

St Brigid's  
College  
Years Seven to  
Nine  
2018 Curriculum  
Handbook



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## History of the International Baccalaureate

The International Baccalaureate (IB) was founded in Geneva, Switzerland in 1968 as a non-profit educational foundation. Its original purpose was to facilitate the international mobility of students preparing for university, by providing schools with a curriculum and diploma recognised by universities around the world. Since then its mission has expanded, and it now seeks to make an IB education available to students of all ages.

The International Baccalaureate Organisation (IBO) offers three programmes -

- The Diploma Programme (DP), an internationally recognized pre-university course of studies for upper secondary school students between the ages of 16 and 19 years, since the late 1960s (*St Brigid's College is a Diploma Candidate School*)
- *The Middle Years Programme, (MYP), designed as a five year programme for students aged 11–16 years, since 1992 (offered at St Brigid's College)*
- *The Primary Years Programme (PYP) for children aged 3–12 years, introduced in 1997 (offered at St Brigid's College)*

St Brigid's College became an authorised MYP school in 2008. The MYP began as an initiative of the International Schools Association (ISA). In 1982 a decision was made to develop a curriculum for the middle years of schooling. It was intended that this curriculum, which became known as the International Schools Association Curriculum, would share much of the same philosophy as the Diploma Programme and be suitable as a pre-IBO Diploma course. The first draft of the curriculum was produced in 1987 and a framework was created which allowed for a degree of diversity. Emphasis was placed on developing the skills, attitudes and knowledge needed to participate in an increasingly global society. A number of values underpin the curriculum: these are expressed as fundamental concepts of the programme and in the organisation of the curriculum. They are holistic education, communication and international mindedness. The MYP grew out of the work and vision of practising teachers in schools. The IBO has not changed the original conception of the framework in any way. The programme has, however, developed significantly since 1992 and will continue to do so as more schools become involved.

## 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 the next page).

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 – English and either Language Acquisition - French or Italian.*
- 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; 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 – Service As Action

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 2017 (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.**

## Personal Project – Year Ten 2019

### **The Personal Project – Year Ten**

The personal project encourages students to practise 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.

**For Further Information** – Martha Wood

### Areas Of Study

At each level of the programme students must study a subject from each of the nine Learning Areas.

At St Brigid's College these are –

<b>MYP AREAS OF STUDY</b>	<b>ST BRIGID'S AREAS OF STUDY</b>
N/A	Religious Education
Mathematics	Mathematics
Language and Literature	English (language of instruction)
Language Acquisition	Italian or French
Health and Physical Education	Health and Physical Education
Individuals and Societies	History, Geography and Politics and Law
Science	Biological Sciences (Biology, Human Biology), Chemical Sciences (Chemistry), Earth and Space Sciences (Geology, Astronomy), Physical Sciences (Physics)
The Arts – Visual and Performance	Visual Arts – Visual Art and Media Arts Performing Arts – Drama, Dance and Music
Design	Multimedia and Technical Design, Creative Food Design, Fashion Design and Business Development and Design

## Home Learning Requirements

The staff, at St Brigid's College, believe that regular home learning assists in the personal and academic development of students. A successful home learning programme depends on close communication between teacher and parent. Our mutual aim should be to encourage students to take a greater responsibility for learning, should aid this development and should as far as possible, involve parents in their child's learning. At no stage should this be a frustrating experience. Parents are in the best situation to assess their child's ability to complete tasks/assignments at home. If a child is unable to complete a home learning commitment after reasonable effort, staff should be informed, through a note in the College Organiser or an email to the relevant staff member.

### **The Purpose of Home Learning -**

- To encourage student self discipline
- To reinforce studies carried out during the day
- To involve parents in the learning programme of their child
- To encourage student initiative and creativity
- To enable teachers to assess the level of mastery of work taught in class
- To prepare students for the demands of further studies at senior secondary and tertiary level

### **The Role of Parents -**

- To provide an appropriate place at home for the student to complete tasks set
- To consult the organiser to monitor the amount of homework set each night
- To encourage and assist the child to complete tasks set but not to do the work set

### **Home Learning Time Allocation**

Year Seven	Approximately	Seven hours per week
Year Eight	Approximately	9 hours per week
Year Nine	Approximately	12 hours per week

At all year levels students should be encouraged to revise work set, to read widely or to continue with an assignment when specific work has not been set by a teacher on a particular night.

## Assessment Guidelines

The setting of assignments and homework is an important part of the learning process and provides students with the opportunity to research issues in-depth and respond creatively to aspects of the topic being studied. Staff have adopted a set of guidelines with regard to the late submission of work set (please refer to the College Assessment Policy). The purpose of deadlines is to assist students with their own planning in the development of good organisational skills. It is also unfair to those who meet deadlines to have others being granted additional time without a good reason. The guidelines for students in Years Six and Seven are as follows -

- Deadlines will be set for assignments and homework tasks. Students are required to enter the due date in their personal method of recording, for example laptops

- Parents and students will receive an MYP Assessment Outline each term, outlining proposed deadlines for assessments (this may alter as the term progresses and students advised accordingly)
- Deadlines will be realistic and take into account other events in the College Calendar
- In cases of genuine illness, compassionate situations or long term absence (notes provided by parents to the satisfaction of staff) students are expected to negotiate an extended deadline
- In cases where students are absent and work has been missed it is the student's responsibility to approach the teacher to identify what has to be done to catch up

Parents and students receive a copy of the 'International Baccalaureate Middle Years Programme' Assessment Guide via the webpage at the start of each academic year. This guide is designed to act as a point of reference for parents of students involved in the Middle Years Programme at St Brigid's College in understanding the assessment principles and practices associated with the International Baccalaureate Middle Years Programme. Teaching methodologies and assessment employed at St Brigid's College have evolved in recent years to reflect the Western Australian Curriculum, Australian Curriculum, International Baccalaureate Organisation requirements and excellence in middle schooling. The emphasis on assessment in the Middle Years is on utilising assessment as a tool to objectively and constructively give students information on their performance against a set criteria peculiar to the task and/or subject. The levels of achievement in each criterion, provide a means of monitoring the student against internationally recognised standards and provides students with a scaffold on which to further develop their skills. It is vital that parents read this document, so that they may actively participate in their child's education.

In the 'International Baccalaureate Middle Years Programme' Assessment Guide the following information is contained –

- Purpose of the Guide
- The MYP Curriculum
- Criteria and Achievement Levels
- Calculating a Grade
- Subject Information – Criteria For Assessment
- Grade Boundaries
- Grade Related Descriptors
- Relationship of MYP Grades to Australian Curriculum and emerging Western Australian Curriculum

Grade	Boundary guideline	Descriptor
1	1–5	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.
2	6–9	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.
3	10–14	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.
4	15–18	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.
5	19–23	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.
6	24–27	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.
7	28–32	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.

