

Year 10

Subject Information Booklet



2017

Mount Gravatt High School

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Year 10 Subject Information Booklet

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A WORD FROM THE PRINCIPAL

There have been a number of reforms to education in Queensland over the years. The most recent change is that in 2018 the Overall Position (OP) system of student ranking for tertiary entrance will be replaced by the Australian Tertiary Assessment Rank (ATAR). The changes are to achieve a closer alignment to a national standard for students wishing to go on to tertiary study after secondary school.

The reforms information provided to us by the QCAA is that the changes will have more to do with the nature of assessment, being a combination of internal and external assessment, and a new ranking system for students wishing to be considered for tertiary entry, the ATAR score.

The key changes to the Senior Assessment System (Years 11 & 12) and the Tertiary Entrance System are:

- *A new syllabus will be written for each of the subjects.*
- *The “Summative” assessment in each subject in Year 12 will involve three school-based assessment items and one common external assessment item.*
- *The “Formative” assessment in each subject in Year 11 will allow the students to prepare for the types of assessments they will experience in Year 12.*
- *The Australian Tertiary Admission Rank (ATAR) will be introduced as the measure used by the Queensland Tertiary Admissions Centre to make offers to students for university entry. The ATAR is a finer-grained rank order 0.00 and 99.95 with increments of 0.05. The ATAR is commonly used in other states and territories.*
- *Further information can be found at the Queensland Curriculum and Assessment Authority (QCAA) website.*

To best prepare our students for Years 11 and 12, Mt Gravatt High School has made changes to the depth and breadth of the curriculum in Year 10, commencing from 2017. We view Year 10 as the first year of Senior Secondary. As such, this “new” first year of Senior Secondary program aims to ensure all students are:

- *fully engaged in learning that articulates to formal learning pathways*
- *receive the necessary preparation to continue senior secondary pathways including vocational pathways*
- *engaged in a greater **depth** of learning as experienced in Years 11 and 12.*

Students will experience a reduced core curriculum time and the opportunity to make more elective choices in preparation for the subjects they believe they are interested in selecting for Years 11 and 12. By providing more learning time in each of their selected subjects, students will be provided with a greater breadth of key learning matter as well as being able to go deeper in their knowledge, understanding and applications of the subject.

We are awaiting details from the QCAA regarding the nature of assessment. These details will inform teachers and Head of Department in developing the assessment for Year 10.

The decision to choose particular subjects in Year 10 is important educationally in that it sets the foundation for the final two years of senior schooling and also points towards possible careers. It is necessary to consider factors in two general areas:

A. the student;

B. the subject.

A. THE STUDENT

Parents and students should consider the following:

- a) **Past Achievement.** Is the student's past record a good indication of future success? Has the student worked to maximum ability? If the results in Junior Secondary have not been satisfactory, it may mean the student has not worked, it may mean the student has not liked particular subjects or it may mean the student may not be capable of higher academic results. The staff at the school will be happy to give advice in this area if needed.*
- b) **Aptitude.** Does the student have special talents in areas such as art, music, technology?*
- c) **Ambition.** What does the student hope to do, to achieve, to become? If there are specific career aspirations it would be worth discussing with the Guidance Officer what subjects would best lead to that career. If there are no specific career goals the best idea is to choose subjects that keep most options open.*
- d) **Interests.** Success in a subject is highly correlated with interest in a subject. A look through the Year 9 subjects that the student did best in often indicates those in which they were most interested.*

B. THE SUBJECT

- There are three 'key' subjects that are compulsory for all students entering Year 10 (i.e. English, Mathematics, Science/Health and Physical Education). These subjects will ensure students will be developing the essential skills needed as a foundation for further studies.*
- At this school, all students also participate in a Year 10 Year Level Meeting which will focus on career education and planning for the future.*
- Three electives remain to be chosen.*
- The information in this booklet will give students and parents a clear idea of content and requirements in each subject available. Where a student has difficulty in deciding between two subjects, and the factors in "A" have been considered, then a detailed look at the assessment and requirements of each subject may sway the decision one way or another. It is important that all the relevant subject descriptions be read thoroughly by both parents and students before any subject choice is made.*

I wish students an enjoyable and valuable experience in Year 10.

