



# MIDDLE SCHOOL CURRICULUM HANDBOOK

2020

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CRICOS NO: 01645K

*Woodcroft College is vibrant, innovative and inclusive.  
It seeks to provide an excellent all-round education  
in a Christian environment.*

# School Philosophy

Woodcroft College is future-oriented, equipping students with the knowledge, attitudes and skills they need to gain worthwhile employment, be responsible global citizens, and model their lives on Christian values and beliefs.

The curriculum is diverse and broadly based.

It is centred on the intellectual, physical, emotional and spiritual needs of students.

It encourages them to:

- Pursue academic excellence, yet caters for individual differences in learning styles and abilities
- Strive in all areas of human endeavour from the subject-based disciplines to the arts, outdoor education, sports and leisure-time activities
- Become confident, active, resilient, self-reliant and successful lifelong learners
- Grow in faith through Religious and Values Education, corporate worship, and service to others in school, local community and international projects.

The curriculum, co-curriculum and pastoral care program have a global perspective, preparing students for citizenship in a democratic, multicultural society.

They are encouraged to:

- Be themselves, showing tolerance and respect for the rights of others
- Appreciate social, religious and cultural differences
- Grow in self-respect, taking responsibility for their own actions and conduct
- Become leaders, experienced in decision-making.



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# Introduction

The Middle School Curriculum Handbook 2020 has been prepared to acquaint students and parents with the subjects available for study at Woodcroft College and to enable them to plan a program of study tailored to each student's particular needs.

The Middle School Curriculum serves as a strong foundation in all learning areas and introduces students to a range of subjects they are able to pursue in later years when elective options open up the timetable. Woodcroft College prides itself on the wide range of subjects offered and on its ability to cater for a varied cohort of students. Students are encouraged to challenge themselves to develop new skills, follow their individual interests and revel in the academic rigor offered in all courses.

We make every effort to accommodate the elective subject choices of each student. However, it must be noted that:

- Subject pre-requisites must be met in some courses;
- A subject class will only run if there are sufficient students to make it viable;
- Some subjects will be taught at the same time in the timetable and thus, in a very small number of cases, the choice of subjects will be restricted.

We hope that the information in this handbook will help students make informed choices and parents are invited to contact the school to speak to the appropriate person to answer any questions about either the information in this handbook or about the procedures to be followed.

## **Rachel McCall**

Director of Quality Learning and Teaching

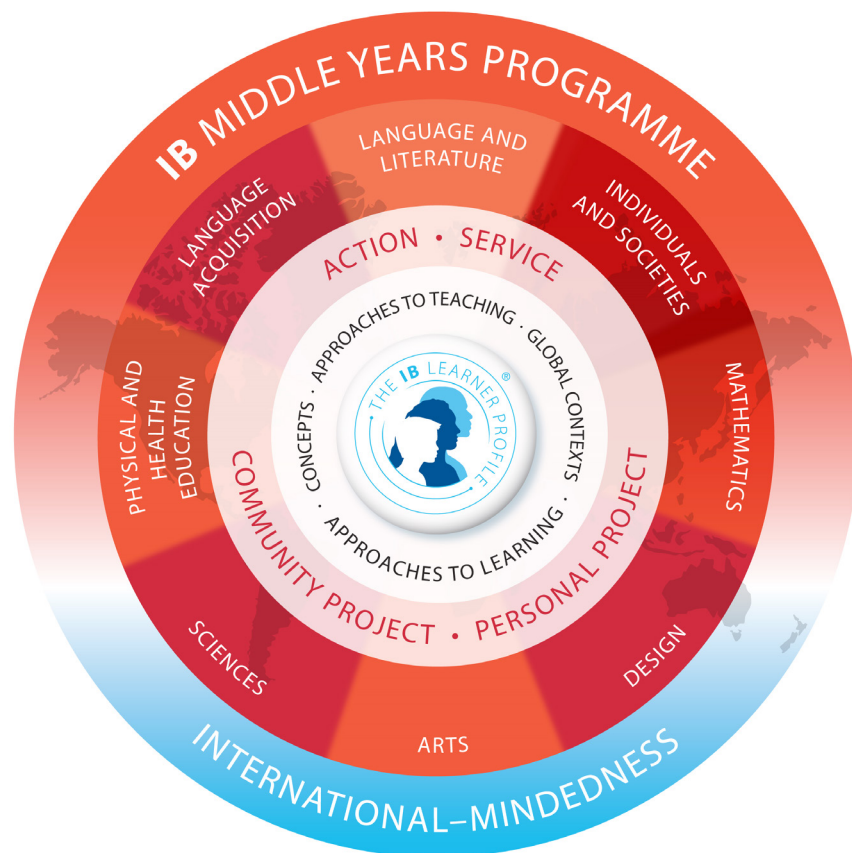
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# The International Baccalaureate Middle Years Program

At Woodcroft College the IB Middle Years Program is run as a four year program which provides the framework for all student learning in the Middle School. It provides students with educational experiences that will help them develop the knowledge, attitudes and skills they need to participate effectively in life in the twenty-first century. It stresses the ideals of international understanding and responsible citizenship as well as emphasising learning how to learn and the importance of student-centred inquiry and communication.

The IB MYP provides a balanced curriculum, insisting on the disciplined study of traditional subject areas and requiring that meaningful links be made between subject areas, through what the IB Organization identify as the global contexts and the IB learner profile.

## *The MYP Curriculum Model at Woodcroft College*



Students study eight subject areas in Years 6–9.

In Years 6–9 all students study:

- Language and Literature
- Language Acquisition
- Individuals and Societies
- Sciences
- Mathematics
- Physical and Health Education
- Design
- Arts

# General Curriculum Information

## Global Contexts

Each subject is linked through, and driven by, the Global Contexts. They encourage students to ask questions and develop links to the real world.

## Identities and relationship

Who am I? Who are we?

## Orientation in space and time

What is the meaning of “where” and “when”?

## Personal and cultural expression

What is the nature and purpose of creative expression?

