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INTRODUCTION

Kormilda College embraces the International Baccalaureate Middle Years Programme (IBMYP) across Years 6 to 10. It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasises 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, qualities that are essential for life in the 21st Century.

Years 6 to 10 at Kormilda College are characterised by rigorous academic study. Students are encouraged to reach high standards of achievement before choosing their Years 11 and 12 pathway through either the Northern Territory Certificate of Education and Training (NTCET) or the International Baccalaureate Diploma Programme (IBDP).

The Senior Years at Kormilda College offer students choice and opportunity. Year 10 is a time of transition from the Middle to the Senior Years and it is at this point that students can begin to specialise in subjects of their choice and plan future pathways. The choice of subjects is an exciting opportunity, and the purpose of this handbook is to assist students and their parents/guardians to make wise choices.

During Year 10 students participate in intensive individual counselling regarding future choices, and parents/guardians are included in this process. Every effort is made to accommodate the needs of students. However, there is a need to be aware that some Year 11 and 12 subjects prefer pre-requisite study. Parents/guardians are encouraged to discuss with staff at the College any specific needs that their child may have.

Kormilda College offers two broad choices for students approaching Year 10. Most students will remain in the Main Stream which continues the excellent Middle Years curriculum. Within the Main Stream in 2015, students will be able to make choices within most subject areas according to their interests and future career pathways.

The alternative Extension | Enrichment Stream, the High Achievers Academy, Kormilda College’s Centre for Excellence in conjunction with Charles Darwin University (CDU), is an enhanced program for high achievers, catering for students who are focused and highly capable all-rounders academically. This is a selective entry program which offers identified students excellent opportunities to move ahead academically in core subjects.

Students are encouraged to choose a study stream appropriate to their needs and abilities. Once selected, the ongoing partnership between students, their family and the College will support, guide and encourage students to work to the best of their abilities.

Any questions about the curriculum can be directed to:

- Head of Genevieve Thraves MYP Coordinator
- Emma Crassini DP Coordinator
- Roslyn France NTCET Coordinator
- Jenni Smith Careers Advisor/Head of VET
COLLEGE MISSION AND VALUES

Our Mission

Kormilda College, from its Christian foundation and commitment to excellence, seeks to inspire its students to be life-long learners who act with compassion and justice through their understanding of others, and who develop the wisdom and courage to shape the future.

Our Values

We take pride in providing a challenging learning environment that reflects these core values:

- Professional learning
- Reconciliation
- Partnerships with families and communities
- Accountability
- Integrity
- Sustainability
- Service to Community
INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME (IBMYP) OVERVIEW

The International Baccalaureate promotes the education of the whole person, emphasising intellectual, personal, emotional and social growth through all domains of knowledge. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, the International Baccalaureate espouses the principle of educating the whole person for a life of active responsible citizenship.

**IB Learner Profile**

Integral to the delivery of IB programmes is the IB Learner Profile which encapsulates the kinds of world citizens that the IB organisation hopes this type of learning will produce. The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

**Inquirers** – We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable** – We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers** – We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators** – We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled** – We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded** – We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring** – We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-takers** – We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced** – We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve wellbeing for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

**Reflective** – We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.
**IB Middle Years Programme Curriculum Model**

The IB Middle Years Programme Curriculum Model places the student at the centre, and emphasises the interconnectedness of learning, and a balanced education.
ASSESSMENT

Assessment is a complex and important matter. It is an integral part of teaching and learning which identifies strengths and areas for growth, and is a continuous process as students work towards well-defined goals. It is the process of forming a judgment about the quality and extent of student learning achievement against expected standards. Student learning achievement is measured using assessment instruments which include research tasks, projects, investigations, assignments, essays, oral presentations, practical demonstrations, tests and examinations.

Assessment tasks are developed, implemented and assessed collaboratively by teachers with reference to both the IB MYP subject guides and the Australian Curriculum. Throughout each semester, students will be assessed on each IB MYP assessment criterion within a subject at least twice.

In all subject areas students are assessed against a set of IB criteria. For each task, they are awarded a level of achievement that best matches the criterion descriptor. Task-specific clarifications appear next to each criterion. Task-specific clarifications are written by teachers collaboratively, and make explicit to students exactly what each criterion will assess in the task.

