

St Brigid's  
College  
Year Ten  
2018  
Curriculum  
Handbook



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## **International Baccalaureate Mission Statement**

*"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."*

## **Aims Of The Middle Years Programme**

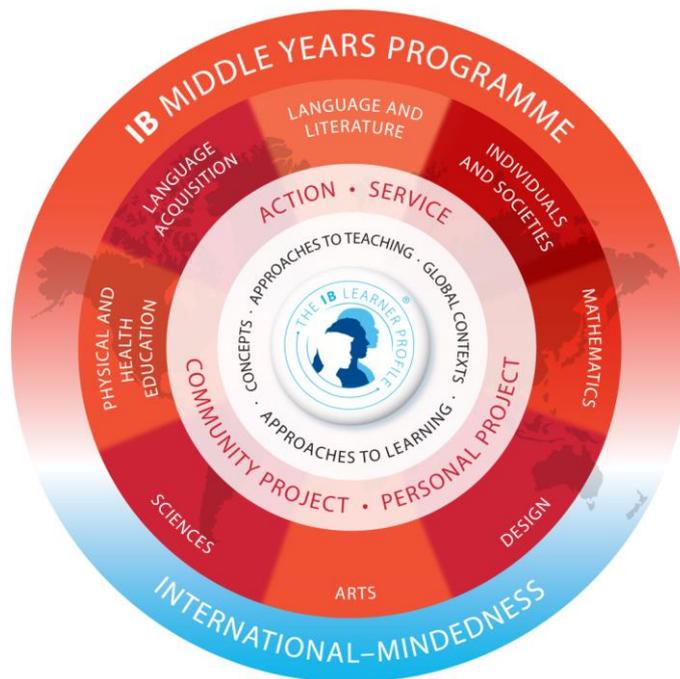
The International Baccalaureate's MYP provides a framework of academic challenge and life skills for students aged eleven to sixteen years of age. This programme offers an educational approach, that embraces yet transcends traditional school subjects (please refer to the MYP model on page 5). The MYP at St Brigid's College –

- Enhances the international scope of the College and its community
- Recognises the significance of the middle years of education and formally acknowledges the completion of middle school education
- Provides meaningful cross curricular links in the teaching programme, enabling students to recognise the extent to which knowledge is interrelated
- Provides continuity in curriculum focus and delivery
- Gives students the capacity to adapt to a rapidly changing reality
- Develops problem solving and practical skills and intellectual rigor in students
- Enhances students' capacity and self-confidence to act individually and collaboratively
- Fosters and promotes student centred and inquiry based programmes of learning
- Facilitates student mobility between countries
- Builds international links for students and staff

The Middle Years Programme –

- addresses holistically students' intellectual, social, emotional and physical well-being
- provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in eight subject groups (this does not include Religious Education).
- *requires the study of at least two languages to support students in understanding their own cultures and those of others. At St Brigid's College this includes Language and Literature and Language Acquisition - Italian or French.*
- empowers students to participate in service with the community

- helps to prepare students for further education, the workplace and a lifetime of learning.



The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community.

MYP teachers organize the curriculum with appropriate attention to:

- **Teaching and learning in context.** Students learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally minded.
- **Conceptual understanding.** Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.
- **Approaches to learning (ATL).** A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills help students learn how to learn.
- **Service as action (community service).** Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who

demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme, especially in the MYP community project.

- **Language and identity.** MYP students are required to learn at least two languages. At St Brigid's College this includes English and either Italian or French. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.

## Reaching High – How To Achieve Success Using Your Learner Profile

At St Brigid's College as IB learners we 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.*

### **Life Long learning**

No matter which pathway that you choose to pursue, you will never stop learning, the 'where' you learn may change, from 'whom' you learn from may change, the 'what' you learn will also change ... but there is nothing more exciting than adding something new to our mind!

### **Attendance**

It is impossible to achieve success within the school or workplace community without a firm commitment to attendance. If you are away from class it is your responsibility to approach your teacher for the work completed in your absence or to arrange additional assistance to 'catch up' on key concepts.

### **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.*

**Set high standards** for yourself but be realistic. Achievable goal setting is crucial to your success and can be a combination of short and long-term goals.

**Regular home study/learning** is an integral part of your programme to achieve success in Year Ten. In Year Ten you should be completing approximately twelve to fifteen hours of study per week. This is time actually spent working, not time spent getting organised. Develop a solid work ethic. You will be rewarded for your hard work. Home study can be divided into the following areas:

- Work set by teachers to be completed and submitted by a set date
- Preparation of new topics either set by the teacher or through your own initiative
- Ongoing revision of past work for tests and examinations

## **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.*

### **Learning to Learn**

We all learn differently so finding out how each of us best learns and what skills you need to learn are crucial to your success academically. Find out what skills you need and work on developing them.

## **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.*

### **Ask questions**

Across the year you will hear a lot of information presented to you about your future options ... always ask questions. There will always be someone who can point you in the right direction. This is especially important in the classroom, be confident and share your viewpoint and respect the viewpoint that is held by others.

## **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.*

**Monitor your own progress.** Ultimately you are responsible for your progress in each of the learning areas. Staff will contact parents (and parents are encouraged to contact staff) where concerns arise but you should always approach your teachers for additional assistance where needed and also seek clarification of areas where required. Be honest with yourself regarding your progress; celebrate the successes and reflect always on your progress.

## **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.*

### **Take Time**

Take time to learn about the rapidly changing world around you. Look at how problems and challenges are faced and overcome around the world; for example sometimes this will help put into perspective our own challenges. Remember that one person can make a difference.

## **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.*

### **Community Service**

There are a variety of ways available at St Brigid's College and the wider community in which you are able to make a difference; one way is through MIA MAD. Look to the local community but also remember that we are part of a global community and each person is able to make an impact. Ask yourself 'how much do I know about the world around me?'

## **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.*

### **Seek career advice.**

You should begin to consider and develop the career pathway that you may wish to pursue after graduation in 2018 (which isn't that far away). Upon entering Year Ten, you should begin to consider whether you wish to follow a university, TAFE WA or a workplace directed pathway. Most importantly you will be searching for the pathway which allows you to reach your full individual potential.

## **BALANCED**

*We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.*

### **Lead a balanced lifestyle**

Balance assists in alleviating stress. Balance applies to both school and outside of school related activities. It is important that you continue to be involved in sporting, religious and cultural pursuits plus your studies. However, personal and family time is also equally essential!

## **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.*

### **Organisation is vital!**

Try to make a start on assignments upon receiving them. Divide them into manageable sections and decide on regular and effective times to work on them. Leaving assignments

to the last minute creates a stressful environment and does not allow adequate time for asking for assistance from teachers.

### **Set limits**

It is important that you take responsibility for your learning in the coming years – limits are a core part of this process. For example, limiting time spent on the telephone or use of the internet.

### **Reflect**

Become an informed learner. Always take time to read comments written on work and discuss the areas of strength and weakness in tasks completed. Seek feedback about your work from a variety of sources – your parents, housemother, teacher or even friends.