## Scientific and technical innovation

How do we understand the world in which we live?

## Globalisation and sustainability

How is everything connected?

## Fairness and development

What are the consequences of our common humanity?

## Assessment in the Middle Years Program

Assessment tasks fit into one of two categories, *formative* or *summative*. *Formative assessment* is an integral part of the learning experience and provides students with an opportunity to analyse their learning and to understand what needs work or improvement. Skills and knowledge are taught through formative tasks. *Summative assessment* is the judgement made by the teacher of the standard of achievement reached by each student at the end of a particular stage of the program. This ‘stage’ may be the end of a unit of work, the end of a semester or year or at the end of four years of the Middle Years Program. A summative task is one that is set to judge students’ achievement in relation to the objectives of the course. Note that the two different types of assessment are consistent with the types of tasks set in Years 10, 11 and 12. Deadlines must be adhered to for all summative tasks.

In Middle School, Academic Awards are presented to the top 5% of students in Years 6-9.

### Criterion Related Assessment

- For each of the subject areas taught at Woodcroft College, there is a set of criteria established by the IBO.
- For each criterion, there is a range of levels awarded, based on student performance at the time of assessment. There are clear descriptors that explain what each student has been able to achieve at that point in time. The descriptors may vary for different year levels.

When the levels for each criterion are added up, the student’s overall total falls within a point range, which equates to an IB Grade equivalent. The IB Grade equivalent gives the student a final grade for that curriculum area of between 1 and 7. These total ranges are the same for each subject at each year level.

The descriptors found overleaf summarise the qualities demonstrated in each grade level.

# MYP General Grade Descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

Schools using the MYP 1-7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1-7.

The International Baccalaureate MYP Grade Descriptors

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

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# Outdoor Education Program

This is a sequential Outdoor Education program within the IB Middle Years Program framework for all students in Middle School. The program caters for students' individual needs and is designed to build student's confidence and self-esteem, both in outdoor and indoor settings. Students acquire a variety of new skills over their Middle School years, the highlight and pinnacle of the program is the Year 9 fourteen-day Quest Camp in the Grampians in Victoria. The Middle School program is holistic and student centred and prepares students for life's challenges. Students are prepared for these outdoor education camps through various subject areas including Physical Education, Home Economics, Health and the Pastoral Care Program.

Parents are informed of the detailed program for each of these camps prior to their commencement.

Below is an overview of the current Outdoor Education Program in Middle School.

Year	Venue	Activities/Aims	Time of Year	Structure	Duration of Program
<b>Year 6</b>	Narnu Farm Hindmarsh Island	Horse riding, kayaking and coastal dune activities	Early Term 1	The four Year 6 classes are divided into two groups	3 days
<b>Year 7</b>	Murraylands Aquatic Centre Murray Bridge	Aquatic Camp with sailing, sailboarding, knee-boarding, kayaking, canoeing and rowing	Term 1	Year 7 classes are split across two camps	3 days
<b>Year 8</b>	Middleton Caravan Park	Introduction to outdoor living/interpersonal skills/ problem solving activities. Surfing, kayaking, bike touring and abseiling.	Term 1	Students go in tutor groups, three classes at a time	5 days
<b>Year 9</b>	Grampians Victoria	The Quest Program: Multi-activity experiential learning camp focusing on personal development	Term 4	Students go in tutor groups, two classes at a time	2 weeks

*NB: Year 6 are in dormitories. Year 7, Year 8 and Year 9 are entirely in tents.*

## **Ben Taylor**

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## Service as Action

There is an expectation that every student in Years 6 to 9 will be involved in some type of active service for their community. This can be assisting the disadvantaged in our society, helping to build a healthier environment, or assisting a project in the school, local, national or international community.

Service as Action could involve students organising their own activities and placements with the endorsement of the College. Another form of Community and Service is volunteering for the College assistance programs for the Library, Canteen and road safety.

An indication of the student's involvement in school-based Service as Action appears on the end-of-semester tutor report. Students can record their service hours in the back of their student diary.

## Community Project

All Year 9 students undertake a Community Project. This may be completed individually or in groups of up to three. The Community Project gives students an opportunity to develop an awareness of the needs in various communities and address those needs through service learning. As a consolidation of learning, the Community Project engages in a sustained, in-depth inquiry leading to service as action in the community.

## Worship

Worship occurs in the Lecture Theatre, Mark Porter Hall or Gymnasium. It is held on a year level basis and presented in a variety of ways. It is underpinned by the gospel of the Lord Jesus Christ and biblical foundations. During Middle School Rotation (MSR) time, the Middle School gathers for a full lesson of reflection and devotion once a semester.

# Student Services

## **Purpose**

Student Services provides specialised support at the individual, class and school level to help students to achieve their potential.

A senior manager, the Director of Student Services, oversees the department.

## **Objectives**

Student Services seeks to:

1. Identify the learning needs of students (i.e. students with learning disabilities as well as students with exceptionally high ability, achievement or talent), both at the time of their admission and during their enrolment.
2. Target the delivery of individual services to those who require specialist help, assessment and intervention.
3. Strengthen the skills of staff to work with students with learning needs.
4. Respond to emerging student wellbeing needs.
5. Facilitate and strengthen partnerships between the school and community-based health, family, child, mental health and youth services to coordinate service provision for students and their families.
6. Provide appropriate guidance services to students, including academic and personal counselling, and career/tertiary education advice to secondary students.
7. Provide adequate health care, and procedures to deal with emergencies on-site and at school functions off-campus.

## **Support for Learning**

The College employs specialist staff to support learning in the classroom as well as experienced, trained staff to assist with personal counselling and career guidance.

The Middle and Senior Schools employ staff at each year level to help students with Literacy, Numeracy and Social Skills development.

## **Don Eacott**

Director of Student Services

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# Healthy Minds - Year 8 Pastoral Care Program

Woodcroft College offers the Healthy Minds School Program delivered by psychologist Dr Tom Nehmy. This 8-week program looks at student well-being and involves one session per week for all Year 8 students with Dr Nehmy. Students then continue to explore the themes in greater detail in their individual Health and Personal Development lessons. Students are taught a number of helpful thinking skills as they navigate their way through adolescence. Parents also receive a weekly module which they can use as a discussion point at home.

