, including:

A: Investigating (Maximum: 8)

B: Developing (Maximum: 8)

C: Create/Perform (Maximum: 8)

D: Evaluating (Maximum: 8)

#### Units of inquiry

| Year level | Subject | Units of inquiry |
|---|---|---|
| **Year 6** | **Drama** | Unit 1: Elements of Drama<br>Unit 2: Devising/Play building |
| | **Music** | Unit 1: Pop and Rock Music<br>Unit 2: Ukulele |
| | **Media** | Unit 1: The Moving Image: Animation Nation (Flip Books) |
| | **Visual Art** | Unit 1: Do you know your elements? (Elements of Art/Sculpture) |

| Year level | Subject | Units of inquiry |
|---|---|---|
| **Year 7** | **Drama** | Unit 1: Greek Theatre<br>Unit 2: Form, Structure, Rhythm |
| | **Music** | Unit 1: Guitar<br>Unit 2: Djembe Drummers |
| | **Media** | Unit 1: Stop motion animation |
| | **Visual Art** | Unit 3: Monster Mash- Sculpture |

| Year level | Subject | Units of inquiry |
|---|---|---|
| **Year 8** | **Drama** | Unit 1: Exploring Character – Stanislavski or clowning<br>Unit 2: Performance – Bringing Characters to life through ensemble (*Dive Deep, Drama or Music*) |
| | **Music** | Unit 1: Percussion<br>Unit 2: Performance – Ensemble, listening, responding and creating |
| | **Media** | Unit 1: Unit 7: Trailer Blazer |
| | **Visual Art** | Unit 1: Can the ordinary be beautiful? (Still Life)<br>Unit 2: Form and structure<br>Unit 3: Beyond the border<br>Unit 4: Extension of creativity and skills<br>Unit 5: Our Real Soft Selves<br>Unit 6: Public Art: Inspiring our world<br>Unit 7: Trailer Blazer |

| Year level | Discipline | Units of inquiry |
|---|---|---|
| **Year 9** | **Dance** | Unit 1: Safe Dance Practice<br>Unit 2: Elements of Dance<br>Unit 3: Dance Technique/performance<br>Unit 4: Composition - Duo |
| | **Drama** | Unit 1: Backstage Performance Pitch<br>Unit 2: Page to Stage |
| | **Music** | Unit 1: Decoding the Blues<br>Unit 2: Exploring Rock and Pop |
| | **Media** | Unit 1: 1-minute films: How can stories be told through film?<br>Unit 2: Music videos: How can visuals reflect or relate to music? |
| | **Visual Art** | Unit 1: Landscapes in art<br>Unit 2: Under our Ocean<br>Unit 3: Portraiture and the Human Form |
| | **Photography** | Unit 1: How do you frame the world? (Introduction to Photography)<br>Unit 2: Genre in Focus |
| **Year 10** | **Drama** | Unit 1: Theatre for change – Political Theatre<br>Unit 2: Curation and Creativity. |
| | **Music** | Unit 1: Performance and musicianship<br>Unit 2: Minimalism<br>Unit 3: Lo-fi Hip Hop<br>Unit 4: MuJect: presenting as a performer and creator |
| | **Media** | Unit 1: Conversations and tropes: How do cinematic conventions make films more impactful?<br>Unit 2: Documentary |
| | **Visual Art** | Unit 1: What can we learn from Nature? - Ceramics<br>Unit 2: What on Earth is happening?<br>Unit 3: How do we know who we are?<br>Unit 4: Photography |

**Learning area leader**

For further information, contact: Jane Finnimore, Visual Arts/Media or Jayan Mace, Performing Arts

## Design

Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live.

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation, and adaptation. It is human-centred and focuses on the needs, wants and limitations of the end user.

**Aims**

MYP design aims to encourage and enable students to:

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

**Objectives**

Design in Years 6 – 10 uses the *design cycle* as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible ideas, the creation of solutions, and the testing and evaluation of the solution.

In Design, a solution can be defined as a model, prototype, product, or system that students have developed and created independently.

A. Inquiring and analysing (Maximum: 8)

B. Developing ideas (Maximum: 8)

C. Creating the solution (Maximum: 8)

D. Evaluating (Maximum: 8)

**Units of inquiry**

| Year level | Discipline | Semester 1 | Semester 2 |
|---|---|---|---|
| **Year 6** | **Design** | Unit 1: Flip flops: How can an image be developed in the marketability of a product? | Unit 1: Flip flops: How can an image be developed in the marketability of a product? |
| | **Digital Design** | Unit 1: We are the playmakers | Unit 1: We are the playmakers |
| **Year 7** | **Design** | Unit 1: Flat Design: How can style quickly improve communication? | Unit 2: Tiny houses: How can architecture help to create a sustainable future? |
| | **Digital Design** | Unit 1: Robotics and system development<br>Unit 2: Digital information and misinformation | Unit 1: Robotics and system development<br>Unit 2: Digital information and misinformation |
| **Year 8** | **Design** | Unit 1: Wayfinding: How do we find out way around? | Unit 2: Package rite: How can design impact communities for the better? |
| | **Digital Design** | Unit 1: Data analysis and market predictions | Unit 1: Data analysis and market predictions |
| **Year 9** | **Design** | Unit 1: Playing Card Design: How can Products Help Promote a Business? | Unit 2: Retail Interior Space: How can the design and layout of a space influence people? |
| | **Digital Design** | Unit 1: Use and presentation of data using digital technologies<br>Unit 3: Dynamic digital solutions | Unit 2: Dynamic Digital Solutions: |
| **Year 10** | **Design** | Unit 1: Fruit Bowl: How can innovation help create sustainable products and systems? | Unit 2: Corporate Identity Design: How do brands establish and influence their public image? |
| | **Digital Technologies** | | Unit 1: How can technology be used to improve access to education?<br>Unit 2: How can digital technologies improve our lives? |

**The Design Cycle and Process Journal**

Students are required to maintain a design process journal with four sections for Inquiring and Analysing, Developing Ideas, Creating the Solution, and Evaluating. In each section, students are to maintain evidence of the design cycle being undertaken.