## **Personal Project 2018**

The *personal project* encourages students to practice and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently. *The Personal Project commences in Term Four of Year Nine and is completed in Term Three of Year Ten.*

## **Award of College Based IBMYP Certification**

The College based International Baccalaureate MYP certificate is issued only to those students who meet the following criteria –

- have gained at least a **Grade 3** for the Personal Project
- have completed a complete final year (Year Ten) of the MYP
- have met service requirements to the satisfaction of the College
- have gained a grade total of at least 36 from the eight IBMYP Learning Areas and the Personal Project combined, out of a possible maximum of 63. (Religious Education is not an official IBMYP subject and therefore is not used in formulating a student's final result). To establish a student's result out of 63, the **final grades** (this does not include criteria totals) received at the end of Year Ten are added together. The Interdisciplinary Unit grade does not contribute to the calculation of the final grade total out of 63.

Please refer to [www.ibo.org/myp](http://www.ibo.org/myp)

## 10 Habits of Highly Effective Students

Extra from Education Corner - <http://www.educationcorner.com/habits-of-successful-students.html>

“Some people believe that really successful students are just born that way. True, some students are able to breeze through school with little or no effort. However, the vast majority of successful students achieve their success by developing and applying effective study habits. So if you want to become a successful student, don't get discouraged, don't give up, just work to develop each of the study habits below and you're see your [MYP] grades go up, your knowledge increase and your ability to learn and assimilate information improve.

### **1. Don't try cram all of your studying into one session.**

Successful students typically space their work out over shorter periods of time and rarely try to cram all of their studying into just one or two sessions. If you want to become a successful student then you need to learn to be consistent in your studies and to have regular, yet shorter, study periods.

### **2. Plan when you are going to study.**

Successful students schedule specific times throughout the week when they are going to complete their studying -- and then they stick with their schedule. Students who study sporadically and whimsically typically do not perform as well as students who have a set study schedule.

### **3. Study at the same time.**

Not only is it important that you plan when you're going to study but that you also create a consistent, daily study routine. When you study at the same time each day and each week you're studying will become a regular part of your life. You'll be mentally and emotionally more prepared for each study session and each study session will become more productive.

### **4. Each study time should have a specific goal.**

Simply studying without direction is not effective. You need to know exactly what you need to accomplish during each study session. Before you start studying set a study session goal that supports your overall academic goal.

### **5. Never procrastinate your planned study session.**

It is very easy, and common, to put off your study session because of lack of interest in the subject, because you have other things you need to get done first or just because the assignment is hard. Successful students do not procrastinate studying. If you procrastinate

your study session, your studying will become much less effective and you may get everything accomplished that you need to. Procrastination also leads to rushing, and rushing is the number one cause of errors.

#### **6. Start with the most difficult subject first.**

As your most difficult assignment or subject will require the most effort and mental energy you should start with it first. Once you've completed the most difficult work it will be much easier to complete the rest of your work. Believe it or not, starting with the most difficult work will greatly improve the effectiveness of your study sessions and your academic performance.

#### **7. Always review your notes before starting an assignment.**

Obviously, before you can review your notes you must first have notes. Always make sure to take good notes in class. Before you start each study session and before you start a particular assignment review your notes thoroughly to make sure you know how to complete the assignment correctly.

#### **8. Make sure you're not disturbed while you're studying.**

When you're disturbed while you're studying you lose your train of thought and you get distracted -- both of which will lead to very ineffective studying. Before you start studying find a place where you won't be disturbed.

#### **9. Use study groups effectively.**

Ever heard the phrase "two heads are better than one"? Well this can be especially true when it comes to studying. Working in groups enables you to get help from other students when you're struggling to understand a concept, complete assignments more quickly, and teach others whereby helping both the other student and yourself to internalize the subject matter. However, study groups can become very ineffective if they're not structured and if groups members come unprepared. Effective students use study groups effectively.

#### **10. Review your notes, schoolwork and other class materials over the weekend.**

Successful students review what they've learned during the week over the weekend. This way they're well prepared to continue learning new concepts at the beginning of each week that build upon previous coursework and knowledge acquired the previous week."

## **The Road Ahead – Year Eleven and Twelve.**

In preparing for Year Ten studies, you are advised to think about your plans for the remainder of 2017 and 2018 (and of course beyond). It is important that you read widely (especially your Curriculum Handbook) and listen to information presented by your teachers regarding the changes that are occurring, to allow you to make informed decisions over the next year.

Many students (and often adults) do not know what they want to do in the future years and find it hard to make such important decisions. However, the course selection process commences in Term Two 2018 and culminates in the selection of courses for Year Eleven, based on the Semester One Report. The Courses of Study are designed so that students can decide when they are in Year Twelve (rather than during Year Ten or Eleven) whether they want to go to TAFE or university, when they leave school. Students can even leave their options open and enroll in a course that will lead to both destinations!

For further information, students and parents are advised to go to the School's Assessment and Standards Authority and TISC websites for further information.

- <http://www.tisc.edu.au>  
This is the Tertiary Services Institution Centre that provides students seeking university admission with entrance requirements (ATAR - Australian Tertiary Admissions Rank) including Tertiary Entrance Ranks for previous years.
- <http://www.scsa.wa.edu.au/>  
The School's Assessment and Standards Authority website provides information relating to all courses offered in Western Australia, plus information relating to the achievement of W.A.C.E. examinations and the award of an ATAR.

## **The Online Literacy and Numeracy Assessment**

Students need to demonstrate a minimum standard of literacy and numeracy to achieve their Western Australian Certificate of Education (W.A.C.E.). This followed feedback from employers and training providers about the low literacy and numeracy capabilities of some school leavers. The implementation of an online assessment of literacy and numeracy will provide students with opportunities to demonstrate the minimum standard.

### ***Demonstrating the minimum literacy and numeracy standard***

The minimum standard is Level 3 of the Australian Core Skills Framework. There are two ways to demonstrate the standard:

- prequalification through Year Nine NAPLAN, or

- demonstrating the minimum standard through the Online Literacy and Numeracy Assessment (OLNA).

Students who achieve Band 8 or higher in Year Nine NAPLAN Reading, Writing or Numeracy assessments will be prequalified for that component and will not be required to sit the corresponding OLNA component. For example, if a student achieves Band 8 for Reading and Writing but not for Numeracy, she will only be required to sit the OLNA Numeracy component of the assessment.

**OLNA is compulsory for those students who have not prequalified in one or more of the components through Year Nine NAPLAN and want to attain W.A.C.E.. Students will have up to six opportunities (two per year) between Year Ten and Year Twelve to demonstrate the literacy and numeracy minimum standard. Students are required to sit the first of the assessments in March 2018 (those who did not qualify based on NAPLAN results).**

When students enter Year Eleven, to be identified as being at risk, a student must have:

- sat the first three OLNAs (Semester One and Two in Year Ten and Semester One in Year Eleven);
- made a genuine attempt in each of those sittings, and
- not demonstrated the minimum standard.”

Extract from ([http://www.scsa.wa.edu.au/Senior\\_Secondary/OLNA](http://www.scsa.wa.edu.au/Senior_Secondary/OLNA))

### Year Eleven 2019 ATAR and General Courses

Broadly, there are four options for Year Elevens students.

- ATAR (Australian Tertiary Admission Rank) courses
- General courses
- Vocational Education and Training Certificates
- Endorsed programmes

It is also possible ‘mix and match’ these options to provide the best platform to meet the requirements to attain the Western Australian Certificate of Education (W.A.C.E.) and prepare for life beyond school.

### **ATAR Courses**

These courses are typically for students aiming to achieve entry to an Australian university directly from school. ATAR courses are examined by the Schools’ Curriculum and Standards Authority. Each course has four units:

- Units One and Two (Year Eleven units)
- Units Three and Four (Year Twelve units). Units Three and Four must be studied as a pair, as the ATAR examination covers both units.