# Instrumental Tuition

The Music Department offers tuition by professional and experienced musicians in a wide range of musical instruments to Middle School students. Students who choose Music as a classroom subject in Year 9 must have individual tuition on a musical instrument, either privately or through the College.

Instruments taught at Woodcroft are: Piano, Keyboard, Keyboard Percussion, Flute, Voice, Clarinet, Saxophone, Trumpet, Trombone, Violin, Cello, Bassoon, Acoustic and Electric Guitar, Electric Bass Guitar, Classical Guitar and Drum Kit/Percussion. Lessons are thirty minutes in duration and are conducted at school during the day on a rotational basis where possible so that students do not miss the same subject lesson each week.

Individual lessons are recommended for all instruments. Paired lessons are also available for some instruments. Students studying Year 9, 10, 11 and 12 Music as a subject must have individual tuition on their instrument.

Fees for individual tuition lessons and group lessons (2-3 students) are advised at the beginning of the school year.

Students are expected to practise regularly. Recommended times vary according to year level and advice may be sought from the relevant instrumental and classroom music teachers. Students wishing to continue their study of classroom music into the Senior School should practice for 30 minutes each day.

Summative assessment in Solo Performance is an integral component of the classroom curriculum from Year 9.

Some Clarinets, Violins, Flutes and Trumpets are available for hire through the College. Other instruments may be hired through Mountford Music or Size Music.

All students are encouraged to join either the Junior Band, Middle School Band, Woodcroft College Concert Band, USA Tour Band, A Cappella Ensemble, Flute Ensemble, Strings Ensemble, Jazz Band, Musical Band or the Musical Production.

Information and enrolment forms are made available at the beginning of each academic year.

All enquiries may be directed to the Director of Music.

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Director of Music

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# *Areas of Learning*

# Religious and Values Education (RAVE)

## Overview

The study of Religion and Values is vital in helping students develop and build character as per the teaching of Jesus Christ. Students are encouraged to think critically about beliefs, both personally and in a wider context. The course approaches the concepts of faith from an Anglican Christian perspective based on The Reverend Dr. Daniel Heischman model of six strands which are:

- Faith
- Reason
- Worship
- Inclusive
- Character
- Service

RAVE is studied for one lesson a week at all year levels in the Middle School. Topics and units are chosen in an order determined by each RAVE teacher.

## Aims

The RAVE course at Woodcroft College aims to provide students with:

- A basis on which to make educated and well thought through decisions about the place God has in their lives;
- Opportunities in which they are challenged in their thinking and questioning of the Christian Faith;
- A knowledge and understanding of the Bible and Christian Faith, and the relevance and application of these to life;
- The opportunity to acknowledge and explore the spiritual aspects of life;
- Encouragement and support in their Christian Faith;
- An understanding of the formation and basis of values and ethics.

## Units of Study

<b>Year 6</b> Values & Beliefs, Heroes, God's Story & Christmas	<b>Year 7</b> Make a difference, Jesus and the poor, Power of love & Christmas	<b>Assessment Tasks</b> A variety of assessment tasks are used including essays, research assignments, oral presentations, multimedia presentations, involvement in discussions and class activities, journals and written responses.
<b>Year 8</b> Perspective & Confidence, Lens of God, what is Faith? What is Christianity?	<b>Year 9</b> The life of Christ, pay it forward, Perseverance, Selflessness & Community spirit	

## Assessment Criteria

Students are assessed each semester on their participation and attitude in class. A variety of assessment tasks are used including essays, research assignments, oral presentations, multimedia presentations, involvement in discussions and class activities, journals and written responses.

Student report may reflect:

- Exceeds
- Meets or Inconsistent Expectations
- Unsatisfactory
- Not relevant

## Marty Fox

College Pastor and Head of RAVE

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# Arts

## Overview

The Arts are a form of human expression through creative activity. They offer a way of learning where seeing, feeling, hearing, thinking and creating are combined in a powerful form of visual, aural and tactile affective communication.

Students work cooperatively and individually to research and identify issues; to provide insights, opinions, solutions and resolutions; and to reflect on, appreciate and evaluate art, dramatic and musical works.

The Arts are powerful media for the exploration of the human condition, our society and our world. The focus is to provide all students with opportunities to function as artists, performers and musicians rather than simply as learners.

## Aims

Participation in The Arts will enable students to:

- Experience and develop curiosity, interest and enjoyment in their own creativity and that of others;
- Explore their world through the processes of Music, Drama and Visual Arts;
- Acquire and develop skills needed for the creation of works;
- Use the language, concepts and principles of Music, Drama and Visual Arts;
- Communicate their thoughts and ideas through Music, Drama and Visual Arts;
- Create works;
- Reflect on, appreciate and evaluate their work and the work of others;
- Develop receptiveness to Music, Drama and Visual Arts forms across time, place and cultures, and perceive the significance of these forms as an integral part of life.

