

ST BRIGID'S COLLEGE

YEAR TEN
2022 CURRICULUM HANDBOOK



ST. BRIGID'S
COLLEGE

PRINCIPAL'S WELCOME

Dear Parents and Students,

I am delighted to present our Year Ten Curriculum Handbook for 2022. As our Year Nine students begin to focus more on their future plans, it is now an important time for them to seriously reflect on their journey so far.

Year Ten will provide our students with new challenges which will allow them to discover their own inner strengths, and possibly identify areas for personal growth. Our staff look forward to working with you as you continue on this journey.

In Catherine McAuley's words:

"You should remember that not to advance is to go back".

We encourage our students to develop their skills and motivation, preparing to take their place as future leaders in our society.

God Bless

CARMEN COX
PRINCIPAL



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Section 1 – Learning at St Brigid’s College

1.1 Reaching High – How to Achieve Success

At St Brigid’s College we strive to;

... 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.

... 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

... 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.

... 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.

... 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.

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

Take Time

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

CARING

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

Community Service

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

... 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 (which isn't that far away). Upon entering Year Ten, you should begin to consider whether you wish to follow a university, TAFE or a workplace directed pathway. Most importantly you will be searching for the pathway which allows you to reach your full individual potential.

... 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!

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

Organisation is vital!

Try to make a start on assignments upon receiving them. Divide them into manageable sections and decide on regular and effective times to work on them. Leaving assignments to the last minute creates a stressful environment and does not allow adequate time for asking for assistance from teachers.

Set limits

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

Reflect

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

Section 2 - The Road Ahead – Year Eleven and Twelve

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

Many students do not know what they want to do in the future years and find it hard to make such important decisions. However, the course selection process commences in Term Two 2022 and culminates in the selection of courses for Year Eleven, and is based on teacher recommendations, meeting course entry requirements, successful placement assessment results and the Year Ten Semester One Report 2022 (note: in some instances, the Year Nine Semester Two Report will be also referred to).

2.1 Key Reference Websites

General

SCSA	https://www.scsa.wa.edu.au/
TISC	https://www.tisc.edu.au/static/home.tisc
SCSA Facebook	https://facebook.com/SCSAWA
SCSA Community Page	https://parent.scsa.wa.edu.au/

Higher Education Institutes

Curtin University	https://www.curtin.edu.au/
Edith Cowan University	https://www.ecu.edu.au/
Murdoch University	https://www.murdoch.edu.au/
Notre Dame University	https://www.notredame.edu.au/
TAFE	https://www.fulltimecourses.tafe.wa.edu.au/
University of Western Australia	https://www.uwa.edu.au/

Two key reference points are listed below.

- <http://www.tisc.edu.au>

This is the Tertiary Services Institution Centre that provides students seeking university admission with entrance requirements (Australian Tertiary Admissions Rank - ATAR) including Tertiary Entrance Ranks for previous years.

- <http://www.scsa.wa.edu.au/>

The School's Assessment and Standards Authority website provides information relating to all courses offered in Western Australia, plus information relating to the completion of the Western Australian Certificate of Education (WACE) examinations and the award of a tertiary rank.

2.2 Year Eleven and Twelve

ATAR Courses

These courses are typically for students aiming to achieve entry to an Australian university directly from school. ATAR courses are examined by the School Curriculum and Standards Authority.

Each course has four units:

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

If you intend to enrol in university study after school, you must study at least four ATAR courses at Year Twelve in order to be eligible for an ATAR. The rank is used by universities around Australia as a selection device.

The Australian Tertiary Admissions Rank (ATAR)

The ATAR is a percentile rank, in which students are ranked from 99.95 downwards. A student achieving an ATAR of 96.0, means that they have achieved better than 96% of the State in Year Twelve (or are in the top 4%). Generally, the minimum ATAR which universities accept for entrance is an ATAR of 70.0, though this does change each year, and students must check the TISC website for updates. Students are able to accumulate a Tertiary Entrance Aggregate over five years for entrance to Curtin, Murdoch and the University of Western Australia and there is no time limit for entrance into Edith Cowan University. An ATAR is assigned based on the Tertiary Entrance Aggregate, which is a combination of 50:50 school-based achievement and examination results (Year Twelve only).

Refer to <https://www.tisc.edu.au/static/statistics/cutoff-rank/cutoff-index.tisc> for information regarding ATARs and associated ranks.

The end of year WACE examination, which students seeking university entrance will sit at the end of Year Twelve, will contribute to 50% of the course's final result – the other 50% is from the school-based mark. General courses do not contribute to the formation of an ATAR.