In the final year of the MYP (Year 10), the College undertakes monitoring of assessment of samples of student work from selected subjects. These samples are sent to a panel of international educators. This panel scrutinises the samples to ensure assessment criteria and other requirements of the IB MYP meet international standards and provide valuable feedback to the College for improvement of our own standards.

**IB MYP 1 to 7 Grade Rubric**

A common grade rubric, published by the IBO, is used for all areas of learning. A grade is awarded for each subject at the end of each semester. The grade indicates the descriptor that best describes the student’s level of achievement in a particular subject over the course of a semester.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Minimal achievement in terms of objectives.</td>
</tr>
<tr>
<td>2</td>
<td>Very limited achievement against objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.</td>
</tr>
<tr>
<td>3</td>
<td>Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills, and is only able to apply them in normal situations with support.</td>
</tr>
<tr>
<td>4</td>
<td>A good general understanding of the required knowledge and skills and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.</td>
</tr>
<tr>
<td>5</td>
<td>A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation, where appropriate, and occasionally demonstrates originality and insight.</td>
</tr>
<tr>
<td>6</td>
<td>A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7</td>
<td>A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight, and always produces work of high quality.</td>
</tr>
</tbody>
</table>

**Reporting**

Students receive reports which include grades and an overall comment at the end of Term 1 and Term 3. They receive full reports which include grades and comments for each subject at the end of Term 2 and Term 4.

Students are awarded an IB grade from 1 to 7 for each of their subjects (including the Personal Project in Year 10). The grades are determined by applying a formula determined by the IB that considers the student’s most consistent results in each criterion. All MYP grades have descriptors which are used to determine the student’s overall level of success in a course.

The 1 to 7 grading system is not a pass – fail approach towards measuring student progress. Instead, each grade represents a measure of the level achieved by a student in each of their courses. Even a grade of 1 is a limited level of successful progress. Conversely, a grade of 7 represents an exceptionally high level of success. A grade of 7 is not meant to be impossible to achieve in a course, although grades of 7 are awarded for exceptional levels of success.
## MAIN STREAM IN YEAR 10

The Year 10 Main Stream Curriculum Pattern requires:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Required Courses</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language and Literature</strong></td>
<td>* English Literature</td>
<td>Choose one for the year</td>
</tr>
<tr>
<td><em>(previously Language A)</em></td>
<td>* English Language</td>
<td></td>
</tr>
<tr>
<td><strong>Language Acquisition</strong></td>
<td>* Students continue with their language studies from Year 9:</td>
<td>Compulsory for Semester 2</td>
</tr>
<tr>
<td><em>(previously Language B)</em></td>
<td>- Indonesian</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Spanish</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- French</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- OR Personal Learning Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(compulsory NTCET Stage 1 subject — Semester 1 only)</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>* Extension Mathematics</td>
<td>Choose one for the year</td>
</tr>
<tr>
<td></td>
<td>* Mainstream Mathematics</td>
<td></td>
</tr>
<tr>
<td>**Sciences *</td>
<td>* Earth and Environmental Science</td>
<td>Choose two — one semester each</td>
</tr>
<tr>
<td></td>
<td>- Chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Biology</td>
<td></td>
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<tr>
<td></td>
<td>- Physics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Psychology</td>
<td></td>
</tr>
<tr>
<td><strong>Individuals and Societies</strong></td>
<td>* History</td>
<td>Semester 2 — History</td>
</tr>
<tr>
<td><em>(previously Humanities)</em></td>
<td>* Geography</td>
<td>Semester 1— Choose one other Individuals and Societies subject</td>
</tr>
<tr>
<td></td>
<td>* Legal Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Enterprise and Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR PLP (Personal Learning Plan-compulsory NTCET Stage 1 subject — Semester 1 only)</td>
<td></td>
</tr>
<tr>
<td><strong>Physical and Health Education</strong></td>
<td>* Sport, Exercise and Health Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Physical and Health Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Outdoor Education</td>
<td></td>
</tr>
<tr>
<td><strong>Arts Design</strong></td>
<td>* Performing Arts</td>
<td>Choose one for the year</td>
</tr>
<tr>
<td></td>
<td>* Visual Art and Design</td>
<td>Change of Arts/Design elective will be considered for Semester 2 upon request.</td>
</tr>
<tr>
<td></td>
<td>* Computer Design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR PLP (Compulsory NTCET Stage 1 subject — Semester 1 only)</td>
<td></td>
</tr>
</tbody>
</table>