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

**Learning area leader**

For further information contact: Carli Farmer

## Individuals and societies

MYP individuals and societies includes the traditional disciplines of the Humanities and Social Sciences.

The study of individuals and societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological, and cultural factors that have an impact on individuals, societies, and environments. It encourages learners, both students and teachers, to consider local and global contexts.

Humanities and Social Sciences in the Australian Curriculum provides a broad understanding of the world we live in, and how people can participate as active and informed citizens with high-level skills needed now and in the future. They provide opportunities for students to develop their own personal and social learning, and to explore their perspectives as well as those of others.

The study of individuals and societies helps students to develop their identities as individuals and as responsible members of local and global communities.

**Aims**

MYP individuals and societies aim to encourage and enable students to:

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

**Objectives**

Year 6 – 10 learning and assessment for Integrated and Elective options in Individuals and societies uses the objectives and criteria for Individuals and societies, including:

A. Knowing and understanding (Maximum: 8)

B. Investigating (Maximum: 8)

C. Communicating (Maximum: 8)

D. Thinking critically (Maximum: 8)

Note: Objective B (Investigating) focuses on the skills of students in the research process is always used with other individuals and societies objectives and criteria in summative assessment tasks.

**Units of inquiry**

**Years 6 – 9 Integrated Humanities**

| Year level | Discipline | Semester 1 | Semester 2 |
|---|---|---|---|
| **Year 6** | **Integrated Humanities** | Unit 1: Australia as a Nation<br>Unit 2: How can we celebrate First Australians?<br>Unit 3: A Diverse and Connected World | Interdisciplinary unit: How can we better understand migration experiences?<br>Unit 4: Why do politics matter? |
| **Year 7** | **Integrated Humanities** | Unit 1: How can lessons from the past change the present and future?<br>Unit 2: How are the cultures and perspectives of ancient civilizations communicated through surviving artefacts? | Unit 3: Are water resources used equitably around the world?<br>Unit 4: Should I buy it? |
| **Year 8** | **Integrated Humanities** | Unit 1: What were the key innovations from Medieval Europe, and how have these shaped modern society?<br>Unit 2: How does consumer demand shape industry? | Unit 3: How and why do natural and human processes change environments in different spaces and times?<br>Unit 4: The rise of urban settlements |
| **Year 9** | **Integrated Humanities** | Unit 1: Colonization and conflict<br>Unit 2: How did industry and revolution affect the world from 1750 – 1901? | Unit 3: Personal finance and budgeting<br>Unit 4: Causes of World War 1 |

**Year 10 Individuals and Societies Electives**

| Year level | Discipline | Units of inquiry |
|---|---|---|
| **Year 10** | **History** | Unit 1: Can one person ever be solely responsible? The Holocaust<br>Unit 2: Hitler, Nazi Germany, and the Second World War<br>Unit 3: Does facing adversity develop spirit? (WW2 The Australian Experience) |
| | **Geography** | Unit 1: Why are all these people here?<br>Unit 2: Go with the flow |
| | **Commerce** | Unit 1: How can understanding Business and Economics lead to a change in human behaviour?<br>Unit 2: How can systems interact to deliver an improved economic performance?<br>Unit 3: Should businesses alter the way they influence consumers through marketing?<br>Unit 4: How can an understanding of financial analysis improve future outcomes for individuals and societies? |

| Year level | Discipline | Units of inquiry |
|---|---|---|
| **Year 10** | **Psychology** | Unit 1: Why do I react the way I do? (Emotions)<br>Unit 2: Me, Myself and Us...? (Social Psychology) |
| | **Politics** | Unit 1: How does Australia's system of government compare globally?<br>Unit 2: Where do I fit into the Australian political system?<br>Unit 3: How does ideology impact the development of political systems? |

**Investigating in Individuals and societies**

MYP students develop an investigation in individuals and societies in each year of the programme.

**Learning area leader**

For further information, contact: Jaimee Bowden (Semester 1) or Julia Penn (Semester 2)

## Interdisciplinary

Interdisciplinary learning builds a connected curriculum that addresses the developmental needs of students. It prepares students for further academic study and life in an increasingly interconnected world.

All Year 6 – 10 students are offered at least one interdisciplinary unit in each year of the programme integrating disciplines either within or across subject groups:

| Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
|---|---|---|---|---|
| *How can we better understand migration experiences?* | *Healthy living across cultures* | *It's more than a game* | *What is the perfect shape?* | *Is perfection possible?* |
| English<br>Integrated Humanities | Language acquisition<br>Physical and Health Education | English<br>Physical and Health Education | Mathematics<br>Sciences | Religious Education<br>Sciences |
| Learning area leaders:<br>Jamie Hayter- Nia O'Loughlin<br>Jaimee Bowden - Julia Penn | Learning area leaders:<br>Claire Charenton<br>Laura Gilbert | Learning area leaders:<br>Jamie Hayter- Nia O'Loughlin<br>Laura Gilbert | Learning area leaders:<br>Pamela Alexopoulos<br>Jennifer Chan | Learning area leaders:<br>Helen Ayliffe<br>Jennifer Chan |

## Language acquisition

The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding. The study of languages in the MYP provides students with the opportunity to develop insights into the features, processes, and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving, and viewing the world.

