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Year 6/7 Coordinator - Miss Betty-Ann deBoer
Head Middle Years - Ms Jane Omond
Introduction

This booklet contains descriptions of subjects offered in 2011 for Years 6 and 7 students. Information is also included regarding the subject pathways in subsequent years.

Loreto College offers a diverse range of subjects which prepares students both academically and personally for the challenges of the 21st Century. Courses of study in Years 6 and Year 7 are based on the eight Areas of Learning as described in the International Baccalaureate Middle Years Programme (IBMYP). As a Catholic School, Religious Education is also an integral part of the curriculum.

The IBMYP curriculum framework is underpinned by the five Areas of Interaction which enable students to view their world from different perspectives. Approaches to Learning, Environments, Community and Service, Human Ingenuity and Health and Social Education are the inquiry model through which units of work are developed and are woven into teaching across all curriculum areas. There is a common compulsory curriculum in Year 6; however, students at Year 7 are able to make some choices in the areas of Languages and Arts. The range of options available to students broadens as they progress through the Middle Years at the Loreto, in preparation for study at SACE Stages 1 & 2. Please refer to the pathways for each area of learning to see the range of subjects offered in each year level.

Every effort will be made to place students in their chosen subjects. However, due to class sizes, resources and staffing, sometimes this may not be possible.

Students are encouraged to discuss choices at home and to seek advice and support from:

Pastoral Care Teacher
Subject Teachers
Year 6/7 Level Coordinator – Miss Betty-Ann deBoer
Student Counsellors – Ms J Gaynor and Mrs K Munro
Middle Years Programme Coordinator (MYP Coordinator) – Ms A Reid
Head Middle Years – Ms J Omond
Loreto Educational Philosophy

“The Institute of the Blessed Virgin Mary was founded at the beginning of the 17th century by an English woman, Mary Ward, to serve the Church through education. The goals of our education today are in essence the same as the goals of our Foundress: the spiritual, intellectual and social development of the individual, and the preparation of students to take their place in the society in which they live, as well as to achieve their ultimate goal, the knowledge and love of God, in so far as this can be attained.

The Christian person as envisaged by Mary Ward is characterised by:

- freedom of spirit
- justice
- integrity

These ideals incorporating personal responsibility, responsiveness to God and others, and the search for truth optimise the yearnings of all peoples in every age. Being fundamental human values, they are particularly relevant in today’s world where the dignity of the human person is threatened.

In modern society, with its rapid change and scientific and technological advances, the most important issues to be raised are not in fact technological - they are issues of values, and the translation of these values into action. A recognition of our responsibilities is a necessary part of education. Our society is a pluralist one, with often conflicting attitudes to religion, morality, human rights and associated areas. Hence our education needs to involve the development of our ability to evaluate critically, and to make decisions based on informed judgement and Christian principles, decisions reflecting a faithful use of the freedom given to us by God.

Our schools, through their climate, teacher-student relations and curriculum, aim to meet the spiritual, intellectual, psychological and social needs of each student, developing more fully the ability of each one to think objectively and responsibly, to value the search for truth, and to appreciate the dignity and value of the human person.”

Australian Province of the Institute of the Blessed Virgin Mary
**Middle Years Programme (MYP)**

The International Baccalaureate Middle Years Programme (IBMYP) is designed for students aged 11 to 16. This period is a particularly critical phase of personal and intellectual development and requires a programme that helps students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts.

**What is the IBMYP?**

The IBMYP stands for the International Baccalaureate Middle Years Programme. It is a course of study for students from Years 6 – 10 and is based upon eight subject groups or Learning Areas. These subject groups are Language A (English), Language B (English as a Second Language, French, Chinese, Italian), Mathematics, Science, Humanities, The Arts (Music, Art or Drama), Technology and Physical Education. At Loreto College students also study Religion as part of the curriculum in the Middle Years.

**What do we mean by the Fundamental Concepts?**

The IBMYP is designed to provide students with the values and opportunities that will enable them to develop sound judgement, problem solving skills and the capacity to adapt to a rapidly changing world. In order for this to happen, students are encouraged to question and evaluate information critically and to develop an awareness of their own place in the world. The IBMYP is guided by three fundamental concepts that underpin its development, both internationally and in individual schools.

**Holistic Learning**: emphasises the link between different disciplines, providing a global view of situations and issues.

**Intercultural Awareness**: is concerned with developing students’ attitudes, knowledge and skills as they learn about their own and others’ social and national cultures. This awareness fosters tolerance and respect for diversity.

**Communication**: Is fundamental to learning, as it supports inquiry and understanding and allows student reflection and expression.
What are the Areas of Interaction?

Students are required to experience and explore the Areas of Interaction in each year of the program. These areas are common to all subject areas and are designed to help students become increasingly aware of the connections between different subjects as well as between subjects and real life issues.

