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Year 10 Coordinator - Mrs Nicola Swiderski
Head Senior Years - Ms Penny Minchin
Introduction

This booklet contains descriptions of subjects offered in 2014 for Year 10 students.

Courses of study in Year 10 are based on the International Baccalaureate Middle Years Programme. Students will also undertake their first steps into the new SACE by undertaking the Personal Learning Plan. This ensures a challenging and diverse range of subjects for all students with a balance which prepares them academically and personally for the challenges of the 21st Century. Some courses of study are compulsory but there are a number of electives available which cater for the different needs and interests of our students.

Every effort will be made to place students in their chosen subjects. However due to class sizes, resources and staffing, sometimes this may not be possible.

Students are encouraged to discuss choices at home and to seek advice and support from:

- their Pastoral Care Teacher
- their Year Level Coordinator – Mrs Swiderski
- their subject teachers
- Careers Counsellor & VET Coordinator – Mrs Minchin
- School Counsellor – Mrs Munro
- Head Senior Years - Ms Minchin
- Deputy Principal & Curriculum Development Coordinator – Mr Donato
Loreto Educational Philosophy

“The Institute of the Blessed Virgin Mary was founded at the beginning of the 17th century by an English woman, Mary Ward, to serve the Church through education. The goals of our education today are in essence the same as the goals of our Foundress: the spiritual, intellectual and social development of the individual, and the preparation of students to take their place in the society in which they live, as well as to achieve their ultimate goal, the knowledge and love of God, in so far as this can be attained.

The Christian person as envisaged by Mary Ward is characterised by:

- freedom of spirit
- justice
- integrity

These ideals incorporating personal responsibility, responsiveness to God and others, and the search for truth optimise the yearnings of all peoples in every age. Being fundamental human values, they are particularly relevant in today's world where the dignity of the human person is threatened.

In modern society, with its rapid change and scientific and technological advances, the most important issues to be raised are not in fact technological - they are issues of values, and the translation of these values into action. A recognition of our responsibilities is a necessary part of education. Our society is a pluralist one, with often conflicting attitudes to religion, morality, human rights and associated areas. Hence our education needs to involve the development of our ability to evaluate critically, and to make decisions based on informed judgement and Christian principles, decisions reflecting a faithful use of the freedom given to us by God.

Our schools, through their climate, teacher-student relations and curriculum, aim to meet the spiritual, intellectual, psychological and social needs of each student, developing more fully the ability of each one to think objectively and responsibly, to value the search for truth, and to appreciate the dignity and value of the human person.”

Australian Province of the Institute of the Blessed Virgin Mary
General Information

What is the SACE?

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

The SACE has been updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. The SACE helps students develop the skills and knowledge they need to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (Year 11) and Stage 2 (Year 12).

How do students get the SACE?

To gain the SACE, students complete approximately two years of full-time study which most students spread over three years. There are two stages:

- Stage 1, which most students do in Year 11, apart from the Personal Learning Plan, which most students are likely to do in Year 10
- Stage 2, which most students do in Year 12.

Each subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

Students will receive a grade – from A to E – for each subject. For compulsory subjects, they will need to achieve a **C grade or better**.

The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1)
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of Mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student’s choice.
Table: A summary of the compulsory subjects and other requirements needed to complete SACE.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
<th>Grade Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 10</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Learning Plan</td>
<td>10</td>
<td>C or better</td>
</tr>
<tr>
<td><strong>Year 11</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy (from a range of English subjects and courses)</td>
<td>20</td>
<td>C or better</td>
</tr>
<tr>
<td>Numeracy (from a range of Mathematics subjects and courses)</td>
<td>10</td>
<td>C or better</td>
</tr>
<tr>
<td>Other subjects and courses of the student’s choice</td>
<td>up to 90</td>
<td></td>
</tr>
<tr>
<td><strong>Year 12</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Project</td>
<td>10</td>
<td>C- or better</td>
</tr>
<tr>
<td>Other Stage 2 subjects and courses*</td>
<td>60</td>
<td>C- or better</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>Minimum of 200</td>
</tr>
</tbody>
</table>

*Most students will complete subjects or courses worth more than 70 credits at Stage 2. In order to successfully complete the SACE an achievement of a ‘C-’ grade or better is required in at least 70 credits at Stage 2 (of which 10 credits must be the Research Project).

**Subjects**

This course handbook outlines the SACE BOARD approved subjects that Loreto College will offer in 2014 (subject to student choice). A description of the Personal Learning Plan and Research Project are also included, as all students will undertake these subjects.

**What is the Personal Learning Plan?**

The Personal Learning Plan is a compulsory SACE subject, normally undertaken in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.

The Personal Learning Plan helps students to:
- identify and research career paths and options, including further education, training and work
- choose appropriate SACE subjects and courses based on plans for future work and study
- consider and access subjects and courses available in and beyond school
- review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills
- gain skills for future employment
- identify their goals and plans for improvement
- review and adjust their plans to achieve their goals

The Personal Learning Plan contributes 10 credits towards the SACE. Because it is compulsory, students need to achieve a C grade or above.
**What is VET and how can I do it?**

VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in the trades and industry. It is the kind of education offered by TAFE colleges and a range of other registered training organisations.

Students will be able to study more VET than ever before. They can earn up to 150 of the 200 credits required to complete the SACE, through recognised Vocational Education and Training courses.

**University and TAFE entry**

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements.

For university entry, students need to:
- complete all compulsory requirements at a ‘C’ grade or better
- achieve 80 credits at Stage 2 including at least three 20-credit Stage 2 TAS subjects.

**Australian Tertiary Admission Rank (ATAR)**

The ATAR is a measure of a students’ achievement relative to other students. It is used by universities to select school leavers for a place in university courses. The rank is based on a percentile scale with score ranging from 0 to 99.95.

