



ST. BRIGID'S  
COLLEGE

YEAR 10  
CURRICULUM HANDBOOK  
2024

*Light The Way*

Dear Families,

It is with pleasure that I present to you our Year 10 Curriculum Handbook for the 2024 academic year.

Our Year 10 students engage in a broad curriculum just as they have done in previous years, however they will begin to explore the specific subjects of Learning Areas in greater depth.

This year of learning provides students with opportunities to consider their pathway moving into Years 11 and 12.

Our Mercy founder, Catherine McAuley, is quoted as saying, “We should be shining lamps giving light to all around us.”

I pray that Year 10 will be filled with both joy and success for your daughter. Your family members are valued in our community and we look forward to working together with them in 2024.

Kind Regards,

VERONICA PARKER  
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.*

#### **Lifelong 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 10. In Year 10 you should be completing approximately 12-15 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.*

## **Christian Service Learning**

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 Mercy in Action

Making a Difference (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.

*... 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 10, 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 – Years 11 and 12

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 2024 and culminates in the selection of courses for Year 11, and is based on teacher recommendations, meeting course entry requirements and the Year 10 Semester One Report 2024.

### 2.1 Key Reference Websites

#### *General*

SCSA	<a href="https://www.scsa.wa.edu.au/">https://www.scsa.wa.edu.au/</a>
TISC	<a href="https://www.tisc.edu.au/static/home.tisc">https://www.tisc.edu.au/static/home.tisc</a>
SCSA Facebook	<a href="https://facebook.com/SCSAWA">https://facebook.com/SCSAWA</a>
SCSA Community Page	<a href="https://parent.scsa.wa.edu.au/">https://parent.scsa.wa.edu.au/</a>

#### *Higher Education Institutes*

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

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 Years 11 and 12

### 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 1 and 2 (Year 11 units)
- Units 3 and 4 (Year 12 units). Units 3 and 4 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 12 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 12 (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 12 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 12, 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 12 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 will be able to count a maximum of four-unit equivalents, from endorsed programs for WACE purposes, two in Year 11 and two in Year 12. 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 2024 of any externally endorsed studies that they are undertaking – results should be submitted by the commencement of Term Four 2024 where possible.

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

## 2.3 Year 11 2024 Minimum Entry Requirements

Please note: the following are based upon the current Year 10 entrance requirements and are reviewed annually. Entrance in 2024 for courses is based upon percentages and achievement based on the SCSA grade related descriptors, these will be published Term 2 2024 for 2024 studies. The table below is for reference purposes only.

Subjects With Entry Requirements			
Year 11 2024 Courses – Units 1 & 2	List	Year 10 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 75% 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	60%
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
Mathematics Specialist	B	Mathematics Course 1	60% or above in Course 1

Subjects With Entry Requirements			
Year 11 2024 Courses – Units 1 & 2	List	Year 10 Subject Area	Entry Requirement
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 11 2024 Courses – Units 1 & 2	List		
Religion and Life General	A		
Aboriginal and Intercultural Studies General	A		
Applied Information Technology General	B		
Food Science and Technology General	B		
Children, Family and Community General	A		
Dance General	A		
Drama General	A		
English General	A		
English Foundation	A		
Human Biology General	B		
Mathematics Essential	B		
Mathematics Foundation	B		
Media Production & Analysis General	A		

Subjects With Entry Requirements			
Year 11 2024 Courses – Units 1 & 2	List	Year 10 Subject Area	Entry Requirement
Physical Education Studies General			B
Visual Art General			A
Italian General			A
Certificate III School Based Education Support			Desire to gain nationally recognised qualification – entrance Year 11 only to enable full completion of certification
Certificate II Outdoor Recreation and Certificate III Sport & Recreation			Desire to gain nationally recognised qualification – entrance Year 11 only to enable full completion of certification
Certificate II Workplace Skills (Certificate III Business Year 12)			Desire to gain nationally recognised qualification – entrance Year 11 only to enable full completion of certification

## 2.4 Where Do Subjects Lead?

Year 10	Years 11 and 12			
Religious Education	General Religion and Life		ATAR Religion and Life	
Arts – Dance	General Dance		ATAR Dance	
Arts – Drama	General Drama		ATAR Drama	
Arts – Media	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 II Workplace Skills	Certificate III Business
	General Food Science and Technology	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 Modern History



<b>Language - Italian</b>	General Italian			ATAR Italian		
<b>English</b>	Foundation English	General English		ATAR English		ATAR Literature
<b>Mathematics</b>	Mathematics Foundation	Mathematics Essentials	Mathematics Applications	Mathematics Methods	Mathematics Specialist	
<b>Science</b>	General Human Biology	ATAR Physics	ATAR Chemistry	ATAR Human Biology	ATAR Biology	ATAR Psychology

### Section 3 - The Online Literacy & Numeracy Assessment

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

To successfully meet the literacy and numeracy requirement, students must demonstrate the skills regarded as essential to meet the demands of everyday life and work in a knowledge-based economy. These skills are described in Level 3 of the Australian Core Skills Framework opens in new window.

These skills must be demonstrated in:

- Literacy (reading and writing)
- Numeracy

#### **Prequalification**

The Authority has identified students who in their Year 9 NAPLAN reading, writing and numeracy tests have demonstrated the minimum standard of literacy and numeracy. These students are therefore, not required to again demonstrate their skills in the corresponding component through the OLNA.

Given the changes to NAPLAN in 2023 by the Australian Curriculum, Assessment and Reporting Authority (ACARA), students' results now show how they performed in each of the NAPLAN assessment areas against 4 new proficiency levels. More information about the proficiency levels is available at <https://nap.edu.au/naplan> opens in new window.