Five Areas of Interaction

1. Approaches to Learning (ATL): Through ATL teachers provide students with the tools to enable them to take responsibility for their own learning, thereby developing an awareness of how they learn best, of thought processes and of learning strategies.

2. Community and Service: This component requires students to take an active part in the communities in which they live, thereby encouraging responsible citizenship.

3. Human Ingenuity: Students explore in multiple ways the processes and products of human creativity, thus learning to appreciate and develop in themselves the human capacity to influence, transform, enjoy and improve the quality of life.

4. Environments: This area aims to develop students’ awareness of their interdependence with the environment so that they understand and accept their responsibilities.

5. Health and Social Education: This area deals with physical, social and emotional health and intelligence—key aspects of development leading to complete and healthy lives.
Social Justice Passport – Middle Years (6-9)

Mary Ward wanted her companions to be directly engaged with society and to be women characterised by a spirit of ‘freedom, justice and sincerity’. Justice, as she describes it, involves a personal integrity based on harmonious relationship with God, with other people and with the whole of creation and it is expressed in ‘works of justice’. For 400 years Loreto schools have been educating women as leaders of tomorrow. To do this successfully, students are challenged ‘to act justly, to love tenderly and to walk humbly with their God’ (Micah 6:8).

In the Middle Years (6-9) – from Charity to Justice - students begin to move towards a more independent approach in their learning. Drawing on the natural gift of this age group to view the world optimistically and the desire they have to contribute, in positive ways to make a difference for good in our world, each student will be involved in minimum requirements of service. Serving the Wider Community; Serving the School Community; and Social Awareness. The possibilities are boundless. Another important part of the programme is reflection. Once a term students will be given an opportunity to record their service activities and reflect on their experiences in pastoral care class. All these activities will be documented as a passport for entry into the Senior Years.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Minimum Expectation</th>
<th>Service Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>R–2</td>
<td>1 activity per term</td>
<td>Participation and reflection in serving their families, school and community</td>
</tr>
<tr>
<td>3–5</td>
<td>1 hour per term</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2 hours per term</td>
<td>Participation and reflection in serving the school and wider communities and raising social awareness</td>
</tr>
<tr>
<td>7</td>
<td>2 hours per term</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3 hours per term</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3 hours per term</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>5 hours per term</td>
<td>Participation and reflection in serving the school and wider communities and raising social awareness</td>
</tr>
<tr>
<td>11</td>
<td>5 hours per term</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>voluntary</td>
<td></td>
</tr>
</tbody>
</table>
**Year 6 Overview**

**Year 6 Coordinator: Mrs A Smith**

Students will study the following subjects.

Religious Education  
Arts - 1 semester of Art, Drama and Music  
Humanities  
Language A - English  
Language B - Chinese, French and Italian  
Mathematics  
Physical Education  
Science  
Technology - 1 semester of Information and Communication Technology

The Pastoral Care Programme in Year 6 covers a wide range of topics aimed at assisting students to gain skills in developing and maintaining effective peer relationships, learning organisational skills and developing the capacity to make well informed choices. In 2011 the Year 6 students will participate in an overnight camp at Wirraway Homestead Campsite Sanctuary. The purpose of the camp is to provide students with opportunities to further enhance and develop skills covered in the Pastoral Care Programme. The camp focus is on developing skills for working collaboratively with others and learning to resolve problems in independent and creative ways.

The students attend a Day Retreat at St Paul of the Cross, at Glen Osmond. It is an expectation that all students attend the retreat as part of their personal spiritual development. All Year 6 students are required to continue service towards their Social Justice Passport – Middle Years. Students are required to undertake a minimum of 2 hours of service in each of Terms 1 to 3 and reflect on their experiences.

**Homework**

At the beginning of the semester the Year Level Coordinator publishes a year level homework timetable. Students may be expected to spend up to one hour on homework each week night (excluding Friday) at Year 6. Students are encouraged to read for around 20 minutes each night.
Year 7 Overview

Year 7 Coordinator: Mrs A Smith

Students will study the following subjects.

Religious Education
Arts - 2 semesters of either Art, Drama or Music
Humanities
Language A - English
Language B - either Chinese, French or Italian
Mathematics
Physical Education
Science
Technology - 1 semester each of Food/Textiles Technology and Information and Communication Technology

In 2011 the Year 7 students will participate in a trip to Canberra. The purpose of the trip is to expand on class room learning about the functions of government in Australia. The trip provides students with the opportunity to engage in the processes of government in a practical hands on way.

The Pastoral Care Programme covers a wide range of topics aimed at assisting students to gain skills in developing and maintaining effective peer relationships, in learning organisational skills and in developing the capacity to make well informed choices.