General Courses

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

Endorsed Units

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

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

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

Each endorsed programme is allocated one, two, three or four unit equivalents. A student who will graduate in 2019 or beyond will be able to count a maximum of four-unit equivalents, from endorsed programs for WACE purposes, two in Year Eleven and two in Year Twelve. Programmes are endorsed in three categories:

1. Authority-developed endorsed programmes

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

2. Provider-developed endorsed programmes

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

3. School-developed endorsed programmes

These endorsed programmes are developed by individual schools in response to a particular need which cannot be met through a WACE course, a VET qualification or another endorsed programme. Students should advise Ms Janine Walsh by the end of Term One 2022 of any externally endorsed studies that they are undertaking – results should be submitted by the commencement of Term Four 2022 where possible.

For further information please refer to <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsed-programs>.

2.3 Year Eleven 2022 Minimum Entry Requirements

Please note: the following are based upon the current Year Ten entrance requirements and are reviewed annually. Entrance in 2023 for courses is based upon percentages and achievement based on the SCSA grade related descriptors, these will be published Term 2 2022 for 2023 studies. The table below is for reference purposes only.

Subjects with Entry Requirements			
Year Eleven - Current (Revised Annually) Courses – Units 1 & 2	List	Year Ten Subject Area	Entry Requirement
Religion and Life ATAR	A	Religious Education	C Grade
Applied Information Technology ATAR	B	English	60%
Biology ATAR	B	Science	Above 50% in Course 1 Science - Biology Above 60% in Course 2 Science - Biology Above 80% in Course 3 Science - Biology
Chemistry ATAR	B	Science	Above 60% in Course 1 Science - Chemistry Above 70% in Course 2 Science - Chemistry
Dance ATAR	A	Dance English	C Grade C Grade
Drama ATAR	A	Drama English	C Grade C Grade
English ATAR	A	English	60%
Geography ATAR	A	Humanities & Social Science	60%
History: Modern ATAR	A	Humanities & Social Science	60%
Human Biology ATAR	B	Science	Above 50% in Course 1 Science – Biology Above 60% in Course 2 Science – Biology Above 80% in Course 3 Science - Biology
Italian ATAR	A	Italian	Phase 3 – C Grade Phase 2 – B Grade
Literature ATAR	A	English	70%
Mathematics Applications	B	Mathematics Course 1 or Course 2	60% or above in Course 2
Mathematics Methods	B	Mathematics Course 1	60% or above in Course 1

Subjects with Entry Requirements			
Year Eleven - Current (Revised Annually) Courses – Units 1 & 2	List	Year Ten Subject Area	Entry Requirement
Mathematics Specialist	B	Mathematics Course 1	60% or above in Course 1
Media Production & Analysis ATAR	A	Media Arts English	C Grade C Grade
Physical Education Studies ATAR	B	Health and Physical Education	65% or above in Physical Education. Above 50% in Course 1 Science Above 60% in Course 2 Science Above 80% in Course 3 Science
Physics ATAR	B	Science	Above 60% in Course 1 Science - Physics Above 80% in Course 2 Science - Physics
Psychology ATAR	B	Science	Above 50% in Course 1 Science Above 60% in Course 2 Science Above 80% in Course 3 Science
Visual Art ATAR	A	Visual Art English	C Grade C Grade
Subjects Without Entry Requirements			
Year Eleven Current (Revised Annually) Courses – Units 1 & 2	List		
Religion and Life General	A		
Aboriginal and Intercultural Studies General	A		
Applied Information Technology General	B		
Children, Family and Community General	B		
Dance General	A		
Drama General	A		
English General	A		
Human Biology General	B		
Mathematics Essential	B		

Subjects with Entry Requirements

Year Eleven - Current (Revised Annually) Courses – Units 1 & 2	List	Year Ten Subject Area	Entry Requirement
Media Production & Analysis General			A
Physical Education Studies General			B
Visual Art General			A
Certificate III Education Support			Desire to gain nationally recognised qualification – entrance Year Eleven only to enable full completion of certification
Certificate III Business			Desire to gain nationally recognised qualification– entrance Year Eleven only to enable full completion of certification
Certificate II Outdoor Recreation and Certificate III Sport & Recreation			Desire to gain nationally recognised qualification – entrance Year Eleven only to enable full completion of certification