If you intend to enrol in university study after school, you should study at least four ATAR courses at Year Twelve in order to be eligible for an Australian Tertiary Admission Rank. The rank is used by universities around Australia as a selection device. More information about the ATAR is available from the Tertiary Admissions Service Centre (TISC) – see <http://www.tisc.edu.au/static/guide/atar-about.tisccid=12862>

### **General Courses**

General courses are typically for students aiming to enter further training or the workforce directly from school. These courses are not examined externally, although students will sit an Externally Set Task (administered by the SCSA) in Year Twelve. It may be possible to enter some university undergraduate courses the school-based General courses (or a combination of General and ATAR courses).

### **Endorsed Units**

“An endorsed programme is a significant learning program that has been developed for senior secondary students. The programme may have been developed by the School Curriculum and Standards Authority, or it may have been developed by a private provider or a school and subsequently endorsed by the Authority. Each endorsed program consists of a series of lessons, classes and/or activities designed to lead to the achievement of a common goal or set of learning outcomes. Endorsed programmes can be delivered as part of the school curriculum or as extra-curricular activities.

All endorsed programmes successfully completed and reported to the Authority by the school

- are listed on the Western Australian Statement of Student Achievement
- may contribute towards the breadth-and-depth requirement of the WACE
- may contribute towards the C grade requirement of the WACE.

Each endorsed programme is allocated one, two, three or four unit equivalents. A student are be able to count a maximum of four unit equivalents from endorsed programs for W.A.C.E. purposes, two in Year Eleven and two in Year Twelve. Programmes are endorsed in three categories:

1. Authority-developed endorsed programmes

These endorsed programmes are developed by the Authority to provide W.A.C.E. recognition for students undertaking activities of a similar nature and for which no quality-assured certificate or award is issued. A program outline that provides details of the program and the completion requirements can be downloaded by clicking on the link above.

2. Provider-developed endorsed programmes

These endorsed programmes are developed by a private provider such as a university, community organisation or training institution. Provider-developed endorsed programmes recognise structured learning programmes that result in the attainment of a quality-assured certificate or award.

3. School-developed endorsed programmes

These endorsed programmes are developed by individual schools in response to a particular need which cannot be met through a W.A.C.E. course, a VET qualification or another endorsed programme.

Workplace Learning is an Authority-developed endorsed program, but for your convenience, the program outline and support materials can be accessed here.”

Please note that the College automatically enrolls students in the Authority Developed Community Service (MIAMAD) and the Middle Years Programme Personal Project.

For further information please refer to <http://www.scsa.wa.edu.au/Apps/EP/display.aspx>

### Year Eleven 2018 Minimum Entry Requirements

Year Eleven 2018 Courses – Units 1 & 2	List	Year Ten Subject Area	MYP Interim Entry Grade Criterion Results
General Religion and Life	A	Language and Literature Religious Education	Up to Grade 4 Up to Grade 4
ATAR Religion and Life	A	Language and Literature Religious Education	Grade 5 Grade 5
General Applied Information Technology	B	Information Technology Design and Multimedia – Applied Information Technology	Up to Grade 4
ATAR Applied Information Technology	B	Information Technology Design and Multimedia–Applied Information Technology	Grade 5
ATAR Biology	B	Criterion A, B and C or Science Entrance Test Mathematics Skills Test	Level 5
ATAR Chemistry	B	Criterion A or Science Entrance Test Mathematics Skills Test	Level 5
General Children, Family and Community	B	Year Ten Technology	Up to Level 4
General English	A	Language and Literature	Grade 4
ATAR English	A	Language and Literature Criteria B and D	Grade 5 Level 6
ATAR Geography	A	Individuals and Societies Language and Literature	Grade 5 Grade 5
ATAR History: Modern	A	Individuals and Societies Language and Literature	Grade 5 Grade 5
ATAR Human Biology	B	Criteria A or Science Entrance Test Mathematics Skills Test	Level 5
General Human Biology	B	Criteria A	Level 3
ATAR Italian	A	Language Acquisition – Italian Phase 2 Language Acquisition – Italian Phase 3	Grade 5 Grade 4
ATAR Literature	A	Language and Literature	Grade 5
Mathematics Essential - General	B	Mathematics	Grade 2
ATAR Mathematics Applications	B	Mathematics Criterion A	Grade 4 Level 5
ATAR Mathematics Methods	B	Mathematics Criterion A	Grade 5 Level 6
ATAR Mathematics Specialist	B	Mathematics Criterion A	Grade 6 Level 6
ATAR Physics	B	Criterion A or Science Entrance Test	Level 5
General Physical Education	B	Health and Physical Education	Grade 3
ATAR Physical Education	B	Health and Physical Education Criterion C	Grade 4
ATAR Psychology	B	Criteria B and C or Science Entrance Test	Level 5

Year Eleven 2018 Courses – Units 1 & 2	List	Year Ten Subject Area			MYP Interim Entry Grade Criterion Results
ATAR Politics and Law	A	Individuals and Societies and Language and Literature			Grade 5
Certificate III Education Support	N/A	Desire to gain nationally recognised qualification – must be studied for students not attaining an ATAR			
Certificate II Creative Industries	N/A	Desire to gain nationally recognised qualification – must be studied for students not attaining an ATAR			
Certificate II Outdoor Recreation	N/A	Desire to gain nationally recognised qualification – must be studied for students not attaining an ATAR			
General Drama	A	Criterion A	Criterion B	Criterion C	Criterion D
		4	4	4	4
		Language and Literature			Grade 5
General Dance	A	Criterion A	Criterion B	Criterion C	Criterion D
		4	4	4	4
		Language and Literature			Grade 5
General Media Production & Analysis	A	Criterion A	Criterion B	Criterion C	Criterion D
		4	4	4	4
		Language and Literature			Grade 4
ATAR Drama	A	Criterion A	Criterion B	Criterion C	Criterion D
		5	6	5	5
		Language and Literature			Grade 5
ATAR Dance	A	Criterion A	Criterion B	Criterion C	Criterion D
		5	5	5	5
		Language and Literature			Grade 5
ATAR Music	A	Criterion A	Criterion B	Criterion C	Criterion D
		5	5	5	5
		Language and Literature			Grade 5
General Music	A	Criterion A	Criterion B	Criterion C	Criterion D
		4	4	4	4
		Language and Literature			Grade 4
General Media Production & Analysis	A	Criterion A	Criterion B	Criterion C	Criterion D
		4	4	4	4
		Language and Literature			Grade 4
ATAR Visual Art	A	Criterion A	Criterion B	Criterion C	Criterion D
		5	5	5	5
		Language and Literature			Grade 5
General Visual Art	A	Criterion A	Criterion B	Criterion C	Criterion D
		4	4	4	4
		Language and Literature			Grade 4