The students attend a Day Retreat at St Paul of the Cross, at Glen Osmond. It is an expectation that all students attend the retreat as part of their personal spiritual development. All Year 7 students are required to continue service towards their Social Justice Passport – Middle Years. Students are required to undertake a minimum of 2 hours of service in each of Terms 1 to 3 and reflect on their experiences.

Homework

At the beginning of the semester the Year Level Coordinator publishes a year level homework timetable. Students may be expected to spend up to one hour on homework each week night (excluding Friday) at Year 7. Students are encouraged to read for around 20 minutes each night.

Pathways

Subject pathways for Years 6-10 can be seen on the following pages.
Subject Criteria Overview

The Arts
Criterion A: Knowledge and Understanding (8)
Criterion B: Application (10)
Criterion C: Reflection and Evaluation (8)
Criterion D: Personal Engagement (8)

Humanities
Criterion A: Knowledge (10)
Criterion B: Concepts (10)
Criterion C: Skills (10)
Criterion D: Organisation and Presentation (8)

Language A
Criterion A: Content - Receptive and Productive (10)
Criterion B: Organisation (10)
Criterion C: Style and Language Mechanics (10)

Language B
Criterion A: Oral Communication- Message and Interaction (8)
Criterion B: Oral Communication- Language (8)
Criterion C: Writing- Message and Organisation (8)
Criterion D: Writing- Language (8)
Criterion E: Reading Comprehension (16)

Mathematics
Criterion A: Knowledge and Understanding (8)
Criterion B: Investigating Patterns (8)
Criterion C: Communication in Mathematics (6)
Criterion D: Reflection in Mathematics (6)

PE
Criterion A: Knowledge and Understanding (8)
Criterion B: Movement Composition (6)
Criterion C: Performance (10)
Criterion D: Social Skills and Personal Engagement (8)

RE
Criterion A: Knowledge (10)
Criterion B: Conceptual Strands (10)
Criterion C: Organisation and Presentation (8)

Science
Criterion A: One World (6)
Criterion B: Communication in Science (6)
Criterion C: Knowledge and Understanding of Science (6)
Criterion D: Scientific Enquiry (6)
Criterion E: Processing Data (6)
Criterion F: Attitude in Science (6)

Technology
Criterion A: Investigate (6)
Criterion B: Design (6)
Criterion C: Plan (6)
Criterion D: Create (6)
Criterion E: Evaluate (6)
Criterion F: Attitude to Technology (6)
The Arts

Year 6  Year 7  Year 8  Year 9  Year 10

Art → Art → Art → Art → Art

Music → Music → Music → Music → Music

Drama → Drama → Drama → Drama → Drama
Language A

Year 6  Year 7  Year 8  Year 9  Year 10

English → English → English → English → English
Physical Education

Year 6  Year 7  Year 8  Year 9  Year 10

Physical Education → Physical Education → Physical Education → Physical Education → Physical Education

Home Economics - Food Technology → Home Economics - Food Technology → Food Technology → Food Technology
French B and Italian B are only offered to new students who have not studied either of the languages in their previous school.
Science and Science for Life in Year 10 differ in some content details and in the depth of treatment of some topics.
Humanities and Social Sciences

Year 6  Year 7  Year 8  Year 9  Year 10

Humanities  

History  

History  

History  

Geography  

Geography  

Geography  

Religious Education  

Religious Education  

Religious Education  

Religious Education  

Religious Education  

History and Geography are core subjects and are a semester each in length in Years 8, 9 and 10.
Technology

Year 6  Year 7  Year 8  Year 9  Year 10

Information & Communication Technology  Information & Communication Technology  U&ICT  Website Creation  Movie Making

Computer Animation  Movie Making  Digital Tools

Home Economics - Textiles Technology  Textiles Technology  Design Technology - Textiles

Food Technology  Food Technology  Food Technology

Introduction to Child Studies
Art

Contact Teachers: Mrs J Hamilton

What will I learn?

Year 6
In Year 6 an emphasis is placed on the use of your imagination in your practical works. An inventive use of materials and observation of the work of artists working in similar ways will be a focus. You will experience and explore a range of materials, techniques & processes in the production of art works.

Reflection and evaluation are integral to the creative process. There are no right or wrong answers but many ways of reaching a conclusion. You will be encouraged to reflect on your learning and art production through verbal conversations, group discussion and in written responses.

Year 7
The focus of Year 7 is on the elements of colour, colour relationships in the work of artists and the implementation of colour knowledge in your practical work.

Your practical work will focus on the application of colour knowledge and observation skills in the creation of artworks. You will build on your experience of visual art materials, techniques, skills and application.

Your knowledge of Visual Art terminology is developed primarily in the context of colour theory but secondly by the observation of artists’ use of colour in artworks. This extends into the discussion of other formal art elements. Becoming familiar with the use of appropriate Visual Art terminology to demonstrate your aesthetic and critical awareness is encouraged in verbal conversations, group discussions and in written responses.