## Parents As Partners

**Provide** a quiet, well-lit location for your daughter to complete his/her home learning tasks and assignments. This area should contain a desk or table (cleared) and a suitable chair.

**Monitor** the progress of your daughter, by asking to see the College Organiser on a daily basis where possible and signing it each week. This allows you to quickly identify whether this important organisational tool is being used and further allows you to be involved in the learning process.

**Ask** to see assessments when they have been completed and marked by the learning area teacher - this is invaluable feedback. Please ask questions about your daughter's achievement.

**Contact** the respective teacher if you have a concern or query. Teachers are very approachable and encourage open lines of communication. An appointment time can be arranged with relevant staff members.

**Attendance** at school is essential. It is impossible to achieve success within the school or workplace community without a firm commitment to attendance. If your daughter is absent, they should approach the class teacher for the work completed or arrange additional assistance to 'catch up' on key concepts.

**Support** your daughter throughout their years at the College. Listen, be patient and most importantly, be there when they need you.

**Involvement** in the educational progress is essential - parent volunteers are always welcome.

**Enjoy** these formative years! The middle years are an energetic and amazing time for students, parents and staff. Persistence is often the key, especially if 'hiccups' occur along the way.

**Religious Education**  
**Years Seven - Nine**

**“We should be as the compass that goes round its circles without stirring from its centre – our centre is God, from whom all our action should spring’ (Catherine McAuley)**

The faith formation of young people is the outcome of the inter-relationship between them, their families and the Church of which the school is part. This inter-relationship takes place within Australian and World culture. The ethos or pervading spirit or character of St Brigid’s College, underpinned by the Mercy Keys of Compassion, Loyalty, Justice, Integrity, Responsibility, and Mutual Respect is critical in the faith formation of our students. This formation takes place in a context where people live out personally and communally the values of the Gospels. This formation incorporates a number of mutually informing components. These include –

- Liturgy
- The formation of the spirituality of the student
- The Religious Education programme
- Prayer
- Preparing for Sacraments
- Action in Service

The processes that take place in the Religious Education programme will include exploring increasingly complex religious and social issues. Students gain the necessary skills to critically evaluate the various sources of information with which they are confronted and they will have the opportunity to present, interpret and discuss ideas as they search to find the meaning of what it means to be a Christian. Students look at different religious perspectives and explore alternative viewpoints in order to come to an understanding that differing cultural and religious experiences can be expressed in many different ways.

The aim of St Brigid’s College Middle Years Religious Education Curriculum is to provide the students with the opportunity to develop a personal relationship with Jesus Christ and to grow in the appreciation of Christ’s message.

The units studied will be -

**Year Seven**

- Celebrating Jesus
- Living as Jesus
- Celebrating New Life
- Living in God’s Love

**Year Eight**

- Belonging and Acceptance in Catholic Communities
- The Universal Need for God
- Creation – God’s Original Plan
- Growing in the Image of God

**Year Nine**

- The Human Search for Truth
- People Grow Stronger Spiritually
- People Can Achieve Emotional Peace
- Christian Love and Sexuality

**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

## Subjects Offered In Year Seven – Year One IBMYP

### **Individuals and Societies**

The aim of Individuals and Societies in Year Seven is to encourage students to gain and develop knowledge, conceptual understandings, research, analytical and communication skills. Individuals and societies encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. In Year Seven, we endeavour to meet these aims through the study of individuals, societies and environments in a wide context covering historical, contemporary, geographical, political, social, economic, religious, technological and cultural areas.

Specifically, the focus in History is the Ancient World, the period from around 60 000BC (BCE) – about 650 AD (CE), in which we examine the cultural practices and organisation of societies. Geography focuses on two units namely Water in the World, as a renewable environmental resource, and Place and Liveability. The latter unit examines factors that influence liveability and the idea that places provide us with services and facilities to enhance our lives.

**For Further Information** – Catherine Santarelli

### **Language and Literature**

The Year Seven Language and Literature course provides students with the opportunity to develop an appreciation of the nature of language and literature through immersion in a range of texts. Students are exposed to texts representing familiar sociocultural and historical contexts, as well as world literature and texts from different historical periods. In term one, students explore the relationship between culture, identity and language through a novel study. The term two course builds upon this knowledge and provides students with opportunities to explore the ways written perspectives help us to gain insights into time and place. Students deconstruct the concept of sustainability in term three in relation to the ways visual texts can influence attitudes towards sustainability. The course concludes in term four with an exploration of the social functions of current affairs programs.

**For Further Information** – Magdalena Lambie

### **Language Acquisition**

“Language acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning”. MYP Language acquisition guide Sept 2014-2015, p5.

The language acquisition objectives represent some of the essential processes of language. They are:

- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken, written and visual text

- Using language in spoken and written form

*Students in Year Seven are required to select one Language - French or Italian. Students who have commenced their study of Italian at St Brigid's in Year Six, continue with the study of this language.*

### **French**

French is the official language of nearly thirty countries worldwide. As well as studying the French language, students will learn about French people and culture. Through the study of a second language, students will develop their inquiry and critical thinking skills. Students will be able to develop a deeper understanding of languages and cultures other than their own through comparison and self-reflection. Ultimately, students will be encouraged to develop into caring individuals with respect for others.

The Year Seven French course is an introduction to the French language and to the many different aspects of French culture. Students will explore the French language and culture through a variety of learning activities including research, cooking and games. Throughout the year, students will have the opportunity to look at topics such as making friends, family and pets as well as school and daily routine. Students will also explore religious celebrations such as Mardi Gras and national celebrations such as Bastille Day.

### **Italian**

Learning a language encourages the development of inquiring, knowledgeable and caring individuals who help to create a better and more peaceful world through intercultural understanding and respect. The Year Seven Italian course exposes students to the Italian language and to the many different aspects of life in Italy. Students will explore the Italian language and culture through a variety of learning activities. Throughout the year, students will have the opportunity to look at topics such as: introduction of self, family and friends, daily routines, and traditions. The primary aim is to provide students with abilities for both language practice and use in a meaningful and stimulating environment. Language learning will also be enhanced through selected incursions and the assistance of a native speaker of Italian in the classroom.