## Course Pathways Year Eleven 2018 – General Information

Year Ten 2017	Year Eleven 2018				
<b>Religious Education</b>	General Religion and Life		ATAR Religion and Life		
<b>Language and Literature</b>	General English	ATAR English		ATAR Literature	
<b>Mathematics</b>	Mathematics Essential	Mathematics Applications	Mathematics Methods	Mathematics Specialist	
<b>Science</b>	ATAR Chemistry	ATAR Physics	ATAR/ General Human Biology	ATAR Biology	ATAR Psychology
<b>Individuals and Societies</b>	ATAR History: Modern		ATAR Geography	ATAR Politics and Law	
<b>Arts – Dance</b>	ATAR Dance		General Dance		
<b>Arts – Drama</b>	ATAR Drama		General Drama		
<b>Arts – Music</b>	ATAR Music		General Music		
<b>Arts – Media</b>	ATAR Media Production and Analysis		General Media Production and Analysis		
<b>Arts – Visual Arts</b>	ATAR Visual Arts		General Visual Arts		
<b>Language Acquisition – Italian</b>	ATAR Italian				
<b>Language Acquisition - French</b>	N/A 2018				
<b>Health and Physical Education</b>	General Physical Education Studies		ATAR Physical Education Studies		
<b>Design Pathways (Combined)</b>	General Applied Information Technology	General Children, Family and Community		ATAR Applied Information Technology	
<b>Certification</b>					
<ul style="list-style-type: none"> <li>• Certificate II Creative Industries (Certificate III Business Year Twelve)</li> <li>• Certificate III Education Support</li> <li>• Certificate III Sport and Recreation</li> </ul>					

## **Careers Information**

On completion of Year Twelve, students will generally select one of the following pathways-

- a. University
- b. State Training Provider (TAFE)
- c. A traineeship or apprenticeship
- d. The workplace

It is essential to plan ahead by seeking career guidance and gain information which will provide an understanding of the relationship between the school programme selected and the future career pursued.

### **Leaving School**

Parents should be aware that in November 2005, the Acts Amendment/Higher School Leaving Age and Related Provisions Bill (2005) was enacted. The age at which students may leave school and the conditions under which this can happen have changed substantially. All parents who are considering allowing their child to leave before the completion of Year Twelve must arrange an interview with the Careers Advisor before withdrawing their child, to ensure that your student has been 'exited correctly'.

### **College Careers and Transition Centre Coordinator**

The College's Careers and Transition Centre Coordinator, Mrs Margherita Almond works with each student to identify the goals for the future and identify strategies for achieving these goals. Guest speakers are also arranged from universities, State Training Providers and other training and employment organisations.

### **Friends and Relatives**

It is important for students to talk to many people- parents, relatives, friends, teachers, neighbours or others who are actually working in their area of interest, in order to obtain as much information as possible.

### **Careers and Employment Expo**

Each year the College holds an annual Careers Expo which all students from Years Ten to Twelve, plus their families and friends are invited to attend. Students are given the opportunity to meet with representatives from State Training Providers, universities and a range of industry areas. This is held on the same evening as the Year Eleven 2016 Parent Information Evening. There are other careers expos that students may visit throughout the year like the Australian Defence Force Careers Expo, Shire of Kalamunda Career Expo and Skills Expo. These are usually advertised and occur in various venues throughout the year.

## **Career Information on the NET**

A range of self-assessment quizzes can be accessed on the net which match interests, abilities and personality to a suggested range of jobs for consideration. It will not make the decision for a student, however, it is a great starting point.

- [www.careerkey.org/english/](http://www.careerkey.org/english/)
- [www.joboutlook.gov.au](http://www.joboutlook.gov.au)
- [www.myfuture.edu.au](http://www.myfuture.edu.au)

## **Web Sites**

The following is a list of useful web sites which contain helpful information.

- School Curriculum and Standards Authority [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)
- Tertiary Institutions Service Centre [www.tisc.edu.au](http://www.tisc.edu.au)
- Training WA Career Centre [www.trainingwa.wa.gov.au](http://www.trainingwa.wa.gov.au)
- Curtin University [www.curtin.edu.au](http://www.curtin.edu.au)
- Edith Cowan University [www.ecu.edu.au](http://www.ecu.edu.au)
- Murdoch University [www.murdoch.edu.au](http://www.murdoch.edu.au)
- Notre Dame University [www.nd.edu.au](http://www.nd.edu.au)
- University of Western Australia [www.admissions.uwa.edu.au](http://www.admissions.uwa.edu.au)

## **State Training Providers (TAFE)**

Interested students should make sure that they access [www.trainingwa.wa.gov.au](http://www.trainingwa.wa.gov.au) for courses and Careers information. The State Training Providers (TAFE WA) are as follows:

1. West Coast Institute of Training - 1300 134 881
2. Central Institute of Technology - 1300 300 822
3. Polytechnic West - 9267 7500
4. Challenger Institute of Technology - 9239 8200 or 1800 001 001

## **Where to find more Information and Career help?**

TAFEs and Universities can assist you to select a suitable course. Most State Training Providers have Information Officers and Universities have Prospective Students Officers who can provide students with course information to obtain a specific career. It is best to speak with one of these people if you want help about a specific course, the cost of a course, methods of applying or entrance requirements to a specific course.

## **Career Centre**

The Department of Education and Training Career Centre provides comprehensive advice to Western Australians of all ages to kick start and manage their careers. This includes specialist assistance in choosing from hundreds of industry approved vocational education and training and University courses that provide a pathway to great job prospects. Location: Perth City, Level 7, GPO Building 3 Forrest Place Perth Telephone: 132398 or 9224 6500.

## Procedures For Year Ten Subject Selection 2018

Please note that subjects included in this handbook *are planned* for 2018. However, it is at the discretion of the College to determine minimum student numbers required for subjects to commence and the number of classes that shall operate.

- Students may be placed into appropriate courses, according to their achievement in the following Year Nine subjects: Language and Literature, Mathematics, Science and Individuals and Societies. Course placement is determined by subject teacher recommendations based upon the overall performance of students in the given subject area.
- Students will be given a 'Subject Selection Form' for Year Ten 2018 and will be asked to complete it with their parents/guardians and return it to the Year Nine Team Leader – Mr Jason Tuberes.
- Students will be required to study in Year Ten –

Religious Education	Language Acquisition (as per Year Nine 2017)
Language and Literature	Mathematics
Science	Arts (one subject)
Individuals and Societies	Health and Physical Education (one subject)
Design (one subject)	
- When selecting an Arts or Technology subjects for 2018, students should consider -
  - a. course information in this handbook
  - b. previous achievement in Year Nine
  - c. career expectations
  - d. intention (or otherwise) to study at a TAFE or University
  - e. personal interests and aptitude

## Subjects Offered In Year Ten – Year Four IBMYP

### Religious Education

*We should be as the compass that goes round its circle without stirring from its center – our center is God, from whom all our actions should spring as from their source. (Catherine McAuley)*

Year Ten Religious Education allows students to explore increasingly complex religious and social issue. Students will gain the necessary skills to critically evaluate various sources of information and will have an opportunity to present, interpret and discuss ideas as they search to find the meaning of what it means to be Christian. St Brigid's College follows the Perth Archdiocesan Religious Education Course. Each group studies one unit each term. Year Ten is as follows:

#### **1. Recognising God's Call Through Conscience**

The value of a Christian conscience and the search for goodness will be seen through the study of the lives of a number of important role models.

- Challenges to Recognising Conscience
- Jesus Came to Free Conscience
- The Growth and Spiritual Renewal of the Church

#### **2. Vocation – Called to Be and Become**

Students will examine the importance of a sense of 'Vocation' as they plan their future paths in study and life choices. The importance of Christian service and appreciation of the giving of others is explored.

- Discovering Personal Vocation
- The Mission of Jesus
- Marriage, Priesthood and Religious Life as Vocations

#### **3. Restoring God's Justice in the World**

Students will examine the many areas in the wider world and their own experience where justice is an issue. Students will appreciate that by respecting the dignity of others there is also a need to develop the responsibilities that are necessary to maintain a just and peaceful community.