RICHARD USHER
PRINCIPAL

YEAR 10 SUBJECTS

All Year 10 students study six (6) subjects as well as Year Level Meeting and Wednesday afternoon sport. Of the six subjects chosen, three subjects are compulsory and three subjects are elective.

The three compulsory subjects are:

1. English **or** Introduction to Essential English
2. Introduction to Mathematics – Essential **or** General **or** Methods
3. Science (Two terms) **and** Health and Physical Education (Two terms)

The elective subjects available to choose from are:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Business • Dance • Drama • Engineering and Construction Skills • Fitness and Recreation • Furniture Skills • Graphics • Home Economics • HPE Extension | <ul style="list-style-type: none"> • Humanities 1 • Humanities 2 • Information Technology Systems • Japanese • Media • Music • Physics/Specialist Mathematics • Science Extension • Visual Art |
|--|---|

	Language & Communication	Science, Technology, Engineering & Maths (STEM)	Creative Arts & Industries	Healthy Lives	Social Science & Enterprise
Business					
Dance			✓	✓	
Drama			✓		
Engineering and Construction Skills		✓	✓		
English or Introduction to Essential English	✓				
Fitness and Recreation				✓	
Furniture Skills		✓	✓		
Graphics		✓	✓		
Health and Physical Education				✓	
HPE Extension				✓	
Home Economics				✓	
Humanities 1					✓
Humanities 2		✓			✓
Information Technology Systems		✓			
Japanese	✓				
Introduction to Mathematics – Essential or General or Methods		✓			
Media	✓				
Music			✓		
Physics/Specialist Mathematics		✓			
Science		✓			
Science Extension		✓			
Visual Art			✓		

BUSINESS

COURSE OVERVIEW

Business is about helping young people make things happen, encouraging creativity and finding opportunities for themselves. The units introduce students to fundamental business concepts, such as Accounting and Economics, along with what it means to be an entrepreneur. The course will enable students to organise, manage, market and be productive in Business, as well as emphasise the importance of communicating effectively with a business environment using a range of business technologies.

Students will be exposed to areas of study which lead to studies in the senior subjects of Accounting, Business Cert II and Business Communication and Technologies.

COURSE OUTLINE

The options studied in Year 10 may include:

- The basics of Accounting, with the focus on Reconciliation of Accounts, Interpreting financial reports, charting, writing reports
- Global citizenship, International Business
- Business Ventures – students plan and manage their own business venture, taking responsibility for all the essential business processes and management roles (production, sales, marketing, finance, human resources, etc.)

ASSESSMENT

Students will be assessed in a variety of ways. Assessment may take the form of:

- Exams
- Oral Presentations
- A Business Plan completed as part of a group submitted in the form of a business document and/or presented orally as a business pitch
- Practical based assessment

REQUIREMENTS

- 2 x 128 page A4 exercise books
- USB
- pencil case containing pens, 2B pencils, ruler, eraser, glue, scissors, colouring pencils and a sharpener

DANCE

WHY STUDY DANCE?

Dance is a human activity of ancient tradition and an evolving form of expression. Different cultures throughout history have refined and manipulated movement to communicate meaning through the symbol systems of dance. As an aesthetic means of ordering movement into an expressive code, dance involves structuring gesture and motion to capture and convey ideas, images and feelings, and use the human body as the instrument of communication. In this syllabus, the major focus is on dance as art while also promoting an understanding of the social and ritual functions.

PREREQUISITES

An understanding that it is a practical based subject and therefore students must enter the subject with a willingness to perform and communicate with, and in front of others.

COURSE CONTENT

The study of Dance is enriched by experiences in Choreography, Performance and Appreciation. Through the creative process of *Choreography*, students learn how patterns of movement are combined and structured in space with dynamics to create meaning, to express personal or social ideas and to tell stories. The skills of communication, improvisation, personal problem-solving, group decision-making, and planning and organising are fostered in this process.

In *Performance*, unique technical and expressive demands of dance are developed. Students develop their personal expressive power to convey meaning through dance to an audience. They are rewarded by a sense of achievement and satisfaction through the physical expression of a creative idea. Students can build self-confidence and physical capabilities through experiencing a variety of dance techniques.