**Aims**

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

- gain proficiency in an additional language while supporting mother tongue and cultural heritage; develop a respect for, and understanding of, diverse linguistic and cultural heritages

- develop communication skills necessary for further language learning, and for study, work, and leisure in a range of authentic contexts and a variety of audiences and purposes; develop multiliteracy skills using a range of learning tools, such as multimedia, in the various modes of communication
- develop an appreciation of a variety of literary and non-literary texts and develop critical and creative techniques for comprehension and construction of meaning; recognize and use language as a vehicle of thought, reflection, self-expression, and learning in other subjects, and as a tool for enhancing literacy
- understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural, and social components; offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities; and foster curiosity, inquiry, and a lifelong interest in, and enjoyment of, language learning.

**Objectives**

The language acquisition subject group objectives and assessment criteria represent four essential processes of language:

A: Listening (Maximum: 8)

B: Speaking (Maximum: 8)

C: Reading (Maximum: 8)

D: Writing (Maximum: 8)

**Language acquisition pathways**

In Years 6 – 10, Language acquisition is organised in three levels and six phases:

Emergent (Phase 1 – 2): Students demonstrating competence in Year 10 can pursue Language B in the SACE or IB Diploma.

Capable (Phase 3 – 4): Students successful in the Capable level can pursue Language Acquisition in the SACE or IB Diploma.

Proficient (Phase 5 – 6)" Students successful at the Proficient level can pursue Language Acquisition in the SACE or IB Diploma.

| **Year 6 – 10 Language Acquisition Pathways** | | | | |
|---|---|---|---|---|
| **Year 6** | **Year 7** | **Year 8** | **Year 9** | **Year 10** |
| French | French | French | French | French |
| | Indonesian | Indonesian | Indonesian | Indonesian |
| | | English as an additional language or dialect (EALD) | English as an additional language or dialect (EALD) | English as an additional language or dialect (EALD) |
| | | | | Spanish*<br>*Students new to Year 10 only |

**Units of inquiry**

| Year level | Language/Phase | Semester 1 | Semester 2 |
|---|---|---|---|
| **Year 6** | **French (Emergent)** | Unit 1: Bonjour/ Hello<br>Unit 2: La famille/ Family<br>Unit 3: L'Ecole / School | Unit 4: La nourriture / Food |
| **Year 7** | **French (Emergent)** | Unit 1: Introduction<br>Unit 2: L'Ecole/ School<br>Unit 3: Description physique et personnalite/ Physical description and personality | Unit 4: La famille/Family<br>Interdisciplinary unit: Are stereotypes a problem?<br>Unit 5: Autour de nous/ What is around us? |
| | **Indonesian (Emergent)** | Unit 1: Year 7 - Interaksi / Interaction<br>Unit 2: Nongkrong / Hanging out | Unit 3: Di Sekolah / At School<br>Unit 4: Tempat Tinggal Saya / My Place |
| **Year 8** | **French (Emergent)** | Unit 1: Introduction<br>Unit 2: L'Ecole/ School<br>Unit 3: Description physique et personnalité/ Physical description and personality | Unit 4: La famille/Family<br>Unit 5: Au tour de nous/ What is around us? |
| | **French (Capable)** | Unit 1: Etre Responsable a la Maison / Being responsible at home<br>Unit 2: Raconter de faits passes/ Discussing past events | Unit 3 : Qu'est-ce qu'on achète ? / What shall we buy? |
| | **Indonesian (Emergent)** | Unit 1: Kesehatan, Badan dan Jiwa / Health, Body and Mind<br>Unit 2: Makanan dan Kebudayaan / Food and Culture | Unit 3: Berlibur / Holidaying |
| | **English as an additional language (EALD)** | Unit 1: Life Stories – Onion Tears<br>Unit 2: Friendship | Unit 3: Descriptions<br>Unit 4: Leisure |
| **Year 9** | **French (Emergent)** | Unit 1: Etre Responsable a la Maison / Being responsible at home<br>Unit 2: Raconter de faits passés/ Discussing past events | Unit 3: Qu'est-ce qu'on achète? / What shall we buy? |
| | **French (Capable)** | Unit 1: La sante et le sport / health and sport<br>Unit 2: Souvenirs/ Memories | Unit 3: Le monde de demain / our future world<br>Unit 4: Les relations / relationships |

| Year level | Language/Phase | Semester 1 | Semester 2 |
|---|---|---|---|
| **Year 9** | **Indonesian (Capable)** | Unit 1: Sistem Kesehatan – Health Systems<br>Unit 2: Olahraga dan Mainan / Sport and Games | Unit 3: Transaksi / Transactions<br>Unit 4: Manusia vs Lingkungan/ Man vs Environment |
| | **English as an additional language (EALD)** | Unit 1: Going to School<br>Unit 2: Seeking medical assistance in Australia<br>Unit 3: Teenage life | Unit 4: Personal Histories<br>Unit 5: Children of the World |
| **Year 10** | **French (Capable)** | Unit 1: La sante et le sport / health and sport<br>Unit 2: Souvenirs/ Memories | Unit 3: Le monde de demain / our future world<br>Unit 4: Les relations / relationships |
| | **French**<br>**(Capable/Proficient)** | Unit 1: Les relations / Relationships<br>Unit 2: L'impact des médias dans nos vies / How does media impact our lives? | Unit 3: Les voyages / Travel<br>Unit 4: A quoi servent les arts? / What is the purpose of the arts? |
| | **Indonesian (Capable)** | Unit 1: Turisme / Tourism<br>Unit 2: Pekerjaan dan Hobi / Work and Hobbies | Unit 3: Saat Ini vs Masa Depan/ This Moment vs the Future |
| | **English as an additional language (EALD)** | Unit 1: Back to school<br>Unit 2: Being an aware traveller | Unit 3: Personal narratives<br>Unit 4: You're the voice of social justice |
| | **Spanish (Emergent)**<br>**students new to Year 10 only.** | Unit 1: ¿Qué significa "hispanohablante"? / What does "hispanohablante" mean?<br>Unit 2: ¿Por que las familias son diferentes? / How are different families different?<br>Unit 3: Mi tiempo libre / My free time | Unit 4: Las vacaciones y los viajes / Holidays and trips<br>Unit 5: Las fiestas / The festivals |