**Tertiary Admission Subject (TAS)**

All subjects apart from Research Project A, Community Studies and Modified subjects are recognised by universities to contribute toward an ATAR. These subjects are known as Tertiary Admissions Subjects.
**Pre-requisites and Assumed Knowledge**

The Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses, and students must ensure they meet these requirements when selecting subjects if they want to be considered for these courses.

Each university may have some subjects listed as "pre-requisites" and others as "assumed knowledge". It is the responsibility of students to check pre-requisite and assumed knowledge information for prospective courses.

**Pre-requisites** are those subjects which students must take in order to be eligible for a particular course. Students must achieve a grade of C– or better in these subjects.

**Assumed Knowledge** refers to subjects in which the university assumes students will have some prior knowledge, although it is not a requirement for entry to the course. If students wish to study in a course for which there is assumed knowledge for certain subjects, they will be greatly advantaged in their university studies if they take those subjects in Stage 2.

Full details of university and TAFE entry requirements are included in the *Tertiary Entrance Booklet 2014, 2015* published in July 2012 by the South Australian Tertiary Admissions Centre. For more information, visit the SATAC website - [www.satac.edu.au](http://www.satac.edu.au).

All Year 10 and 11 students will be issued with the guide. Students and parents are strongly encouraged to consult this document for the most up to date tertiary requirements information.

**Students with disabilities**

The new SACE will continue to cater for students with special needs. The existing special provisions will continue. In addition, the new SACE offers a range of modified subjects as options for students with significant disabilities.

**Further information**

Visit the SACE Board website at [www.saceboard.sa.edu.au](http://www.saceboard.sa.edu.au) for more information about the SACE.
Year 10 Overview

Each student studies the following subjects in Years 10.

Compulsory
Religious Education
Arts - either Art, Drama or Music (1 Semester)
Humanities - Geography and History (1 semester of each)
Language A - English
Language B - either Chinese, French or Italian (2 Semesters)
Mathematics
MYP Personal Project
Personal Learning Plan (PLP - SACE, Stage 1)
Physical Education
Science
Technology - either Food Technology, Computer Animation, Movie Making, Digital Tools, Design Technology or Textiles (1 Semester)

Choices
Students then also choose 2 semesters from the following list:
Art
Child Studies
Computer Animation*
Design Technology - Textiles
Digital Tools*
Drama
Food Technology
Movie Making*
Music

Please note: Subjects with an * can only be taken for 1 semester.

Year 10s will be required to complete one week of Work Experience in Term 3 of 2014 as part of their Personal Learning Plan.

The students have a 2 day retreat/camp during the year and it is expected that all students attend this as part of their personal spiritual development. In addition, all Year 10 students are required to commence service towards their Social Justice Passport – Senior Years.
Students are expected to undertake a minimum of 5 hours of service in Terms 1 to 3 and reflect on their experiences.

Homework
Students should spend at least two and a half hours on homework each night of the week or on revision of that day’s work. At least four subjects should be set each night.
Subject Criteria Overview

The Arts
Criterion A: Knowledge and Understanding (8)
Criterion B: Application (10)
Criterion C: Reflection and Evaluation (8)
Criterion D: Personal Engagement (8)

Humanities
Criterion A: Knowing and understanding (8)
Criterion B: Investigating (8)
Criterion C: Thinking critically (8)
Criterion D: Communicating (8)

Language A
Criterion A: Content - Receptive and Productive (10)
Criterion B: Organisation (10)
Criterion C: Style and Language Mechanics (10)

Language B
Criterion A: Oral Communication- Message and Interaction (8)
Criterion B: Oral Communication- Language (8)
Criterion C: Writing- Message and Organisation (8)
Criterion D: Writing- Language (8)
Criterion E: Reading Comprehension (16)

Mathematics
Criterion A: Knowledge and Understanding (8)
Criterion B: Investigating Patterns (8)
Criterion C: Communication in Mathematics (6)
Criterion D: Reflection in Mathematics (6)

PE
Criterion A: Knowledge and Understanding (8)
Criterion B: Movement Composition (6)
Criterion C: Performance (10)
Criterion D: Social Skills and Personal Engagement (8)

RE
Criterion A: Knowledge (10)
Criterion B: Conceptual Strands (10)
Criterion C: Organisation and Presentation (8)

Science
Criterion A: One World (6)
Criterion B: Communication in Science (6)
Criterion C: Knowledge and Understanding of Science (6)
Criterion D: Scientific Enquiry (6)
Criterion E: Processing Data (6)
Criterion F: Attitude in Science (6)

Technology
Criterion A: Investigate (6)
Criterion B: Design (6)
Criterion C: Plan (6)
Criterion D: Create (6)
Criterion E: Evaluate (6)
Criterion F: Attitude to Technology (6)
Business, Enterprise and Technology

Year 8
Home Economics
Textiles
Technology

Year 9
Textiles
Technology

Year 10
Design
Technology—
Textiles

Stage 1
Business & Enterprise

Stage 1
Accounting

Stage 1
Textiles– Design &
Technology

Stage 2
Business &
Enterprise

Stage 2
Accounting

Stage 2
Textiles– Design &
Technology

Year 8
U&ICT

Year 9
Movie Making

Year 9
Website Creation

Year 10
Digital Tools

Year 10
Computer Animation

Year 10
Movie Making

Stage 1
Information Processing &
Publishing

Stage 2
Information Processing &
Publishing—
Desktop and
Electronic
History and Geography are core subjects and are a semester each in length in Years 8, 9 and 10.
English is a full year subject for Years 8, 9 and 10.
At SACE Stage 1 students can choose English Studies or English Communications. These are all offered as 10 credit subjects but students must complete 20 credits of English at Stage 1 or Stage 2 at C standard to complete their SACE. Progression from English Comms to English studies and vice-versa with teacher recommendation only.
French B and Italian B are only offered to students who have studied Beginners’ French or Italian at Loreto in Year 8 or Year 9.
Running of any of the options offered for Stage 1 Mathematics is dependent on sufficient numbers choosing a particular option to ensure a viable class size. Year 10 progression to Stage one Pathways or Pre-Specialist with teacher recommendation only.
Science and Science for Life in Year 10 differ in some content details and in the depth of treatment of some topics.