Appreciation of dance involves understanding how and why dance is made, the techniques used in its design and the stylistic elements that place it in a particular context. The student learns to value their own and others' aesthetic responses to dance.

ASSESSMENT

Assessment techniques may include the following:

Choreography: the creation of danceworks, section or movement sequences (devised individually and in pairs or groups) which may be a combination of improvised and prepared material, or adapted from an existing dancework.

Performance: the performance of danceworks, sections or movement sequences (individually and in pairs or groups) which may be an adapted repertoire, a technique class or a teacher or student-choreographed sequence.

Appreciation: written and oral tasks such as critiques and reviews of live and video performances, research assignments and written responses.

REQUIREMENTS

- Dance apparel – black tights and black singlet for girls. Black shorts and black singlet or t-shirt for boys.
- Students are expected to rehearse both in and out of lesson time and to provide any extra basic costumes and props that are not available through the department.
- At times, students may be required to attend performances and workshops at an extra cost.
- Class work will be performed at school events e.g. Parade, Dance Night, etc.

DRAMA

WHY STUDY DRAMA?

Drama is one of the oldest art forms known. It is the making and communicating of meaning involving performers and audiences, engaging people in a suspension of disbelief in order for them to enter a fictional world. Drama provides a medium for exploration, social criticism, celebrations and entertainment and is explored through the dimensions of *forming*, *presenting* and *responding*.

Students who study Drama are actively participating in an experimental mode of learning that blends intellectual and emotional experience. Drama offers students a unique means of enquiry that contributes to the knowing and understanding of themselves and the world.

PREREQUISITES

An understanding that it is a practical based subject and therefore students must enter the subject with a willingness to perform and communicate with and in front of others.

COURSE OUTLINE

This course is designed to:

- (a) provide opportunities to assist each student to achieve his/her unique potential through drama;
- (b) develop learners' knowledge and understanding of drama and the skills necessary to manage the dramatic form;
- (c) foster confidence and self-discipline in social interaction;
- (d) develop skills in interpersonal relationships and teamwork.

Current units of study in the Drama course include the elements of drama, characterisation, process drama, physical theatre, documentary drama, collage drama, theatre direction, design, filmic languages, scripted drama and playwrighting.

ASSESSMENT

Students will complete practical and written assessment in the areas of **Forming** (e.g. creating drama role-plays and improvisations); **Presenting** (e.g. polished student-devised or scripted drama); and **Responding** (e.g. written reflections, analysis and reviews of performances).

Assessment will include work in small groups, pairs and individually.

REQUIREMENTS

- 1 x scrapbook
- A manila wallet/folder
- Students are expected to rehearse both in and out of lesson time and to provide any extra basic costumes and props
- At times, students may be required to attend outside performances and an extra cost will apply
- Additional out-of-hours rehearsals may occur in preparation for performance evenings

ENGINEERING AND CONSTRUCTION SKILLS

COURSE OUTLINE

The Engineering and Construction Skills course is designed to develop in students, an appreciation and positive attitude towards some of the many construction methods used in the Building and Engineering industries. These courses provide students with an insight into the experiences and materials they may encounter in Industry. Participants are required to consider the impact that construction methods and materials have on the environment. The course is designed to offer pathways for students who have completed Year 8 and 9 CDT and IDT, as well as any person interested in the Engineering and Construction industries. Students who are not looking at a 'Trade' option however, may wish to participate in this course for the purpose of improving their practical skills to use later in life.

Year 10 Engineering and Construction Skills				
Practical Units	Term 1	Term 2	Term 3	Term 4
	Versatile Dolly/Cart	Aluminium Pencil	Cut Down Two Stroke Engine	Park Bench
Theory Units	Integrated PowerPoint	Integrated PowerPoint	Integrated PowerPoint	Integrated PowerPoint

PREREQUISITES

Students must be prepared to participate in all areas of the course – both practical and theoretical elements. Whilst it is preferable to have engaged in IDT or CDT in Years 8 and 9, it is not compulsory. A positive and determined attitude is the best prerequisite.