2.4 Where Do Subjects Lead?

Year Ten 2022	Year Eleven and Twelve 2023 and 2024					
Religious Education	General Religion and Life			ATAR Religion and Life		
Arts – Dance	General Dance			ATAR Dance		
Arts – Drama	General Drama			ATAR Drama		
Arts – Media Arts	General Media Production and Analysis			ATAR Media Production and Analysis		
Arts – Visual Arts	General Visual Arts			ATAR Visual Arts		
Technologies	Certificate III Education Support	Certificate III Business	General Applied Information Technology	ATAR Applied Information Technology	General Children, Family and Community	
Health and Physical Education	Certificate II Outdoor Recreation – Certificate III Sport and Recreation		General Physical Education Studies	ATAR Physical Education Studies		
Humanities and Social Sciences	General Aboriginal and Intercultural Studies		ATAR Geography	ATAR History: Modern		
Languages - Italian	General Italian			ATAR Italian		
English	General English		ATAR English	ATAR Literature		
Mathematics	Mathematics Essential	Mathematics Applications	Mathematics Methods	Mathematics Specialist and Methods		
Science	General Human Biology	ATAR Physics	ATAR Chemistry	ATAR Human Biology	ATAR Biology	ATAR Psychology

Section 3 - The Online Literacy and Numeracy Assessment

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

Demonstrating the minimum literacy and numeracy standard

The minimum standard is Level 3 of the Australian Core Skills Framework.

There are two ways to demonstrate the standard:

- prequalification through Year Nine NAPLAN, or
- demonstrating the minimum standard through the Online Literacy and Numeracy Assessment (OLNA).

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

OLNA is compulsory for those students who have not prequalified in one or more of the components through Year Nine NAPLAN and want to attain WACE. Students will have up to six opportunities (two per year) between Year Ten and Year Twelve to demonstrate the literacy and numeracy minimum standard. Students are required to sit the first of the assessments in March 2022 (those who did not qualify based on NAPLAN results in 2021).

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

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

Extract from (<https://senior-secondary.scsa.wa.edu.au/assessment/olna>)

Section 4 - Year Ten Subject Selection 2022

4.1 The Process

- Please note that subjects included in this handbook are planned for 2022. However, it is at the discretion of the College to determine minimum student numbers required for subjects to commence and the number of classes that shall operate.
- Students may be placed into appropriate courses, according to their achievement in the following Year Nine subjects: English, Mathematics, Science and Humanities and Social Sciences. Course placement is determined by subject teacher recommendations based upon the overall performance of students in the given subject area.
- Students will be required to study in Year Ten
Religious Education
English
Science
Health and Physical Education
Mathematics
Humanities and Social Sciences
- Students are able to choose three (3) elective subjects from the following areas
Technologies
The Arts
Physical Education (in addition to the above)
Language
- The choosing of the elective subjects will take place electronically, and information will be sent to parents regarding this process.

Subject selection is available at the following link:

<https://forms.office.com/r/zWgz9N466Z>

4.2 Subjects Offered in Year Ten

All Students Study the Following Subjects

Religious Education

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

Recognising God's Call Through Conscience

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

Vocation – Called to Be and Become

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

Restoring God's Justice in the World

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

The Search for Freedom

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

For Further Information Caterina Dwyer

MIA MAD - Service as Action

*“...our charity must be in our hearts and from our hearts
and a charity such as Jesus Christ practiced while on earth”*

Catherine McAuley

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 Adrian Martino

English

The Year Ten English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, and discuss a wide range of literary texts in which the primary purpose is aesthetic, as well as texts that are designed to inform and persuade.

The range of literary texts explored in Year Ten comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Learning experiences focus upon developing students' abilities to analyse texts, organise ideas, create texts and use language with accuracy and effectiveness. Students are afforded opportunities to engage with texts that represent familiar contexts as well as those which broaden their cultural and historical understandings. Assessments enable students to develop analytical skills as well as skills pertaining to creation of texts in accordance with set purposes, audiences and contexts.

For Further Information Maxine Brown

Health and Physical Education

The Year Ten Health and Physical Education course encourages students to participate in a wide range of physical activities to develop their physical, mental and interpersonal skills and abilities. Students are encouraged to develop, enhance and demonstrate attitudes and values that promote a healthy lifestyle. Learning experiences continue to refine communication skills through umpiring, coaching and leadership activities. Students will utilise many forms of feedback to improve performances and gain extensive knowledge of rules and tactics for a range of sports, including: Badminton; Basketball; Swimming and Softball.

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

For Further Information Leanne Caine

Humanities and Social Sciences

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental and political contexts. Students study four units namely Geography, History, Economics and Business, Civics and Citizenship.