**For Further Information** - Benedetta Heys

## Mathematics

The Australian Curriculum has been embedded into all Mathematics programmes and compliments the IBMYP requirements of this learning area. The Western Australian Curriculum in Mathematics focuses on the following strands –

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

The IBMYP framework for mathematics outlines four branches of mathematical study

- Number
- Algebra
- Geometry and trigonometry
- Statistics and probability

Mathematics uses the following criteria each with a maximum of eight levels

- A. Knowing and understanding
- B. Investigating patterns
- C. Communicating
- D. Applying mathematics in real-life contexts

In Year Seven the following are addressed –

- **Number and Algebra**  
Students will investigate index notation, square roots of perfect square numbers. Solve problems involving addition and subtraction of fractions. Multiply and divide fractions. Explore the use of percentages. Solve problems involving simple ratios. Introduce the concept of variables and create algebraic expressions. Plot points on the Cartesian plane and solve simple linear equations.
- **Measurement and Geometry**  
Students will establish formulas for areas of simple shapes and use these in problem solving. Describe translations, reflections and rotations on the Cartesian plane. Explore angle properties associated with parallel lines. Classify triangles according to their side and angle properties.
- **Statistics and Probability**  
Students will construct sample spaces for single-step experiments and calculate probabilities associated with these sample spaces. Be introduced to data displays including stem-and-leaf plots. Calculate mean, median, mode and range for sets of data. Describe and interpret data.

Students have opportunities to reinforce and increase the breadth of their mathematical knowledge. The aim is to provide them with a strong grasp of the fundamental ideas of Mathematics. Students will develop computation skills, 'do' and 'talk' about Mathematics and identify and apply mathematical ideas to their everyday lives. Importance is placed on strengthening their problem solving skills and encouraging students to consider multiple ways to approach these tasks. Students

are taught using activities encompassing their many learning styles. The programme consists of open-ended tasks as well as differentiation to support and challenge students where necessary.

**For Further Information** – Judith Cumpsty

### **Science**

Science aims to encourage and enable students to develop an inquiring mind and a curiosity about science and the natural world. The course has a primary focus on skill development so that students are able to work effectively as part of a team and demonstrate safe working practices in a laboratory. Students will also develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions.

During the course, students will be encouraged to think creatively and critically to solve problems, discuss arguments and make decisions in scientific and other contexts. Learning experiences are varied and offer students opportunities to work as an individual and in small groups on a variety of scientific tasks including practical, technological and open-ended problems. Students acquire both practical and intellectual skills that will enable them to understand the main scientific ideas and the way science and scientists work. Science aids in the development of students as informed, responsible and caring individuals; this is key to their personal well-being and to their role as members of society and the wider world.

The Science program allows the Western Australian Curriculum to be studied within the framework of the IBMYP. Students will explore the MYP concepts of change, relationships and systems during their study of mixtures, water, renewable and non-renewable resources, seasons, classification, ecology and forces.

**For Further Information** – Darren McGoran

### **Design**

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.

The MYP Design Guide (International Baccalaureate Organization, 2014) indicates that Design in the 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. The MYP design assesses students in their performance in four objectives

- Inquiring and Analysing
- Developing Ideas
- Creating the Solution and

- 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 – Cyber Safety: How to Keep Our Digital Footprints Safe**

As the use of computers, tablets, smart phones and smart watches is becoming more widespread; so too is our on-line presence. Protecting our online safety is a skill that is required by every member of our modern society. In this unit, students will independently investigate different forms of cyber bullying and what can be done to prevent this from occurring. In response to their investigation students will design and create an information product to inform people on how to be a responsible digital citizen.

### **Creative Food Design – Junior Chef**

The Junior Chef unit encourages students to consider the needs and wants of a modern family. Within this context, students will explore dietary needs, the changing tastes and preparation methods for family meals and the preparation requirements that relate to our busy lives. Students will be exposed to kitchen techniques and preparation strategies that will assist them to prepare well-planned, healthy and tasty meals for a busy family.

**For Further Information** – Argia Biddle, Lorie Dimasi, Louren Greyling, Christelle Thomas, Philippa Thompson and Rob Hill

## **The Arts – Visual and Performing Arts**

Learning through the Arts helps us to explore, shape and communicate our sense of identity and individuality. It is a requirement of both SCSA and the IBO that students study both a Performing and a Visual Arts subject. Students in Year Seven will undertake a study in Arts that will consist of one semester each of a Visual Arts discipline and a Performing Arts discipline. The IBMYP also strongly reinforces the use of critical thinking and reflection as a means of learning in the Arts.

The Arts disciplines are -

- Performing Arts                      Dance, Drama and Music
- Visual Arts                              Media Arts and Visual Art

All students must select from the following subject combination options, which includes a Visual and a Performing Arts subject. Please note that not all combinations will run in 2018 and are dependent upon student numbers and selections.

- Option 1      Media Arts – Dance
- Option 2      Media Arts – Drama
- Option 3      Media Arts – Music

- Option 4 Visual Arts – Dance
- Option 5 Visual Arts – Drama
- Option 6 Visual Arts - Music

## **Performing Arts**

### **Dance**

Dance students build on their understanding of the elements of dance and choreographic devices to create dance that communicates an idea. They continue to improve their technical dance skills, focusing on confidence, clarity of movement and projection. As they make dance and respond to it, they reflect on the meaning, interpretations and purposes of dance. Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups. Some genres or styles that may be taught, but are not limited to, include contemporary, jazz, hip hop and cultural dance, for example Spanish, Indian, Bollywood.

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

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

### **Drama**

In Year Seven, Drama students will be given an opportunity to plan, develop and present drama to peers by safely using processes, techniques and conventions of drama. Drama will be improvised, or taken from appropriate, published script excerpts (e.g. Australian or world drama), using selected drama forms and styles. Students work in devised and/or scripted drama forms focussing on reflective processes using general drama terminology and language. Drama forms and styles that may be taught, but are not limited to, include restoration comedy, circus, medieval theatre, or ritual theatre.

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

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

### **Music**

Students are given opportunities to apply their music skills and knowledge when performing, composing and listening to music. They also develop a further understanding of aural skills and aural memory to identify, sing/play and transcribe music, and make connections between sound and notation. They are supported to use the elements of music, invented and conventional notation and music terminology, to record and communicate music ideas. Students are provided with opportunities to participate in listening, analysis and score reading activities, focusing on the use of the elements of music and key stylistic features. Students practise, rehearse and perform a range of music in solo and ensemble activities to develop technical skills and an increasing awareness of

musical expression. As performers and audience members, they are encouraged to express their thoughts and feelings about music, personal preferences and the reasons for them.

Music learning is aurally based and is integrated across all aspects of the written component of the subject through a selected context/s.

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

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

### **Visual Arts**

### **Media Arts**

Students are provided with opportunities to view media works within the context of the narrative. Students make and respond to media productions within film, using basic media production skills and processes. Students learn how to problem-solve, work as a team, follow timelines, and use processes and strategies to ensure safe and responsible use of media equipment. Students will begin developing an understanding of media language, the construction and analysis of representations in media texts, identifying the importance of audience in the construction of a media text and developing media production and team skills.