How will I be assessed?

Types of assessment:
- The production of practical work
- Developmental workbook – recording the development of your ideas, the progress of your practical work and writing reflections on your learning
- Writing and talking about artists’ works

Using MYP Arts assessment criteria:
Criterion A: Knowledge and Understanding
Criterion B: Application
Criterion C: Reflection and Evaluation
Criterion D: Personal Engagement

Pathways
Leads to Years 7 and 8 Art.
**Curriculum Enrichment**

*Contact Teacher: Mrs E Smith*

**Content/Learning Outcomes**

Curriculum Enrichment provides individualised or small group learning support, including extension, across all learning areas for students in Years 6-12. Students with identified learning needs may select Curriculum Enrichment on a subject line in negotiation with the Inclusive Education Coordinator. This option provides students with the opportunity to work at their own pace, on tasks set by their subject teachers, with the support of Curriculum Enrichment staff as needed. Students in Years 11 and 12 may only select this option if they have sufficient credits to meet the SACE requirements.

**Assessment**

None

**Further Study**

As a support programme, Curriculum Enrichment enables students to access most subject areas by negotiation.

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**Drama**

*Contact Teachers: Mr M Randell*

**What will I learn?**

**Year 6**

Year 6 Drama seeks to introduce students to the basics of Performing Arts. Students will create their own group or individual presentations incorporating basic elements of performance. They are encouraged to start developing collaborative skills, receive and give feedback.

Possible topics may include:

- Mime
- Characterisation
- Dance/Music Drama
- Costume Design
- Poster Design

Written work is presented in the form of an on-going workbook reflecting process and problem solving.
Year 7

Year 7 Drama seeks to build on Year 6 and create a greater awareness of the performing Arts in a contemporary society. Students will explore different styles of Drama and devise their own group or individual presentations. Students are encouraged to further develop effective collaborative skills, receive and give feedback and build on it. Students will consider the role of the ensemble and audience in creating Drama.

Possible topics may include:

- Mime
- Conflict
- Characterisation
- Improvisation
- Costume Design
- Props Creation

Written work is presented in the form of an on-going workbook reflecting process and problem solving.

How will I be assessed?

Students work will be assessed against the following MYP criteria:

Criterion A: Knowledge and understanding
Criterion B: Application
Criterion C: Reflection and Evaluation
Criterion D: Personal Engagement

Pathways

These courses lead to Year 7 and 8 Drama.

Home Economics (Year 7 only)

Contact Teacher: Ms K Stoodley

What will I learn?

Within a semester the students will spend one term in Food Technology and the other term in Textiles Technology.

Food Technology

Loretian Lunchbox - Students will use the Design Cycle to explore recipes and develop skills required to plan, prepare and present various foods, both savoury and sweet. These skills will be demonstrated in the production and presentation of a healthy school lunchbox, filled with foods they have prepared. Careful work habits, food safety, effective time management, wise nutritional selection considerations, problem-solving and correct use of equipment will be practiced.
Textile Technology
Zippy Gizmo - Students will use the Design Cycle to design and construct a bag with a zip for a specific purpose, using various processes and systems. They will be able to demonstrate their own design ideas, using the sewing machine, decorative fabrics, adornments and pattern making principles.

How will I be assessed?
Assessment of practical and written work will be using MYP Technology Level 1 criteria, which consists of:

Criterion A: Investigate
Criterion B: Design
Criterion C: Plan
Criterion D: Create
Criterion E: Evaluate
Criterion F: Attitude to technology

Pathways
Leads to Year 8 Home Economics (Food/Textiles).

Humanities
Contact Teacher: Mr P Foley

What will I learn?
Year 6
In Humanities at Year 6 the following topics are studied:

- Antarctica
- Ancient Egypt
- Heroes
- Torres Strait Islands

Year 7
In Humanities at Year 7 the following topics are studied:

- Australian Identity
- Child Rights
- Civics and Democracy
- Personal Project

How will I be assessed?
Year 6
Assessment is continuous and various activities will be incorporated including:
• Written research assignments
• Statistical Interpretation
• Oral presentations
• Audio-Visual interpretations
• Mapping Exercises
• Field investigations
• Tests

Year 7
Research assignments, empathic responses, short answer tests, source analysis, group task, and appropriate short essay responses.

Assessment Criteria
Students work will be assessed against the following MYP criteria:

Criterion A: Knowledge
Criterion B: Concepts
Criterion C: Skills
Criterion D: Organisation and Presentation

Pathways
Leads to Year 7 Humanities and Year 8 Geography and History (one semester of each).

Information and Communication Technology

Year 6
Contact Teacher: Ms A M Tippins

Technology exists as a single subject in the MYP in terms of its aims, objectives and assessment criteria. Inquiry and problem solving are at the heart of the MYP technology course.