ASSESSMENT

Assessment in Engineering and Construction Skills will consist firstly of the completion of the practical construction of a selected item. Then, secondly, the completion of the accompanying theoretical unit of work for each term.

REQUIREMENTS

- Each student will be required to wear their personal protective equipment (PPE). This can be purchased from the uniform shop. PPE consists of safety glasses and an apron. This is compulsory.
- A4 note book and a HB pencil with eraser.
- Students may from time to time be required to source specific materials which enhance their work. This is developed through the guidance of the classroom teacher.

ENGLISH

COURSE OUTLINE

The subject, *English*, focuses on the study of literature, media and proficiency in language and communication. Students learn how language use varies according to context, purpose and audience, content, and modes and mediums. Students will analyse, evaluate and compose texts in a variety of genres – imaginative, persuasive and analytical. They will present spoken tasks to a public audience for specific purposes. Literacy skills including: the correct use of grammar, punctuation and spelling; connectives; and variety and sophistication in vocabulary choices are a priority.

The aim is for students to:

- expand capabilities in reading, writing, listening and speaking including accuracy, fluency and reflection;
- use effective communication skills for a range of purposes and audiences;
- lay foundations for employment, citizenship and intercultural understanding in a changing world;
- become critical and creative thinkers;
- enjoy a range of recreational activities including literature, drama and media.

PREREQUISITES

C/C+ level of achievement in Year 9 mainstream English

ASSESSMENT

Students are assessed in criteria based tasks which include written tests, assignments and spoken/multi-modal tasks. Increasing student independence is expected in relation to drafting and teacher feedback. Task conditions will include an extended written response under test conditions.

REQUIREMENTS

- 2 x 64 page A4 exercise books
- USB
- Pencil case containing standard equipment
- Dictionary and thesaurus

FITNESS AND RECREATION

COURSE OUTLINE

Fitness and Recreation includes both physical and academic aspects of the recreation and fitness industries. It is designed to meet the needs of students who have previously displayed potential in physical and theoretical performance in Year 8 - 9 HPE. Students will experience *specific* units aimed at developing the student's knowledge of the human body in different exercise contexts and the role of recreational pursuits in maintaining an active lifestyle. The subject will serve to further develop each student's learning potential with a view to preparation for Senior Recreation and Certificate III in Fitness subjects and a possible career as a Group Fitness Instructor, Personal Trainer, Coach and Physical Education teacher.

The physical activity aspect of the subject covers both gym based training sessions and programs as well as recreational individual and team activities. The theoretical aspect of the subject introduces students to topics relevant to the fitness and recreation industries. The program differs from the Year 10 core HPE program through its *range* of physical activities and core subject matter specifically related to the senior phases of aforementioned subjects.

The course overview for 2017 is as follows:

Course Overview				
	Unit 1	Unit 2	Unit 3	Unit 4
Theory	Exercise Physiology - 1	Tournaments	Exercise Physiology - 2	The Recreation Industry
Physical	Group Fitness	Table Tennis	Individual Fitness Programs	Archery

PREREQUISITES

Students must be prepared to participate in all areas of the course - both physical and theoretical elements.

ASSESSMENT

Assessment occurs in both the theory and physical areas. Each unit of work will comprise of a practical and theoretical component. These components are of equal value. There will be one piece of theoretical assessment per term. Assessment instruments include written assignments, oral/multimodal presentations, and written exams.

REQUIREMENTS

- Fitness & Recreation has a theory component and students will require a notebook, writing equipment and a laptop. Homework and assignments will be set and it is advisable for students to have access to a USB.
- Each student will be required to wear the correct P.E. uniform to practical lessons. This uniform is outlined in the school uniform guide and includes the ***school cap or bucket hat***.
- Students who are injured/sick or out of uniform **must** provide a note from home explaining the circumstances.
- Fees for outside venues may be incurred.

FURNITURE SKILLS

COURSE OUTLINE

The Furniture Skills course is designed to develop in students, an appreciation and positive attitude towards some of the many construction methods used to build and finish furniture. It encourages students to consider the type of material and finish that may suit a particular décor. Participants are required to consider the impact the construction methods and material may have on the environment. The course is designed to offer pathways for students who have completed Years 8 and 9 CDT and IDT, as well as any person interested in furniture construction and interior design. Students are not looking for an interest in the 'Trade' aspect of the course, may wish to participate for the sole purpose of improving their practical skills to use later in life.