Science is generally more analytical and mathematical in its approach.
Art

Contact Teacher: Mrs J Hamilton

What will I learn?

In Year 10 students can elect to do either 1 semester or a full year of Visual Art. Different programs are devised for each semester.

The thematic emphasis of Exploration of Culture is interpreted in its broadest context. Culture can refer to ethnicity, social structures & traditions, diversity & difference, gender-based practices, culturally determined customs/habits/behaviours.

The key reference points are an understanding that:

- Culture is a socially created form of human interaction and cohesion
- Cultures are shared systems, but inherently diverse
- Being dynamic, not static, cultures change over time; they adapt and accommodate to other cultures, environments available, resources and technologies
- Culture isn’t simply a factor, or influence, or a dimension: it’s a process in everything we do.

You are encouraged to independently research the focus of the semester theme and from this research determine how you visualise your concept. Suitable exhibitions and/or reference artists form the basis for Criteria A and this knowledge base is then considered in the production of artworks.

Reflecting and evaluating your learning is a continuous process. Regular written records in your Developmental Workbook are required to formally demonstrate this. You are encouraged to verbalise your reflections on your work in group discussions, evaluations and in discussion with teachers.

In addition, you will be supported in developing critiquing strategies that reflect on themes encountered during the course – an artist statement is required. Students are encouraged to develop this over time and use a drafting process to refine the expression of their ideas.

How will I be assessed?

Types of assessment:

- The production of practical work
- Developmental Workbook – recording the development of your ideas, the progress of your practical work and writing reflections on your learning
- Writing and talking about artists’ works
- Writing an artist’s statement

Using MYP Arts assessment criteria:

Criterion A: Knowledge and Understanding
Criterion B: Application
Criterion C: Reflection and Evaluation
Criterion D: Personal Engagement

Pathways

Leads to Stage 1 Visual Arts.
Computer Animation

Contact Teacher: Ms A M Tippins

One Semester

The Technology courses in Year 10 are directed by the International Baccalaureate's Middle Years Programme and aim to help students become skillful problem solvers who can appreciate the role of technology in their own lives, the impact on society and who can respond critically, resourcefully and ethically to real-life challenges. The MYP technology courses intend to:

- challenge all students to apply practical and creative-thinking skills to solve problems in technology
- encourage students to explore the role of technology in both historical and contemporary contexts
- raise students’ awareness of their responsibilities as world citizens when making decisions and taking action on technology issues.

Pre-requisite
None

What will I learn?
The course uses the design cycle and combines knowledge, skills and techniques of both computer and design technology in the generation of products/solutions to perform a task or meet a need. In this course students will explore a range of digital animation techniques in order to communicate ideas. This course will give students an insight into how the creation of animations can be a powerful and creative learning process and introduce the potential uses of animation. Focus will be on the artistic aspects including sound, presentation and visual communication as well as animation techniques, planning and editing of presentations as well as how to incorporate sound and music into tasks.

How will I be assessed?
Students will undertake a range of tasks that will be assessed against the Technology Criteria:
Criterion A – Investigate (6)
Criterion B – Design (6)
Criterion C – Plan (6)
Criterion D – Create (6)
Criterion E – Evaluate (6)
Criterion F – Attitude to technology (6)

Pathways
Computer Animation skills can be applied in the presentation of assignments in other subjects. Technological skills gained in this course will provide a background for Technology in Years 11 and 12.
**Curriculum Enrichment**

*Contact Teacher: Mrs K Frost*

**Pre-requisite**

Negotiated placement dependent on demonstrated specific learning needs (Years 6-12).

**Content/Learning Outcomes**

Curriculum Enrichment provides individualised or small group learning support, including extension, across all learning areas for students in Years 6-12. Students with identified learning needs may select Curriculum Enrichment on a subject line in negotiation with the Inclusive Education Coordinator. This option provides students with opportunity to work at their own pace, on tasks set by their subject teachers, with the support of Curriculum Enrichment staff as needed. Students in Years 11 and 12 may only select this option if they have sufficient units to meet the SACE requirements.

**Assessment**

None

**Further Study**

As a support programme, Curriculum Enrichment enables students to access most subject areas by negotiation.
Introduction to Child Studies

Contact Teacher: Ms K Stoodley

The Technology courses in Year 8 are directed by the International Baccalaureate’s Middle Years Programme and aim to help students become skillful problem solvers who can appreciate the role of technology in their own lives, the impact on society and who can respond critically, resourcefully and ethically to real-life challenges. The MYP technology courses intend to:

- Challenge all students to apply practical and creative-thinking skills to solve problems in technology.
- Encourage students to explore the role of technology in both historical and contemporary contexts.
- Raise students’ awareness of their responsibilities as world citizens when making decisions and taking action on technology issues.

What will I learn?

The emphasis is upon the building of basic skills of caring for children from birth through primary years. These skills include exploring a child’s development, health and well-being, as well as the value of play, and roles and responsibilities of care givers.

Students will use the Design Cycle to investigate, design, plan, apply and evaluate principles of child care in relation to their own role in the lives of others within the community.

The following topics will be studied:

- Stages in a child’s development
- Educational toys and games
- Responsibilities of a babysitter
- Child care facility operations & responsibilities

Semester 1 and Semester 2 will cover different topics so that students can enfold for both Semesters if desired.

How will I be assessed?