Students are expected to solve problems through the creation of technological products/solutions. Students investigate problems and use the technology design cycle as a tool to design, plan, create and evaluate products/solutions.

This course is undertaken as a one semester unit. The course has a practical base and emphasises the development of a broad range of Information and Communication Technology skills that can be use in all other curriculum areas. The development of an effective ICT skill set is fundamental in all learning situations.

What will I learn?

• Revision of:
  • File Management / Network environment
  • Word Processing / Desktop Publishing
• Visual presentation using PowerPoint
• Video creation using video software for editing
• Investigation of Web 2.0 and 3.0 tools

How will I be assessed?

Students will undertake a range of tasks that will be assessed against the Year 1 Technology Criteria using rubrics, checklists and observations and the successful completion of assigned tasks:

Criterion A – Investigate (6)
Criterion B – Design (6)
Criterion C – Plan (6)
Criterion D – Create (6)
Criterion E – Evaluate (6)
Criterion F – Attitude to technology (6)

Pathways

All technology skills that will be investigated will support content and activities in other learning areas / disciplines and provide a sound foundation for exploring ICT subjects in later years.

Year 7

Contact Teacher: Ms A M Tippins

Technology exists as a single subject in the MYP in terms of its aims, objectives and assessment criteria. Inquiry and problem solving are at the heart of the MYP technology course.

Students are expected to solve problems through the creation of technological products/solutions. Students investigate problems and use the technology design cycle as a tool to design, plan, create and evaluate products/solutions.

This course is undertaken as a one semester unit. The course has a practical base and emphasises the development of a broad range of Information and Communication Technology skills that can be use in all other curriculum areas. The development of an effective ICT skill set is fundamental in all learning situations.

What will I learn?

Revision of:

• File Management
• Desktop Publishing
• Digital storytelling using PhotoStory for Windows
• Image and sound manipulation using PhotoShop CS5 and Audacity
• Website creation using Dreamweaver CS5

**How will I be assessed?**

Students will undertake a range of tasks that will be assessed against the Year 1 Technology Criteria using rubrics, checklists and observations, and the successful completion of assigned tasks:

- Criterion A – Investigate (6)
- Criterion B – Design (6)
- Criterion C – Plan (6)
- Criterion D – Create (6)
- Criterion E – Evaluate (6)
- Criterion F – Attitude to technology (6)

**Pathways**

All technology skills that will be investigated will support content and activities in other learning areas / disciplines and provide a sound foundation for exploring ICT subjects in later years.

**Language A - English**

*Contact Teacher: Ms L Mulligan*

**What will I learn?**

**Year 6**

The study of English involves learning about texts and language and their different social and cultural contexts, using the modes of speaking, listening, reading, viewing and writing. As students learn about the English language through the study of a range of texts, they also develop their literacy skills.

In Year 6 English, students are encouraged to: be independent and collaborative workers; take increasing responsibility to set their own goals; be organised; and complete all tasks.

Grammar concepts are also taught during the course, which allow students to develop and refine their skills with the written and spoken word.

Students will be given opportunities to cultivate a love of reading and literature through specific activities like *Premier’s Reading Challenge*, *Readers’ Cup* and shared reading. Furthermore, they will be encouraged to choose literature for independent enjoyment.

In this course, students will be encouraged to develop their skills as writers, listeners and viewers. Students will understand and compose a range of literary, media and everyday texts. Students will be able to articulate personal responses and opinions and develop an appreciation of their world.
Year 7
The study of English involves learning about texts and language using the modes of speaking, listening, and reading, viewing and writing. Students will read and compose a range of literary, media and everyday texts. As they learn about the English language and are exposed to a variety of text types, they also develop functional and critical literacy skills, which allow them to understand, analyse and critically respond to and produce spoken, written, visual and multimedia communications for different purposes and audiences.

In Year 7 English, students are encouraged to: be independent and collaborative workers; take increasing responsibility to set their own goals; be organised; and complete all tasks.

Grammar concepts are taught during the course, which allow students to develop and refine their skills with the written and spoken word. Students will be given opportunities to cultivate a love of reading and literature through specific class activities like the Premier’s Reading Challenge, Reader’s Cup and shared reading. Furthermore, they will be encouraged to choose literature for independent enjoyment.

In this course, students will be encouraged to develop their skills as writers, listeners and viewers. Students will understand and compose a range of literary, media and everyday texts. Some tasks will be interdisciplinary in nature and make meaningful connections with other learning areas. Students will be able to articulate personal responses and opinions, start to develop a sense of critical awareness and develop an appreciation of their world.

How will I be assessed?

Assessment will be based on a wide range of written, oral and multimedia responses.