**Learning area leader**

For further information contact: Claire Charenton

## Language and literature

MYP Language and Literature at Mercedes College encompasses the study of **English** in the Australian Curriculum.

Students develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. Students are encouraged to recognize that language proficiency is a powerful tool for communication in all societies. Furthermore, language and literature encourage the development of imagination and creativity through self-expression.

The six skill areas in MYP language and literature — listening, speaking, reading, writing, viewing, and presenting — develop as both independent and interdependent skills.

Language and literature equips students with linguistic, analytical, and communicative skills that can also be used to develop understanding across all other subject groups.

Students' interaction with chosen texts can generate insight into moral, social, economic, political, cultural, and environmental factors and so contributes to the development of opinion-forming, decision-making, and ethical-reasoning skills.

**Aims**

The aims of the teaching and study of Language and Literature are to encourage and enable the students to:

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

**Objectives**

A. Analysing (Maximum: 8)

B. Organising (Maximum: 8)

C. Producing text (Maximum: 8)

D. Using language (Maximum: 8)

**Year 6 – 8 English**

A balance of genres and works from World Literature are read in conjunction with the chosen texts, with a recommended minimum of 4 works per year.

| Year level | Semester 1 | Semester 2 |
|---|---|---|
| **Year 6** | Unit 1: Can words be entertaining? (Narrative)<br>Unit 2: What's behind the line? (Poetry) | Interdisciplinary unit: How can we better understand migration?<br>Unit 4: Which Willy Wonka? (Comparative) |
| **Year 7** | Unit 1: How do techniques and structures shape different genres of writing? (Narrative)<br>Unit 2: How is personal identity influenced by context and perspectives? (Novel study) | Unit 3: Can films and picture books communicate universal experiences? (Comparative)<br>Unit 4: Can exploring unfamiliar genres in literature improve our reading and expand our understanding of the world? (Independent Reading) |

| Year level | Semester 1 | Semester 2 |
|---|---|---|
| **Year 8** | Unit 1: How was the Disney-fication of fairytales changed them? (Fairytales)<br>Interdisciplinary unit: Is it more than a game?<br>Unit 3: How do we become who we are? (Novel Study) | Unit 4: Based on a true story! (Film Study)<br>Unit 5: From page to screen! (Comparative) |

**Year 9 – 10 English**

A minimum of six works are studied as follows:

- A minimum of four English texts
- A minimum of two works from World Literature

Non-fiction texts may be included to represent prose writing in Drama and Poetry.

| Year level | Semester 1 | Semester 2 |
|---|---|---|
| **Year 9** | Unit 1: Walking between worlds! (Creating Texts)<br>Unit 2: Where's the truth? (Novel Study) | Unit 3: Where do we share stories about ourselves to ourselves? (Film Study)<br>Unit 4: Such sweet sonnets! (Shakespeare) |
| **Year 10** | Unit 1: Why do we re-imagine? (Critical Reading)<br>Unit 2: Can we see beyond the text? (Creative Writing) | Unit 3: Why should we see both sides of the coin? (Literary analysis)<br>Unit 4: How is it all connected? (Comparative) |

**Learning area leader**

For further information, contact: Nia O'Loughlin

## Mathematics

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning, and problem-solving skills that contribute to the development of logical, abstract, and critical thinking. Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom. Mathematics, then, should be accessible to and studied by all students.

Mathematics is integral to quantifying, thinking critically, and making sense of the world. It is central to building students' pattern recognition, visualisation, spatial reasoning, and logical thinking. Interdisciplinary STEM learning can enhance students' scientific and mathematical literacy, design and computational thinking, problem-solving, and collaboration skills. Developing these competencies supports students in pursuing a variety of careers and occupations within STEM and other fields.

MYP mathematics promotes both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and that are useful in the world outside school. MYP mathematics aims to equip all students with the knowledge, understanding, and intellectual capabilities to address further mathematics courses, as well as to prepare those students who will use mathematics in their studies, workplaces, and lives in general.

**Aims**

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

- enjoy mathematics and develop curiosity as well as an appreciation of its elegance and power
- develop an understanding of the principles and nature of mathematics

- communicate clearly and confidently in a variety of contexts
- develop logical, critical, and creative thinking, and patience and persistence in problem solving
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills, and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their work and the work of others.
- reflect on the meaning and relevance of mathematical answers in the context of the real world.

**Objectives**

A: Knowing and understanding (Maximum: 8)

B: Investigating patterns (Maximum: 8)

C: Communicating (Maximum: 8)

D: Applying mathematics in real-life contexts (Maximum: 8)

**Mathematics pathways Year 6 - 10**

MYP mathematics is organized to enable students to access varying levels of challenge: standard mathematics and extended mathematics.