Year 10 Furniture Skills				
Practical Units	Term 1	Term 2	Term 3	Term 4
	Rotating serving tray	Wine Holder	Crafty storage hub	Folding outdoor table
Theory Units	Integrated PowerPoint	Integrated PowerPoint	Integrated PowerPoint	Integrated PowerPoint

PREREQUISITES

Students must be prepared to participate in all areas of the course – both practical and theoretical elements. While it is preferable to have engaged in IDT or CDT in Years 8 and 9, it is not compulsory. A positive and determined attitude is the best prerequisite.

ASSESSMENT

Assessment in Furniture Skills will consist firstly of the completion of the practical construction of a selected item. Then, secondly, the completion of the accompanying theoretical unit of work for each term.

REQUIREMENTS

- Each student will be required to wear their personal protective equipment (PPE) which can be purchased from the uniform shop. PPE consists of safety glasses and an apron.
- A4 note book and a HB pencil with eraser.
- Students may from time to time be required to source materials to advance their work through the guidance of the teacher.

GRAPHICS

COURSE OUTLINE

The Graphics course is designed to develop in students an appreciation and positive attitude towards the design process. It also encompasses an appreciation of some of the many areas in which the design process is used to solve a design problem. Students use a variety of presentational technologies. These include annotated hand drawings, computer graphics programs, model construction, laser cutting and 3D Printing. Participants are required to consider the impact that their design solutions have on the environment. The course is designed to offer pathways for students who have completed Year 8 and 9 Graphics or those who have an interest in solving design problems. This course is of benefit to students wishing to pursue careers or interests in architecture, industrial or graphic design.

Year 10 Graphics				
Design Folios	Term 1	Term 2	Term 3	Term 4
	Hand sketching techniques	Model building; Shipping container home (Laser Cutting)	Business Graphics; Game design (Laser Cutting)	Design folio based on Lego human character
	Shipping container living	Living off grid	Marketing - Instructional drawings	3D printing of a prototype of your character

PREREQUISITES

Students must be prepared to participate in all areas of the course - this includes hand drawing and design, computer graphics and related technologies, which include laser cutting and 3D printing. Whilst it is preferable to have engaged in Graphics in Years 8 and 9, it is not compulsory. A positive and determined attitude is the best prerequisite.

ASSESSMENT

Assessment in Graphics will consist of the completion of the designated Design Folios each term. This requires the student to use the relevant subject technologies.

REQUIREMENTS

- A4 note book and a HB pencil with eraser and ruler.
- School laptop device for home work.

HEALTH AND PHYSICAL EDUCATION

COURSE OUTLINE

Health and Physical Education is a core subject for Year 10.

The **Health and Physical Education Program (HPE)** is designed to develop a positive attitude to one's health, fitness and a lifelong enjoyment of sport. It exposes students to a variety of popular 'Physical Activities' enjoyed in the wider community. The accompanying theory units of work address *broad* 'Health' and 'Personal Development' issues.

Course Overview		
Theory	Unit 1 Looking after myself & others (First aid & CPR)	Unit 2 Excellence in health
Physical	Ultimate Disc & Gridiron (flag football)	

PREREQUISITES

Students must be prepared to participate in all areas of the course - both physical and theoretical elements. Students are also expected to demonstrate skills learned in class by participating in intra-school activities as a member of a House.

ASSESSMENT

Assessment in Health and Physical Education will consist of class exams, written assignments and oral/multimodal presentations. In practical areas students are assessed within authentic performance contexts.

REQUIREMENTS

- Health and Physical Education has a theory component and students will require a notebook writing equipment and laptop. Homework and assignments will be set and it is advisable for students to have access to a USB.
- Each student will be required to wear the correct P.E. uniform to practical lessons. This uniform is outlined in the school uniform guide and includes the **school cap** or **bucket hat**.
- Students who are injured/sick or out of uniform **must** provide a note from home explaining the circumstances.