Assessment of practical and written work will be using MYP Technology Level 5 criteria.

Criterion A: Investigate
Criterion B: Design
Criterion C: Plan
Criterion D: Create
Criterion E: Evaluate
Criterion F: Attitude to Technology
**Design Technology – Textiles**

Semester 1 and 2.

*Contact Teacher: Ms K Stoodley/Ms P Minchin*

The Technology courses in Year 8 are directed by the International Baccalaureate’s Middle Years Programme and aim to help students become skillful problem solvers who can appreciate the role of technology in their own lives, the impact on society and who can respond critically, resourcefully and ethically to real-life challenges. The MYP technology courses intend to:

- Challenge all students to apply practical and creative-thinking skills to solve problems in technology.
- Encourage students to explore the role of technology in both historical and contemporary contexts.
- Raise students’ awareness of their responsibilities as world citizens when making decisions and taking action on technology issues.

**What will I learn?**

Students will use the Design Cycle to identify, analyse, design and plan garments and textile items to meet specific end uses for themselves and others. They will learn to devise systems and apply quality control measures in the construction of and evaluation of textile products. Students will focus on designing and producing environmentally ethical and sustainable products. Areas of Study will include textile properties and performance, consumer rights and responsibilities, pattern making principles, product labelling and the value of textiles to our lives.

There is scope for students to extend previous textiles skills and knowledge, whether basic or advanced, through the degree of difficulty of their garments and items chosen.

**How will it be assessed?**

Two textile items will be investigated and constructed per semester using the Design Cycle. Semester 1 and Semester 2 will cover different topics so that students can enfold for both Semesters if desired.

The Level 5 MYP Assessment Criteria will be used to determine the level of achievement.

- Criterion A: Investigate
- Criterion B: Design
- Criterion C: Plan
- Criterion D: Create
- Criterion E: Evaluate
- Criterion F: Attitude to Technology

**Pathways**

This can stand alone or be of value for study at Stage 1 Design and Technology - Textiles (Material Products 1 and 2) and Stage 2 Design and Technology - Textiles (Material Products).
Digital Tools

Contact Teacher: Ms A M Tippins

One Semester

The Technology courses in Year 10 are directed by the International Baccalaureate’s Middle Years Programme and aim to help students become skilful problem solvers who can appreciate the role of technology in their own lives, the impact on society and who can respond critically, resourcefully and ethically to real-life challenges. The MYP technology courses intend to:

- challenge all students to apply practical and creative-thinking skills to solve problems in technology
- encourage students to explore the role of technology in both historical and contemporary contexts
- raise students’ awareness of their responsibilities as world citizens when making decisions and taking action on technology issues.

Pre-requisite
None

What will I learn?
The course uses the design cycle and combines knowledge, skills and techniques of both computer and design technology in the generation of products/solutions to perform a task or meet a need. In this course students will explore a range of digital tools that aid in the creation of products that can be used to communicate information. They will also explore the ethical implications behind the creation of such products in the wider world of cyber-space and the media. They will also investigate a range of online tools used to communicate information to others. These tools may include social media sites and other online options.

How will I be assessed?
Students will undertake a range of tasks that will be assessed against the Technology Criteria:
Criterion A – Investigate (6)
Criterion B – Design (6)
Criterion C – Plan (6)
Criterion D – Create (6)
Criterion E – Evaluate (6)
Criterion F – Attitude to technology (6)

Pathways
This subject provides a sound skill set for SACE Stage 1 and Stage 2 Information Processing and Publishing. It also develops general skills that are useful across the curriculum and specific skills that can be applied in the presentation of assignments in other subjects.
Drama

Contact Teacher: Mr M Randell

What will I learn?

Year 10 Drama consolidates the skills of performance, audience and the devising of theatre and develops the practical elements of theatre production. Students explore different genres in their historical context from which they evolve or devise representative performances.

Written work is designed as a means of reflecting both process and problem solving with a greater depth of analytical skill.

How will I be assessed?

You will be assessed in line with the MYP Criteria:
Criterion A: Knowledge and understanding
Criterion B: Application
Criterion C: Reflection and Evaluation
Criterion D: Personal Engagement

Through practical workshops, performance, written processes, research and reflection.

Pathways

This course leads to Stage 1 Drama.
Food Technology

Contact Teacher: Ms N Swiderski / Ms K Stoodley

The Technology courses in Year 8 are directed by the International Baccalaureate’s Middle Years Programme and aim to help students become skillful problem solvers who can appreciate the role of technology in their own lives, the impact on society and who can respond critically, resourcefully and ethically to real-life challenges. The MYP technology courses intend to:

- Challenge all students to apply practical and creative-thinking skills to solve problems in technology.
- Encourage students to explore the role of technology in both historical and contemporary contexts.
- Raise students’ awareness of their responsibilities as world citizens when making decisions and taking action on technology issues.

What will I learn?

Using the Design, Create and Evaluate criteria, students will apply their knowledge of food and nutrition to look beyond their immediate environment and study the symbolism of foods as applied to cultural festivals celebrated in Australia. They will also study the influence of a variety of cultures on Australian cuisine. Students will gain an appreciation of the diversity of food choices and study the relationship between health and food and beverage intake using the Australian Dietary Guidelines and applying this to special events or functions. There will be a focus on the special dietary challenges and needs of adolescents. Semester 1 and Semester 2 will cover different topics so that students can enrol for both semesters if desired.

How will I be assessed?

Two major tasks will be assessed during the semester using the Design Cycle. The Level 5 MYP Assessment Criteria will be used to determine the level of achievement.