In Years 6, 7, 8 and 9 students take a common differentiated mathematics course.

In Years 10, Essential, Standard and Extended mathematics is provided and based on achievement in Year 9.

Essential mathematics is based off the standard mathematical framework and aims to provide students the opportunity to spend more time honing the fundament mathematical skills, gain extra support and engage in productively in mathematics.

Standard mathematics aims to provide a sound knowledge and understanding of standard mathematical principles whilst enabling students to meet the objectives of mathematics and prepare for most SACE and IB Diploma courses.

Extended mathematics consists of the standard mathematics framework supplemented by additional topics and skills. This level provides the foundation for students who wish to pursue further studies in mathematics: for example, mathematics higher level subjects as part of the IB Diploma Programme. Extended mathematics provides greater breadth and depth to the standard mathematics framework.

**Mathematics Units of inquiry**

| Year level | Semester 1 | Semester 2 |
|---|---|---|
| **Year 6** | Unit 1: How do we represent values? (Number)<br><br>Unit 2: Where are things located (coordinate geometry)<br><br>Unit 3: What's the pattern? (algebra and statistics) | Unit 4: Is Fairness always equal? (Fractions, Decimals, Percentages and Probability)<br><br>Unit 5: What's the point? (Angles & Geometry)<br><br>Unit 6: How do we measure up? (Measurement) |
| **Year 7** | Unit 1: How does it all fit together? (Number)<br><br>Unit 2: How do we make appropriate choices? (Algebra Expressions)<br><br>Unit 3: How can we make appropriate choices? part 2 (Equations)<br><br>Unit 4: Is measurement important? (Measurement) | Unit 5: How can we travel between dimensions? (Geometry and angles)<br><br>Unit 6: What really makes the world go round? (Fractions, decimals, percentages and ratios)<br><br>Unit 7: What are the chances? (Chance and Probability) |

| Year level | Semester 1 | Semester 2 |
|---|---|---|
| **Year 8** | Unit 1 - How do they help us solve problems? (Fractions and ratio)<br><br>Unit 2 Money - The most important decimal numbers? (Decimals & Percentages)<br><br>Unit 3 - How do we get to the simplest form? (Indices, Algebraic Expansion and Factorisation)<br><br>Unit 4 - How do I use data to solve a problem? (Statistics) | Unit 5 - How can we use unknowns to help us solve problems? (Solving Linear Equations)<br><br>Unit 6 - What do I use, when do I use it, and how do I convert it? (Measurement and Congruency)<br><br>Unit 7 - Am I getting good value? (Coordinate Geometry & Rates)<br><br>Unit 8 - What are the chances? (Probability) |
| **Year 9** | Unit 1: How can we calculate what we can't measure? (Pythagoras)<br><br>Unit 2: How can we move in space? (Linear Equations)<br><br>Unit 3: Who's got the power? (Exponential Algebra)<br><br>Unit 4: How do I find a missing angle or side? (Trigonometry, Similar and Congruent triangles) | Unit 5: What is the perfect shape? (Measurement)<br><br>IDU Unit: What is the perfect shape?<br><br>Unit 6: What is more powerful than a linear equation? (Quadratics)<br><br>Unit 7: What is the chance of that happening? (Probability) |
| **Year 10 – Standard** | Unit 1: What do forms of equations tell us? (Linear Relationships)<br><br>Unit 2: How can we use a linear relationship to predict unknown quantities? (Coordinate Geometry)<br><br>Unit 3: Does correlation imply causation? (Bivariate Statistics)<br><br>Unit 4: Do the same rules apply for all triangles? (Trigonometry) | Unit 5: How do we represent mathematically, the probability of an event occurring? (Probability)<br><br>Unit 6: How smart are you with your money? (Financial Maths)<br><br>Unit 7: How does it all Measure up? (Measurement)<br><br>Unit 8: Why does it matter and what can we predict? (Growth and Decay) |
| **Year 10 – Further** | NA | Unit 5: How many forms does a quadratic have? (Quadratics)<br><br>Unit 6: Are playing games really a risk? (Probability)<br><br>Unit 7: How do different models represent trends? (Exponential Functions, Radicals and Indices) |
| **Year 10 – Essential** | Unit 1: What do forms of equations tell us? (Linear Relationships)<br><br>Unit 2: How can we use a linear relationship to predict unknown quantities? (Coordinate Geometry)<br><br>Unit 3: Does correlation imply causation? (Bivariate Statistics) | Unit 1 – Finding a job (Earning and Spending)<br><br>Unit 2 – Moving out of home (Calculations, Time & Ratio)<br><br>Unit 3 - Major Expenses (Saving and Investing) |
| **Year 10 – Extension** | Unit 1: Simplifying is a change for the better (Algebra)<br><br>Unit 2: Can you walk the line? (Linear Equations)<br><br>Unit 3: How is technical innovation changing our ideas of public and private space? (Trigonometry)<br><br>Unit 4: Why does algebra look so clever? (Algebra) | Unit 7: How Far Can a Curve Go? (Quadratic functions and applications)<br><br>Unit 8: How Do Functions Function? (Basic functions and transformations) |

| Year level | Semester 1 | Semester 2 |
|---|---|---|
| | Unit 5: Does a sure thing really exist? (Probability)<br>Unit 6: How well does data reflect reality? (Statistics)<br><br>*These units may change slightly in response to the interest of the student in the class.* | Unit 9: What's the Power of Logarithms? (Logarithmic laws)<br>Unit 10: How Do Patterns Grow and Shrink? (Exponential and logarithmic functions)<br>Unit 11: What's the Function of a Circle? (Unit circle and trig functions) |

**Learning area leader**

For further information contact: Pamela Alexopoulos

## MYP Projects

In IB schools, students take ownership of their learning by setting challenging goals and pursuing personal inquiries.