The Geography unit includes the study of environmental change and how this can be managed sustainably. A unit of Human Geography explores human wellbeing on a global scale and the reasons for the wide variations in this aspect of life. In History, the era is between the two world wars and the causes of World War Two. The Economics and Business course introduces students to the link between economic performance and living standards, while Civics and Citizenship surveys justice at home and overseas as well as the exploration of the rights and freedoms of Australians since 1945. Additionally, there is an emphasis on skills including critical thinking, statistical analysis, investigating and communicating. These generic skills are useful in a wide range of subjects that students may study and they can be applied to tackle life projects and challenges, both now and in the future.

For Further Information Cathy Santarelli

Mathematics

Mathematics in Year Ten builds on the skills and understandings developed in previous years. Students will be able to study from three courses: Course One, Course Two and Course Three. Each course is designed to cater for a range of abilities, and each ability group will prepare them adequately for the four Mathematics subjects offered in Years Eleven and Twelve. Topics such as number systems, linear equations, perimeter, area, volume and index laws are revisited. Topics such as quadratic equations, trigonometry, exponential functions and inequalities are introduced for the first time and developed further. The depth to which these topics are covered will depend on placement in classes.

For Further Information John Cumpsty

Science

Year Ten Science builds on the skills and knowledge developed in Years Eight and Nine. By studying Science throughout the middle years, students will cover the strands of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. This will be achieved during the development of Science concepts such as motion and energy, reaction rates, genetics and evolution, solar system, cycles and chemical reactions. By studying Chemical Sciences, Physical Science, Biological Sciences and Earth and Space Sciences all students will have the possibility of studying any of the Science subjects offered in Year Eleven, providing they meet the required level of achievement.

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

For Further Information Darren McGoran

Electives

Choose Any Three (3) Subjects To Study For The Year

Italian

The course builds on the skills, knowledge and understanding required of students to communicate in the Italian language developed in Year 9. It focuses on extending their oral and written communication skills and their understandings of Italian language and culture through a variety of realistic, meaningful teenage contexts. It encourages students to develop an understanding that language and culture are interrelated and an awareness of what it is to be an Italian teenager and compare their own lives to those of others in Italian-speaking communities.

- *Vivere Bene* – The focus of this topic is the importance of a healthy lifestyle for *il benessere* (well-being) of teenagers. Students explore ways of keeping fit and the role sport, physical activity and a healthy diet play in the lives of teenagers. Popular physical activities and eating habits both in Australia and Italy are examined and students are able to compare this aspect of youth culture to their own reality.
- *Viaggiamo e teniamoci in contatto* – The focus of this topic is the importance and benefits of exploring new environments and keeping in touch. Students explore the wide array of holiday destinations, travel and student exchange opportunities. They will use technology to access authentic websites related to the world of travel and to explore the different facets of new environments. Aspects of modern technology and their impact on the lives of teenagers and how they communicate and keep in touch are embedded throughout the topic.

For Further Information Maria Calabro

Information Technology

Information Technology utilises concepts and skills from the Digital Technologies curriculum. Students studying Information Technology will participate in three general areas of study.

- The use of industry standard game authoring software to create an interactive and challenging computer game.
- The use of freely available tools to gain a deeper understanding of the structures and techniques involved in computer programming
- An in-depth study of the impacts and challenges that Social Media tools have brought to modern society, culminating in the creation of an innovative adaptation of traditional social media models intended to encourage socially aware and uplifting use of social media.

Food Technology

In Semester One of this course, students will investigate how to make healthier food choices based on the Australian Dietary Guidelines. They use knowledge of superfood ingredients and new technology like air-fryers to create healthy, yet delicious and exciting meals and snacks that will appeal to teenagers. Examples of dishes cooked are Chia seed caramel popcorn and mini lemon merengues. They explore the iron content of food as Anaemia is a common teenage problem and design a meal high in iron.

In Semester Two, students virtually travel through the world exploring International foods and the cultures that influenced Australian cuisine as we know it today. They investigate Indigenous ingredients and create a fusion food recipe of their choice. We cook and taste iconic dishes from different countries around the globe.

Business Technology

Business Technology utilises concepts and skills from the Digital Technologies curriculum. Students undertaking this course will gain the essential knowledge required to effectively select their first car as well as plan for a holiday of their choice. We will explore how to select the car that meets necessary requirements and what is needed to maintain the car so that it is in good running order. As part of planning for a holiday we will explore ways to obtain the best deals for travel and accommodation bookings as well as create an itinerary.