*For enrolment in some Science courses in Year 11 a pass in that subject in Year 10 (for example Physics) is recommended. Please see the relevant Curriculum Coordinator for more information.*
EXTENSION | ENRICHMENT STREAM IN YEAR 10

The High Achievers Academy – Kormilda’s Centre for Excellence

For many students the broad range of opportunities offered in the Main Stream is the most appropriate way to undertake studies at Year 10. However, some students are prepared to accept additional requirements to be able to extend themselves in core academic subjects and to achieve course outcomes at a higher level.

The Kormilda College High Achievers Academy commenced in 2014 in Year 10 as part of a whole of school approach to extension and enrichment. The focus is on providing a program of study for students of exceptional academic ability. This program provides students with the opportunity to engage with Charles Darwin University (CDU) teaching staff and researchers, access first-class tertiary facilities and make friends with people who have mutual interests in certain subject areas. Kormilda College staff, carefully selected to work closely with each individual Year 10 student in the program, will collaborate with CDU faculties and staff to ensure the provision of a differentiated and challenging curriculum, which will align with the core requirements of relevant entry level higher education courses. Students will have the opportunity to develop critical and creative thinking, research and problem solving skills, as well as the ability to work independently and collaboratively.

Benefits

This stream provides significant benefits which include the following:

- A level of study commensurate with high academic ability
- Easy transition to either the IB Diploma Programme or the NTCET
- The possibility of acceleration in some subjects in Years 11 and 12.

Challenges

For the benefits noted above, students must also accept the challenges. These include the following:

- Willingness to work consistently and hard to maintain the demanding pace of this program, and gain great benefit from it
- Commitment to learning Indonesian, Spanish or French until the end of Year 10.

Selection

Entry into the program is selective because places are limited. Multiple criteria are used to accurately pinpoint the students who could benefit from being involved in the program. Prospective students must formally apply, undergo ACER testing and participate in an interview. The identification process of gifted and talented students is dynamic and continuous, allowing for highly talented students to emerge from a larger talented group and ensure that students from disadvantaged and culturally diverse groups are not overlooked.
**High Achievers Academy Curriculum Pattern**

The Year 10 High Achievers Academy Curriculum Pattern requires:

| **Language and Literature***  
<table>
<thead>
<tr>
<th>(previously Language A)</th>
<th>English Literature</th>
<th>Compulsory for the year</th>
</tr>
</thead>
</table>
| **Language Acquisition**  
| (previously Language B) | Students continue with their language studies from Year 9:  
| | * Indonesian  
| | * Spanish  
| | * French  
| | * OR PLP (Personal Learning Plan – Compulsory NTCET Stage 1 subject – Semester 1 only) | Compulsory for the year |
| **Mathematics*** | Extension Mathematics | Compulsory for the year |
| **Sciences*** | Integrated Sciences | Compulsory for the year |
| **Humanities*** | History  
| | Intergrated unit (Economics, Legal Studies, Geography) | Semester 1 – History  
| | Semester 2 – Integrated unit including the other three subjects |
| **Physical and Health Education** | Sport, Exercise and Health Science  
| | Physical and Health Education  
| | Outdoor Education |
| **Arts/Design** | Performing Arts  
| | Visual Art and Design  
| | Computer Design  
| | OR PLP (Personal Learning Plan – Compulsory NTCET stage 1 subject – Semester ONE only). | Choose one for the year.  
| | Change of Arts/Design elective will be considered for Semester 2 upon request. |

* Denotes the area of extension.

Sciences will be taught as interdisciplinary units each semester. Humanities will be taught as an interdisciplinary unit in Semester 2.
PERSONALISED LEARNING

For most students in Year 10 at Kormilda College there are additional areas of study that will personalise their learning journeys.