## Units of Study

*Year 6: Students study both Music and Visual Arts*

<b>Music: Full Year Course</b>	<b>Visual Arts: Semester Course</b>
<ul style="list-style-type: none"><li>• Orff Percussion Ensemble/Practical: Semester</li><li>• Musicianship and Musical Appreciation: Semester</li><li>• The anatomy of sound, Inanimate Alice, Instruments of the Orchestra</li></ul>	<ul style="list-style-type: none"><li>• Drawing, Design</li><li>• Painting</li><li>• Integration of Artists and Art Theory</li></ul>

*Year 7: Students study both Music and Visual Arts*

<b>Music: Full Year Course</b>	<b>Visual Arts: Semester Course</b>
<ul style="list-style-type: none"><li>• Practical</li><li>• Composition</li><li>• Music Technology/Garage Band</li></ul>	<ul style="list-style-type: none"><li>• Drawing, Design</li><li>• Painting</li><li>• Integration of Artists and Art Theory</li></ul>

*Year 8: Students study both Music and Visual Arts*

<b>Music: Semester Course</b>	<b>Visual Arts: Semester Course</b>
<ul style="list-style-type: none"><li>• Music Theory</li><li>• Class Ensemble</li><li>• Musical Appreciation</li><li>• Keyboard Practical</li><li>• Ethnomusicology</li></ul>	<ul style="list-style-type: none"><li>• A selection of topics, taking into account the interests and needs of the class and the resources available.</li><li>• Media include: Drawing, Design, Painting, Print Making, Sculpture and associated theory encompassing a variety of topics.</li></ul>

# Arts *continued*

*Year 9: Students choose either Music, Drama or Visual Arts*

<b>Music: Full Year Course</b>	<b>Visual Arts: Full Year Course</b>
<ul style="list-style-type: none"> <li>• Musicianship (Theory/Aural)</li> <li>• Jazz Music</li> <li>• Composition 101</li> <li>• Performance (Ensemble/Solo Performance)</li> <li>• Class Band performance at The Arts Showcase</li> </ul>	<p>A selection of topics, taking into account the interests and needs of the class and the resources available. Media include: Drawing, Design, Painting, Print Making, Sculpture, Photography and associated theory encompassing a variety of topics.</p>

### **Drama: Full Year or Semester Course**

- Improvisational theatre
- Different styles of theatre
- Stagecraft – development of performance skills – voice and movement
- Character development - workshops
- Off-stage design: props, set, costumes, make-up
- Responding to live theatre
- Group performance in an on or off-stage role

### **Music Assessment Tasks**

Music involves a range of assessment tasks in each of the core areas”

- Musical Appreciation, Music Theory and the practical component of Music.
- Students learn music, history, theory and aural skills along with arranging music.
- Students perform as part of an ensemble in Years 6, 7 8, and, perform both as an ensemble member (in the Year 9 Class Band) and as a soloist in Year 9 Music.
- Each Year 9 Class Band has a performance at The Arts Showcase in Term 3.

### **Drama Assessment Tasks**

Students will complete assessment tasks involving the theoretical and practical application of dramatic skills. These include a review of a live theatrical performance and prop construction or make-up design for a theatrical genre of their choice. The culmination of each semester will be a group performance to an audience where students take an on-stage or off-stage role and collaboratively contribute to the overall production.

### **Visual Arts Assessment Tasks**

Throughout each year level students will complete a Process Journal which will document their journey as artists and their technical development in the practical component of Visual Arts.

### **Assessment Criteria**

CRITERION A:	Knowing and understanding	Maximum 8
CRITERION B:	Developing skills	Maximum 8
CRITERION C:	Thinking creatively	Maximum 8
CRITERION D:	Responding	Maximum 8

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# Individuals and Society

## Overview

The curriculum for the Individuals and Society subjects of Geography, History, Civics and Citizenship and Economics and Business is determined largely by the requirements of the Australian Curriculum. Our subjects involve the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The focus is historical and contemporary, it incorporates perspectives ranging from personal to global. The aim is to support students to develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change as active and informed citizens.

## Aims

Individuals and Society subjects enable students to develop:

- A sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world;
- A deep geographical knowledge of their own locality, Australia, the Asia region and the world;
- The ability to think geographically, using geographical concepts;
- The capacity to be competent, critical and creative users of geographical inquiry methods and skills, including through fieldwork excursions to experience Geography in the real world;
- As informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world;
- Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens;
- Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society;
- A lifelong sense of belonging to and engagement with civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural, multi-faith society and a Christian heritage;
- Knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society;
- Enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society.

## Units of Study

### *Year 6 Integrated Humanities*

Overview: Australia in the Past and Present and its Connections with a Diverse World

#### Australia as a Nation

- Key figures and events that led to Australia's Federation
- Democracy and Citizenship, including Indigenous perspectives
- Contribution of individuals and groups to Australia, including Indigenous perspectives
- Migration of people to Australia, including Asia

#### A Diverse and Connected World

- Location and diversity of major countries of the Asia region
- Economic, demographic and social differences between countries
- Cultural diversity, locally and globally
- Significant events that connect people and places throughout the world
- Australia's connection to other countries and the subsequent effects



# Individuals and Society *continued*

## *Year 7 Integrated Humanities*

Overview: Sustainable Pasts, Present, Futures

### The Ancient World

- What is History?
- Investigation of the ancient past

### Depth Study 1: The Mediterranean World

Topics from:

- Ancient Egypt
- Ancient Greece
- Ancient Rome

### Depth Study 2: The Asian World

Topics from:

- Ancient China
- Ancient India

### Water in the World

- Water as a resource
- Quantity and variability of Australia's water
- The nature of water scarcity and sustainability
- Indigenous perspectives of water

### Place and Liveability

- Factors that influence liveability including people's perceptions, environmental quality and accessibility to services
- The influence of social connectedness and community identity on liveability
- Strategies used to enhance the liveability of places

## *Year 8 History*

Overview: The Ancient to the Modern World

### Depth Study 1: The Western and Islamic Worlds

Topics from:

- The Vikings
- Renaissance Italy
- Medieval Europe
- The Ottoman Empire

### Depth Study 2: The Asia-Pacific World

Topics from:

- The Khmer Empire
- Shogunate Japan
- Polynesian Expansion

### Depth Study 3: Expanding Contacts

Topics from:

- The Mongol Empire
- The Spanish in the Americas
- The Black Death

## *Year 8 Geography*

Overview: The Earth's Changing Geomorphology and Human Geography

### Landforms and Landscapes

- Types of landforms, geomorphological hazards and their distinctive features
- Field trip to Hallett Cove investigating the conservation and preservation of geological formations

# Individuals and Society *continued*

## Changing Nations

- The causes and consequences of urbanisation
- The reasons for and effects of migration in Australia and China