### Personal project

*The Personal Project is an MYP culminating project and requirement for the IB MYP Certificate. The Personal Project an opportunity for Year 10 students to take ownership of their learning by developing a product and developing the skills necessary to be successful in their senior school studies and life beyond school.*

The Personal Project formally assesses students' approaches to learning (ATL) skills for self-management, research, communication, critical and creative thinking, and collaboration.

Students develop a learning goal, product, process journal, report, and exhibition. Students are supported throughout the project by a supervisor. Throughout the project, students make their project learning visible using the Personal Project Workspace on Managebac.

The Personal Project assessment requirements include a report including evidence of A: Planning B: Applying skills and C: Reflecting.

The Personal Project is assessed internally by the supervisor and externally moderated by the IB to ensure a globally consistent standard of excellence. Each project is awarded a final achievement grade.

Examples of Personal Projects this year include:

- Developing an app
- Creating a hydroponic system
- Making a fitted dress

### Community project

*The Community Project is an opportunity for Year 8 students to develop a sustained, in-depth, and student-led inquiry that leads to service as action in the community.*

The project is an opportunity for students to use their strengths and skills to address needs in a community of their choosing. Students develop their project by working in groups of up to 3 with the support of a supervisor.

Year 8 students begin the Community Project in Term 1 and finish in Term 4 with a Presentation (Assessment) and Showcase including evidence of A: Investigating B: Planning C: Taking action and D: Reflecting. The project formally assesses students' approaches to learning (ATL) skills for self-management, research, communication, critical and creative thinking, and collaboration.

The Community Project is assessed internally by the supervisor and standardized by a team of supervisors ensure consistency. Each project is awarded a final achievement grade which is reported in the End of Year Report in Term 4.

Examples of Community Projects this year include:

- Little Kids Netball Training

- Hunger Help
- Beach Guardians

## Physical and health education

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.

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.

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.

### Aims

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

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

### Objectives

The objectives for Physical and Health Education reflect the knowledge, skills, and attitudes that students need to develop an active and healthy life; they represent essential aspects of physical, personal, and social development.

A. Knowing and understanding (Maximum: 8)

B. Planning for performance (Maximum: 8)

C. Applying and performing (Maximum: 8)

D. Reflecting and improving performance (Maximum: 8)

### Units of inquiry

| Year level | Semester 1 | Semester 2 |
|---|---|---|
| **Year 6** | Unit 1 - How does specific feedback improve performance?<br>Unit 2 - How do responsibilities and relationships influence social team environments?<br>Unit 3 - How do the food choices we make shape our personal lifestyle?<br>Unit 4 - How do we create movement through collaboration? | Unit 6 - How does Healthy City Planning Benefit the Community?<br>Unit 7 - How Does Strategy Improve Team Performance?<br>Unit 8 - How Does Technology Improve Technique?<br>Unit 9 - How does Leadership and Group Dynamics Project a Positive Outcome? |

| Year level | Semester 1 | Semester 2 |
|---|---|---|
| | Unit 5 - How are relationships and teamwork connected? | |
| **Year 7** | Unit 1: Athletics: How does communication and feedback improve performance?<br>Unit 2: Games and Biomechanics: How does information literacy improve biomechanical movement?<br>Unit 3: Group Dynamics: How does effective communication in groups support overall success?<br>Unit 4: How does an individual improve the overall health and wellbeing choices of themselves and their family through reflection and change? | Interdisciplinary unit: "Are stereotypes a problem?"<br>Unit 5: Creative sequence: How can we enhance movement skills and effectively use space to change and develop a team performance?<br>Unit 6: Net skills: How does group work enhance responsibility in a social environment?<br>Unit 7: Hockey/Invasion: How does an understanding of game sense enhance participation in invasion games?<br>Unit 8: What effect do stereotypes have in Sport?<br>Unit 9: Flag Football: How does an understanding of spatial awareness and game play improve team success?<br>Unit 10: Fitness components: How does movement improve quality of life? |
| **Year 8** | Interdisciplinary Unit "Is it more than a game?"<br>Unit 1: How can positive relationships and team/class culture be developed?<br>Unit 2: How Can Choices In Diet Enhance Performance and Recovery?<br>Unit 3: How can players adapt to time, place, and space to effectively attack and defend? (Basketball and European Handball)<br>Unit 4: How Can Health Be Improved Through Recreational Activities? (Aerobics) | Unit 5: How Can We Promote Involvement in Activities?<br>Unit 6: How Can We Enjoy Aquatic Environments Safely?<br>Unit 7: How does understanding tactical awareness enhance team success?<br>Unit 8: How can we use mindfulness to enhance our sporting experience? |
| **Year 9** | Unit 1: How Can A Knowledge of Science and Technology Improve Performance?<br>Unit 2: Why is minimal impact important?<br>Unit 3: How does collaboration and teamwork improve performance? | Unit 5: How do we develop our skills?<br>Unit 6: How do I develop creative movements?<br>Unit 7 How can the principles of play improve performance?<br>Unit 8: How does tactical awareness improve performance? |

| Year 10 Electives | Semester 1 | Semester 2 |
|---|---|---|
| **Health** | Unit 1: What makes fun fitness?<br>Unit 2: What are inclusive games?<br>Unit 3: Are we doing enough for health? | Unit 6: Can expression be physical?<br>Unit 7: How can I be 'fit for life'? |