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

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

### **Visual Art**

Students have opportunities to use and apply visual language and artistic conventions in their design and production process. They create 2D and/or 3D artworks through projects, which encourage personal response and an understanding of compositional structure. Students are made aware of the need for safe visual arts practices, and present their artworks for display. Students are introduced to an awareness of cultural, social and historical contexts that are embodied in artworks/art style which, in turn, allows them to link their own production to a given context. Students are introduced to a critical analysis framework to analyse artworks and use art terminology when responding.

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

**For Further Information** – Amanda Savino

## **Physical and Health Education**

The aim of the Physical and Health Education Learning Area is to encourage the development of 'intelligent performers' and to encourage students to be active and understand the importance of a balanced, healthy lifestyle. Students should be developing resilience, knowledge, critical thinking and reflection skills, and a sense of responsibility. This in turn should encourage choices that will contribute to a long-term healthy lifestyle.

Year Seven Physical Education addresses a variety of skills in a range of different sports and activities. The students learn the techniques and skills associated with team and individual sports and activities such as: swimming; athletics and invasion games. The variety of activities chosen are aimed to encourage and develop physical fitness and skills, self-esteem and interpersonal skills.

The Health Education programmes focuses on a variety of components that improve an individual's well-being. The Year Seven Health Education Programme has a focus on puberty; understanding how the body changes through time, resilience and decision making. Students will also develop an understanding of nutrition and how to share this knowledge with their family and friends. Students will participate in three Interhouse carnivals – Swimming, Cross-country and Athletics. Based on their performance at the Interhouse carnivals and during class lessons, they have the opportunity to be selected to represent the College at the Associated Catholic College Carnivals. All students will have the opportunity to participate in a lightning carnival, playing a sport of their choice against other Associated Catholic Colleges.

**For Further Information** – Erin Rolfe

## Procedures For Year Eight And Nine Subject Selection

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

### Year Eight Subjects Offered In 2018

All students are required to study the following subjects in Years Eight.

Religious Education	Individuals and Societies
Language and Literature	Health and Physical Education
Language Acquisition – Italian or French	The Arts ★
Mathematics	Technologies ★★
Science	

#### ★ Year Eight 'Arts' Combination

All students must select an Arts Combination, which includes a Visual and Performing Arts subject. These combination pairs are to be studied together, as concepts will be closely linked.

#### ★★ Year Eight Design

All students will study Design with combines all disciplines.

### Year Nine Subjects Offered In 2017

All students are required to study the following subjects in Years Nine.

Religious Education	Individuals and Societies
Language and Literature	Health and Physical Education
Language Acquisition – Italian or French	The Arts ✨
Mathematics	Technologies ✨
Science	

✨ All students must select one Design subject.

✨✨ All students must select one Arts subject

## **Subjects Offered In Year Eight – Year Two IBMYP**

### **Language and Literature**

In alignment with requirements of the Western Australian Curriculum as well as the IB Curriculum, the Year Eight Language and Literature course facilitate students' development of literacy skills as well as their close reading and textual production skills. The curriculum is structured around an inquiry approach to learning, with students being provided with opportunities to pursue multiple lines of inquiry in relation to key concepts being studied.

The course commences in term one with immersion in the travel writing genre; students examine persuasive writing techniques and then apply these through the process of textual production. In term two, students move onto a novel study where they discover the relationship between narrative conventions, cultural identity and relationships. Through feature film study, students further develop their critical thinking skills by examining filmic language and the ways it is used to convey interrelationships between human-made systems and communities. Analysis of poetry and song lyrics takes place in term four, with a focus on the ways that these text types can elicit social change.

#### **Potential Career Pathways**

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

**For Further Information** – Magdalena Lambie

### **Language Acquisition**

“Language acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning. Language learning is recognized as a developmental process in which students have opportunities to build on prior knowledge and skills in order to help them progress to the next phase of language development”. (MYP Language acquisition guide Sept 2014-2015, p5.)

Students will be placed into a phase based on their results achieved in Year Seven or whether they are new to the language. This will allow them to develop their language skills and understandings and ultimately achieve success in learning a second language.

The language acquisition objectives represent some of the essential processes of language. They are:

- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken, written and visual text
- Using language in spoken and written form

## **Potential Career Pathways**

An ability to communicate in French/Italian, 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.

### **French**

French is the official language of nearly 30 countries worldwide. As well as studying the French language, students will learn about French people and culture. Through the study of a second language students will develop their inquiry and critical thinking skills. Students will be able to develop a deeper understanding for languages and cultures other than their own through comparison and self-reflection. Ultimately, students will be encouraged to develop into caring individuals with respect for others. The Year Eight course allows students to further develop their knowledge of the French language and culture. Students will explore the French language and culture through a variety of learning activities including research, cooking and games. Throughout the year, students will have the opportunity to look at topics such as 'house and town', where they will have the opportunity to write and speak about their home, neighbourhood, daily routines and leisure activities while also focussing on the cultural aspect of celebrations, festivals and French speaking communities.

**For Further Information** - Benedetta Heys

### **Italian**

The Year Eight course allows students to further develop their knowledge of the Italian language and culture. It is a comprehensive course with the emphasis on communication in the everyday life of the students in realistic contexts. Over the course of the year students explore topics such as: school and favourite subjects; creative fashion; daily meals and eating habits; seasons and celebrations; health and making simple plans with friends.

Students will develop an understanding and appreciation of people of different cultures as well as a better understanding of the mechanics of their own language. Cultural activities include exploring aspects of life in Italy as related to the topics and learning about the Italian presence in Australia through class activities and incursions. Language learning will also be enhanced through the assistance of a native speaker of Italian in the classroom

Students are made aware of future opportunities for participation in Language Exchange Programmes.

**For Further Information** – Benedetta Heys

## Science

The Year Eight Science course at St Brigid's College continues to provide the framework for future studies in Science. The course allows the students to consolidate the scientific understanding gained in Year Seven Science and further develop their knowledge and skills. Over the course of the year, students have opportunities to explore a variety of areas relevant to Science, including scientific method, cells, organs and systems, particle theory, chemical change, rock cycle and energy. They will experience a range of teaching and learning styles including group and individual work, use of technology, practical activities and open-ended problems. This will allow students of all abilities and interests to progress in their skill, knowledge and understanding development in Science.