- Human Injustices in the World
- Jesus Came to Restore God's Justice
- Christ Calls Christians to Promote Sound Justice

#### **4. The Search for Freedom**

Freedom is something everyone desires. The students will explore how people gain freedom as they grow in responsibility and discover the human search for freedom, if followed fully, leads people to search for God.

- The Human Desire for Freedom
- Responsible Choices
- The Commandments
- The Seven Sacraments

#### **Potential Career Pathways**

Historian, Law, Politics and Diplomacy, Journalism, Media and Teaching.

#### **MIA MAD - Service as Action**

*“Without Community Service we would not have a strong quality of life. It is important to the person who serves as well as the recipient. It’s the way in which we ourselves grow and develop.”*

*Dr Dorothy Height*

At St Brigid’s College we are proud of our Mercy Heritage which encourages us all to “Light the Way” to God through our actions. Living the values of our College and being involved in our MIA MAD- Service as Action programme, all students can develop more fully into Responsible Christian Learners.

Mercy in Action, Making a Difference is a Service as Action programme that helps students identify and act on issues important to them and the world. It is an ongoing framework upon which students can build up a contribution to and relationship with the community. It should be a partnership between school, local government departments, businesses, charities and other organisations. It should be a journey of discovery and empowerment which focuses on common values and community issues. Students need to show their concerns and interests and work those into a community based project.

Parents are strongly encouraged to become involved and to discuss the most suitable service for their daughter. It is hoped that students will make the effort to discover areas of need for service as action in their own family or boarding community or within the school community.

**For Further Information – Caterina Dwyer**

## Language and Literature

The Year Ten Language and Literature course provides students with the opportunity to “develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty.” (MYP Language and Literature Guide, page 4). This course is designed to equip students with the skills and concepts they need in order to study English subjects in upper school.

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students’ knowledge, understanding and skills in writing, reading, viewing, speaking and listening. Students engage with a variety of literary texts as well as texts designed to inform and persuade. Learning experiences are inquiry-based and focused on developing students’ abilities to analyse texts, organise ideas, create texts and use language with accuracy and effectiveness. Students are afforded opportunities to engage with texts that represent familiar contexts as well as those that broaden their cultural and historical understandings. The curriculum fosters engagement with digital learning environments in which students have the opportunity to analyse and create their own online texts.

Assessments enable students to develop analytical skills as well as skills pertaining to creation of texts in accordance with set purposes, audiences and contexts.

### Potential Career Pathways

Author, Playwright, Librarian, Teacher, Journalist, Lawyer, Advertising, Publisher and Historian.

**For Further Information** – Magdalena Lambie

## Language Acquisition

Students will be placed into a phase based on their results achieved in Year Nine; this will allow them to develop their language skills and understandings and ultimately achieve success in learning a second language.

### Italian

The aim of the Italian course is to further develop the students’ understanding of, and competency in the language through a variety of realistic, meaningful teenage contexts. It encourages students to develop an awareness of what it is to be an Italian teenager and compare their own lives to those of others in Italian-speaking communities.

- *Viaggiamo e teniamoci in contatto* – The focus of this topic is the importance and benefits of exploring new environments and keeping in touch. Students explore the world of holiday destinations, travel and cultural exchange opportunities. They will use technology to access authentic websites and to explore the different facets of

new environments. Aspects of modern technology and their impact on the lives of teenagers and how they communicate and keep in touch are embedded throughout the topic.

- *Vivere Bene* – The focus of this topic is the importance of a healthy lifestyle for *il benessere* (well-being) of teenagers. Students explore ways of keeping fit and the role sport, physical activity and a healthy diet play in the lives of teenagers. Popular physical activities and eating habits both in Australia and Italy are examined and students are able to compare this aspect of youth culture to their own reality.

### **French**

The aim of Year Ten French is to further develop the skills of the language in a variety of familiar and real life situations. It also encourages students to extend their understanding of the French language and its culture while developing an awareness and understanding of how the language is expressed and conveyed within the culture.

Students explore and compare the many aspects of a teenager's life in France with those of a teenager in Australia. Not only will they consolidate prior knowledge and further enhance their reading and writing skills but they will learn to communicate ideas about town, community, home routines and leisure time activities. As students appreciate cultural similarities and differences, they will be given the opportunity to reflect on particularly French cultural events while inquiring into the defining features of a French community.

### **Potential Career Pathways**

An ability to communicate in Italian or French, in conjunction with other skills provides students with enhanced career opportunities in fields such as tourism and hospitality, commerce, diplomacy, banking and international finance, government, law, science and technology, education, research and advertising, media, translating and interpreting, as well as the food, winemaking, health, automotive, fashion and beauty industries. Students also develop recognition of the value of being an effective communicator within the service industries and enhances enjoyment and appreciation of culture through travel, film, literature, music, fashion and design, cuisine, art and sport.

**For Further Information** – Benedetta Heys

### **Mathematics**

Mathematics in Year Ten builds on the skills and understandings developed in Years Six through to Nine. Students will be able to study from two courses: Standard Mathematics or Extended Mathematics. Each course is designed to cater for a range of abilities, and each ability group will prepare them adequately for the four Mathematics subjects offered in Years Eleven and Twelve. Topics such as number systems, linear equations, perimeter, area, volume and index laws are revisited. Topics such as quadratic equations, trigonometry, exponential functions and inequalities are introduced for the first time and

developed further. The depth to which these topics are covered will depend on placement in classes.

### **Potential Career Pathways**

Banker, Accountant, Financial Advisor, Scientist, Engineer, Doctor and Computer Analyst.

**For Further Information** – Judith Cumpsty

### **Health and Physical Education**

The Year Ten Health and Physical Education course encourages students to participate in a wide range of physical activities to develop their physical, mental and interpersonal skills and abilities. Students are encouraged to develop and maintain a lifelong positive approach to being healthy and active. Students will learn to develop umpiring and coaching skills and gain an extensive knowledge of rules and tactics for a range of sports, including: Badminton; Basketball; Swimming and Softball. Students are given the opportunity to demonstrate their creativity and movement skills by choreographing and performing a group routine.

Students will continue to develop their knowledge and understanding of key Health concepts and then begin to apply these concepts to the larger outside world. A strong focus on decision making, building resilience and choosing wisely is encouraged. Consequences of decisions made are discussed at length and coping skills are taught within the Health program. Health concepts covered include: Sexually Transmitted Infections, Relationships and Stress Management.

### **Potential Career Pathways**

Physical Education Teacher, Leisure Industry, Sports Coach, Fitness Instructor, Sports Physiotherapist, Sports Psychologist, First Aid Specialist, Sports Nutrition and Sports Medicine.

**For Further Information** – Erin Rolfe

### **Sport Science – Invitation Only**

The Year Ten Sport Science course is a new initiative to compliment the current Health and Physical Education course. The purpose of this course is to develop the knowledge and understanding of how the human body responds to sport and exercise. The course contains four core units, which will focus on functional anatomy, exercise physiology, biomechanics and sport psychology.

Students will explore each of the four core concepts through various contexts and sporting environments. They can expect to be involved in activities that focus on understanding the elite athlete, practical experiences involving researching, investigating and analysing. As

well as performing practical laboratories, experiments, understanding sporting strategies and tactics, working as a team or independently, refining their skills as leaders and problem solving.