| Year 10 Electives | Semester 1 | Semester 2 |
|---|---|---|
| | Unit 4: Why should I participate in social competition (SEPEP)?<br>Unit 5: Why should we change nutrition? | |
| **Outdoor Education** | Unit 1: How Can We Adapt Attitudes to Create Safe and Enjoyable Interactions?<br>Unit 2: How can we safely meet movement objectives through different environments?<br>Unit 3: How Can Responsibility and Planning Shape Positive Experiences in Outdoor Environments? | Unit 4: First Aid: How do I show leadership in emergency situations?<br>Unit 5: How can teamwork and initiative make for smooth sailing?<br>Unit 6: How can Indigenous Perspectives contribute to an understanding of Environmental Issues? |
| **Sport** | Unit 1: How can Personal, Social, Cultural and Environmental Factors Influence Participation in Physical Activity?<br>Unit 2: How does movement promote creative thinking?<br>Unit 3: How does Communication affect Performance? | Unit 4: How can we change, refine, and develop our skills using technological data?<br>Unit 5: How can we develop an understanding of tactical awareness to enhance team success? |

**Learning area leader**

For further information contact: Laura Gilbert

## Religious education

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

**Faith formation**

The faith formation and spiritual growth of young people is the outcome of the inter-relationship between them, their families and the Church, of which the school is a part. The ethos, the pervading spirit, and the character of Mercedes College is underpinned by the Mercy Keys, including *Compassion, Loyalty, Justice, Integrity, Responsibility* and *Mutual Respect.* These values are integral in the faith formation of our students.

This formation takes place in a context where students live out personally and communally the values of the Gospels, and participate in formation experiences such as:

- Liturgy
- Support for justice in all of school life- through fundraising for charities etc.,
- Retreats and reflection days
- Service as action
- Outreach
- Spirituality formation
- Prayer
- Mercy-based projects

**Aims**

Religious Education at Mercedes College draws upon the Crossways curriculum developed by Catholic Education of South Australia (CESA). Through inquiry-based teaching and learning, the Religious Education curriculum provides an opportunity to enhance experiences relating to Catholic identity, the Mercy tradition and the Mercy Keys. Personal faith, spiritual, and justice formation are essential elements in the students' educational journeys at Mercedes College.

**Objectives**

Religious Education is offered within the subject group of Individuals and Societies with following objectives and assessment criteria:

A. Knowing and understanding (Maximum: 8)

B. Investigating (Maximum: 8)

C. Communicating (Maximum: 8)

D. Thinking critically (Maximum: 8)

**Religious Education Units of inquiry**

| Year level | Semester 1 | Semester 2 |
|---|---|---|
| **Year 6** | Unit 1: Prayer: How does prayer connect us to each other?<br>Unit 2: Caritas Australia: How does Caritas Australia spread the spirit of the Gospel?<br>Unit 3: Mercy Keys: What are the Mercy Keys? | Unit 4: Seven sacraments: How do the seven sacraments show the circle of life?<br>Unit 5: Bible Heroes: Who are the heroes of the bible?<br>Unit 6: All Saints: Can our identity be shaped by the Catholic Saints?<br>Unit 7: MITIOG: Made in the image of God. |
| **Year 7** | Unit 1: Unlocking our Mercy Keys: focus on the Mercy Key for the Academic Year<br>Unit 2: Prayer<br>Unit 3: Project Compassion: Caritas. | Unit 4The Bible:<br>Unit 5: MITIOG- Made in the Image of God<br>Unit 6: The Nativity. |
| **Year 8** | Unit 1: My Story So Far<br>Unit 2: Prayer<br>Unit 3: What is the power of kindness? (Caritas)<br>Unit 4: The Meaning of Mercy | Unit 5: How do cultural stories shape behavioural norms and thus identities and relationships? Parables.<br>Unit 6: How can reflection and observation help us to develop strong values?<br>Unit 7: MITIOG- Made in the Image of God |
| **Year 9 RISE** | Unit 1: Identity<br>Unit 2: Responsibility | Unit 3: Respectful Relationships<br>Unit 4: Resilience |
| **Year 10** | Unit 1: Indigenous Australian Spirituality: Reconciliation.<br>Unit 2: Interdisciplinary Unit (IDU) Science and Religion. Possibly Perfect. | Unit 3: Service. The Hands and Feet of Jesus.<br>Unit 4: MITIOG: Made in the Image of God |

**Learning area leader**

For further information contact Helen Ayliffe, Assistant Principal Religious Identity and Mission and Teresa Pepicelli.

## Sciences

MYP Science at Mercedes College is structured on Science in the Australian Curriculum. Each unit reflects one of the following sub-strands: Biological sciences, Chemical sciences, Earth and Space sciences, Physical sciences.

MYP sciences aims to guide students to investigate issues independently and collaboratively through research, observation, and experimentation. The MYP sciences curriculum must explore the connections between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Australian Curriculum Science enables students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its uses in our lives. It supports students to develop the scientific knowledge, understandings, and skills needed to make informed decisions about local, national, and global issues, and to succeed in science-related careers.

### Aims

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

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

### Objectives

The objectives for MYP Sciences reflect the holistic nature of science, the integral nature of science as inquiry, and the work of scientists in the real world.