Personal Project

The Personal Project commences in Year 9 and is completed during Year 10 which is the final year of the MYP. It provides an excellent opportunity for students to produce a truly creative piece of work of their choice, and to demonstrate the independent learning skills they have developed through the Approaches to Learning (ATL). In doing so, the Personal Project helps the transition into Senior School because it requires students to develop research skills essential for independent study in Years 11 and 12.

Students keep a journal documenting their problem solving strategies and the learning process, so that when they examine their experience of making their Personal Project, they can fully discuss it in the report that accompanies the project itself. The report is the most heavily weighted assessment component of the project. In the report students are required to define their goal, evaluate and apply sources, reflect on their learning and the skills they acquired. They are also required to evaluate their final product/outcome according to the specifications they created at the outset of the project.

Students are monitored by a supervisor with whom they meet at least once a month. The supervisor will be a member of the College staff, and their role is to advise and encourage rather than resource.

NTCET Stage 1 Subject

Stage 1 Personal Learning Plan (PLP)

The Personal Learning Plan is a compulsory subject at Stage 1 of the NTCET, which will be undertaken at Year 10. The PLP helps students to plan their future and assist them in choosing the subjects they will study in Years 11 and 12. Students will complete this subject during Terms 2 and 3. See p. 31 for further details.
MAKING CHOICES

In choosing subjects, students are encouraged to consider their interests and aspirations beyond Year 12. Please also consult with the relevant Curriculum Coordinator regarding pathways for English, Mathematics and Science. Pre-requisites are courses which are strongly recommended before a student is allowed to enrol in a particular subject in Years 11 and 12. Students who have a clear idea about subjects they wish to study for the IB or NTCET at Years 11 and 12 should be careful not to cut off options by failing to meet the pre-requisites. Guidance from the Careers Advisor/Head of VET, NTCET Coordinator and DP Coordinator is recommended if students require additional guidance to define their pathway.

RESOURCE LIMITATIONS

It must be clearly stated that, while a broad configuration of Language Acquisition and subject choices is initially offered, the College will only proceed with classes where it is deemed that sufficient students have chosen a particular subject and that the class can be properly resourced. Similarly, some classes have strict limitations on the number of available places. In these cases the Year 9 and 10 Team Leaders and MYP Coordinator will advise the Deputy Principal Academic regarding which applicants for the course are most likely to be able to meet its requirements. These restrictions may require some students to re-select one or more subjects once final numbers are known.

CHANGES OF PROGRAM OR SUBJECT SELECTION

Students in the Extension | Enrichment Stream who find that they are not coping are able to revert to the Main Stream, depending on the number of places available. Application to make such a change must be made through the Deputy Principal Academic. It should be noted that such students will not be guaranteed placement in any particular class.

In relation to their subject selection, students are asked to choose wisely and carefully. Some changes can be accommodated after the commencement of the new academic year, but not all. In general, no changes will be permitted after the issue of academic reports at the end of Term...
SUBJECTS

Language and Literature

Aims

The aims of MYP Language and Literature are to encourage and enable 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 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

Students are assessed against each of the equally weighted criteria as outlined below:

| Criterion A: Analysing |  
|------------------------|---|
|  
| • analyse the content, context, language, structure, technique, style of text(s) and the relationship among texts  
| • analyse the effects of the creator’s choices on an audience  
| • justify opinions and ideas, using examples, explanations and terminology  
| • evaluate similarities and differences by connecting features across and within genres and texts.  

| Criterion B: Organising |  
|-------------------------|---|
|  
| • employ organisational structures that serve the context and intention  
| • organise opinions and ideas in a sustained, coherent and logical manner  
| • use referencing and formatting tools to create a presentation style suitable to context and intention.  

| Criterion C: Producing text |  
|-----------------------------|---|
|  
| • produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process  
| • make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience  
| • select relevant details and examples to develop ideas.  

| Criterion D: Using language |  
|-----------------------------|---|
|  
| • use appropriate and varied vocabulary, sentence structures and forms of expression  
| • write and speak in a register and style that serve the context and intention  
| • use correct grammar, syntax and punctuation  
| • spell (alphabetic languages), write (character languages) and pronounce with accuracy  
| • use appropriate non-verbal communication techniques.  


Year 10 MYP Curriculum Handbook 2016
In Year 10, Language and Literature is split into two different courses to help personalise the learning journeys of students and prepare them for their chosen Year 11 and 12 pathway.