The Sport Science course provides an opportunity for interested students to extend their knowledge in the area of Health and Physical Education. It will provide an experience for those students seeking to further their study in the Health and Physical Education pathway. This course will have a selection process, as limited places are available.

### **Potential Career Pathways**

Physical Education Teacher, Leisure Industry, Sports Coach, Fitness Instructor, Sports Physiotherapist, Sports Psychologist, First Aid Specialist, Sports Nutrition and Sports Medicine, Sports Rehabilitation, Sport management.

**For Further Information** – Erin Rolfe and Liam Merigan

## **Science**

Year Ten Science builds on the skills and knowledge developed in Years Eight and Nine. By studying Science through the MYP, students will cover the objectives of Knowing and understanding, Inquiring and designing, Processing and evaluating and Reflecting on the impacts of science. This will be achieved during the development of Science concepts such as motion and energy, reaction rates, genetics and evolution, solar system, cycles and chemical reactions. By studying Chemical Sciences, Physical Science, Biological Sciences and Earth and Space Sciences all students will have the possibility of studying any of the Science subjects offered in Year Eleven, providing they meet the required level of achievement.

Interwoven throughout Science are the skills of investigating, communicating, team work and laboratory skills. Students will be encouraged to develop an inquiring approach to their work and develop the skills required to be successful, independent learners and to take responsibility for their own learning. They will also be encouraged to consider science as an evolving internationally important discipline that is influenced by many factors.

### **Potential Career Pathways**

Zookeeper, Doctor, Nurse, Physiotherapist, Sports Science, Forensic Scientist and Dietician.

**For Further Information** – Darren McGoran

## **Individuals and Societies**

Individuals and Societies is the study of human behaviour and interaction in social, cultural, environmental and political contexts. Students study four subjects namely Geography, History, Economics and Business, Civics and Citizenship.

The Geography unit includes the study of environmental change and how this can be managed sustainably. A unit of Human Geography explores human wellbeing on a global scale and the reasons for the wide variations in this aspect of life. In History, the era is World War Two and an investigation of the developing rights and freedoms of Australians since 1945.

The Economics and Business course introduces students to the link between economic performance and living standards, while Civics and Citizenship surveys justice at home and overseas.

In addition, there is an emphasis on skills including critical thinking, statistical analysis, researching and communicating. These generic skills are useful in a wide range of subjects that students may study and they can be used to tackle life projects and challenges, both now and in the future.

### **Potential Career Pathways**

Journalist, Historian, Urban Planner, Social Worker, Archaeologist, Political Advisor, Lawyer, Anthropologist, Public Servant, Financial Advisor, Stockbroker, Curator, Writer, Researcher, Teacher, Economist, Demographer, Tourist Industry Worker, GIS Mapmaker, Member of the Defence Forces

**For Further Information** – Catherine Santarelli

## **Design**

### **Select ONE Course**

The processes and products of design are integral to every creative process that humankind undertakes. It is crucial in our society to have talented and passionate designers. Designers indulge themselves in the crucial task of assigning beauty of function and appearance to the mundane. Where artists generate beauty out of nothing, designers practice the far more difficult art of assigning beauty within constraints.

“A closely held belief of mine is that it’s easier to change things than it is to change people. People may want to exercise more, be more creative, or share more with others, but we have ingrained habits that make these things difficult. Design can help by making it easier to live up to our aspirations: by making stairs a more accessible and enticing option than escalators, for example, or creating

open spaces where people want to gather instead of being trapped in their cubicles. By shaping the objects, interactions, and environments we live around and within, *design literally changes the world.*" (Ingrid Fetell <http://aestheticsofjoy.com/>)

Great designers can build beauty into anything. Think of Armani, St Laurent, Chanel, Karan. Consider Oliver, Ramsay, Lawson, Bourdain and Stone. Have regard for Pininfarina, Tambolini, Lloyd Wright or Bernini. Even Da Vinci and Michelangelo can be considered designers.

Design in the MYP is an opportunity for students to engage with the Design Process, Use interdisciplinary skills to investigate, devise and create a product and gain an appreciation for the place of Design in our society.

MYP design assesses students in their performance in four objectives

1. Inquiring and Analysing
2. Developing Ideas
3. Creating the Solution and
4. Evaluating.

At St Brigid's, this task is accomplished through the completion of rich tasks which encourage students to investigate and think deeply before creating a product which meets a specific need or solves a specific problem. Creativity, innovation and excellence are encouraged at every step of this journey. Units are offered in the following disciplines

- *Multimedia and Technical Design*
- *Business Development and Design & Multimedia and Technical Design*
- *Fashion Design*
- *Creative Food Design*
- *Creative Food Design & Childcare Design*

## **Multimedia and Technical Design**

### **Unit One - Needs**

Information Technology can be a powerful tool with which to make changes for our world. In this unit, students will independently investigate a need in our global society. In response to this investigation they will design and produce an information product to inform others or motivate an appropriate response to the challenge. The key intention is to empower our students as world-changers within their current context.

### **Unit Two – The Emergence of 3D Tools**

This unit makes use of advanced design and manufacturing technologies to guide students in the development of a 3 Dimensional product. Students may make use of the College's 3D printers, CAD software Animation resources and other tools as they are required to create a product that can solve real-world problems.

### **Potential Career Pathways**

Graphic Designer, Web Designer, Engineering, Manufacturing, Draftsperson/Architect.

**For Further Information** – Argia Biddle, Lorie Dimasi and Rob Hill

## **Fashion Design**

### **Unit One – Teenage Fashion Expresses Culture**

As we navigate the teen years, our fashion choices become an increasingly important expression of our cultural and personal identity. This unit researches the impacts that cultural and lifestyle choices have upon teenage fashion choices and invites students to respond to this research by creating a fashionable outfit suitable to meet the needs of this demanding audience.

### **Unit Two - Up Cycled Fashion**

Vintage and retro fashion is big business in the fashion world today. The hottest designers take styling cues from the various eras of our past. This unit investigates the exciting world of vintage and recycled fashion, helping students to gain an appreciation for fashion throughout the years. Student utilize these learning experiences to design and create an outfit which makes use of repurposed materials to create an affordable and fashionable outfit.

### **Potential Career Pathways**

Fashion Design, Interior Design, Machinist, Dressmaker, Tailor.

**For Further Information** – Louren Greyling, Phillipa Thompson, Christelle Thomas and Rob Hill

## **Business Development and Design**

### **Unit One - Needs**

Information Technology can be a powerful tool with which to make changes for our world. In this unit, students will independently investigate a need in our global society. In response to this investigation they will design and produce an information product to inform others or motivate an appropriate response to the challenge. The key intention is to empower our students as world-changers within their current context.

### **Unit Two – Creating a Business Start-up**

Have you ever heard of Shoes of Prey?

*“Shoes of Prey was founded by Michael Fox, Mike Knapp and Jodie Fox in Sydney in 2009. The company is changing the way women shop for shoes, and is on track to become a significant international retailer over the next five years. Shoes of Prey has won and been nominated for many awards, with recent prizes including Online Retailer of the year 2014 at*

*the Online Retail Industry Awards, and Kogan Australian Online Retailer of the Year 2013 at the Australian Retail Awards”*  
<https://www.shoesofprey.com/content/media-release>

Business startups consist of teams of people working together to develop their innovative ideas. In this unit students will generate potential business startup ideas, investigate their validity and create a business pitch which may be entered into the Just Start IT competition.

### **Potential Career Pathways**

Accountancy, Management, Financial Services.

