



# SCIENCE

*"The best way to predict your future is to create it."*

- Abraham Lincoln

### KEY DATES...

End of Term  
Thursday 14th April



Pupil Free Day  
Friday 15th April



Start Term 1  
Monday May 2nd



Smooth Muscle Cell



### A NOTE FROM MIDDLE YEARS LEADERSHIP

Welcome to our final edition of the Middle Years' Newsletter for Term 1. Staff and students in the Middle Years have worked consistently throughout the term to ensure positive outcomes for all of our students. Week 10 is an extremely busy week for all where students are busily completing all required Assessment Tasks and teachers are in the midst of the report writing process. Friday was a particularly special day where we will all enjoyed the Year 7 to 12 Sports Day. Staff and came in their house colours to support their sports day team.

Throughout the term staff and students have worked on a range of integrated projects led by Ms Katrina Axford through the college's focus on Project Based Learning (PBL). Middle Years' staff have been involved in 'Tuning' sessions where they are presented with the opportunity to 'fine-tune' their ideas around creating cross-curriculum projects with a focus on problem solving. This has been a particularly rewarding experience for staff who are presenting the learning opportunity as well as staff contributing to the 'fine-tuning' or critiquing. Through this endeavour, staff are able to delve deeply within the Australian Curriculum as well as explore a wide range of pedagogical practices available to them when designing curriculum across a range of Areas of Study. We look forward to next term's Exhibitions of Learning an outcome of this process.

Angie Michael, Executive Leader 7-12

### SCIENCE

This term in Science, students have been learning about the relationship between structure and function of cells, organs and body systems. They have learnt how to use microscopes to observe cells, and have learnt about the key differences between Plant and Animal Cells. Students have also learnt that cells have specialised structures and functions which allow them to play a specific role within the body. To demonstrate their knowledge, students created a fact file sheet which outlined the structure and function of the specialised cell and then created a model to represent the cell. Many students got creative and made models out of plasticine, paper, and even food! Students then presented their models to their classmates and spoke about the important roles their cells play in the body. Don't they look ex-Cell-ent!!

Adam Bennett and Steph Wotton  
Science teachers

### ART

During this term in Art, Year 8 students have been learning about Dutch painter Vincent Van Gogh. Famous for his use of colour and creating textures, the classes produced their own version of Wheatfield with Crows using oil pastels... and were surprised to see how everyone interpreted the same artwork differently!

Ashleigh Kelly, Art teacher



# THE UNIFORM SHOP

## OPENING HOURS

Monday 2.30 - 4.30pm

Wednesday 8.30 - 10am

Thursday 8.30 - 10am

**EVERY  
SCHOOL DAY  
COUNTS**



Mark Oliphant College  
Attendance Target 93%

## MIDDLE YEARS LEADERSHIP

### Angie Michael

Executive Leader 7-12

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### Nathan Elliott

Senior Leader - Head of Middle Years

### Kylie Christians

Leader - Learning and Well Being

### Ashli Richards

Leader - Learning and Year 9

### Matt Ames

Leader - Learning and Year 8



[www.facebook.com/MOCMiddleYears](https://www.facebook.com/MOCMiddleYears)

## SELF-DEFENCE - Why it's not fighting back

Many students believe that self-defence involves fighting back when put in a threatening or violent situation; a punch or kick to fight back telling the other person you are not going to sit back and take their aggression. Although this is the common conception during adolescents it couldn't be further from the truth.

Self-Defence is actually aimed at avoiding physical confrontation at all costs. Self-Defence classes will always present the art of pushing away and breaking a hold in a non-violent and non-threatening action to allow time to run away from the situation.

### Some tips to keeping yourself safe in an uncomfortable situation:

- Try to travel in groups
- Make sure people know roughly what time to expect you
- Be aware of safe exit points
- If confronted, try to calm a situation with calm talking
- Avoid indicating you are ready to fight
- If you are assaulted or held onto, work your way free and get away from the situation as quick as possible.
- Don't look back at the aggressor - just remove yourself from the situation as fast as possible.
- Never swing back or show an aggressive move towards the aggressor. Whilst this may appear weak at the time, if you chose to swing or kick back you are indicating you also want to fight, and this could make the other person more aggressive.



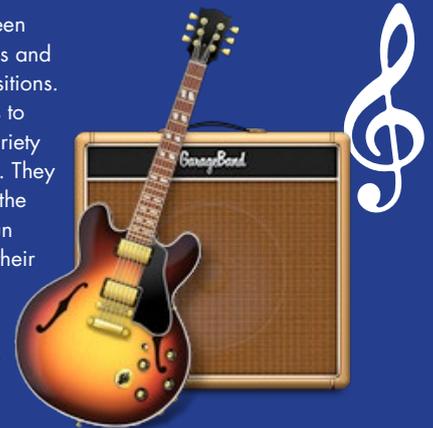
Nathan Elliott, Senior Leader - Head of Middle Years

## MUSIC

In Music this term, 7A and 8D music students have been analysing songs from a variety of genres and decades and using their findings to assist them in their own compositions. Students have been using GarageBand on their iPads to create compositions using numerous instruments, a variety of chord progressions and various sounds and effects. They have also been looking at the elements that make up the lyrics in songs and the patterns used. They have begun the process of writing their own lyrics to accompany their GarageBand compositions.

Students have also been participating in class band and learning group songs on their chosen instruments to perform at the end of the term.

Kate Walker, Music teacher



## CLASSROOM CONTRIBUTIONS

In **Year 9 History** we were asked to put ourselves in a convict's position to write a series of diary entries. We demonstrated how they would be feeling and their emotions through the transportation process. The next assignment was a research-based essay or visual keynote on the different topics we studied throughout the term. We have also had two minor tasks on the inventions of the Industrial Revolution and the life of people in London during the 18th century.

Kristell Sandhya

During Term 1 in **Year 9 English** we have been studying the book 'Tom Appleby Convict Boy'. It was a very emotional book explaining what he has been through just to have an ordinary life. We then proceeded to write an exposition about his rough life. We gathered information about that task to help write our second exposition about the advantages and disadvantages of being transported on the hulks to another continent. After we completed this task we wrote 2 narratives of our choice. This is what we have learnt in the first term in Year 9 English.

Kacey Mercer

In **English**, we begin with a Warm Up, which was daily writing; daily writing helps students to refresh their brain for the lesson so they can learn more easily. Then we had core skills; in core skills students learn how to use: commas, semi colons, capital letters and full stops, apostrophes, exclamation marks, contractions, ellipses and colons. This helps students to write the sentences properly, so the sentence makes sense. Students also learned how to write Biographies and Expositions. Students could choose who they wrote about in their Biography. Students learned about how to write in chronological order, and writing paragraphs using TEEL. TEEL stands for topic sentence, explanation, example, and linking sentence.

Sediqa Haidari

In **History** we focused on the medieval period of time that including the social system, great kings, knights, people's lives, religion, castles, punishment and fashion. We did two assignments on comparing modern day heroes with knights and different people's lives in the Medieval Ages. On Tuesday in Week 10 we played a Kahoot game that included all the information we learned. Students were enjoying and trying their best to get the questions right.

Zahra Ahmadi