**English Language**

This course is designed for students who intend to study English Communications, English Pathways and Literacy for Work and Community Life in the Senior Years. In the English Language course, students develop their knowledge of the English language and how it has changed over time. They learn how language enables people to interact effectively, to build and maintain relationships and to express and exchange knowledge, skills, attitudes, feelings and opinions.

Examples of assessment include:

- Letter Construction
- Analytical Essays and Paragraphs
- Short Justifications
- Surveys
- Narrative Writing
- Scene Commentaries
- Reading Journals
- Film Reviews
- Spoken Presentations
- Character Profiles

**English Literature**

This course has a strong focus on literature. It is designed for students who aim to study either the IB Diploma Programme or English Studies in the NTCET. The English Literature course aims to engage students in the study of literary texts of personal, cultural, social and aesthetic value. These texts include some that are recognised as having enduring social and artistic value and some that attract contemporary attention. Texts are chosen because they are judged to have potential for enriching the lives of students, expanding the scope of their experience, and because they represent effective and interesting features of form and style. Students will study Shakespeare and other world literature texts. Students will also have the opportunity to study oral narrative traditions of Aboriginal and Torres Strait Islander peoples, texts from Asia, texts from Australia’s immigrant cultures and texts of students’ own choice.

Examples of assessment include:

- Critical Essays
- Written Commentaries
- Scene Commentaries
- Reading Journals
- Literary Reviews
- Spoken Presentations
- Monologues
- Play Writing and Reviewing
- Connected Text Studies
- Narrative Writing.
Mathematics

Aims

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

- enjoy mathematics, develop curiosity and begin to appreciate 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
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalisation and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge

Objectives

Students are assessed against each of the equally weighted criteria as outlined below:

| Criterion A: Knowing and understanding | • select appropriate mathematics when solving problems in both familiar and unfamiliar situations
|                                        | • apply the selected mathematics successfully when solving problems
|                                        | • solve problems correctly in a variety of contexts.
| Criterion B: Investigating patterns     | • select and apply mathematical problem-solving techniques to discover complex patterns
|                                        | • describe patterns as general rules consistent with findings
|                                        | • prove, or verify and justify, general rules.
| Criterion C: Communicating              | • use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
|                                        | • use appropriate forms of mathematical representation to present information
|                                        | • move between different forms of mathematical representation
|                                        | • communicate complete, coherent and concise mathematical lines of reasoning
|                                        | • organise information using a logical structure.
Criterion D: Applying mathematics in real-life contexts

- identify relevant elements of authentic real-life situations
- select appropriate mathematical strategies when solving authentic real-life situations
- apply the selected mathematical strategies successfully to reach a solution
- justify the degree of accuracy of a solution
- justify whether a solution makes sense in the context of the authentic real-life situation.

Depending on their results at the end of Semester 2 in Year 9, students are allocated to one of two different levels of Mathematics. These courses are studied for the whole year. Please note that satisfactory achievement in Year 10 Mathematics is required for entry into Year 11.

**Extension Mathematics**

This course is designed to prepare students for higher level Mathematics courses in Years 11 and 12, either NTCET or IB. If students really enjoy or have a passion for Mathematics, then this course is for them. Students will have the opportunity to develop their higher order mathematical thinking further, with a view to solving a myriad of problems using various mathematical strategies. This course is also designed for students who may wish to study Mathematics at tertiary level.

**Main Stream Mathematics**

This course is designed to enable students to continue their study of Mathematics in Years 11 and 12. There are both practical and theoretical aspects to the course, covering all the requirements of the Year 10 Australian Curriculum.

Both courses will cover elements of number and algebra, measurement and geometry, and statistics and probability.