ACARA has provided the School Curriculum and Standards Authority with a score corresponding to the minimum Literacy and Numeracy standard for the WACE, on the NAPLAN Reading, Writing and Numeracy test domains. Previously, this minimum standard for the WACE corresponded to Band 8.

Information regarding a student's prequalification can no longer be determined from NAPLAN Individual Student Reports (ISRs). Information about prequalification will be provided to students and parents/carers by their school. See PDFOLNA Prequalification and Year 9 NAPLAN: Information for Parents/Carers and Schools opens in new window for further information.

#### **The Tests**

The reading and numeracy tests each comprise 45 multiple-choice questions. Students have 50 minutes to complete each of these tests. The writing test is a typed response of up to 600 words. Students have 60 minutes to complete the writing test. The table below provides a quick guide to each test.

## Section 4 - Year 10 Subject Selection 2024

### 4.1 The Process

- Please note that subjects included in this handbook are planned for 2024. 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 9 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 10:
  - 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.

## **4.2 Subjects Offered in Year 10**

### **All Students Study the Following Subjects**

#### **Religious Education**

Year 10 Religious Education allows students to explore increasingly complex religious and social issues. 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 10 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



## **Christian Service Learning**

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 Mercy in Action Making a Difference (MIA MAD) - Service as Action programme, all students can develop more fully into Responsible Christian Learners.

MIA MAD is a Christian Service Learning 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 10 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, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts that are designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts.

The range of literary texts explored in Year 10 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.

Literary texts that support and extend students in Year 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

**For Further Information** Maxine Brown

## **Health and Physical Education**

The Year 10 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 touch rugby, 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, Stress Management and Keys For Life.

**For Further Information**    Luke Ford

### **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 10 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 11 and 12. 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**    Sarah Pontre

## Science

Year 10 Science builds on the skills and knowledge developed in Years 8 and 9. 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 11, 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.

The course provides comprehensive preparation for the study of ATAR and General Italian courses in Year 11.

- *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. From a cultural perspective, they explore the health benefits of the Mediterranean diet which is characteristic of Italian cuisine.



- *In giro per L'Italia* –This topic provides students with the opportunity of exploring Italy and discover why it is one of the top favourite tourist destinations in the world. On this virtual *giro per L'Italia*, they will observe the cultural importance of music and art to Italian culture, and learn about popular cultural and music festivals such as *feste* and *sagre*. Students will use technology to access authentic websites related to the world of travel and have the opportunity to plan a dream holiday to Italy. They engage in practical travel skills such as booking transport, accommodation, use authentic online maps and apps for directions to get around a city.

The exchange student programme allows students to engage with an Italian teenager and discover the many similarities that unify teenagers but also the cultural differences. The language assistant programme provides students with an authentic, enhanced exposure to the language.

Students also have experiences outside of the classroom, through the participation in a variety of embedded incursions and excursions, such as a restaurant experience, Italian Film Festival, discovery of the contribution of Italians to the Australian way of life, possibility of tour and exchange opportunities which represent the ultimate culminating experience in language acquisition.

**For Further Information** Maria Calabro

### **Digital Wizards: *Levelling up your digital cred***

Digital Wizards utilise concepts and skills from the Digital Technologies curriculum. If you choose Digital Wizards, you will participate in three general areas of study.

- The use of industry standard coding software to create a variety of introductory and advanced projects preparing students for further study in fields such as Software Engineering.
- The use of freely available tools to gain a deeper understanding of Digital Technology and the place of Digital Technology in Society.
- A number of elective units, where students select the area of study in order to specialise and follow their interests within the Digital Technology Learning Area. Such courses include:
  - Photo Retouching
  - 3D Printing
  - Computer Game creation
  - Advanced Coding
  - Print Publication
  - Video Editing

### **Gourmet Creations: *Culinary adventures around the globe***

In Semester One of Gourmet Creations, 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.

### **Money Moves: *Finance and entrepreneurship for tomorrow's leaders***

Money Moves 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 a car that meets necessary requirements and what is needed to maintain that car so that it is in good running order. Students will also have a choice to either create a prototype and elevator pitch for a start-up or plan a holiday and create a travel itinerary as well as budget breaking down the costs of the associated travel.

Students will 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 and Simple Coding of Apps.

### **Nurturing Young Lives: *Caring for our community***

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 as well as learning how to cook a variety of snacks and simple meals for children. They are made aware of safety issues related to caring for children and the responsibilities of the carer.

**Techtronics Mastery: *Combining hardware & software to achieve the extraordinary***  
Elevate your skills and creativity in the realm of programming, mechatronics, and robotics by selecting Techtronics Mastery. Building upon the foundational concepts introduced in Techtronics Beginnings, this program empowers students to push their boundaries, think innovatively, and bring their ideas to life using microcontrollers and electronic components. As you create, innovate, and solve real-world challenges,

you'll be prepared to pursue further studies or careers in technology, engineering, and creative fields.

## **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. Like all Arts subjects there are both practical and written components to the course.

### **Drama**

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

Year 10 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. Like all Arts subjects there are both practical and written components to the course.

### **Media Arts**

- **Music Video**      How music and filmmakers come together
- **Suspense**      How to keep an audience on the edge of their seats

Year 10 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 fictional forms of Media across a range of contexts such as film, television and on-line media. Like all Arts subjects there are both practical and written components to the course.

## Visual Arts

- **Cubism, Picasso and Music** Paint a cubist collage of musical instruments
- **Ceramic Tea Pot** Create a ceramic tea pot influenced by food

Year 10 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. Like all Arts subjects 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** Luke Ford



## Section 5 – Appendix

### 5.1 Staff Contacts

Deputy Principal	Ms Janine Walsh <a href="mailto:walsh.janine@stbrigids.wa.edu.au">walsh.janine@stbrigids.wa.edu.au</a> 9290 4234
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