**For Further Information** – Argia Biddle, Lorie Dimasi and Rob Hill

## **Creative Food Design**

### **Unit One – Food is an Expression of Culture**

The impacts of culture can be expressed in many ways, national costumes, art, architecture and religion. One of the most powerful expressions of culture is made by food. Every culture has a strong emotional connection with its cuisine, evoking memories of a childhood surrounded by a rich food history. This unit guides students through a discovery of this concept, making use of Australia’s rich multicultural background to lead students to a true expression of culture through the food that they create.

### **Unit Two – Responding to Specialised Dietary Needs.**

The modern kitchen is beset by the complex task of generating healthy, nutritious and tasty offerings for people with a wide variety of food intolerances and allergies. Within this complex framework, students investigate and create a high quality menu which will be suitable for a person suffering from a dietary disease, intolerance or allergy.

### **Potential Career Pathways**

Chef, Restaurateur, Wait Staff, Dietitian, Nutritionist, Kitchen Staff, Food Sciences.

**For Further Information** – Louren Greyling, Christelle Thomas, Phillipa Thompson and Rob Hill

## **Childcare Design**

### **Unit One – Food is an Expression of Culture**

The impacts of culture can be expressed in many ways, national costumes, art, architecture and religion. One of the most powerful expressions of culture is made by food. Every culture has a strong emotional connection with its cuisine, evoking memories of a childhood surrounded by a rich food history. This unit guides students through a discovery of this concept, making use of Australia’s rich multicultural background to lead students to a true expression of culture through the food that they create.

## **Unit Two -The Role of toys in Early Years Education**

Child development occurs across many domains. Child Cognitive Development, particularly in the early years is inexorably linked with play-based learning. This unit will investigate the links between toys and cognitive development, seeking to find accurate and proven methods to enhance a child's cognitive development through the design and creation of an educational toy.

### **Potential Career Pathways**

Paediatric Services, Child Care, Nursing, Home Duties, Nanny, Education.

**For Further Information** –Louren Greyling, Phillipa Thompson, Christelle Thomas and Rob Hill

## **The Arts**

### **Select ONE Unit**

#### **Dance**

“In Year Ten, Dance students continue to extend their use of the elements of dance and choreographic processes to expand their choreographic intentions in their choreography. They extend their technical dance skills to include style-specific movement skills. Through performance, students continue to work on confidence, accuracy, clarity of movement and projection. They refine their discussion of the use of the dance elements and choreographic processes in their own dance and the dance of others. They investigate dance and influences of the social, cultural and historical contexts in which it exists. Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in group. Genres or styles that may be taught, but are not limited to, include contemporary, ballet, jazz, hip hop, street dance, tap and cultural dance...”

<http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/dance2>

### **Potential Career Pathways**

Dance Teachers, Dance Performer, Dance Critique, Choreographer, Arts Management, stage management, production, fitness instructor.

**For Further Information** – Olivia Venables and Amanda Savino

## Drama

“In Year 10, Drama students are given opportunities to develop their knowledge and skills to present drama for purposes and wider external audiences, safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and taken from appropriate, published script excerpts (e.g. Australian drama post-1960 or world drama), using selected drama forms and styles. Students will have opportunities to research devised drama and read in selected script excerpts in context. Student work in devised and scripted drama is the focus of reflective and responsive processes. Students are encouraged to develop their use of extended answer forms and interviews, using drama terminology, language and different forms of communication, based on own drama and the drama of others.” The performance component is an essential part of the module, and it is likely that students will have to spend some hours outside regular school hours rehearsing or performing.

<http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/drama3>

### Potential Career Pathways

Performance Based Careers, Production, Administration and Management in Radio, Film, Television and Theatre, Teaching, Publicity and Marketing.

**For Further Information** – Amanda Savino and Annalisa Sorgiovanni

## Media Arts

“In Year 10, students are introduced to analysis of media works within the context of the selected focus. Students continue to make and respond to their own media productions and professional media works within the selected media type, genre or style studied, using refined media production skills and processes. Students continue to refine their skills and processes for problem-solving, working as a team, or independently; setting and following personal and group timelines; and independently using media equipment safely and responsibly.... Media foci are: Media Fiction (for example, narrative focused video games, celebrities in media fiction, Hollywood or Bollywood films) and Media Non-Fiction (for example, educational programs, wiki site blogs, photographic essays). Students are expected to work within, or across, the following media in each year level: film, television, photography, print media, radio or online media.”

<http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/media-arts3>

### Potential Career Pathways

Media Industry – Film, Television or Radio Production, Journalism, Marketing and Advertising, Multimedia, Web Design and Development.

**For Further Information** – Amanda Bullow and Amanda Savino

## Music

“In Year Ten, students consolidate music skills and knowledge across a range of performing, composing, aural and analysis activities. They continue to refine aural skills and aural memory to identify, sing/play and notate melodic and rhythmic dictations, chord changes and progressions. Students explore their emerging personal style and music ideas through combining and manipulating the elements of music, and synthesising stylistic features and conventions when composing and arranging. Students build on their understanding of meaning and interpretation in musical works, using aural and critical analysis skills to compare and evaluate a range of music, drawing upon knowledge of previously studied works. They use scores and music terminology to analyse and evaluate the use of the elements of music within a context, genre or style, and identify and discuss social, cultural and historical factors. Students practise and perform a wider range of solo and ensemble repertoire, developing and consolidating expression and stylistic integrity. As performers and audience members they are provided with opportunities to develop aesthetic awareness and make informed observations about a range of music and related social, cultural and ethical considerations. Music learning is aurally based and is integrated across all aspects of the written component of the subject through a selected context/s. The performance component reinforces and extends music learning...”

<http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/music2>

### Potential Career Pathways

Performance Based Careers, Production, Music teaching.

**For Further Information** – Jonathan Brain and Amanda Savino

## Visual Art

“In Year Ten students use visual language and artistic conventions, in both written and practical work. They further develop and refine their ideas and techniques to resolve artworks by documenting the design, production and evaluation processes of their artworks. Students will extend their knowledge of art practices, such as, adaptation, manipulation, deconstruction and reinvention techniques, and use their understanding of a variety of art styles in the making of their 2D, 3D and/or 4D artworks. Students extend their knowledge and practise of safe and sustainable visual arts practice. Resolved artworks are exhibited and evaluated, with consideration to their own artistic intentions, personal expression, and audience.

Students develop greater understanding of how contexts of culture, time and place impact on the development of ideas and production of art forms in the artistic process. They

continue to explore artistic influences, while being encouraged to express greater individualism in their application of ideas and materials.

Students are provided with opportunities to reflect on traditional and contemporary artworks using a breadth of critical analysis frameworks, incorporating visual language, art terminology and conventions.”

<http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/visual-arts2>

### **Potential Career Pathways**

Artists, Illustrators, Graphic Artists, Fashion, Interior Design, Animation, Architecture and Art Teaching.

**For Further Information** – Amanda Savino

## Parents As Partners

The Academic Management Policy reflects the College's Mission and the Values - Courage, Honesty, Inclusivity and Thankfulness. A clear understanding of the rights and responsibilities of students, parents and staff provide the basis of an effective policy. The aim of the Academic Management Guideline is to assist students in developing good work habits, further raise standards of work and to encourage students to successfully complete all tasks set.

### PROCEDURES

#### A. Failure To Complete Homework and/or Assignments – How Parents Can Assist

When your daughter has attempted to complete their homework within the guidelines for their year level and have not been able to complete the set tasks, parents are asked to write a note in the or email the class teacher, indicating the amount of time spent on homework, thus allowing the classroom teacher to provide appropriate assistance.