Examples of assessment for both courses include:

- Investigations
- Reports
- Tests
- Examination (at the end of the semester)
Sciences

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

Students are assessed against each of the equally weighted criteria as outlined below:

| Criterion A: Knowing and understanding | • explain scientific knowledge
|                                           | • apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
|                                           | • analyse and evaluate information to make scientifically supported judgments. |
| Criterion B: Inquiring and designing    | • explain a problem or question to be tested by a scientific investigation
|                                           | • formulate a testable hypothesis and explain it using scientific reasoning
|                                           | • explain how to manipulate the variables, and explain how data will be collected
|                                           | • design scientific investigations. |
| Criterion C: Processing and evaluating  | • present collected and transformed data
|                                           | • interpret data and explain results using scientific reasoning
|                                           | • evaluate the validity of a hypothesis based on the outcome of the scientific investigation
|                                           | • evaluate the validity of the method
|                                           | • explain improvements or extensions to the method. |
| Criterion D: Reflecting on the impacts of science | • explain the ways in which science is applied and used to address a specific problem or issue
|                                           | • discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
|                                           | • apply scientific language effectively
|                                           | • document the work of others and sources of information used. |

Students in Main Stream must select two units of study, and will complete one unit each semester. Students in the Extension | Enrichment Stream will complete the Sciences in interdisciplinary units each semester.
**Biology**

Students will be introduced to the various aspects of Biology with emphasis on the advances the subject has on human life. Topics will include structure of cells, ecology, DNA, macromolecules, introduction to genetics and the theory of evolution. Practical work will be a major part of the course.

**Chemistry**

Students will be introduced to the various aspects of Chemistry and their application in real-world situations. Areas of study will include atomic theory, bonding, the periodic table and the periodicity of the elements, quantitative chemistry, the importance of carbon chemistry and electrochemistry. Practical work will be a major part of the course.

**Earth and Environmental Science**

Earth and Environmental Science explores sustainable living, sustainable energy and environmental case studies. Students develop their knowledge of scientific principles and concepts, the ability to use that knowledge to identify questions, issues, opportunities and challenges, and the capacity to acquire new knowledge through their own investigations.

**Physics**

Students will study the fundamentals of Physics with reference to real-world situations. Topics will include mechanics, gravity and motion, road science, energy transformations and electrical circuits. It is expected that students will be able to cope with the mathematical requirements of this subject. Practical work will be a major part of the course.

**Psychology**

The study of Psychology will enable students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. Topics will include research methods, ethics, data analysis, the brain and brain chemistry, dreams and sleep, and abnormal psychology.

Examples of assessment for these areas of study include:

- Practical Investigations
- Practical Reports
- Research Reports
- Essays
- Tests
- Examination (at the end of the semester)
Individuals and Societies

Aims

The aims of MYP Individuals and Societies are 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 concern for the wellbeing of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead toward conceptual understandings of the relationships between individuals, societies and the environments in which they live.

Objectives

Students are assessed against each of the equally weighted criteria as outlined below:

| Criterion A: Knowing and understanding | • use terminology in context  
• demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples. |
| Criterion B: Investigating | • formulate a clear and focused research question and justify its relevance  
• formulate and follow an action plan to investigate a research question  
• use research methods to collect and record relevant information  
• evaluate the process and results of the investigation. |
| Criterion C: Communicating | • communicate information and ideas using an appropriate style for the audience and purpose  
• structure information and ideas in a way that is appropriate to the specified format  
• document sources of information using a recognised convention. |
| Criterion D: Thinking critically | • discuss concepts, issues, models, visual representation and theories  
• synthesise information to make valid arguments  
• analyse and evaluate a range of sources/data in terms of origin and purpose, examining values and limitations  
• interpret different perspectives and their implications. |

In Semester 1 all students will study History as this is a requirement of the Australian Curriculum. In Semester 2 students will choose between Economics and Enterprise, Geography, Legal Studies and Philosophy for Main Stream. Students in the Extension | Enrichment Stream will complete an interdisciplinary unit which will combine Economics and Enterprise, Geography and Legal Studies.
**Economics and Enterprise**

Economics and Enterprise is a study of how businesses are formed and managed. The course covers the concepts of business management, marketing, accounting, the stock market and economics.

**Geography**

Geography responds to students’ curiosity about places and is essential to understanding key aspects of Australia’s environment, population, economy and society. The topics have both physical and human focus, and aim to give knowledge as well as skills for inquiring into our rapidly changing world. Fieldwork, GIS investigations and recent events case studies may be included in each topic.

**History**

History focuses on the history of Australia and the modern world from 1901 to the present. This time was important for Australia’s social, cultural, economic and political growth, and our involvement in conflict and cooperation is a key part of the topics covered. Migration, the environment, equity and rights at a national and international level are significant areas of study in some units.