HEALTH AND PHYSICAL EDUCATION

(Extension)

COURSE OUTLINE

Health and Physical Education (Extension) is a physically and academically challenging subject. It is designed to meet the needs of students who have previously displayed potential in physical and theoretical performance in Year 8 - 9 HPE and/or 9HPF. Students will experience *specific* units aimed at developing improved individual performance and achievement. The subject will serve to further develop each student's learning potential with a view to preparation for Senior Physical Education & Health Education subjects and a possible career in the Health / Medical Science, Sports Science and Physical Education teaching.

The Physical Education aspect of the subject emphasizes the integration of both physical and theoretical units enabling student's learning to take place *in, about* and *through* physical activities. The Health Education aspect of the subject introduces students to contextualized health topics and associated health models and frameworks for understanding health promotion. The program differs from the Year 10 core HPE program through its *specialised* physical activities and core subject matter specifically related to the senior phases of these subjects.

The course overview for 2017 is as follows:

Course Overview				
	Unit 1	Unit 2	Unit 3	Unit 4
Theory	"Let me hear you Roar!" (Access & equity in sport)	"It's time to grow up." (Resilience)	"Get your head in the game." (Sport Psychology)	"Headspace" Mental Health
Physical	Soccer	Athletics	Netball	Badminton

PREREQUISITES

Students must be prepared to participate in all areas of the course - both physical and theoretical elements.

ASSESSMENT

Assessment occurs in both the theory and physical areas. Each unit of work will comprise of a practical and theoretical component. These components are of equal value. There will be one piece of theoretical assessment per term. Assessment instruments include written assignments, oral/multimodal presentations, and written exams.

REQUIREMENTS

- HPE Extension has a theory component and students will require a notebook, writing equipment and a laptop. Homework and assignments will be set and it is advisable for students to have access to a USB.
- Each student will be required to wear the correct P.E. uniform to practical lessons. This uniform is outlined in the school uniform guide and includes the **school cap** or **bucket hat**.
- Students who are injured / sick or out of uniform **must** provide a note from home explaining the circumstances.
- Fees for outside venues may be incurred.

HOME ECONOMICS

COURSE OUTLINE

Home Economics combines aspects of both Senior Hospitality Practices and Certificate III Early Childhood Education and Care. The aim of the Early Childhood component of the course is to investigate the critical development that occurs in the period from infancy through to early childhood. The Hospitality component of the course focuses on preparing and presenting food in different contexts.

The focus of this course is both theoretical and practical which enables the students to develop the skills necessary to cope with the senior aspects of each course. In the Early Childhood component the students will be involved in activities that enhance the formative years of a child's life. Students will explore the importance of health and hygiene in young children and also be involved in field placement at the local prep and primary school. The Hospitality component will allow students to experience the world of food preparation and presentation in different contexts. The components of this course are both practical and theoretical and the students will be required to participate in weekly take home cookery. Students will be responsible for bringing their own ingredients to school.

Year 10 Home Economics			
Unit 1 Early Childhood	Unit 2 Hospitality	Unit 3 Hospitality	Unit 4 Early Childhood
The importance of health & hygiene Food allergies & intolerances Practical Healthy treats for young people Lunchbox meals Teaching health lesson Cooking with kids	Theory and Practical Cooking with herbs Making sauces Poultry cookery Seafood cookery Plating main meals Dessert cookery Egg cookery Ice Desserts	Preparing and presenting food Appetizers Practical Cold finger foods Hot finger foods High tea menu planning, organisation and presentation	Report writing – development of children Practical Field placement

PREREQUISITES

Nil

ASSESSMENT

Assessment will be continuous over the semester with both theoretical and practical components of the course being assessed using a variety of test instruments, including short answer/objective tests, research assignments, practical tasks and field placement.

REQUIREMENTS

COOKERY

- 2 tea towels
 - Carry home container
 - Own cookery ingredients depending upon weekly requirements
 - Slice trays, basic cake tins
-
- Ring binder
 - Blue/red pens/coloured pencils/ highlighter/coloured pencils
 - Ruler
 - Paper scissors
 - Glue stick

Practical requirements will be given out per term.