Criterion A: Investigate
Criterion B: Design
Criterion C: Plan
Criterion D: Create
Criterion E: Evaluate
Criterion F: Attitudes to Technology

Pathways
This can stand alone or be of value for the study of Stage 1 Nutrition or Food and Hospitality or Stage 2 Nutrition or Food and Hospitality.
**Geography**

*Contact Teacher: Mr P Foley*

**What will I learn?**

Geography is a study of environments, and human activities, and the connections between them. In particular, the aims of Geography are:

- Understanding how people affect the environment, using local, national and global examples.
- Awareness that these features and their distributions change.
- Skills in planning, investigating and communicating information on issues.
- Awareness of technologies available to geographers.
- Attitudes and values in relation to environmental, democratic and social justice issues.

The topics covered at this year level introduce students to key geographical skills and concepts.

The continuation of the aims, with skill and knowledge development, is incorporated into such topics as:

- Mapping skills / Geographic Information Systems / weather map interpretation
- Geographies of human wellbeing
- Environmental change and management

**How will I be assessed?**

Assessment is continuous and various activities will be incorporated including:

- Written research assignments
- Statistical Interpretation
- Oral presentations
- Audio-Visual interpretations
- Mapping Exercises
- Field investigations
- Tests

Students work will be assessed against the following MYP criteria;
Criterion A: Knowing and Understanding
Criterion B: Investigating
Criterion C: Thinking Critically
Criterion D: Communicating

**Pathways**

Satisfactory achievement in this course provides students the opportunity to study Geography at Stage 1 either as 1 or 2 units.
Health & Physical Education

Contact Teachers: Mrs M Braddock

What will I learn?

Health & Physical Education aims to facilitate the physical, mental, social and intellectual development of students. Experiences in Health & Physical Education will provide both immediate and long term opportunities for students:

- to develop skills and attitudes which promote physical, mental, social and emotional health.
- to develop a coherent set of personal and social values to which they commit themselves, including honesty, consideration for others, self discipline, acceptance of responsibility, self reliance and initiative.
- to participate in a range of physical activities while planning and evaluating various roles they can take in the community to develop their interests and assist others.

Students will be provided with various experiences throughout the school year. Unit selection can vary from year to year. Practical: Badminton, soccer, basketball, creative dance, SEPEP, self defence and volleyball. Health: Drug education, fitness and conditioning.

How will I be assessed?

The following assessment criteria have been established by the IBO for Physical Education in the MYP. The final assessment required for IBO - validated grades and certification at the end of the MYP must be based on these assessment criteria.

Criterion A: Use of knowledge
Criterion B: Movement composition
Criterion C: Performance
Criterion D: Social skills and personal engagement

Pathways

Leads to Stage 1 Physical Education.
History (The Modern World and Australia)

Contact Teacher: Mr P Foley

What will I learn?

Topics:
1. World War II
2. Rights and Freedoms (1945-present)
3. Migration experiences and the Vietnam War

Focus issues include
- Civil rights, Feminism and Counter culture
- 1967 Referendum
- Mabo decision
- Stolen generation and the Apology

How will I be assessed?

Research assignments, empathic responses, short answer tests, source analysis, group task, essays and examination.

Students work will be assessed against the following MYP criteria.

Criterion A: Knowing and Understanding
Criterion B: Investigating
Criterion C: Thinking Critically
Criterion D: Communicating

Pathways

Leads to a study of Stage 1 History.
Language A

English

Contact Teacher: Mrs F Griffiths

What will I learn?

The course is designed to create increasing awareness of different kinds of texts. Students will be challenged to interpret increasingly complex meanings, produce longer texts, interpret and produce different text types in a wider range of contexts, and critically analyse the relationship between the purpose of a text, its intended audience and how it has been constructed. They will read a wide range of classic and contemporary literature, as well as media and everyday texts and will be required to respond in a variety of forms and styles.

How will I be assessed?

Assessment will be based on a wide range of written, oral and multimodal responses. Criteria for assessment are:

Criterion A: Content (receptive and productive)
Criterion B: Organisation
Criterion C: Style and language mechanics

Pathways

The course leads to English or English Pathways at SACE Stage 1.
**Language B**

**Chinese - Mandarin**

*Contact Teacher: Mrs Christina Emblem*

**Pre-requisite**

Year 9 Chinese.

**What will I learn?**

Expanding the knowledge acquired in Year 9, major emphasis will be placed on creative and individual writing, conversation and language understanding. Focus is also placed on broadening students’ understanding of Chinese language and culture throughout the Asian region, China and other Mandarin-speaking countries.

**How will I be assessed?**

Students will be assessed according to the following MYP Language B criteria:

- Criterion A: Oral communication
- Criterion B: Visual interpretation
- Criterion C: Reading comprehension
- Criterion D: Writing

Criteria A to D will be assessed through a variety of extended written and oral responses using a variety of genres and diverse responses to texts, developing students’ understanding of different text types and text features. Depending on the number of years she has been studying Chinese, each student will be assessed using Phase 2, 3 or 4 criteria.

Criteria A, B, C and D are scored on a continuum up to 8.

The total score for Language B is 32.

**Pathways**

Leads to Chinese Continuers at Stage 1.
English as a Second Language

Contact Teacher: Mrs C Emblem

What will I learn?

This program is designed to develop students’ communication skills in both spoken and written English in a variety of everyday and academic contexts. A key focus of this course will be to develop students’ ability to critically analyse written texts and produce their own formal texts. This course is aimed at students for whom English is not their first language. Students who have grown up in Australia may require an assessment of their English language skills to determine eligibility for this course.

How will I be assessed?

Students will be assessed according to the following MYP Language B criteria:

Criterion A: Oral communication
Criterion B: Visual interpretation
Criterion C: Reading comprehension
Criterion D: Writing

Criteria A to D will be assessed through a variety of extended written and oral responses using a variety of genres and diverse responses to texts, developing students’ understanding of different text types and text features.