**Legal Studies**

Through the study of Legal Studies, students investigate national and international law. They investigate the role of the High Court and explore how Australia’s international legal obligations influence law and government policy. They evaluate a range of factors that sustain democratic societies.

Examples of assessments for these areas of study include:

- Reports
- Essays
- Debates
- Presentations
- Fieldwork
- Tests
- Examination (at the end of the semester)
Language Acquisition – French, Indonesian and Spanish

**Aims**
The aims of MYP Language Acquisition are to encourage and enable students to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student’s communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognise and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to 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 understand of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

**Objectives**
Students are assessed against each of the equally weighted criteria as outlined below:

| Criterion A: Comprehending spoken and visual text | listen for specific purposes and respond to show understanding |
| | interpret visual text that is presented with spoken text |
| | engage with the text by supporting opinion and personal response with evidence and examples from the text. |

| Criterion B: Comprehending written and visual text | read for specific purposes and respond to show understanding |
| | interpret visual text that is presented with written text |
| | engage with the text by supporting opinion and personal response with evidence and examples from the text. |

| Criterion C: Communicating in response to spoken, written and visual text | interact and communicate in various situations |
| | express thoughts, feelings, ideas, opinions and information in spoken and written form |
| | speak and write for specific purposes. |

| Criterion D: Using language in spoken and written form | organise thoughts, feelings, ideas, opinions and information in spoken and written form |
| | develop accuracy when speaking and writing in the target language. |
The study of additional languages provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realise that there are diverse ways of living, behaving and viewing the world.

Languages offered in Year 10 are French, Indonesian and Spanish, and they are broad in their understanding and delivery of both topics and concepts. Topics will include travel, the environment and traditions and entertainment.

Examples of assessment include:

- Reading Comprehension
- Listening Comprehension
- Oral Communication
- Visual Interpretation
- Writing Tasks
- Tests
- Examination (at the end of the semester)
Physical and Health Education

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

Students are assessed against each of the equally weighted criteria as outlined below:

| Criterion A: Knowing and understanding | • explain physical health education factual, procedural and conceptual knowledge
| | • apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
| | • apply physical and health terminology effectively to communicate understanding.

| Criterion B: Planning for performance | • design, explain and justify plans to improve physical performance and health
| | • analyse and evaluate the effectiveness of a plan based on the outcome.

| Criterion C: Applying and performing | • demonstrate and apply a range of skills and techniques effectively
| | • demonstrate and apply a range of strategies and movement concepts
| | • analyse and apply information to perform effectively.

| Criterion D: Reflecting and improving performance | • explain and demonstrate strategies that enhance interpersonal skills
| | • develop goals and apply strategies to enhance performance
| | • analyse and evaluate performance.

Physical and Health Education

The Physical and Health Education course is split into a theory-based health component (50%) and a practical-based physical component. Students will learn about and learn through physical activity. Both dimensions help students to develop Approaches to Learning (ATL) skills. They will learn basic strategies and rules whilst developing the game-related skills of each sport and/or activity in both team and individual contexts. Students will also study a health unit each term which is the culmination of the health topics studied in Years 6 to 9. Each unit will involve a major assessment item, where students are asked to research a given topic and present the findings to the class through various media.
**Sport, Exercise and Health Science**

This course is designed to be a prelude to the Year 11 and 12 NTCET Physical Education course and the IB Diploma Sports, Exercise and Health Science course. Students will explore the basic principles of human movement, physiology, biology, nutrition and performance analysis in order to gain an understanding of how the body reacts to exercise and physical activity. The course will be split into theory and practical components and students will be given opportunities for a basic scientific study of the body and performance which will stimulate and challenge students. They will apply and use knowledge, methods and techniques related to sport and health and develop analytical skills relating to ethical, social, moral and environmental implications.

