BRIGIDINE COLLEGE RANDWICK

Stage 4 Curriculum 2015

Assessment and Reporting
At Brigidine, assessment is an integral part of the total education process. It is of fundamental importance that teachers, parents and the students regularly assess the student’s progress in order to ensure the continued development of the individual. The assessment procedures of Brigidine College are designed to provide accurate information to students and their parents to assist them in setting realistic goals.

Assessment procedures and tasks are designed to maximise student achievement. Assessment tasks, both informal and formal, are designed to assess the degree to which a student has achieved the knowledge and skills outcomes of each subject as outlined in the relevant Board of Studies syllabus. As far as possible, assessment approaches will reflect the different dimensions of a course of study and the fact that students learn in different ways.

Each Key Learning Area (KLA) department uses clearly articulated criteria in measuring student achievement. The methods of assessment are determined by KLA coordinators in consultation with subject teachers. Teachers may use both formal and informal assessment to develop a clear picture of an individual student’s achievement. Students will benefit from having their assessment results and classroom work regularly reviewed by their parents or guardians.

Each student is assessed on an ongoing basis, for the purpose of reporting twice a year. Each student’s progress is reported in Semester One and Semester Two. Each report will provide an indication of effort as well as academic progress. The College encourages students to discuss all their assessed work with their teachers. The purpose of such communication is to help students recognise their strengths as well as those areas of their school work which need further development.

**Homework and Study**

In Stage 4 from one to two hours should be set aside each evening of the week for written work, reading and revising. As well as the set work students are given, they are expected to spend some time each week in study which will include revision and practice of earlier work. Parents who find that their daughter seems to have little homework should not hesitate to contact the College.

**Pastoral Information**
For matters relating to the health, progress or happiness of your daughter you should contact your daughter’s Pastoral Coordinator. For matters relating to progress in a specific subject you should contact the relevant KLA Coordinator.

The transition from primary to secondary school is dealt with through the College’s Peer Support Program. The aim of this program is to develop leadership skills for Year 11 students in order that they may assist and lead Year 7 students in a range of activities. These activities are designed to provide security and friendship and to help Year 7 students to adapt successfully to high school life.

During Term 2, the focus of our Roll Period is the important area of Study Skills. Each Year 7 class completes a detailed study skills unit which covers information on appropriate study setting, research skills, preparing for tests and guidelines in writing an assignment. Students are also shown how to use their year Planner in such a way as to assist them in preparing homework, research and revision.

In Term 3, the main area covered is that of “Friendship Issues and Conflict Resolution”. The focus is giving students strategies to deal with any problems experienced socially, in the wider community or at school.

In Term 4 Study Skills are revisited and time is spent discussing the transition to Year 8. Time is spent throughout the year focussing on the students’ orientation to secondary school and assisting in the preparation of a booklet of questions and answers that will help the incoming Year Sevens. Our Roll Periods are also used to discuss issues, up-coming events and administrative aspects of school life.

In addition, Year meetings are held to cover aspects relating to the Year Group as a whole, to consolidate a community spirit and present awards to the students who have merited them.

Extra Curricula Activities

- Peer Support Programme (for Year 7)
• St Brigid’s Fire
• Debating and Public Speaking
• Duke of Edinburgh Award
• Streamwatch
• Environment Group
• Thoughtful Food
• Representative Sport (played during school hours through the CGSSSA Competition)
• Touch Football

**Extra Curricula Music**

**College Choir**
The College Choir is a voluntary activity and open to any students from Year 7 to 12. Choir practices are held at 8.00am on Tuesday and Wednesday mornings.

**College Orchestra** (Senior and Junior)
The College Orchestra is available to students who are currently learning an orchestral instrument. The Rehearsals are currently held every Friday afternoon from 3.30 until 4.30 p.m. and Junior Orchestra on Friday morning from 8.00am.

**Private Tuition**
Private tuition in a range of woodwind, strings, brass, percussion, piano, singing and musicianship are available. For further information regarding private music lessons, please refer to the Music Coordinator.

**Curriculum**

• Religious Education
Religious Education

The Year 7 and 8 Religious Education Programme has been designed to assist the girls with the transition from primary to secondary school
and to also foster in them a love of Christ and a deepening of commitment and understanding of the Catholic faith. Religious Education at Brigidine College is based on the Religious Education Curriculum for the Archdiocese of Sydney.

The topics included in the programme are:

YEAR 7
- What it Means to be Catholic
- Sacred Scripture
- Ways of Praying
- Stewards of Creation
- Affirming Human Dignity

YEAR 8
- The Teachings of Jesus
- Disciples, Martyrs and Witnesses to the Faith
- Striving for Goodness
- Sacraments of Initiation
- Alive in Christ

Assessment
Assessment in Religious Education in Stage 4 includes knowledge and understanding of content, applying knowledge to contemporary issues, using communication skills effectively and investigating course content using a variety of research methods.