Students will create simple costing sheets to determine the affordability of buying and maintaining a car as well as planning for that long-awaited holiday. Students will also look at the effect technology, and especially Information Communication Technologies, has had on our world via the Western Australian Technology Curriculum platform of Networked Digital Systems, Data Compression Schemes, Simple Coding.

Child Development

In this course, students will examine concepts related to caring for children, pregnancy, birth and young children. They will investigate the physical, cognitive, social and emotional development of young children. Students will undertake a variety of practical projects including the design and construction of toys that may assist the development of a child. They gain practical knowledge related to sewing and textiles while producing Uthando dolls that will be donated to charity. They explore childhood nutrition and evaluate the differences between homemade and commercial baby food. Students have the opportunity to experience caring for a baby by taking the "Realbaby" infant simulator home for a day. They are made aware of safety issues related to caring for children and the responsibilities of the carer.

For Further Information

Rob Hill

Dance

- **Dance in Advertising** How is Dance used in Advertising?
- **Contemporary Dance** The what, why and how

Developing creative Dance works by applying choreographic processes and the creative use of dance elements and design concepts is the focus of Year 10 Dance. During the course styles such as contemporary, jazz and hip hop, are taught with the aim of increasing student ability and understanding of how to create dance for performance. The course includes written work and students will also examine the theoretical aspects of dance and investigate case studies centred around popular culture and Australian contemporary dance companies. As the course is highly practical it is likely that students may have to spend some hours outside regular school hours rehearsing or performing.

Drama

- **Page to Stage** How do we take a script and stage it?
- **Let's Get Physical** Devising Drama using physical approaches

Year Ten Drama focuses on the practical process of developing drama for performance. We explore the process of taking a script from the page to the stage as well as dynamic physical approaches to devising original dramatic work. During the course we explore the use of design such costume, set and sound design as a means of enhancing our dramatic performances. We also continue learning about the language and literacy approaches used in the professional theatre world and WACE courses. It is likely that students may have to spend some hours outside regular school hours rehearsing or performing.

Media Arts

- **Music Video** How music and filmmakers come together.
- **Teen Films** There's more to this than just 'High School Musical'!

Year Ten Media Arts continues to focus on making their own and responding to professional productions. During the course students will refine technical, group work and individual media production skills. We will explore both fiction and non-fiction forms of Media across a range of contexts such as film. Television, photography and on-line media. There are both practical and written components to the course.

Visual Arts

- **Does the shoe fit?** Create a ceramic shoe that represents who you are
- **Cubism, Picasso and Music** Paint a cubist collage of musical instruments

Year Ten Visual Art gives the students an opportunity to extend their knowledge of art practices, specifically the manipulation, deconstruction and reinvention of styles and techniques. During the course we explore the importance of drawing and design in the creative process. Students are given the opportunity to reflect on traditional and contemporary artworks and develop greater understanding of contexts in culture, time and place and its impact on development of ideas and art forms. There are both practical and written components to the course.

For Further Information Mark Sills

Specialised Physical Education

Semester One: Outdoor Education

The emphasis of this course is to develop character and the skills of self-resilience, leadership, teamwork and problem-solving and healthy risk-taking in a variety of outdoor environments. Through interaction with the outdoors, students will develop a relationship with the natural world, others and themselves. Students will develop these skills and relationships while undertaking activities involving outdoor first aid, mountain biking, canoeing, fishing, camp cooking and hiking while focusing on minimal environmental impact.

Semester Two: Sport Science

The focus of Semester Two is to contribute to the development of the whole person. The course will focus on students' understanding of the importance of physical activity in lifelong health and the body's response to physical activity. Students will develop this understanding through a range of practical, laboratory and analysis experiences, in similar context to Physical Education Studies. Students will develop knowledge and understanding of anatomical and physiological systems and how they apply to a variety of sporting environments. Students will develop an understanding of the relationship between biomechanical, physiological, psychological and motor

learning and coaching in their ability to perform successfully as both an individual and a team.

For Further Information Leanne Caine

Section 5 – Appendix

5.1 Staff Contacts

Deputy Principal	Ms Janine Walsh walsh.janine@stbrigids.wa.edu.au 9290 4234
Head of Secondary	Ms Fiona Hepi hepi.fiona@stbrigids.wa.edu.au 9290 4231
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Careers and Transitions Centre Coordinator VET Coordinator	Mrs Margherita Almond almond.margherita@stbrigids.wa.edu.au 9290 4211
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Team Leader – Health and Physical Education	Ms Leanne Caine caine.leanne@stbrigids.wa.edu.au 9290 4229
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