The MYP criteria for assessment are as follows:

Criterion A: Content (receptive and productive)
Criterion B: Organisation
Criterion C : Style and language mechanics

Pathways

Leads to a study of Year 7 and 8 Language A (English).

Language B (Chinese - Mandarin, French and Italian)

Contact Teacher: Mrs C Emblem

Year 6
In Year 6 all students are given an introductory 13 week course in each of the three languages offered at Loreto College; Chinese, French and Italian. The Language B course is delivered according to a rotation system.
Year 7
In Year 7 the chosen Language B subject is studied for the full year.

What will I learn?

Year 6
Chinese
In the Chinese course, students new to Loreto College will learn how to exchange information about themselves and others in the context of their everyday lives, focusing mainly on oral communication and the pinyin (the phonetics of Chinese). Students with previous years’ experience will continue to extend their character writing skills and oral communication. Students develop their intercultural language understanding through activities and tasks based on mixed ability group work. Students learn to appreciate the strong link between Chinese language and culture.

French and Italian
The Language B course is made up of a series of topic-based units on the students’ personal life and environment. Students will learn how to exchange information about themselves and others in the context of their everyday lives. They also learn communication skills essential to functioning at a basic level in the given country. Listening, speaking, reading and writing skills develop, while an understanding of social and cultural aspects of language is incorporated.

Year 7
Chinese
Students will continue to learn how to exchange information about themselves and others in the context of their everyday lives. They also learn communication skills essential to functioning at a basic level in a Chinese-speaking country. Students build on their listening, speaking, reading and writing skills as they develop a greater appreciation of intercultural language learning.

French and Italian
Students will continue to develop their understanding of grammar and their range of sentence structures to exchange information about themselves and others. They will also broaden their vocabulary and intercultural awareness by engaging with written and oral texts from a range of media including cartoons, film, advertisements, songs, emails, DVDs, internet and CD ROMs. Students build on their listening, speaking, reading and writing skills as they develop a greater appreciation for intercultural language learning.

How will I be assessed?

Students will be assessed continuously on their ability to communicate orally and in writing. Analysis tasks on written and spoken texts will be set. There will also be regular vocabulary and grammar tests.

Students in Years 6 and 7 will be assessed using the Criteria for Year 1 of the program throughout the whole year.
The International Baccalaureate Middle Years Programme assessment criteria will be used:

Criterion A: Oral Communication – Message and Interaction
Criterion B: Oral Communication – Language
Criterion C: Writing – Message and Organisation
Criterion D: Writing – Language
Criterion E: Reading Comprehension

Criteria A, B, C and D are scored on a continuum up to 8, Criterion E is initially scored on a continuum up to 8 and the score is then doubled.

The total score for Language B is 48.

**Pathways**

**Year 6**
At the end of the year, students will be required to choose which of the three languages, French, Italian or Chinese, they would like to continue as their language of choice until the end of Year 10. This is a requirement of the MYP.

**Year 7**
At the end of the year, students select the language they have studied in Year 7 to continue into Year 8.

**Library Programme**

**Micklegate and York Library**

The students in the Middle Years are encouraged to use the libraries on both campuses. The Information Resources Coordinator R-7 and the Information Resources Coordinator 8-12 are both involved in teaching the girls information literacy skills and in the promotion of literature.

Literature is promoted through a number of programmes. Each class visits the libraries for regular literature promotion sessions. An internal Readers’ Cup competition is held in Years 6-8. A Year 6 team of girls competes with private and government schools students in an external Readers’ Cup competition. The girls are also encouraged annually to complete the Premier’s Reading Challenge.

As part of the Middle Years Programme, information literacy skills are taught through a guided inquiry approach to research. Guided inquiry methodology provides scaffolding and strategies for students at critical points in the research process. They are required to explore issues through an essential guiding question that is issue based, relevant to their world and seeks to develop higher order thinking and deep knowledge. The girls have access to a variety of print, visual and digital resources. Web 2.0 facilities such as blogs and wikis are used as part of the research process.
Levels of Mathematics

Contact Teacher: Mrs F Winter

MYP Mathematics should be accessible to and be studied by all students. Schools must ensure that the mathematics curriculum allows all students the opportunity to reach their full potential and achieve the final aims and objectives of MYP Mathematics.

In order to achieve this, the concepts and skills of the framework for Mathematics are organised so that students can work at two levels of ability: Standard Mathematics and Extended Mathematics. Standard Mathematics aims to give all students a sound knowledge of basic Mathematical concepts while allowing them to develop the skills needed to meet the objectives of MYP Mathematics.

Extended Mathematics consists of the Standard Mathematics framework supplemented by additional concepts and skills. This level provides the foundation for students who wish to pursue further studies in Mathematics.

Year 6 Mathematics

What will I learn?

- Whole number
- Number facts
- Points, lines and circles
- Fractions
- Decimals
- Measurement
- Solids and mass
- Time and temperature
- Maps and co-ordinates
- Patterns and algebra

How will I be assessed?