HUMANITIES 1

COURSE OVERVIEW

Humanities 1 is focused on the disciplines of **Modern** and **Ancient History**. The students will study units in a rotational format based on terms.

Why study Ancient/Modern History? History is particularly useful and powerful, in that it is by studying the past we are able to understand the present so that we may affect our future. The interaction with evidence, in the process of gaining understanding, also challenges students to develop more effective and well-substantiated arguments, and to question and defend their opinions and values.

The distant nature of historical evidence provides added meaning and challenge, whilst highlighting the continuity and change of human existence. The topics studied lead students through a number of issues related to time, continuity and change, culture and identity, peace, war, unrest, social justice and democratic processes.

COURSE OUTLINE

The options studied in Year 10 may include:

- Investigating Archaeology
- Studies of Civilisation
- The Crusades
- Studies of Power
- Studies of Political Centrism
- Studies of Conflict
- A Personality in History

ASSESSMENT

Students will be assessed in a variety of ways. Assessment may take the form of:

- Research inquiries
- Case studies
- Oral presentations
- Written tasks
- Exam

REQUIREMENTS

- 2 x 128 page A4 exercise books
- USB
- pencil case containing pens, 2B pencils, ruler, eraser, glue, scissors, colouring pencils and a sharpener

HUMANITIES 2

COURSE OVERVIEW

Humanities 2 is focused on the disciplines of **Legal Studies, Economics, Geography** and **Tourism**. The students will study units in a rotational format. Students will be exposed to areas of study which lead to studies in the senior subjects of Legal Studies, Economics, Geography and Tourism.

Legal Studies component of the course introduces students to the broad principles of the Australian legal system including a study of the operation of our government. It also gives students an introduction to the different categories of laws which are of direct relevance to young people such as the role of the police, types of criminal offences and sentencing options for convicted criminals. Students are also asked to consider their rights and responsibilities as citizens through an investigation of the court system and the process of law reform.

Economics component of the course introduces the general nature of the subject and looks at such issues as the economic problem, the price mechanism and how the Australian economy works.

Geography component of the course is concerned with the interaction between people and the natural and built environment. The skills, content, cognitive processes, and values that Geography promotes help students better understand the social, economic, environmental and political dimensions of their world. A key focus of Geography is to investigate local, national, regional and global issues, to explore their causes, impacts and potential management, in order to ensure long term sustainability of both natural and urban environments. Students will have the opportunity to complete fieldwork to better explore local issues and evaluate strategies which could be used to manage these issues.

Tourism component of the course introduces the nature of tourism. Although a global/international view of tourism is taken, the focus is aimed at a local level of tourism. Students will investigate a number of aspects of the tourism industry in their studies. Fieldwork may be a component of the course.

COURSE OUTLINE

The options studied in Year 10 may include:

- Juvenile justice
- The court system
- Personal economics
- Supply and demand
- The concept of choice
- Management of catchments
- The nature of tourism

ASSESSMENT

Students will be assessed in a variety of ways. Assessment may take the form of:

- Short response exam
- Case studies
- Oral presentations
- Research tasks
- Field reports

REQUIREMENTS

- 2 x 128 page A4 exercise books
- USB
- Pencil case containing pens, 2B pencils, ruler, eraser, glue, scissors, colouring pencils and a sharpener

INFORMATION TECHNOLOGY SYSTEMS

COURSE OUTLINE

Information Technology Systems (ITS) is a subject designed to give students an opportunity to use computer technology in practical, engaging and, most of all, enjoyable ways. ITS units are focused on providing students with tangible products that they can design and develop. Students will use the Design Develop and Evaluate (DDE) cycle to help understand the process taken when creating products for end users.

In Digital Technologies we focus on using Industry Standard software (such as the Adobe Creative Suite and Unity Game Design) to create products of increasing complexity. In Year 10 the main focus is on preparing you for senior IT subjects. We also introduce students to the world of programming in topics such as Game design and Smart Phone Applications as well as Vocational Education and Training (VET).

Units covered include the following:

- Web Development (Adobe Dreamweaver, Adobe Flash)
- Game Design (Unity)
- Smart Phone Applications (AppShed)
- Certificate 1 in Digital Media and Technology

PREREQUISITES

Students entering Information Technology Systems will be given every chance to perform at his or her best in the use of the various packages. No prior knowledge is needed but it could be advantageous.