English

English in Years 7 and 8 involves the students in extending their enjoyment and control over a wide range of written, spoken and visual texts. Students are given a variety of experiences, both formal and informal, to challenge their understanding of the way language is used to shape meaning.
Year 7 begin the year with a skills-based unit of work. This helps the girls settle in, as well as ensuring that all girls have the appropriate language skills to begin the year effectively. After this, they will engage in a variety of Units, responding to novels, film and Shakespeare.

One incursion is organised each year. This generally takes the form of Drama Performances in the School Hall. These activities constitute an important part of the Syllabus and are therefore compulsory.

**Assessment**
Each student's achievement is measured during each semester by ongoing assessment based on the English Course Performance Descriptors from the Board of Studies. Students will engage in a variety of tasks in speaking and listening, reading and writing, viewing and representing over a wide range of contexts.

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**Mathematics**

Mathematics is a reasoning and creative activity employing abstraction and generalisation to identify, describe and apply patterns and relationships.

The study of mathematics provides opportunities for students to learn to describe and apply patterns and relationships; reason, predict and solve problems; calculate accurately both mentally and in written form;
estimate and measure; and interpret and communicate information presented in numerical, geometrical, graphical, statistical and algebraic forms.

Assessment
Students are assessed informally through observation of student participation, communication, homework, workbooks, journals, short quizzes, practical exercises and assignments.

Students also assess their own progress by judging whether they have achieved their goals for each unit of work.

Formal assessment is through written and practical tests and assignments. These should maximise the full range of our students' opportunities to succeed.

Science

Science is challenging, creative and absorbing. Science is a method of finding out about our world and understanding our place in it. Science involves being curious, looking for answers, investigating, testing ideas and working co-operatively. Science helps to make us aware that we need to care about our world and the quality of our lives.
In Stage 4 we begin with the student's own experiences and ideas. Then we use a variety of activities and investigations and progressively build up a store of Knowledge and Understanding.

Topic Areas covered are:

- The Physical World
- The Chemical World
- The Living World, and
- Earth and Space

In Stage 4, the emphasis is on the processes of working scientifically, both individually and in teams. The processing skills include:

- Questioning and Predicting
- Planning investigations
- Conduction Investigations
- Processing and Analysing Data and Information
- Problem Solving
- Communicating

Assessment
In Stage 4, students are assessed according to their skills development and their knowledge and understanding. Their achievement in each of these areas is assessed against a set of specific outcomes for each of the topics studied. The degree to which each student achieves these outcomes is measured by a combination of assignments, projects, practical tasks, presentations and class tests. Common tests are also used as an assessment and grading tool. Assessment is ongoing throughout the year.

History
History in Stage 4 is studied in Year 8. In studying various topics students will be introduced to historical skills and concepts that will equip them for the Elective History and mandatory Australian History courses in Stage 5.

Stage 4 Topics:
- Introducing History:
- Ancient Egyptian Society
- The Middle Ages in Europe
- Colonisation and Contact
- The British in Australia 1788–1900 and the Aboriginal Peoples
- The Spanish in the New World and the Aztecs

Assessment
Students will be assessed through research tasks and common exams. Presentations will be both written and oral and classes may also undertake tests.

Geography

Geography in Stage 4 is studied in Year 7. In studying various topics students will be introduced to geographical skills and concepts that will equip them for the Elective Geography and mandatory Australian Geography courses in Stage 5.

Stage 4 Topics:
- Investigating the World - An Introduction to Geography
- World Heritage Sites
- Global Environments
- Global Change: The Changing Nature of the World
- Responses to These Changes
- Global Issues and the Role of Citizenship

Assessment
A variety of research tasks and common exams will be used to assess students. They will also undertake class tests.

Languages Other Than English (LOTE)

At Brigidine College, language learning is a high priority as the ability to move between countries, cultures and languages has increased in recent years due to widespread globalisation, the ease of travel and advances in communications technology. High quality education in languages will enable students to respond positively to the opportunities and challenges of their rapidly changing world.
The study of French and Italian provides opportunities for students to become more accepting of diversity, more respectful of others and even more aware of their place in the international community. Recent studies have also established a strong link between language learning and the improvement of literacy skills.

In Year 8, students are encouraged to develop a general interest in learning languages, extending and refining their knowledge of the language through the skills of listening, reading and responding, through writing and speaking.

At Stage 5 and 6, interested students will be given the opportunity to further develop their knowledge and skills in Language Continuers and Extension courses.