Pathways

Leads to Stage 1 and Stage 2 English as a Second Language.
French

Contact Teacher: Mrs C Emblem

Pre-requisite
Year 9 French

What will I learn?
Expanding the knowledge acquired in Year 9, major emphasis will be placed on creative and personal writing, conversation, and understanding spoken, visual and written texts. The topics explored will include food and good health, friendship, and talking about the past. The students’ knowledge and appreciation of French language and culture are broadened through the study of French-speaking communities and their ways of life.

How will I be assessed?
Students will be assessed continuously on their ability to communicate orally and in writing. Analysis tasks on written and visual texts will be set. There will also be vocabulary and grammar tests, extended assignments and an end of year exam.

The International Baccalaureate Middle Years Programme assessment criteria will continue to be used:

Criterion A: Oral communication
Criterion B: Visual interpretation
Criterion C: Reading comprehension
Criterion D: Writing

Criteria A to D will be assessed through a variety of extended written and oral responses using a variety of genres and diverse responses to texts, developing students’ understanding of different text types and text features. Depending on the number of years she has been studying French, each student will be assessed using Phase 2, 3 or 4 criteria.

Criteria A, B, C and D are scored on a continuum up to 8.

The total score for Language B is 32.

Pathways
Leads to Stage 1 French Continuers.
**Italian**

*Contact Teachers: Mrs C Emblem*

**Pre-requisite**

Year 9 Italian

**What will I learn?**

Students will continue to build on the skills and knowledge acquired in Year 9. They will continue to enhance their listening, reading, writing, visual interpretation and oral skills.

Through the study of different text types such as emails, dialogues, articles, advertisements and film, students will learn about the Italian school system and explore the attitude of Italians on issues such as health and lifestyle, technology and why the “Made in Italy” symbol is synonymous with quality products and innovative design. They will also study aspects of modern Italian history. There will be major emphasis on learning to produce different text types and a focus on developing conversation skills.

**How will I be assessed?**

Students will be continuously assessed on grammar, vocabulary, written and oral skills. The students’ ability to understand information presented in an oral, visual or written form will be assessed with each theme studied.

Students in Year 10 will be assessed using the Criteria for Phases 3 and 4 of the program throughout the whole year. Students who were new to the school in Year 9 will be assessed for the whole year using the Criteria for Phases 2 and 3 of the program.

There will be an examination in Term 4.

The International Baccalaureate Middle Years Programme assessment criteria will continue to be used:

- Criterion A: Oral communication
- Criterion B: Visual interpretation
- Criterion C: Reading comprehension
- Criterion D: Writing

Criteria A, B, C and D are scored on a continuum up to 8.

The total score for Language B is 32.

**Pathways**

This subject leads to Italian Continuers at Stage 1.
Levels of Mathematics

MYP Mathematics should be accessible to and be studied by all students. The mathematics curriculum allows all students the opportunity to reach their full potential and achieve the final aims and objectives of MYP Mathematics. In order to achieve this, the concepts and skills of the framework for mathematics are organised so that students can work at two levels of ability: Standard Mathematics and Extended Mathematics.

Standard Mathematics aims to give all students a sound knowledge of basic mathematical concepts while allowing them to develop the skills needed to meet the objectives of MYP mathematics.

Extended Mathematics consists of the standard mathematics framework supplemented by additional concepts and skills. This level provides the foundation for students who wish to pursue further studies in mathematics.

Mainstream Mathematics

Contact Teacher: Mr J Roberts

What will I learn?

- Algebra
- Lines and linear equations
- Surds
- Indices and logarithms
- Surface area and Volume
- Quadratic algebra
- Quadratic graphs
- Trigonometry
- Probability
- Statistics

How will I be assessed?

MYP schools follow a criterion-referenced approach. Students’ work is therefore assessed against four defined assessment criteria: Knowledge and Understanding, Investigating patterns, Communication in Mathematics, Reflection in Mathematics.

Pathways

Movement between Mainstream and Extended Mathematics is available when deemed appropriate by a student’s Mathematics teacher in consultation with the Mathematics Coordinator.

Year 10 Mainstream Mathematics can lead to any choices of Mathematics in Year 11, and provides the basis for further study in Year 12.
**Extended Mathematics**

*Contact Teacher: Mr J Roberts*

Students are placed in this course by teacher recommendation. Parents will be notified of a student’s placement in this class.

**What will I learn?**

Students will cover the core work done by students in the mainstream classes (see above) but at a faster rate, enabling them to explore extra content:

- Vectors
- Congruence
- Codes
- Matrices
- Sequences and series
- Normal Distributions
- Topology
- Directed Networks

**How will I be assessed?**

MYP schools follow a criterion-referenced approach. Students’ work is therefore assessed against four defined assessment criteria: Knowledge and Understanding, Investigating patterns, Communication in mathematics, Reflection in mathematics.

**Pathways**

Movement between Mainstream and Extended Mathematics is available when deemed appropriate by a student’s Mathematics teacher in consultation with the Mathematics Coordinator.

Year 10 Extended Mathematics can lead to any choices of Mathematics in Year 11, and provides the basis for further study in Year 12. Students achieving highly enough in Extended mathematics may be considered for acceleration in line with the College’s acceleration policy.
Mathematics for Living

Contact Teacher: Mr J Roberts

What will I learn?

- To use and apply algebraic models to Mathematical problems.
- To manipulate and use formulae to solve everyday problems in various contexts.
- The properties and theories relating to geometrical figures and how they apply to real life situations and aid in problem solving.
- Decision making based on financing and different buying options.

How will I be assessed?

MYP schools follow a criterion-referenced approach. Students’ work is therefore assessed against four defined assessment criteria: Knowledge and Understanding, Investigating patterns, Communication in mathematics, Reflection in mathematics.