Students will study the MYP concepts of Change, Relationships and Systems in the areas of Chemistry, Physics, Biology and Geology. This will provide opportunities to demonstrate their ability within the MYP criteria of Knowing and Understanding, Inquiring and Designing, Processing and Evaluating and Reflecting on the Impacts of Science as well as the Western Australian Curriculum strands of Science as a Human Endeavour, Science Inquiry Skills and Science Understanding. By having a focus including, but beyond what they can recall, students are able to develop their problems solving skills, understand the processes involved in scientific research and the application of science in everyday life in both local and global situations.

### Potential Career Pathways

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

**For Further Information** – Darren McGoran

## Individuals and Societies

Individuals and Societies emphasises the development of an understanding of contemporary society and an awareness of the forces that have shaped and are shaping the lives of people. Students will study the nature of landscapes and the forces, process and factors which shape them physically, as well as people's perceptions and use of them. They will examine how landscapes affect the ways in which people live and how landscapes are modified and managed. Students will examine the changing human geography of countries with a specific focus on the Asian region, specifically urbanisation and internal migration patterns. History units will study the period from the ancient to the modern world, from around 650AD (CE) to 1750. Historical understandings will be developed through the key concepts of evidence, continuity and change, cause and effect, perspectives, empathy and significance and contestability. Skills will be developed in areas such as chronology, research, analysis, perspectives and communication.

### **Potential Career Pathways**

Journalist, Education, Economist, Financial Advisor, Historian, Curator, Writer, Editor, Lawyer, Environmental Scientist, Geographic Information Systems Officer, Urban Planner and Demographer.

**For Further Information** – Catherine Santarelli

### **Physical and Health Education**

The Year Eight Physical and Health Education Learning Area is designed to increase students' knowledge and understanding of the principles of human movement and to provide students with the opportunity to further develop skills in a broad range of physical activities. The skills learned will prepare the students for a lifelong involvement in physical activity.

In addition to the development of physical skills, students will also experience activities to develop their own self-management and interpersonal skills. Students will participate in a variety of individual and team sports such as: swimming and lifesaving, striking and fielding games, invasion games and athletics. These physical activities will provide students with the opportunity to -

- develop personal physical skills in a safe environment
- practice, extend and refine skills in a variety of activities
- experience individual, pair, cooperative and competitive team activities
- develop strategic thinking through the understanding and application of rules
- appreciate the skills of others
- learn to give and receive advice to improve their performance

The Health Education programme aims to encourage the development of 'critical thinkers' and to encourage students to understand the importance of a balanced and healthy lifestyle. Students inquire about the effects of smoking, responsible decision making and foster an awareness of the components of fitness and how to plan and prepare programmes that can improve their own wellbeing. Students develop knowledge, critical thinking, reflection skills, and a sense of responsibility. This in turn should encourage choices that will contribute to long-term healthy living.

### **Potential Career Pathways**

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

**For Further Information** – Erin Rolfe

## Mathematics

The Australian Curriculum has been embedded into all Mathematics programmes and complements the IBMYP requirements of this learning area. The Australian Curriculum in Mathematics focuses on the following strands –

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

The IBMYP framework for mathematics outlines four branches of mathematical study.

- Number
- Algebra
- Geometry and trigonometry
- Statistics and probability

Mathematics uses the following criteria each with a maximum of eight levels.

- A. Knowing and understanding
- B. Investigating patterns
- C. Communicating
- D. Applying mathematics in real-life contexts

- **Number and Algebra**

Solve problems involving use of percentages, fractions, decimals, rates and ratios with and without the use of technology. Use index notation. Simplify algebraic expressions using the four operations, expand brackets and factorise simple expressions. Solve and interpret linear equations using realistic contexts. Plot graphs of linear functions and use these to find solutions of equations.

- **Measurement and Geometry**

Explore perimeter and area of plane geometric shapes such as; rectangles, triangles and circles. Extend these ideas into volume. Explore congruence of triangles and apply this to investigate properties of quadrilaterals. Investigate two-dimensional representations of three-dimensional objects. Solve problems involving interpreting and creating maps and plans using scales.

- **Statistics and Probability**

Determine probabilities using complementary events, be able to represent events using Venn Diagrams and two way tables. Understand the challenges of collecting representative data and the effect on medians and means of outliers. Students continue to develop their problem solving skills in a variety of contexts. The programme consists of open-ended tasks as well as differentiation to support and challenge students where necessary.

### Potential Career Pathways

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

**For Further Information** – Judith Cumpsty

## The Arts

It is a requirement of both SCSA and the IBO that students study both a Performing and a Visual Arts subject. Students in Year Eight will undertake a study in Arts that will consist of one semester each of a Visual Arts discipline and a Performing Arts discipline. The IBMYP also strongly reinforces the use of critical thinking and reflection as a means of learning in the Arts.

The Arts disciplines are -

- Performing Arts                      Dance, Drama and Music
- Visual Arts                              Media Arts and Visual Art

All students must select from the following subject combination options, which includes a Visual and a Performing Arts subject. Please note – not all combinations will run in 2018 and will be dependent upon student numbers and selections.

Option 1	Media Arts – Dance
Option 2	Media Arts – Drama
Option 3	Media Arts – Music
Option 4	Visual Arts – Dance
Option 5	Visual Arts – Drama
Option 6	Visual Arts - Music

### Dance

Dance students are introduced to improvisation skills to create new movement and choreograph dances using the elements of dance and choreographic devices for a purpose. They develop their dance skills to explore the technical aspects of different dance styles. They discuss how dance can communicate meaning and how dance genres/styles differ. Suggested genres or styles that may be taught, but are not limited to, include contemporary, jazz, hip hop and cultural dance, for example, Spanish, Indian, Bollywood.

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

### Potential Career Pathways

Dance Teacher, Dancer, Tertiary Dance Studies, Costume Designer, Arts Management, Theatre Technician

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

### Drama

Drama students will be given opportunities to plan, refine and present drama to peers by safely using processes, techniques and conventions of drama. Drama will be based on extended improvisations, or taken from appropriate, published script excerpts, using selected drama forms and styles

Drama forms and styles that may be taught, but are not limited to, include children's theatre, naturalism or realism.

<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** – Annalisa Sorgiovanni and Amanda Savino

## **Media Arts**

Students are given further opportunities to view and explore a range of media. Students make and respond to their own media productions and those of their peers building on media production skills and processes from previous years. Students continue to learn how to problem-solve, work as a team, follow timelines and use processes and strategies to ensure safe and responsible use of media equipment. Our focus in this unit is film history.

<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**

Students are given further opportunities to develop music skills and knowledge when performing, composing and listening to music. They continue to develop aural skills and aural memory to identify, sing/play and notate simple rhythmic and melodic patterns and chord progressions. They are provided with opportunities to refine music ideas by using the elements of music within given frameworks, musical structures and styles. They use notation, terminology and technology to record and communicate music ideas. Students listen to, and discuss, music using scores and music terminology to identify the different use of music elements and key contextual and stylistic features.