**Assessment**
Students will be assessed across key skill areas of reading, writing, listening and speaking.

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### Technology

Technology and an understanding of design processes enable people to manage, interpret, shape and alter their environment to improve their quality of life. The application of technology has increased dramatically in the modern world and impacts on most aspects of our daily lives. Australia’s future and quality of life will depend on its people becoming innovative, creative, flexible, technologically aware and highly skilled.

Design Projects in Stage 4 will be undertaken in the areas of:
- The Built Environment
- Products
- Information and Communication

Each area of study includes a number of optional design specifications.

The Built Environment may include projects in the areas of:
- Architectural Design
- Interior Design
- Landscape Design
- Structural Design

Products may include projects in the areas of
- Accessories Design
- Fashion Design
- Food Design
- Jewellery Design

Information and Communication may include projects in the area of
- Communication systems
- Information systems
- Promotional and Digital Media Design

Design projects involve the design, production and evaluation of quality solutions that are functional and meet identified needs or opportunities. Computer technology will play a significant role in the year 7 program as a tool for design and creation as well as a management station for all content and design communication.

Assessment
Students’ knowledge and skills are assessed through the completion of design projects, computing tasks, examinations and in-class design tasks.

Visual Arts

Visual Arts at Brigidine is an exciting subject and many discover that they are capable of producing fine artworks. The Stage 4 course is designed to help all students to gain confidence in expressing themselves visually in a variety of media. There are two strands of the course:
- Making Artworks
- Historical and Critical Study of Artworks and Images
Students are introduced to and develop skills in:

- drawing
- painting
- ceramics
- printmaking
- sculpture
- dark room and digital photography

Students are encouraged to find inspiration for artworks in their immediate environment. Basic artistic terminology is introduced and students are encouraged to use this in oral and written forms. Students examine and discuss a variety of artworks to discover how and why artists have created visual images. Artworks from the past and present are discussed with particular emphasis on Australian artists and their works.

**Assessment**

Students' grades are determined according to their achievement in the two strands of the course. Assessment items include art making (those involving several processes), the Visual Arts Process Diary (VAPD), class tests and research assignments.

**Music**

Music plays an essential part in the emotional, physical and intellectual development of the individual. It is an activity in which all pupils participate. The main aim of the Stage 4 Music course is to lead students to an understanding and enjoyment of music through as wide a range of musical activities as is possible in the time available. Pupils will experience:

- Performance (vocal and instrumental)
- Composition
Listening Studies / Aural Studies

This experience will allow students -

- To develop awareness of sound as a raw material - a language of sound.

- To develop understanding of the use of symbols used to notate sounds.

- To encourage pupils to participate in performance as a means of self expression, sharing and co-operation.

- To help students understand how others have worked with sound, and to increase knowledge of the repertoire of music and the cultures of the societies to which it belongs.

The range of activities offered will enable pupils to discover and develop individual musical aptitudes and talents. They will also provide pupils with a significant musical awareness if they elect to study music as part of their further course of study in Years 9 and 10.

Assessment
Each student's assessment is her achievement in performance, listening activities, composition and creative activities. Items may include short class tests, common tests, assignments and individual and group performances.

Drama

All students in Year 7 will have the opportunity to participate in Drama. Year 7 Drama focuses on developing confidence and communication skills. Students create and perform their work in groups, which facilitates the development of their collaborative skills. Drama also encourages students to express themselves, through spoken and written forms including keeping a drama logbook.

The subject explores fundamental performance skills, such as movement, voice, improvisation and characterisation. Students are
encouraged to incorporate technical theatre into their performances, including props and staging.

All students in Drama must complete written requirements, which focus on appreciating and evaluating their own work and the work of others.

Students can elect to study Drama in Years 9 and 10 and it is offered in Year 11 and Year 12 for students completing their HSC.

**Assessment**
Students create and perform drama within a group, but are assessed individually. Logbook work is also assessed.

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**Personal Development / Health / Physical Education (PD/H/PE)**

The Stage 4 Module introduces Physical Education, Health and Personal Development to the students in an enjoyable and interesting way and all ability levels are catered for. A workbook is required as part of the course and students will receive this through the school.

The syllabus includes some of the following units:
YEAR 7 PD/H/PE

Swimming  Softball
Athletics  Netball
Life-Saving  Team Games
Folk Dancing  Fitness Circuit
Changes & Challenges  Food for Thought
Riding the Roller Coaster  Risky Business

YEAR 8 PD/H/PE

Swimming  Cricket
Volleyball  Athletics
Basketball  Aerobics and Fitness
Life-Saving  Fitness Circuit
Touch Football  R.E.S.P.E.C.T
Emergency Care  Drug Wise
Start Well, Stay Well

A sporting levy will be charged each term to cover buses, sporting venue entries and equipment where necessary.

Assessment
Assessment in Stage 4 is carried out through formal examinations, practical assessments and research tasks.