A. Knowing and understanding

B. Inquiring and designing

C. Processing and evaluating

D. Reflecting on the impacts of science

### Year 6 – 9 Integrated Units of inquiry

| Year level | Semester 1 | Semester 2 |
|---|---|---|
| **Year 6** | Unit 1: What skills are needed to be a Scientist? (Introduction to scientific skills)<br>Unit 2: Does waste matter? (Transformation of matter)<br>Unit 3: How does electricity flow through circuits? (Electric circuits) | Unit 5: Is mould marvellous or mischief? (Micro-organisms)<br>Unit 6: How do we use Science to help manage and recover from disasters? (Disasters)<br>Unit 7: How can the movement and rotation of Earth around the sun be used to model time? (Time) |

| Year level | Semester 1 | Semester 2 |
|---|---|---|
| | Unit 4: Can we rely solely on green energy? (Renewable energy) | |
| **Year 7** | Unit 1: How can we use scientific skills to collect evidence? (Scientific skills)<br>Unit 2: Introduced species – What are the implications? (Introduced species)<br>Unit 3: How do we classify living and non-living things? (Classification)<br>Unit 4: What predictions can be made from the cyclical positions of the Earth, sun and moon? (Cyclical positions) | Unit 5: STEM - How can we design machines to function efficiently? (Machines & functions)<br>Unit 6: Is this water fit to drink? (Separation techniques) |
| **Year 8** | Unit 1: Is it possible that humans, with the help of Science, can attain immortality? (Cells)<br>Unit 2: Does it matter? (Particle theory models)<br>Unit 3: Will it change? (Transformation of matter) | Unit 4: How do we obtain the energy we need? (Energy)<br>Unit 5: How do tectonic plates affect human populations? (Tectonic plates)<br>Unit 6: Should we care about world problems and how do we achieve this? (World problems) |
| **Year 9** | Unit 1: What makes a claim scientific? (Scientific claims)<br>Unit 2: How important is regulating body systems in organisms? (Body systems)<br>Unit 3: How can an understanding of chemicals and radiation in our everyday lives help to protect our environment? (Radiation and Acids & bases) | Unit 4: Is understanding particle models needed to develop technical innovations for communication? (Light)<br>Unit 5: What is the perfect shape? (Particles & Measurement IDU)<br>Unit 6: How can scientific developments minimise our carbon footprint? (Carbon footprints) |

**Year 10 Sciences**

Semester 1: Integrated Sciences.

| Year 10 | Semester 1 |
|---|---|
| | Integrated Sciences<br>Unit 1: Is perfection possible? (interdisciplinary unit, Genetics)<br>Unit 2: What is the relationship between the exploitive use of pesticides on the living world? (Evolution)<br>Unit 3: How can patterns be used to design systems to organise information effectively? (Periodic table)<br>Unit 4: How accurate are energy flow models in predicting global climate change patterns? (Climate change) |

Semester 2: Science Exploration Program including Biology, Chemistry, Physics, Nutrition, Sports and Exercise Health Science, Environmental Systems and Societies

| Semester 2 Science Exploration Program Electives | Semester 2 |
|---|---|
| **Biology** | Unit 5a: How does molecules power life? (Molecules to metabolism)<br>Unit 6a: How does understanding biomechanics improve movement? (Biomechanical movement)<br>Unit 7a: How can human activity influence pollution and its solution? (Pollution) |
| **Chemistry** | Unit 5a: How does molecules power life? (Molecules to metabolism)<br>Unit 6b: How can understanding chemical changes help us control and optimise chemical reactions? (Controlling chemistry)<br>Unit 7a: How can human activity influence pollution and its solution? (Pollution) |
| **Physics** | Unit 5b: How can we maximise energy transformations? (Energy transformation)<br>Unit 6a: How does understanding biomechanics improve movement? (Biomechanical movement)<br>Unit 7a: How can human activity influence pollution and its solution? (Pollution) |
| **Nutrition** | Unit 5a: How does molecules power life? (Molecules to metabolism)<br>Unit 6c: How do our food systems and choices affect people and the planet? (Food production and choices)<br>Unit 7b: How does nutrition shape health and performance? |
| **Environmental Systems and Societies** | Unit 5c: How do ecosystem interactions shape biodiversity? (Ecology)<br>Unit 6c: How do our food systems and choices affect people and the planet? (Food production and choices)<br>Unit 7a: How can human activity influence pollution and its solution? (Pollution) |
| **Sports Exercise and Health Science** | Unit 5a: How does molecules power life? (Molecules to metabolism)<br>Unit 6a: How does understanding biomechanics improve movement? (Biomechanical movement)<br>Unit 7b: How does nutrition shape health and performance? |

**Learning area leader**

For further information contact: Jennifer Chan

## Key contacts

**Assistant Principal Teaching and Learning**
Adrian Chiarolli

**Head of Senior School**
Michael Francis

**Head of Middle School**
Ben Dray

**Director of Learning Enrichment**

Nicole Borowicki

**IB Middle Years Programme Coordinator**
Helen Hopping

**Learning Area Leaders**
Arts: Jane Finnimore (Visual Arts and Media), Jayan Mace (Performing Arts)
Design: Carli Farmer
Individuals and societies/Humanities and Social Sciences: Julia Penn, Jaimee Bowden
Language Acquisition: Claire Charenton
Language and Literature/English: Nia O'Loughlin
Mathematics: Pamela Alexopoulos
Physical and Health Education: Laura Gilbert
Religious Education: Fergus Grant, Caroline Guirguis
Sciences: Jennifer Chan

**Year Level Coordinators**
Year 6: David Carosi
Year 7: Erin McPheat
Year 8: Lane Trenorden
Year 9: Bell Hartley
Year 10: Paul Jarvis

**College Librarian**
Anne-Marie Flaherty

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