## *Year 6, 7 and 8 Civics and Citizenship*

- Australia's citizenship laws, democratic values, government and elections
- People's participation in the community to achieve civic goals and a cohesive society

## *Year 6, 7 and 8 Economics and Business*

- Business concepts including provision of goods and services, financial decisions and consumer impact
- The relationship between markets, consumers, businesses, entrepreneurs and work, as well as factors that might affect work in the future

## *Year 9 History*

Overview: The Making of the Modern World

### Depth Study 1: Making a Better World? The Industrial Revolution

- The technological innovations that led to the Industrial Revolution
- The short and long-term impacts of the Industrial Revolution

### Depth Study 2: Australia and Asia - Making a Nation

- Effects of contact between European settlers in Australia and Aboriginal and Torres Strait Islanders
- Living and working conditions in Australia around 1900

### Depth Study 3: World War I

- Causes of World War I
- Places where Australians fought and the impacts of World War I

## *Year 9 Geography*

Overview: The Biotic Environment and Global Connections

### Biomes and Food Security

- The distribution and characteristics of biomes
- The environmental, economic and technological factors that influence crops and the challenges to food production

### Geographies of Interconnections

- The perception people have of place, how the effect of peoples travels implicate the future of places
- Field trip to Glenelg investigating the sustainability of tourism

## **Assessment Criteria**

CRITERION A Knowing and understanding	Maximum 8
CRITERION B Investigating	Maximum 8
CRITERION C Communicating	Maximum 8
CRITERION D Thinking critically	Maximum 8

## **Matt Ellis**

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# Language and Literature

## Overview

The study of Language A has three important functions:

- As the main language of teaching and learning across the Areas of Learning at the College;
- As the means of personal and interpersonal communication;
- As a means of transmitting and understanding different cultural values and perspectives.

## Aims

The aims of the Language A program are to encourage the student to:

- Use the language with enjoyment as a vehicle for thought, creativity, learning and self-expression;
- Respond appropriately to a variety of texts;
- Gain a deeper understanding of human nature, of oneself and others;
- Develop a critical approach to literature;
- Develop the sense of a new humanism by exploring the interdependence of human beings and their environment in this technological age;
- Comprehend more clearly aspects of one's own culture and those of other people's cultures;
- Develop wide reading for enjoyment.

## Units of Study

As Language A is a developmental subject, each of the following units is visited in each year level but with an ever increasing degree of complexity.

## Full Year Courses

### Years 6 - 9

Written Expression	<ul style="list-style-type: none"><li>• Persuasive</li><li>• Argumentative</li><li>• Procedural</li><li>• Reflective</li><li>• Expository</li></ul>	<ul style="list-style-type: none"><li>• Critical</li><li>• Creative</li><li>• Narrative</li><li>• Personal</li><li>• Recount</li></ul>
Oral Expression	<ul style="list-style-type: none"><li>• Public Speaking</li><li>• Debates</li><li>• Oral Presentations (eg: monologues)</li><li>• Podcasts</li></ul>	
Poetry	<ul style="list-style-type: none"><li>• Reading, understanding and analysing a variety of styles</li><li>• Poetic devices</li><li>• Writing poetry</li></ul>	
Visual/Media Text	<ul style="list-style-type: none"><li>• Newspapers/magazines/journals/TV/radio</li><li>• Film</li><li>• Advertising</li><li>• Electronic communication</li><li>• Documentaries</li><li>• Graphic novels</li></ul>	
Drama	<ul style="list-style-type: none"><li>• Understanding text</li><li>• Writing play, film, radio or TV scripts</li><li>• Performance</li><li>• Theatre styles</li><li>• History of Drama</li><li>• Theatre excursion</li></ul>	
Prose Study	<ul style="list-style-type: none"><li>• A selection of texts is studied at each year level including shorter prose pieces, fiction and non fiction</li><li>• The approach varies for each year level</li><li>• Comparative texts</li></ul>	

# Language and Literature *continued*

Year 6 and 7 teachers select texts appropriate to their classes and integrated units of work. Year 8 and 9 classes have texts from which a selection will be made by the teacher.

Year 8	Year 9
<ul style="list-style-type: none"><li>• The Graveyard Book</li><li>• Secrets in the Fire</li><li>• John Marsden novels</li><li>• The Last Dragonslayer</li><li>• Don't Call Me Ishmael!</li><li>• Inside Out</li><li>• A Cardboard Palace</li><li>• A Monster Calls</li></ul>	<ul style="list-style-type: none"><li>• Taming of the Shrew</li><li>• Red Dog</li><li>• Hunt for the Wilder People</li><li>• Nona and Me</li><li>• The Hunger Games</li><li>• Between Us</li><li>• Child I</li><li>• City of Beasts</li></ul>

Spelling, vocabulary and grammar are taught throughout the year either as specific lessons or embedded in the units above. Research and word processing skills are also integrated into the courses.

## Assessment Tasks

A range of assessment tasks is used which includes text responses, journal entries, essay writing, letters, monologues, podcasts, blogs, book reviews, newspaper articles, script writing, critical reading, poetry analysis and writing, creative writing, reports, oral presentations, drama performance and writing for various purposes.

## Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for every task.

CRITERION A	Analysing	Maximum 8 points
CRITERION B	Organising	Maximum 8 points
CRITERION C	Producing Text	Maximum 8 points
CRITERION D	Using Language	Maximum 8 points

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# Language Acquisition

## Overview

The study of an additional language is central to expanding students' cognitive and analytical abilities. It enhances students' literacy skills and improves their ability to communicate in a wide range of situations and contexts. It fosters internationally minded students who are engaged in their community, whether that be on the local, national or global level. The study of an additional language is also proven to strengthen lifelong learning skills.

## Language Acquisition in the MYP at Woodcroft College

Year 6 German and Japanese (one semester of each)

Year 7 German and Japanese (one semester of each)

Year 8 Students choose either German or Japanese

Year 9 Students continue with the language studies at Year 8

## Aims

The aims of the study of an additional language are to:

- Enable students to use the language effectively as a means of communication;
- Use the language as a means of self-expression and creativity;
- Provide insights and promote respect of the lives of the people where the language is spoken;
- Develop an appreciation of other cultures;
- Develop interest and curiosity in and enjoyment of the language;
- Develop an understanding of the systems of language structures and the process of language learning; and
- Develop a sound set of communicative and learning skills for further study, work and leisure.