MYP schools follow a criterion-referenced approach. Students’ work is therefore assessed against four defined assessment criteria:

Criterion A: Knowledge and Understanding
Criterion B: Investigating patterns
Criterion C: Communication in Mathematics
Criterion D: Reflection in Mathematics

Pathways

Movement between Mainstream and Extended Mathematics is available when deemed appropriate by the student’s Mathematics’ teacher in consultation with the Mathematics’ Coordinator.
Year 6 Mathematics can lead to any choices of Mathematics in Year 7, and provides the basis for further study in Years 7 to 12.

**Extended Mathematics**

Recommendation by teaching staff based on recognition of prior learning, a high retention of skills and processes, and a liking for Mathematics coupled with a strong work ethic and the ability to master concepts and processes readily. Students in Year 6 will be recommended for Extended Mathematics as early as practicable in Semester 1. Parents will be notified of their daughter’s inclusion in this group.

**What will I learn?**

Students will cover the core work with students in the mainstream classes (see above) and will attend Extended Mathematics classes once a week enabling them to explore problem solving approaches, extra content and Mathematical technology, including graphics calculators, computer software, interactive geometry and dynamic statistics.

**How will I be assessed?**

MYP schools follow a criterion-referenced approach. Students’ work is therefore assessed against four defined assessment criteria:

- Criterion A: Knowledge and Understanding
- Criterion B: Investigating patterns
- Criterion C: Communication in Mathematics
- Criterion D: Reflection in Mathematics

**Pathways**

Movement between Mathematics and Extended Mathematics is available when deemed appropriate by a student’s Mathematics’ teacher in consultation with the Mathematics’ Coordinator.

Year 6 Extended Mathematics can lead to any choices of Mathematics in Year 7, and provides the basis for further study in Years 7 to 12.

**Year 7 Mathematics**

**What will I learn?**

- Number
- Factors, multiples and primes
- Fractions
- Decimals
- Measurement
• Percentages
• Fractions
• Statistics
• Triangles and constructions
• Integers
• Probability
• Venn Diagrams

**How will I be assessed?**

MYP schools follow a criterion-referenced approach. Students’ work is therefore assessed against four defined assessment criteria:

Criterion A: Knowledge and Understanding
Criterion B: Investigating patterns
Criterion C: Communication in Mathematics
Criterion D: Reflection in Mathematics

**Pathways**

Movement between Mainstream and Extended Mathematics is available when deemed appropriate by the student’s Mathematics teacher in consultation with the Mathematics Coordinator.

Year 7 Mathematics can lead to any choices of Mathematics in Year 8, and provides the basis for further study in Years 8 to 12.

**Extended Mathematics**

Recommendation by teaching staff based on recognition of prior learning, a high retention of skills and processes, and a liking for Mathematics coupled with a strong work ethic and the ability to master concepts and processes readily. Students in Year 7 will be recommended for Extended Mathematics as early as practicable in Semester 1. Parents will be notified of their daughter’s inclusion in this group.

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Criterion C: Communication in Mathematics
Criterion D: Reflection in Mathematics

Pathways

Movement between Mathematics and Extended Mathematics is available when deemed appropriate by a student’s Mathematics teacher in consultation with the Mathematics Coordinator.

Year 7 Extended Mathematics can lead to any choices of Mathematics in Year 8, and provides the basis for further study in Years 8 to 12.

Music

Contact Teacher: Ms C Trahair

What will I learn?

Year 6 and 7
The course allows students to explore skills in music through listening, composing and performing.

The Music Course includes the following Learning Activities:

- Developing Theory and Aural skills
- Composing and Arranging (using music technology)
- Language and context of music - Listening and analysis, score reading, history
- Performance: Ensemble- instrumental/vocal

How will I be assessed?

Assessment tasks include participation in group activities, written assignments and theory tests, research and composition projects.

The four criteria by which you will be assessed are as follows:

Criterion A: Knowledge and Understanding
Criterion B: Application
Criterion C: Reflection and Evaluation
Criterion D: Personal Engagement

Pathways

Provides skills to continue with Music in Year 7 and 8.
**Physical Education**

*Contact Teacher: Mrs G Rigney*

**What will I learn?**

Physical Education aims to facilitate the physical, mental, social and intellectual development of students. Experiences in Physical Education will provide both immediate and long term opportunities for students.

Through well planned and structured teaching we will assist students to:

- Develop an experience of a wide range of both basic and advanced movement and coordination skills.
- Acquire skills, techniques and attitudes which promote physical, mental, social and emotional health.
- Develop a coherent set of personal and social values to which they commit themselves, including honesty, consideration for others, self discipline, acceptance of responsibility, self reliance and initiative.
- Learn how to solve problems during physical activity through individual and group work.