Students are provided with opportunities to rehearse and perform music in solo and ensemble activities, focusing on expressive and stylistic features. As performers and audience members, they make further observations and express opinions about a range of music. Music learning is aurally based and is integrated across all aspects of the written component of the subject through a selected context/s.

<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 Eight, students have opportunities to use and apply visual language and artistic conventions of more complexity in their design and production process. They create 2D and/or 3D artworks with awareness of producing a personal response to given stimuli, through exposure to a variety of techniques. Students are made aware of the need for safe visual arts practices when using tools and media, as well as how to present their artworks for display.

Students become familiar with how and why artists, craftspeople or designers realise their ideas. They have opportunities to evaluate the contexts of culture, time and place within artworks. Students apply knowledge of techniques used by other artists, in the production of their own artworks. Students are provided with critical analysis frameworks to analyse artworks and use art terminology when responding. Art forms that may be taught include -

- 2D (painting, printmaking, drawing, still photo, digital media, graphics, collage)
- 3D (ceramics, sculpture, installations)

<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, Jewellery Design, Architecture and Art Teaching.

**For Further Information** – Amanda Savino

## Design

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.

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. The MYP design assesses students in their performance in four objectives -

- Inquiring and Analysing
- Developing Ideas
- Creating the Solution and
- 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 – Effective promotion**

Businesses undertake many strategies to promote themselves and attract customers. Students will undertake a detailed study of St Brigid's College's promotional media (video) and identify ways in which it might be improved. Through a use of detailed customer feedback tools, investigation of successful media campaigns and collaboration with stakeholders students will create a high-quality media campaign to promote an exciting aspect of College life.

### **Creative Food Design – Café Culture**

Our society is subject to a growing reliance on the quick, healthy and tasty menus found in Australian cafés. The Café has become more than a food provider, filling a role in our society as a meeting place, social hub, playgroup and more. Australian cafés have a wide variety of styles, from international eating houses to locally developed and styled franchise chains. Through the study of Café culture and the creation of café style food, students will begin to develop understandings about the requirements of a commercial food production environment and will complete the unit with the ability to design and prepare a menu of dishes for an Australian café.

### **Potential Career Pathways**

Baker, Butcher, Caterer, Catering officer, Cheese maker, Chef, Confectioner, Cook, Nutritionist, Dressmaker, Embroiderer, Fashion Coordinator, Fashion Designer, Milliner, Textile Designer, Animator, Computer Programmer, Desktop Publisher, Graphic Designer and Web Designer.

**For Further Information** - Argia Biddle, Lorie Dimasi, Louren Greyling, Christelle Thomas, Philippa Thompson and Rob Hill

## Subjects Offered In Year Nine – Year Three IBMYP

### **Language and Literature**

The six skill areas of listening, speaking, reading, writing, viewing and presenting are focal points for curriculum and assessments in the Year 9 Language & Literature curriculum. Through this course, students develop their understandings of command terms and Approaches To Learning skills which will support their progress in all learning areas.

The course commences with exposure to cultural narratives and exploration of the ways that these help target audiences to understand their own identity, their relationships with others and the environment. Applications of persuasive techniques are developed in term two, culminating in students producing a speech on an environmental issue of their choice with the aim of changing audience attitudes. Cultural and personal perspectives are examined through a novel study in term three, as students refine their comprehending and analytical skills. Students engage in a documentary study in term four, further cementing their understandings of visual conventions in relation to interpretive texts.

#### **Potential Career Pathways**

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

**For Further Information** – Magdalena Lambie

### **Language Acquisition**

Language acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning.

In all four IB programmes, language learning is recognized as a developmental process in which students have opportunities to build on prior knowledge and skills in order to help them progress to the next phase of language development". MYP Language acquisition guide Sept 2014-2015, p5.

Students will be placed into a phase based on their results achieved in Year Eight or whether they are new to the language; this will allow them to develop their language skills and understandings and ultimately achieve success in learning a second language.

The language acquisition objectives represent some of the essential processes of language. They are:

- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken, written and visual text
- Using language in spoken and written form

#### **Potential Career Pathways**

An ability to communicate in French/Italian, 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 French/Italian culture through travel, film, literature, music, fashion and design, cuisine, art and sport.

## French

French is the official language of nearly 30 countries worldwide. As well as studying the French language, students will learn about French people and culture. Through the study of a second language, students will develop their inquiry and critical thinking skills. Students will be able to develop a deeper understanding for languages and cultures other than their own through comparison and self-reflection. Ultimately, students will be encouraged to develop into caring individuals with respect for others.

The Year Nine course allows students to further develop their knowledge of the French language and culture. Students will explore the French language and culture through a variety of learning activities including research, cooking and games. Throughout the year, students will have the opportunity to look at topics such as; being a teenager, describing household chores and daily routines and talking about future plans and holidays. Students will also be given the tools to be able to write and speak in the simple past tense about the world of work, leisure and social activities with a cultural focus on the city of Paris.

**For Further Information** – Benedetta Heys

## Italian

Year Nine Italian will focus on consolidating the students' prior learning of the language and further developing their communicative language skills. The topics studied throughout the year are: *Tra casa e famiglia*. In this topic student express information about their home, where they would like to live, describing their home and in particular their bedrooms. They explore facets of their own family life and reflect on how cultural traditions influence family lifestyle. *Quante cose da fare!* The focus of this topic is daily routine and teenage leisure time activities both in Italy and Australia. Students explore the factors that impact on daily routine and influence choices related to leisure activities.

The course introduces more of the mechanics of the language so that the students are better able to create their own texts in both written and oral forms. Students are encouraged to further their own learning of Italian through technology based activities. It also helps to prepare students for further studies in Italian in the senior school years. Language learning will also be enhanced through the assistance of a native speaker of Italian in the classroom

The cultural aspects of the topics are aimed at providing the students with authentic experiences to give them a real understanding of the people, the traditions and the country. Students will gain cultural understandings through a variety of classroom based learning activities and excursion as embedded in their course.

**For Further Information** – Benedetta Heys

### **Individuals and Societies**

Year Nine Individuals and Societies continues to develop the skills and concepts introduced in Year Eight. The Geography unit will focus on biomes and food security. This unit examines the personal and global patterns of food production and consumption, the impact of food production on the natural environment and the potential impacts which related environmental issues have on food security. Students will investigate the capacity of the world's environments to sustainably feed the future population, with competing land uses. Students will also study the connectedness of Australia with its region in the world. This is explored through the eyes of students and the connections and contacts they have with the wider world in their everyday lives. The History unit studies the making of the modern world from 1750 to 1918. Students will study industrialisation and the rapid changes it brought to people's lives, the colonisation of Australia and conclude with the study of World War One. Key historical concepts and skills will continue to be developed.