Pathways

Provides for students who will take only one unit of Stage 1 Mathematical Pathways. This subject does not provide a pathway to any other Year 11 or 12 Mathematics courses. Students take this course on teacher recommendation.
Movie Making
Contact Teacher: Ms A M Tippins

One Semester

The Technology courses in Year 10 are directed by the International Baccalaureate’s Middle Years Programme and aim to help students become skillful problem solvers who can appreciate the role of technology in their own lives, the impact on society and who can respond critically, resourcefully and ethically to real-life challenges. The MYP technology courses intend to:

- challenge all students to apply practical and creative-thinking skills to solve problems in technology
- encourage students to explore the role of technology in both historical and contemporary contexts
- raise students' awareness of their responsibilities as world citizens when making decisions and taking action on technology issues.

Pre-requisites
No prerequisite skills are required.

Content/Learning Outcomes
The course uses the design cycle and combines knowledge, skills and techniques of both computer and design technology in the generation of products/solutions to perform a task or meet a need. In this course students will extend their understanding of and skills in the creation of short movies. They will focus on extending their existing knowledge and skills using video editing applications in order to communicate the theme of their movie. Storyboards are part of the theory component of the course and significant documentation to support the design cycle is required.

Assessment
Students will undertake a range of tasks that will be assessed against the Technology Criteria:
Criterion A – Investigate (6)
Criterion B – Design (6)
Criterion C – Plan (6)
Criterion D – Create (6)
Criterion E – Evaluate (6)
Criterion F – Attitude to technology (6)

Pathways
General skills are useful across the curriculum. Movie Making skills can be applied in the presentation of assignments in other subjects. Technological skills gained in this course will provide a background for Technology in Years 11 and 12.
MYP Personal Project

What is it?

The Personal Project is the culmination of the student’s experience with the MYP. It is a significant body of work produced over three terms (2013-2014) and is a reflection of the student’s own initiative. The students began working on the Personal Project in Term 3, 2013 and will complete it by the end of Term 1, 2014 in time for the exhibition in Term 2, 2014. This project holds a very important place in the MYP and should reflect the student’s experience of the programme. It provides an excellent opportunity for students to produce a truly creative piece of work of their own choice and to demonstrate the skills they have developed through Approaches to Learning.

The Personal Project gives students the opportunity to share with others something that is of interest to them as individuals, as well as sharing some of what they have learned as a result of being in the Middle Years Program.

New Year 10 students to the College in 2014, will not undertake the Personal Project unless they participated in an IB MYP school prior to attending Loreto and they wish to complete a project they have already begun.

What does it involve?

The Personal Project is an Inquiry Cycle learning experience and may take many forms. The finished project allows the student to investigate and focus on a topic they would like to learn more about. This is closely connected to at least one Area of Interaction of the MYP. Whilst the students are using the Inquiry Cycle, they will maintain a Process Journal for reflection, conduct research, achieve the goals they have identified, create a Product and complete a Written Report.

Most of the work involved in the Personal Project will be done outside class time. However, the school will ensure that each student receives direct supervision from a qualified person in the school, who can provide appropriate guidance and confirm the authenticity of the work submitted.

How is it assessed?

The student’s process journal, outcome and project report are assessed using the following criteria which has been established by the IB for the Personal Project in the MYP.

Criterion A: Use the process journal
Criterion B: Define the goal
Criterion C: Select sources
Criterion D: Apply information
Criterion E: Achieve the goal
Criterion F: Reflect on learning
Criterion G: Report the project

The criteria descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.
Music

Contact Teacher: Mrs C Martin

Students must currently be undertaking tuition on an instrument or voice to study this subject. It would be beneficial for students to participate in an extra-curricular vocal or instrumental ensemble. Satisfactory completion of a full year of Year 9 Music is a pre-requisite. New students should consult the contact teacher to discuss appropriate background knowledge for the course.

What will I learn?

The Year 10 Music Course includes the following Learning Activities:

- Developing Theory and Aural skills (integrated into a study of theory at AMEB grade 2-3 level)
- Composing / Arranging (music technology)
- Language and context of music: Listening and analysis, score reading history.
- Performance: Solo/Ensemble—Instrumental/Vocal

How will I be assessed?

Assessment tasks include solo and ensemble performance and participation in group activities, written assignments and theory tests, research and composition projects, aural tests.

Arts (Music) MYP Level 5

The four criteria by which you will be assessed are as follows:

Criterion A: Knowledge and understanding
Criterion B: Application
Criterion C: Evaluation and Reflection
Criterion D: Attitude and personal engagement

Pathways

To undertake Stage 1 Music students need to have satisfactorily completed a full year of Music at Year 10 and have studied an instrument for a minimum of 2 years.
**Personal Learning Plan (PLP - SACE, Stage 1)**

*Contact Teacher: Mrs N Swiderski*

One Semester (10 credit)

**Pre-requisite**

None

**What will I learn?**

The Personal Learning Plan (PLP) is a subject designed to help students make informed decisions about their personal development, education and training. The students work with their mentor teachers, parents and experts to plan their own SACE program, tailored to their learning needs and chosen career pathways. The aim of the PLP is to help students to learn strategies to successfully complete their SACE, and to prepare for future life.

The broad aims of the PLP are:

- To develop in students knowledge that will help them identify future options
- To help students choose appropriate subjects and courses for SACE, both within the school and beyond
- To develop in students the skills to identify goals and plans for improvement
- To help students to develop the skills to monitor and reflect on their own progress, and to adjust plans
- To review students strengths and weaknesses for the development of literacy, numeracy and ICT skills.

This course at Loreto is designed around 4 units; Learning and Self, Careers, Work and Citizenship. These four units are designed to enable students to demonstrate their skills in relation to the five capabilities (Work, Personal Development, Communication, Citizenship, and Learning) that underpin the principles of the new SACE.