**Outdoor Education**

Outdoor Education, recognised in the Australian Curriculum, is delivered as a stand-alone subject within the IB MYP Physical and Health Education. Outdoor Education promotes the holistic nature of wellbeing through physical activity and the notion of self, others and the environment. It recognises the importance of teamwork, leadership, communication and the development of meaningful connections among people, cultures and the natural world. It is through enjoyment, engagement and understanding of activities such as mountain biking, bushwalking, snorkeling, swimming, life saving, rock climbing, orienteering, ultimate frisbee, yoga and the study of health related topics such as nutrition, risk management, lifestyle, biophilia, mental health and first aid that student motivation for making healthy life choices is increased.

Students completing this course gain 10 credit points towards their NTCET Stage 1 Integrated Learning.

Examples of assessment for these areas of study include:

- Practical Activities
- Assignments
- Presentations
- Tests
**Design**

**Aims**

The aims of MYP Design are 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**

Students are assessed against each of the **equally weighted** criteria as outlined below:

| Criterion A: Inquiring and analysing | • explain and justify the need for a solution to a problem for a specified client/target audience  
| | • identify and prioritise the primary and secondary research needed to develop a solution to the problem  
| | • analyse a range of existing products that inspire a solution to the problem  
| | • develop a detailed design brief which summarises the analysis of relevant research. |
| Criterion B: Developing ideas | • develop a design specification which clearly states the success criteria for the design of a solution  
| | • develop a range of feasible design ideas which can be correctly interpreted by others  
| | • present the final chosen design and justify its selection  
| | • develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution. |
| Criterion C: Creating the solution | • construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution  
| | • demonstrate excellent technical skills when making the solution  
| | • follow the plan to create the solution, which functions as intended  
| | • fully justify changes made to the chosen design and plan when making the solution  
| | • present the solution as a whole, either:  
| | a. in electronic form, or  
| | b. through photographs of the solution from different angles, showing details. |
| Criterion D: Evaluating | • design detailed and relevant testing methods, which generate data, to measure the success of the solution  
• critically evaluate the success of the solution against the design specification  
• explain how the solution could be improved  
• explain the impact of the solution on the client/target audience. |

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Arts

Aims
The aims of MYP Arts are 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
Students are assessed against each of the equally weighted criteria as outlined below:

| Criterion A: Knowing and understanding | • demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
| • demonstrate an understanding of the role of the art form in original or displaced contexts
| • use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. |
| Criterion B: Developing skills | • demonstrate the acquisition and development of the skills and techniques of the art form studied
| • demonstrate the application of skills and techniques to create, perform and/or present art. |
| Criterion C: Thinking creatively | • develop a feasible, clear, imaginative and coherent artistic intention
| • demonstrate a range and depth of creative-thinking behaviours
| • demonstrate the exploration of ideas to shape artistic intention through to a point of realisation. |
| Criterion D: Responding | • construct meaning and transfer learning to new settings
| • create an artistic response that intends to reflect or impact on the world around them
| • critique the artwork of self and others. |
Personal Learning Plan

The Personal Learning Plan (PLP) is a compulsory 10 credit subject undertaken at Stage 1 NTCET, but schools generally organise for students to start the subject in Year 10 so they can plan for Years 11 and 12.

Students must achieve a C grade or better to complete the subject successfully and gain their NTCET at the end of Stage 2 (Year 12).

The PLP helps students to:

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

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

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

Content

The content in the Stage 1 Personal Learning Plan comprises:

- The Five Capabilities
  - communication
  - citizenship
  - personal development
  - work
  - learning

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

Assessment

Students will demonstrate their learning via the following assessments:

- Assessment Type 1: Folio
- Assessment Type 2: Reflection
EAL/D – English as an Additional Language or Dialogue

Kormilda College caters for students from remote Indigenous communities across the Northern Territory, Western Australia, South Australian and Queensland. This means that the campus is enriched by a diverse range of cultural perspectives and languages. It also means that many students experience English as an additional language or dialect. For some of these students, English may be the third or fourth language in which they communicate. In effect, Kormilda offers targeted curriculum that is designed with an understanding that these students use ‘established first language’ knowledge as a base for learning a new language. Students are also supported to develop intercultural understanding that assists them to learn through the medium of English.

The College offers courses in seven subjects groups for Year 10 EAL/D classes (English, Mathematics, Science, Humanities and Social Sciences, The Arts, Health and Physical Education and Technology). Students in EAL/D do not participate in Language Acquisition classes. This time is allocated to extra English based literacy classes in the timetable.