## Units Of Study

### GERMAN

<b>Year 6</b> <ul style="list-style-type: none"><li>• Greetings</li><li>• Numbers 1-100</li><li>• Introducing oneself and friends</li><li>• Family vocabulary</li><li>• Body parts</li></ul>	<b>Year 7</b> <ul style="list-style-type: none"><li>• Time</li><li>• School</li><li>• Pets and other animals</li><li>• Colours</li></ul>
<b>Year 8</b> <ul style="list-style-type: none"><li>• The individual: self, others and ages</li><li>• Leisure: hobbies, sport and weekends</li><li>• Home and pets</li><li>• School</li><li>• German achievements and settlement in Hahndorf</li><li>• Food and drink</li><li>• Birthdays</li><li>• Family and country</li><li>• Numbers</li></ul>	<b>Year 9</b> <ul style="list-style-type: none"><li>• Cities and regions in German speaking countries</li><li>• Holidays: travel, transport, asking for directions, weather</li><li>• Consumerism: shopping, clothes, cafes, money</li><li>• People: descriptions, activities, homes, appearance</li><li>• Food and drink</li></ul>

# Language Acquisition *continued*

## JAPANESE

Year 6	Year 7	Year 8	Year 9
<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Basic geography</li> <li>• An overview of the Japanese writing systems</li> <li>• Australian and Japanese Teenagers</li> </ul>	<ul style="list-style-type: none"> <li>• Japanese food</li> <li>• Dining etiquette in Japan</li> <li>• Ordering at a restaurant</li> <li>• Japanese money</li> </ul>	<ul style="list-style-type: none"> <li>• Hiragana</li> <li>• Numbers</li> <li>• Myself</li> <li>• My family</li> <li>• Daily Routines</li> </ul>	<ul style="list-style-type: none"> <li>• My Friends and I</li> <li>• Australia</li> <li>• Katakana</li> <li>• Japanese Cultural assignment</li> </ul>

### Language Acquisition: Types of Assessment Tasks (German/Japanese)

A range of tasks in the following categories are used;

Speaking: Interviews, role plays, oral presentations.

Writing: Narratives, descriptions, posters, brochures.

Comprehension: Students are expected to read, listen to and view a variety of texts, such as film and TV, magazines, stories, recordings of songs, talks and interviews.

### Language Acquisition Assessment Criteria

CRITERION A	Comprehending spoken and visual text	Maximum 8 points
CRITERION B	Comprehending written and visual text	Maximum 8 points
CRITERION C	Communicating in response to spoken written and visual text	Maximum 8 points
CRITERION D	Using language in spoken and written form	Maximum 8 points

### Megan Frost

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# Mathematics

## Overview

The language of mathematics enables people to describe and model events and situations, and provides a key to understanding the world in which we live. A study of mathematics also provides the opportunity to study the language of mathematics for its own sake. With the rapid pace of technological development, it is essential that students are equipped with a solid base of mathematical knowledge, related skills and attitudes to enable them to adapt as the need arises. The fundamental concepts of Middle School Mathematics include holistic learning, intercultural awareness, communication and the use of technology.

## Aims

The Australian Curriculum: Mathematics aims to ensure that students:

- Are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens;
- Develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability;
- Recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

## Units of Study

### Year 6

Strand	Content
Number and Algebra	Number and place value, fractions and decimals, money and financial maths, patterns and algebra.
Measurement and Geometry	Using units of measurement, shape, location and transformation, geometric reasoning.
Statistics and Probability	Chance, data representation and interpretation.

### Year 7

Strand	Content
Number and Algebra	Number and place value, real numbers, money and financial maths, patterns and algebra, linear and non-linear relationships.
Measurement and Geometry	Using units of measurement, shape, location and transformation, geometric reasoning.
Statistics and Probability	Chance, data representation and interpretation.

### Year 8

Strand	Content
Number and Algebra	Number and place value, real numbers, money and financial maths, patterns and algebra, linear and non-linear relationships.
Measurement and Geometry	Using units of measurement, geometric reasoning.
Statistics and Probability	Chance, data representation and interpretation.

# Mathematics *continued*

## Year 9 and Year 9 Extended

Strand	Content
Number and Algebra	Real numbers, money and financial maths, patterns and algebra, linear and non-linear relationships.
Measurement and Geometry	Using units of measurement, geometric reasoning, Pythagoras and trigonometry.
Statistics and Probability	Chance, data representation and interpretation.

### Assessment Tasks

Assessment tasks include tests and investigations.

Assessment tasks vary depending on the year level and topic being studied.

### Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for each task.

CRITERION A	Knowledge and Understanding	Maximum 8 points
CRITERION B	Investigating Patterns	Maximum 8 points
CRITERION C	Communicating	Maximum 8 points
CRITERION D	Applying Mathematics in Real-life Contexts	Maximum 8 points

### Naomi Belgrade

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# Physical and Health Education

## Overview

The aim of students undertaking Physical Education at the college is to create “*Intelligent Performers*”. Through a conceptual, inquiry-driven curriculum, students develop skills and understandings that allow them to contribute in an informed and critical way to varied physical activity contexts and roles. As students study increasingly complex and sophisticated subject matter they are encouraged to further develop as self-directed, interdependent and independent learners. For students to be “*Intelligent Performers*”, they must be able to do more than just reproduce physical responses. They need to know and understand how physical responses can be improved and to appreciate the qualities of physical responses. Students need to be able to apply motor learning theory, psychological strategies and biomechanical principles to maximise their own and their team’s performance potential. As self-directed learners, students need to reflect on these qualities and adjust their learning experiences to accommodate this greater understanding.