#### **Potential Career Pathways**

Journalist, Education, Economist, Financial Advisor, Historian, Curator, Writer, Editor, Lawyer, Environmental Scientist, Geographic Information Systems Officer, Urban Planner and Demographer.

**For Further Information** – Catherine Santarelli

### **Science**

Year Nine Science students participate in a course which emphasises active involvement in skill and concept development including communication, problem solving, hypothesising, investigating, collecting data, analysing and evaluating information. Students develop their knowledge and understandings of the MYP concepts of Change, Relationships and Systems, within the contexts of Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences. Science in Year Nine provides students with a broad overview of the core scientific concepts and develops familiarisation with scientific processes and laboratory skills. This is achieved through a variety of teaching and learning strategies within relevant contexts. During the year, students will study how body systems are interdependent, ecology, atomic theory, chemical reactions, plate tectonics and how energy is transferred.

Interwoven throughout Science, are the skills of investigating, communicating, team-work and laboratory skills. This allows students to develop their problems solving skills, understand the processes involved in scientific research and the application of Science in everyday life. 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. Students will also be encouraged to consider science as an evolving internationally important discipline that is influenced by many factors. Through this, they are able to demonstrate their ability in the MYP criteria of Knowing and Understanding, Inquiring and Designing, Processing and Evaluating and Reflecting on the Impacts of Science as well as the Western Australian Curriculum strands of Science as a Human Endeavour, Science Inquiry Skills and Science Understanding. By having a focus including, but beyond what the students can recall, they are able to develop their problem solving skills, understand the processes involved in scientific research and the application of science in everyday life in both a local and global situation.

### **Potential Career Pathways**

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

**For Further Information** – Darren McGoran

## **Mathematics**

All students continue to develop their problem solving skills, and all classes are differentiated in order to cater for the individual needs of students. In addition there will be one class of Extended Mathematics. This class is supplemented by additional topics and skills, in preparation for higher level Mathematics in Year Eleven and Twelve. Students are chosen for the Extended Mathematics class based on their Year Eight IBMYP Grade and teacher recommendation.

The Australian Curriculum has been embedded into all Mathematics programmes and complements the IBMYP requirements of this learning area. The Australian Curriculum in Mathematics focuses on the following strands –

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

The IBMYP framework for mathematics outlines four branches of mathematical study

- Number
- Algebra
- Geometry and trigonometry
- Statistics and probability

Mathematics uses the following criteria each with a maximum of eight levels

- A. Knowing and understanding
- B. Investigating patterns
- C. Communicating
- D. Applying mathematics in real-life contexts

- **Number and Algebra**

Solve problems involving direct proportion, extend index laws and use scientific notation. Solve simple interest problems. Extend the expansion of brackets to include binomials. Find the distance between two points in the Cartesian plane, find the gradient of a line segment, sketch linear graphs using technologies. Sketch non-linear relationships with and without the use of technology.

- **Measurement and Geometry**

Calculate areas of composite shapes and calculate surface areas of prisms. Investigate and use Pythagoras' theorem. Apply trigonometry to solve right triangles. Use enlargement transformations to explore similarity in triangles.

- **Statistics and Probability**

List outcomes, assign and determine probabilities for events. Construct displays and investigate the position of the mean and median and describe the shape of the distribution. Construct stem and leaf diagrams, histograms from collected data. Investigate techniques for collecting data.

### **Potential Career Pathways**

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

### **For Further Information** – Judith Cumpsty

## **Physical and Health Education**

The Physical and Health Education Learning aims to empower students to understand and appreciate the value of being physically active and develop motivation for making healthy choices. It gives students opportunities to learn about and practice ways of working with others to explore a variety of concepts that foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction. The Year Nine Physical Education programmes involve students in learning through challenging and enjoyable movement experiences, and improving their capacity to move with skill and confidence in a variety of contexts. The physical activities will include a variety of individual and team sports, including: endurance swimming, touch rugby, hockey, rhythmic gymnastics and volleyball. Through these activities the students will have the opportunity to -

- practice, extend and refine skills in a variety of activities and sports
- experience individual, pair, cooperative and competitive team activities
- develop strategic thinking through an understanding and application of rules
- appreciate the skills of others
- learn to give and receive feedback to improve their performance
- umpire and officiate their peers
- choreograph and perform individual and group movement composition routines
- develop knowledge and understanding of health issues relating to drugs, puberty, pregnancy and healthy decision making skills

- develop respect, knowledge and minimal impact practices for the natural outdoor environment.

The Health Education programme aims to encourage the students to take responsibility of their own decisions and bodies. Students inquire about the importance of decision making when learning to understand alcohol and illicit drugs in today's society. As well as develop a further understanding of the importance of nutrition and how this impacts lifestyle diseases.

### **Potential Career Pathways**

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

**For Further Information** – Erin Rolfe

## **The Arts**

All students will select **one** Arts subject to be studied for the duration of the year.

### **Dance**

Dance students are given more opportunities to choreograph using the elements of dance, choreographic devices and structures for choreographic intent. They extend their technical dance skills and build on their awareness of the body, and how it is used in specific dance styles. They further discuss the choreographer's use of the elements of dance, choreographic devices and structures, and design concepts for choreographic intent in the dances they make and view. Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups

Suggested genres or styles that may be taught, but are not limited to, include contemporary, ballet, jazz, hip hop, tap and cultural dance, for example Spanish, Indian, Bollywood.

The IBMYP also strongly reinforces the use of critical thinking and reflection as a means of learning in the Arts. It is recommended but not essential, that students wishing to select this subject should have studied Dance in Year Eight.

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

### **Potential Career Pathways**

Dance Teacher, Dance Performer, WAPA and an Aerobics Instructor.

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

### **Drama**

Drama students are given opportunities to refine their knowledge and skills to present drama as an event, by safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and appropriate, published script excerpts, using selected drama

forms and styles. Drama forms and styles that may be taught, but are not limited to, include: melodrama, neoclassical drama, multi-formed devised drama, commedia dell'arte.

The IBMYP also strongly reinforces the use of critical thinking and reflection as a means of learning in the Arts. The performance component is now an essential part of the course, and it is likely that students will have to spend some hours outside regular school hours rehearsing or performing. It is recommended but not essential, that students wishing to select Year Nine Drama have studied it in Year Eight.

<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** – Annalisa Sorgiovanni and Amanda Savino

## **Media Arts**

Students continue to refine viewing of media works within the context of the selected focus. Students make and respond to their own media productions and those of others within the selected media type, genre or style studied, further developing their media production skills and processes.