Students will be provided with various practical unit experiences. Students can experience and develop a wide range of movement skills as well as knowledge in the related areas of fitness, health and lifestyle management. Units will be selected from the following areas:

**Year 6**
- Individual: Gymnastics, Badminton, Athletics and Self Defence
- Team: Hockey, Volleyball, Touch, Games Making, Basketball and Australian Rules

**Year 7**
- Individual: Gymnastics, Dance, Athletics, Table Tennis
- Team: Netball, Soccer, Cricket, Sofcrosse, European Handball

**How will I be assessed?**

The following assessment criteria have been established by the IBO for physical education in the MYP. The final assessment required for IBO-validated grades and certification at the end of the MYP must be based on these assessment criteria.

- Criterion A: Use of knowledge
- Criterion B: Movement composition
- Criterion C: Performance
- Criterion D: Social skills and personal engagement

**Pathways**

Leads to Year 7 and 8 Physical Education.
**Religious Education**

*Contact Teacher: Mr L Travers*

**What will I learn?**

Students will learn about:

**Year 6**
- One Community in Christ Jesus
- Lent, Easter and Holy Week
- Sacramentality and Sacraments of Initiation
- Our Christian mission
- Made in the image of God—Freedom to choose
- Mary, the faithful disciple—Servant Leadership
- Mary Ward as hero—myself as hero
- The gift of giving—God’s gift of Jesus

**Year 7**
- God’s work of art—the Eucharist
- Easter and Project Compassion
- Worls Religions—Old Testament to present
- Informing our values and actions through scripture and conscience
- Prayer and Spirituality
- Advent people

**How will I be assessed?**

Formative and Summative tasks will be used for assessment. These tasks will vary and may include
- Research
- written short answer tasks
- oral presentations
- Reflections
- presentations using technology such as Photostory, PowerPoint etc.

Assessment tasks will be marked according to the MYP criteria set for each task.

**Pathways**

Leads to Year 7 and 8 Religious Education.

**Science**

*Contact Teacher: Dr J Wright*

Science uses a team teaching approach involving both the Home Room teacher and a specialist Science teacher. Each week, students will carry out practical activities in a
double lesson in one of five Senior School Science laboratories, followed later in the week by a consolidation lesson in their classroom.

**What will I learn?**

- Develop inquiring minds and curiosity about Science and the natural word
- Acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts
- Develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions
- Communicate scientific ideas, arguments and practical experiences accurately in a variety of ways
- Think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts
- Appreciate the benefits and limitations of Science and its application in technological developments
- Understand the international nature of Science and the interdependence of Science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors
- Demonstrate attitudes and develop values of honesty and respect for themselves, others, and their shared environment.

**Year 6**

The skills and attitudes listed above will be developed in a variety of contexts including weathering and erosion of rocks, igneous and sedimentary rock types, an excursion to Hallett Cove, energy transformations, alternative energy sources, forensic investigations and the growth and reproduction of plants. Students are encouraged to participate in Science activities beyond the classroom, such as competing in the Oliphant Science Awards.

**How will I be assessed?**

Students will be assessed using the six MYP Science criteria:
- Criterion A: One World
- Criterion B: Communication in Science
- Criterion C: Knowledge and understanding of Science
- Criterion D: Scientific inquiry
- Criterion E: Processing data
- Criterion F: Attitudes in Science

Assessment is continuous and carried out by a variety of means - topic tests, homework, practical work, assignments and essays.

**Pathways**

This course forms the basis for Years 7 Science.
The majority of Science lessons take place in one of five laboratories, enabling a practical centred approach.

**What will I learn?**

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

- Develop inquiring minds and curiosity about Science and the natural word
- Acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts
- Develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions
- Communicate scientific ideas, arguments and practical experiences accurately in a variety of ways
- Think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts
- Appreciate the benefits and limitations of Science and its application in technological developments
- Understand the international nature of Science and the interdependence of Science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors
- Demonstrate attitudes and develop values of honesty and respect for themselves, others, and their shared environment.

The skills and attitudes listed above will be developed in a variety of contexts including sea creatures, environmental effects of human activities on our oceans, water chemistry, solutions and dissolving, floating and sinking, rockets and our place in space. Students are encouraged to participate in Science activities beyond the classroom, such as competing in the Oliphant Science Awards.

**How will I be assessed?**

Students will be assessed using the six MYP Science criteria:

Criterion A: One World
Criterion B: Communication in Science
Criterion C: Knowledge and understanding of Science
Criterion D: Scientific inquiry
Criterion E: Processing data
Criterion F: Attitudes in Science

Assessment is continuous and carried out by a variety of means - topic tests, homework, practical work, assignments and essays.

**Pathways**

This course forms the basis for Years 8 Science.