The Health and Personal Development Program aims to foster the development of knowledge, skills and attitudes that will contribute to a students balanced and healthy lifestyle.

## Aims

- 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;
- Empower to make informed decisions;
- Collaborate and communicate effectively;
- Build positive relationships and demonstrate social responsibility;
- Reflect on their learning experiences.

## Units of Work

### PHYSICAL EDUCATION

#### Year 6

- 
- |                           |             |
|---------------------------|-------------|
| ● Artistic movement dance | ● Athletics |
| ● Volleyball              | ● Netball   |
| ● Multi sports            | ● Touch     |

#### Year 7

- 
- |                         |              |
|-------------------------|--------------|
| ● Artistic movement-gym | ● Athletics  |
| ● Badminton             | ● Basketball |
| ● Multi sports          |              |

#### Year 8

- 
- |                           |             |
|---------------------------|-------------|
| ● Artistic movement-dance | ● Athletics |
| ● Volleyball              | ● Netball   |
| ● Multi sports            | ● Touch     |

#### Year 9

- 
- |                         |                          |
|-------------------------|--------------------------|
| ● Artistic movement-gym | ● Basketball             |
| ● Badminton             | ● Fitness                |
| ● Multi sports          | ● Quest camp preparation |
| ● Athletics             |                          |

# Physical and Health Education *continued*

## HEALTH AND PERSONAL DEVELOPMENT (One lesson per week)

### Year 6

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- Health and Friendships;
- Assessing risky behaviour;
- Growth and development;
- Bullying and harrassment.

### Year 7

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- Being Responsible;
- Personal Safety;
- Growth and development;
- Healthy lifestyle and practices.

### Year 8

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- Healthy minds and decisions
- Informed decisions about drugs
- Growth and development
- Media and healthy attitudes.

### Year 9

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- Careers and forward planning
- Sexuality decisions
- The other talk (drugs)
- Moving onwards together.

### Assessment Tasks

Assessment tasks used depend on the topic and the year level. A range of assessment tasks are used and include fitness tests, research tasks, practical tests, posters, problem solving scenario reflections, oral presentations, performance checklists.

### Assessment Criteria

The following criteria are used in assessment.

Note that not all criteria are used for every task.

Not all criterion are necessarily assessed each semester.

Criterion A is only assessed through Health and Development

CRITERION A	Knowing and understanding	Maximum 8 points
CRITERION B	Planning for performance	Maximum 8 points
CRITERION C	Applying and performing	Maximum 8 points
CRITERION D	Reflecting and improving performance	Maximum 8 points

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# Sciences

## Overview

Science is a compulsory subject at Woodcroft College from Year 6 to Year 10 inclusive. Science is taught as a single subject and is divided into Biology, Chemistry, Physics, Psychology and Scientific Studies from Year 11 onwards.

## Aims

MYP sciences aspire to develop scientifically informed, caring and responsible individuals who can think critically and make informed choices about themselves, the environment and society.

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

- Develop curiosity, interest and enjoyment towards Science and its methods of inquiry;
- Acquire scientific knowledge and foster the growth of Scientific Literacy;
- Communicate scientific ideas, arguments and practical experiences effectively in a variety of ways;
- Develop experimental skills to design, carry out, evaluate and draw conclusions from scientific investigations;
- Develop critical, creative and inquiring minds that pose questions, solve problems, construct explanations and judge arguments;
- Appreciate that scientific knowledge is evolving;
- Appreciate the relationship between science, technology and their roles in society;
- Develop an awareness of some of the implications of the practice of Science;
- Observe safe, ethical and sustainable practices to ensure a safe and environmentally friendly learning area;
- Value effective collaboration during activities.

## Assessment Tasks

Assessment tasks used depend on the topic and the year level. A range of assessment tasks are used and may include research assignments, essays, practical tests, posters, oral presentations, investigation designs and practical reports and investigations.

## Units of Work

	Semester 1	Semester 2
Year 6	<ul style="list-style-type: none"><li>• Disasters/events at the Earth's surface</li><li>• Changing and using materials</li></ul>	<ul style="list-style-type: none"><li>• Environmental Changes</li><li>• Sustainable electricity and electric circuits</li></ul>
Year 7	<ul style="list-style-type: none"><li>• Forces</li><li>• Using Earth's resources</li><li>• The Earth: our place in space</li></ul>	<ul style="list-style-type: none"><li>• Food chains and webs</li><li>• Classification</li><li>• Mixtures and separation techniques</li></ul>
Year 8	<ul style="list-style-type: none"><li>• Particles and properties</li><li>• Chemical changes</li><li>• Rocks</li></ul>	<ul style="list-style-type: none"><li>• Forms of Energy</li><li>• Cells</li><li>• Systems in Multi-cellular Organisms</li></ul>
Year 9	<ul style="list-style-type: none"><li>• Atomic Structure and Stability</li><li>• Energy Transfer Systems</li><li>• Systems of Multi-cellular Organisms</li></ul>	<ul style="list-style-type: none"><li>• Chemical Reactions</li><li>• Ecosystems</li><li>• Geological Systems: Plate Tectonics</li></ul>

# Sciences *continued*

## Learning Activities

- Laboratory Practicals
- Modelling
- Field and Research Work
- Hypothesising
- Creative Writing
- Competitions
- Group Work
- Excursions
- School visits

## Assessment Criteria

The following criteria are used in assessment. Note that not all criteria are used for each task.

CRITERION A	Knowing and Understanding	Maximum 8 points
CRITERION B	Inquiring and Designing	Maximum 8 points
CRITERION C	Processing and Evaluating	Maximum 8 points
CRITERION D	Reflecting on the impacts of science	Maximum 8 points

## Tracey Matyk

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# Design

Design in the Middle Years Program consists of Home Economics, Innovative Technologies and Digital Technologies.

Year 7 students complete one semester of Home Economics - Food and Textiles.

Year 8 and 9 students complete one semester each of Home Economics and Innovative Technologies.