Students extend and refine their skills and processes for problem-solving, working as a team, following timelines and using processes and strategies to ensure safe and responsible use of media equipment.

Media focus options may be either Media Fiction or Media Non-Fiction.

The IBMYP also strongly reinforces the use of critical thinking and reflection as a means of learning in the Arts. It is recommended but not essential, that students wishing to select this subject should have studied Film and Media in Year Eight.

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

### **Potential Career Pathways**

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

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

## **Music**

In Year Nine, students continue to build on music skills and knowledge across a range of performing, composing, aural and listening activities. They continue to develop aural skills and aural memory to identify, sing/play and notate rhythmic passages, melodic patterns based on familiar scale forms and

familiar chord progressions. In structured activities, students listen to a variety of musical works, using scores and music terminology, to explore the use of the elements of music. They examine similarities and differences between musical works and identify cultural, historical and stylistic features.

As soloists and ensemble members they practise and perform a range of music to develop technical control and musical expression. As performers and audience members they form opinions and preferences about music and the practices of others', across a range of contexts, to inform their own music making. Students use composition models and techniques, applying stylistic features and conventions to compose works in a range of styles. Music learning is aurally based and is integrated across all aspects of the written component of the subject through a selected context/s.

The IBMYP also strongly reinforces the use of critical thinking and reflection as a means of learning in the Arts. It is recommended but not essential, that students wishing to select this subject should have studied Music in Year Eight.

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

### **Potential Career Pathways**

Music Teacher, Composer, Conductor, Classic Radio Announcer, Songwriter and Music Arranger.

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

## **Visual Art**

Students use visual language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter. Students experience, adapt and manipulate materials, techniques, art styles/processes when producing 2D and/or 3D artworks which communicate artistic intention. Resolved artworks are displayed and evaluated, with consideration to personal expression and audience. Students extend their knowledge and use of safe visual arts practice.

Students experience a growing awareness of how and why artists, craftspeople and/or designers are influenced by other artists, their environment and the contexts of culture, time and place. They continue to apply knowledge of techniques used by other artists, in the production of their own work.

Students are required to critically analyse traditional and contemporary artworks using various analysis frameworks, incorporating appropriate visual language, art terminology and conventions.

Art forms -

- 2D (painting, printmaking, drawing, photo and digital media, graphics, collage)
- 3D (ceramics, sculpture, installations, textiles and jewellery)

Art styles -

Ancient art, Modernism (Impressionism, Expressionism, Cubism, Art Nouveau, Art Deco, Op Art, Pop Art), Australian art, contemporary craftspeople, designers and photographers, urban art.

The IBMYP also strongly reinforces the use of critical thinking and reflection as a means of learning in the Arts. It is recommended but not essential, that students wishing to select this subject should have studied Visual Art in Year Eight.

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

### **Potential Career Pathways**

Artists, Illustrators, Graphic Artists, Fashion, Costume and Textile Design, Industrial Design, Interior Design, Stage Design and Special Effects in Movies, Animation, Jewellery Design, Architecture and Art Teaching.

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

## **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/>)

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. The MYP design assesses students in their performance in four objectives

- Inquiring and Analysing
- Developing Ideas
- Creating the Solution
- 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  
Multimedia and Technical Design - Creative Food Design  
Fashion Design  
Creative Food Design  
Fashion Design - Multimedia and Technical Design

### **Multimedia and Technical Design**

#### **A Guide For Travel**

Information Technology is increasingly becoming a powerful source of information which people use in order to make decisions. In this unit, students will independently investigate various travel guides available in our global society to help with our travel plans. In response to this investigation, students will design and produce a digital information product which will allow others to effectively plan their holiday travel.

#### **Make Your Own Computer Game**

Computer gaming is the fastest growing media sector in the modern world. Rather than being inefficient time-wasting methods computer games have developed into highly detailed interactive narratives which cost millions to produce and generate billions in profit. Major Hollywood studios and actors are aligning themselves with the 'new media' of games. Students will analyse the components which constitute a great game and use this investigation to construct a game of their own design using freely available software (Unity 3D or Gamemaker Studio) in an attempt to build the next "Flappy Birds".

#### **Potential Career Pathways**

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

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

### **Fashion Design**

#### **Bedtime**

Sleepwear is a vital component of every teenager's wardrobe. Whilst some choose to restrict sleepwear items to bedroom-only use, many modern teens extend the usefulness of such comfortable and utilitarian clothing items throughout the house. This unit encourages students to investigate, plan design and construct a sleepwear item that meets their personal needs. Introduction to sewing techniques and extension where appropriate ensures that this is the perfect introduction to the exciting world of textiles and fashion design in a controlled environment.

### **Gift Giving**

This unit focuses on creating items for others. Within the context of gift-giving, students are required to think more deeply about the needs of their target audience to create a gift item, which may or may not be a clothing item. Given freedom to express themselves and create freely within a supportive environment, students will be encouraged to utilize advanced techniques in this class.

### **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**

### **Marketing Matters**

As our global society expands consumers are faced with increasingly wider varieties of product and service choice. In particular, new businesses need to look at innovative ways to market themselves in order raise consumer awareness and increase their customer base within the global market place. For this to occur, businesses are turning to a variety of Information Technology tools. In this unit, students will investigate how Information Technology is used by businesses as a marketing tool. From their investigations, students will then design and create a marketing campaign aimed at raising consumer awareness at a global level.

### **Potential Career Pathways**

Accountancy, Management, Marketing, Financial Services.

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

## **Creative Food Design**

### **Meal in a Box**

With the increased pressure on busy modern families, many home cooks are turning to pre-packaged meal base products that make preparation of the evening meal easy and fast. These “Meals in a Box” combine all the ingredients required to flawlessly create a fantastic meal in one easy packet, just add a few staples (protein, vegetables, perishables). Students will analyse and investigate a variety of meal base packets and, using this knowledge, create their own “Meal in Box” complete with packaging, promotion and the required ingredients.

### **Diet for Performance**

Professional athletes are subject to intense programs of preparation in order to maximize their performance. One of the key factors of an athlete’s preparation program is a strict dietary regime. This unit encourages students to investigate the complex dietary needs of a chosen athlete and prepare a dietary program that will enhance their energy needs during their preparation for competition. The unit culminates with students presenting their findings and preparing healthy and energy rich meals.

**Potential Career Pathways**

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

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

## Parents As Partners – Academic Management Policy

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 College Organiser 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 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 Organiser 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 Organiser. 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 Organiser 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 Organiser. 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 – plagiarising 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 Coordinator 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 Coordinator, 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 Officer 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, MSE or AGAT).



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 Coordinator, 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 honour 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.**