Homework is again incomplete – parent to ascertain the degree to which the student College Organiser has attempted the set task(s) – have they used their time wisely (e.g. internet usage whilst doing homework or chatting on the telephone)?

**NO** – do not 'cover' for your daughter for failing to complete their homework, this will not instill good work habits for future years. If they have not used their time wisely consequences should be implemented at home (their class teacher will also employ relevant consequences).

**YES** – write a note in the College Organiser, email or telephone the class teacher, as this may indicate that your daughter is experiencing difficulties with the set homework or having organizational difficulties.

Teachers - Where no clear attempt has been made to complete the given task(s) and/or no communication has been received from parents/housemother, the class teacher may employ strategies such as keeping student in at recess/lunch, writing a note in the College Diary or telephoning/emailing home.



Where a task has not been submitted after above steps have been followed, a lunch time detention will be issued by the class teacher and recorded in the College Diary. Please note that the Lunchtime Detention is also an additional time given to students to complete the task(s).

Where a Lunch Detention has been given – parents are reminded that this is a *serious academic infringement*. Parents are asked to monitor how their daughter approaches their homework at home and adjustments may need to be made to the student's organizational work, social or sporting schedule if homework is not being completed. Maintain communication with the class teacher – ask to see your daughter's College Diary EVERY night and/or check their school bag when they arrive home, if it is empty, homework clearly can't be completed.



Where a student asks for assistance - please assist but do not work with students on almost all homework and assignments. Students should be mainly working independently on homework – teachers need to have a realistic understanding of your daughter's progress (not your progress).



If tasks are not completed after an extended period of time, the student will be referred to the relevant Curriculum Team Leader and penalties as outlined in the College Diary. A Letter of Academic Concern will be sent home to parents and Curriculum Team Leaders will follow up with the teacher to discuss strategies to be complete the task(s) – all tasks are required to be completed at all times, even if deadlines are missed. Upon receiving a Letter of Concern please contact the relevant teacher for discussions as to strategies that can be put in place at home to assist the student.



If student continues to fail to submit tasks, the Curriculum Team Leader will refer student to the Deputy Principal . Strategies implemented may include (but are not limited to) – an Academic Contract, Saturday Detention or Parent Interviews.



In cases where there is no evidence that the student is attempting to complete set homework and/or assignments and all previous steps have been followed, an interview with the College Principal will be required.

## **B. Cheating and Plagiarism – How Parents Can Assist**

Prevention – discuss with your student the meaning of submitting work which is their own, discuss examples from the news about persons in ‘real life’ who have been caught ‘cheating/plagiarising’ and the consequences, emphasise that this is not a matter to be taken lightly. The class teacher will advise the relevant Curriculum Team Leader that a student(s) is suspected of cheating in class work or assessments (in or out of class).



The class teacher and Curriculum Team Leader will interview student(s) involved and document all discussions (plus retain a copy of the work sample). Parents are contacted. If your daughter has been found to be cheating – plagiarism in submitted work (including in test situations), the class teacher will contact you to explain the task in question and a copy of the paper in question will be sent home. Students lending work to other students are also breaching this academic honesty rule – parents are asked to discuss the boundaries of friendship and how this action jeopardises this relationship.



Students shown to have cheated in assessed work or in examinations will not receive an assessment result for that task. The Curriculum Team Leader may issue a Saturday Detention. Parents are asked to fully support the College in the upholding of this College value of honesty.



If work that is not the original product of a student, and has been submitted for assessment, it will be either awarded zero marks or not assessed. Curriculum Team Leader may issue a Saturday Detention. Parents are asked to support the College in the upholding of this College value of honesty.



Students found to be involved in situations involving cheating, collusion or plagiarism may be required to be interviewed by the Head of Middle or Senior School, Deputy Principal or College Principal.

## **C. Student Performance Concern – How Parents Can Assist**

*Where a student is not performing at an expected standard (requiring additional support) –*

If you are concerned about the progress of your daughter NEVER hesitate to contact the class teacher in the first instance, do not wait until the College reports are received. The class teacher may implement study plans/habits, scaffolding of tasks, revision techniques or attendance at tuition classes after school to assist. A tutor is not always the necessary first step to gaining academic improvement nor the immediate answer to a student experiencing difficulties, they can be part of the solution– the whole child always needs to be discussed. The class teacher will work on establishing realistic academic goals with the student and parent.



The class teacher will contact parents via letter, telephone or email to outline the concern. Please reciprocate this contact to discuss the content of this communication. Please attend Parent Teacher Interviews, especially where a request has been made from a teacher – this is essential.



Where concerns continue, the class teacher will contact the relevant Curriculum Team Leader for discussion of additional strategies and/or support available – parents may wish to have an interview with the relevant Curriculum Team Leader. The Learning Differences Leader may be contacted to assist in the implementation of an CAP and/or psychologist for additional testing to identify ability level.



The relevant Curriculum Team Leader will meet with the student and parent contacted to discuss concerns.



Where concerns continue, the Year Team Leader will be contacted, to assess whether concerns are across other learning areas – parent – teacher meeting organised to discuss progress across all subjects. In attendance, where appropriate, at the meeting may be the class teacher, Learning Differences Team Leader, Year Team Leader, relevant Curriculum Team Leader and Deputy Principal, to establish common strategies. Ongoing communication with parents is essential.



In the cases of Years Eleven and Twelve students, alternative subjects will be required to be selected where a minimum of a C Grade has not been achieved. Alternative Career Pathways may need to be sought, in consultation with the Careers Team Leader and/or Deputy Principal. It is always essential for all parties involved to maintain a realistic understanding of the student's ability levels. Mentors from Middle and Senior Management will be allocated to students in Year Twelve who are deemed 'at risk'. Parents are asked to maintain contact with mentors.

#### ***Where a student is not performing at an expected standard (requiring extension) – How Parents Can Assist***

If you are concerned about the progress of your daughter NEVER hesitate to contact the class teacher in the first instance. The class teacher will speak with the student regarding progress and to establish suitable strategies that may extend the student; for example providing tasks requiring higher order thinking skills, providing work from another year level or the development of a personal project. In addition, the classroom teacher is to refer to standardised testing results available in assessing the ability level of the student (for example NAPLAN).



Class teacher is to contact parents via letter, telephone or email to outline concern. Please reciprocate this contact to discuss the content of this communication.



Where the student continues to be disengaged, the class teacher is to contact the relevant Curriculum Team Leader for discussion of additional strategies and/or support available. Learning Differences Coordinator may be contacted to assist in the implementation of a CAP and/or psychologist for additional testing to identify ability level. Parents will be asked to attend a meeting to discuss alternative programmes of study e.g. external agencies such as universities.



Where concerns continue, the Year Team Leader is to be contacted, to assess whether concerns are across other learning areas – parent – teacher meeting organised to discuss progress across all subjects. In attendance, where appropriate, at the meeting may be; class teacher, Learning Differences Team Leader, Year Team Leader, relevant Curriculum Team Leader and Deputy Principal. The Curriculum Team Leader is to meet with the student and parent contacted to discuss methods to extend the student. Methods of extension should be in negotiation also with the student.

Where students are repeatedly failing to honor their 'Enrolment Agreement', in which parents commit student to 'work to the best of their ability', irrespective of their ability, an interview with the College Principal will be required.