The strongest emphasis in Design is in its element of problem solving, balanced with research and risk. A common theme to all activities undertaken in Home Economics and Innovative Technologies is designing products with purpose. It is human-centred and focuses on the needs, wants and limitations of the end user. Students apply practical and creative and critical thinking skills to solve design problems. Inquiry and problem solving are at the heart of the subject group.

## Aims

The aims of Design are to:

- Develop an appreciation of the significance of technology for life, society and the environment;
- Use knowledge, skills and techniques to create products/solutions of appropriate quality;
- Develop problem-solving, critical and creative-thinking skills through the application of the design cycle;
- Develop respect for others viewpoints and appreciate alternative solutions to problems;
- Use and apply ICT effectively as a means to access, process and communicate information, and to solve problems.

Design in the Middle Years Program helps to develop and foster creative thinking through investigating, designing, planning, creating and the evaluation of products.

## Units of Study

### HOME ECONOMICS

#### Year 7 - One Semester per year

<b>Food</b> <ul style="list-style-type: none"><li>• The importance of breakfast focus</li><li>• Wise food choices</li><li>• The Australian Guide to Health Eating and 5 Food Groups</li><li>• Introduction to working in a kitchen - hygiene, safety food preparation</li><li>• Cooking skills and terminology</li><li>• The design process</li></ul>	<b>Textiles</b> <ul style="list-style-type: none"><li>• Designing</li><li>• Investigating textiles - self expression focus</li><li>• Sewing machine basics</li><li>• Working with textiles</li><li>• Testing and evaluating products</li></ul>
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#### Years 8 - One semester per year

<b>Food</b> <ul style="list-style-type: none"><li>• Nutritious takeaways and main meal focus</li><li>• Substituting ingredients and wise food choices</li><li>• Basic nutrition</li><li>• Developing and creating food products</li><li>• Testing and evaluating food products</li><li>• Cooking skills and terminology</li></ul>	<b>Textiles</b> <ul style="list-style-type: none"><li>• Designing products with purpose</li><li>• Sewing machine skills</li><li>• Testing and evaluating products</li></ul>
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# Design *continued*

## Years 9 - One semester per year

Food	Textiles
<ul style="list-style-type: none"><li>• Cross-curricular focus with Quest</li><li>• Ethical awareness - reducing packaging and wastage</li><li>• Creating meals in preparation for Quest</li><li>• Cooking skills and terminology</li><li>• Designing products with purpose - Quest snacks</li><li>• Substituting ingredients to meet allergy/intolerance needs</li></ul>	<ul style="list-style-type: none"><li>• Cross-curricular focus with Quest</li><li>• Designing and creating products with purpose</li><li>• Testing and evaluating products</li></ul>

### Assessment Criteria

The following criteria are used in assessment in Design Technology. Note that not all criteria may be used for each task.

CRITERION A	Inquiring and analysing	Maximum 8 points
CRITERION B	Developing ideas	Maximum 8 points
CRITERION C	Creating the solution	Maximum 8 points
CRITERION D	Evaluating	Maximum 8 points

### Units of Study

#### INNOVATIVE TECHNOLOGIES

##### Year 8 - One semester per year

Students work through each stage of the Design Cycle in order to design and create an Item of jewellery for an identified client/target market.

- Inquire & Analyse - Focus on creative thinking strategies, research, critiquing existing products and developing a design brief.
- Developing Ideas - Focus on developing design specifications, concept sketches, 3D modelling using Computer Aided Design (CAD) software.
- Creating the Solution - Focus on making the product using a combination of Computer Numerical Control machinery (Laser Cutter, 3D Printers, CNC Router) and workshop tools & equipment.
- Evaluate - Focus on evaluating the success of the solution based on testing and impacts.

##### Year 9 - One semester per year

Students work through each stage of the Design Cycle in order to design and create a lighting product for an identified client/target market.

- Inquire & Analyse - Focus on creative thinking strategies, research, critiquing existing products and developing a design brief.
- Developing Ideas- Focus on developing design specifications, concept sketches, 3D modelling using Computer Aided Design (CAD) software.
- Creating the Solution- Focus on making the product using a combination of Computer Numerical Control machinery (Laser Cutter, 3D Printers, CNC Router) and workshop tools & equipment.
- Evaluate - Focus on evaluating the success of the solution based on product testing and impacts.

### Assessment Tasks

Over each course a range of assessment tasks are used. These include research assignments, written, oral and multimodal presentations, practical participation and practical skills, work reports and analysis.

## Design *continued*

### Assessment Criteria

The following criteria are used in assessment in MYP Design.

CRITERION A	Inquiring and analysing	Maximum 8 points
CRITERION B	Developing ideas	Maximum 8 points
CRITERION C	Creating the solution	Maximum 8 points
CRITERION D	Evaluating	Maximum 8 points

### Units of Study

#### *DIGITAL TECHNOLOGIES* (Year 6 & 7)

Learning in Digital Technologies focuses on developing understanding and skills in computational thinking, such as identifying similarities in different problems and describing smaller components of complex systems. It also focuses on the sustainability of information systems for current and future uses.

By the end of Year 6, students will have had opportunities to create a range of digital solutions, such as games or quizzes and interactive stories and animations. Their major project is centred around the creation of a computer game using the Scratch coding program.

When creating solutions, students define problems clearly by identifying appropriate data and requirements. When designing, they consider how users will interact with the solutions, and check and validate their designs to increase the likelihood of creating working solutions. Students increase the sophistication of their algorithms by identifying repetition and incorporate repeat instructions or structures when implementing their solutions through visual programming. They conduct a detailed evaluation of their solutions which involves the collection of data to inform possible improvements.

By the end of Year 7, students will have had opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world. Their major project is centred around the creation of a chatbot using the Grok coding platform.

Students also analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems.

When defining problems, students identify the key elements of the problems and the factors and constraints at play. They design increasingly complex algorithms that allow data to be manipulated automatically, and explore different ways of showing the relationship between data elements to help computation. They progress from designing the user interface to considering user experience factors such as user expertise, accessibility and usability requirements.

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