Some of the topics to be covered in the 4 units described above include:

- Learning Styles
- NAPLAN data analysis- strengths and weaknesses in literacy and numeracy
- Exploration of Career Pathways and Course Counselling
- Work - applying for jobs, including letters of application, resume, mock interview and work experience
- Community Service

**How will I be assessed?**

This subject is assessed against performance standards. Methods of assessment include research, assignment work, role plays, debates, mock interviews and round table discussions.

**Pathways**

PLP is a compulsory subject for students to achieve their SACE. Students who achieve a C grade standard or above will obtain 10 credits.
Religious Education

Contact Teacher: Mrs N Rodi

Content:
- Being Catholic
- The Holy Spirit
- Call to Holiness and Service
- Wholeness and Healing
- Care for the Earth
- Becoming Fully Human

Assessment:
- Group Presentation
- Film Report
- Reflective Essay
- In-class Discussion

Assessment tasks will be marked according to the Religious Education criteria set for each task.

Other Information:
All students will participate in a one-day Reflection Day as part of their studies.

Pathways:
Year 10 Religious Education leads to Stage 1 Religion Studies.
Science

Contact Teacher: Ms S Cockshell

What will I learn?

The aims of the teaching and study of sciences are to encourage and enable students to:

- Develop inquiring minds and curiosity about science and the natural world
- Acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts
- Develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions
- Communicate scientific ideas, arguments and practical experiences accurately in a variety of ways
- Think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts
- Appreciate the benefits and limitations of science and its application in technological developments
- Understand the international nature of science and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors
- Demonstrate attitudes and develop values of honesty and respect for themselves, others, and their shared environment.

The skills and attitudes listed above will be developed in a variety of contexts including genetics and genetic continuity, the Theory of Evolution, the origin of the Universe, atomic structure and properties, rates of chemical reactions, the carbon cycle and energy conservation.

In addition, some option and extension work may be included at particular stages in the course. Students are encouraged to participate in Science activities beyond the classroom, such as competing in the Oliphant Science Awards and in the Australian Schools Science Competition.

How will I be assessed?

Students will be assessed using the six MYP Sciences criteria:

Criterion A: One World
Criterion B: Communication in Science
Criterion C: Knowledge and understanding of Science
Criterion D: Scientific inquiry
Criterion E: Processing data
Criterion F: Attitudes in Science

Assessment is continuous and carried out using a variety of tasks, - topic tests, research and investigation tasks, practical work, assignments, essays and an end of year examination.

Pathways

Science provides the necessary grounding for Stage 1 Biology, Chemistry, Nutrition, Physics and Psychology.
Vocational Education and Training - VET

Contact teacher: Anne McEvoy

Students considering a VET subject need to select a line of VET, stating their chosen VET course on the subject choice sheet.

An Expression of Interest form needs to be submitted at the course conference for any of the EASC programs.

The East Adelaide Schools’ Cluster (EASC) represents the collaborative partnership and regional provision of Vocational Education and Training (VET) across all schooling sectors in the East of Adelaide. Comprising 18 schools and a range of training partners, the EASC compile courses that compliment student interests, school specialisations, regional and national skill shortage areas and experiences that lead to the development of transferable skills.

For 2014 the EASC continues to offer a broad range of courses across a variety of learning environments for senior students to study.

What is VET?

VET refers to the national vocational qualifications that are endorsed by industry. VET courses deliver industry-endorsed units of competence from nationally endorsed training packages. This training is recognised nationally. VET courses provide students with the opportunity to:

- Personalise their learning pathways;
- Develop and practice business and industry specific skills, often including on the job structured workplace learning;
- Work to attain nationally accredited certification against the Australian Qualifications Training Framework, and;
- Achieve their New South Australian Certificate of Education through diverse and rigorous learning experiences.

When and where will the training occur?

- EASC schools have made the commitment to hold as many programs as possible on a Thursday;
• EASC schools have agreed to avoid the setting tests or exams, starting new work, holding excursions or key practical sessions on the agreed VET days;

• VET courses will be held across a range of settings from schools, purpose built skill centres, TAFE sites, on-the-job or a combination.

How do I get more information?

• More information on each course and its selection process is available from Anne McEvoy, the VET Key Teacher and student course counsellors.

Visit the Loreto web site: www.loreto.sa.edu.au

Visit the SACE Board web site: www.sssabsa.sa.edu.au

Attend the regional information evenings, related industry visits and VET program sessions as publicised through the college.

All VET courses count towards the New South Australian Certificate of Education. (New SACE). All courses are open to Year 11 and 12 students.

EAST ADELAIDE SCHOOLS CLUSTER PROGRAM (EASC)

For further information see the East Adelaide Schools Cluster booklet or follow the links under ‘Learning’…. ‘Vocational Education’ on the college website and speak with the VET Coordinator, Mrs McEvoy

Students are subsidised $50.00 by the College, for each 10 SACE Credits undertaken, to a maximum of $200.00 per year.

ADDITIONAL OFF-LINE VET COURSES

There are many other Registered Training Organisations providing partial certificate 11 and 111 courses to schools. These courses run on various days and evenings of the week.

Courses include:

General Drawing, Visual Arts and Contemporary Crafts, Photo-imaging, Allied Health, Community Health, Community Services, Animal Care, Aged Care, Butchery, Bakery, Food Services, Business Administration, Dance, Dental Assisting, Fashion Retail, Fashion Design, Geosciences, Information Technology, introduction to Nursing, Floristry, Make-up, Media, Screen, Multimedia, Hairdressing and Beauty, Hospitality, Tourism, Performing Arts, Laboratory skills, Massage, Community Pharmacy, Set Design and Construction, Screen Printing, Painting and Signwriting, Photography, Building and Furnishing, Racing, Robotics and Mechatronics, Fitness, Automotive, Retail.

Students and parents need to speak with Mrs McEvoy if they have a specific vocational interest in a course not mentioned here.