ASSESSMENT

Assessment will be largely practical projects that are completed during class time and focus on the particular computer software program being studied for that unit.

REQUIREMENTS

A positive attitude centred on engaging in all tasks presented, focussing on meeting and overcoming all challenges. All students should have a USB for backup purposes.

INTRODUCTION TO ESSENTIAL ENGLISH

COURSE OUTLINE

Essential English develops and refines students' language, literature and literacy skills. This will enable them to interact confidently and effectively with others in everyday, social and community contexts. The focus is to assist students to improve their literacy skills, to gain confidence in the effective use of language in its many forms, and to prepare them for effective participation in the workplace and in fundamental life roles.

This course is recommended for students who may struggle with the demands and challenges of Authority English, and whose future pathway is TAFE, apprenticeships, traineeships, post-secondary studies and the work force. Differences between Essential English and English lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

PREREQUISITES

Nil

ASSESSMENT

Students are assessed in criteria based tasks which include written tests, assignments and spoken/multi-modal tasks. Where possible, a practical context will be the focus. Tasks are clearly scaffolded and modelled by teachers. Assessment will be continuous throughout each semester.

REQUIREMENTS

- 2 x 64 page A4 exercise books
- USB
- Pencil case with standard equipment
- Dictionary

MATHEMATICS

INTRODUCTION

In Years 11 and 12 students are able to choose a Mathematics course which is aligned with their future pathway and interests. The mathematics choices available are:

- Mathematics Essential (similar to the current Prevocational Mathematics)
- Mathematics General (similar to the current Mathematics A)
- Mathematics Methods (similar to the current Mathematics B)
- Mathematics Specialist (similar to the current Mathematics C)

Students **must** choose one of the first three subjects.

Students who study **Mathematics Methods** may elect to study Mathematics Specialist as one of their elective subjects.

In Year 10, students are able to choose to study an introductory course for each of these subjects. Each of these courses will continue to cover the P-10 Australian Curriculum but the emphasis, on each of the topics in the curriculum, has been modified to prepare students for the respective course in Years 11 and 12. For example, the Introduction to Mathematics Methods contains a greater emphasis on algebraic skills. Students will also be exposed to the variety of skills necessary to successfully complete assessment for each of the subjects.

The goal is to better prepare students for their senior studies and also to assist students in making appropriate subject choices for Years 11 and 12.

While these subjects will not be set down as prerequisites for subject selection for Years 11 and 12, it would be extremely difficult for a student who studied Mathematics Essential or Mathematics General to successfully complete Mathematics Methods or Mathematics Specialist in Years 11 and 12 as they will not have the prerequisite knowledge.

Students entering Year 10 must select a mathematics subject from the following list:

- Introduction to Mathematics Essential
- Introduction to Mathematics General
- Introduction to Mathematics Methods

An outline of each of these subjects is given on the next few pages.

INTRODUCTION TO MATHEMATICS - ESSENTIAL

RATIONALE

Mathematics Essential is designed for students with a wide range of needs and aspirations. It provides students with access to authentic trade, industry and business environments and community connections. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups. The benefit of Mathematics Essential goes beyond traditional ideas of numeracy, requiring greater emphasis on estimation, problem solving and reasoning, with the aim of developing thinking citizens who interpret the world mathematically, and use mathematics to make informed predictions and decisions about personal and financial priorities. The major themes of Mathematics Essential are every day, life-related and practical applications of number, geometry, measurement, financial mathematics, probability and statistics.

COURSE OUTLINE

The **Introduction to Mathematics - Essential** course is based on the P-10 Australian curriculum and will cover the three strands, Statistics and probability, Measurement and geometry and Number and algebra to ensure students have the foundation skills for the Mathematics Essential course in Years 11 and 12.

PREREQUISITES

Nil

ASSESSMENT

The summative assessment for this course will mirror the form and frequency of the summative assessment requirements in Years 11 and 12.

The assessment will include written tests and assignments. The assessment will require students to:

- recall and use facts, rules, procedures definitions
- apply mathematical concepts and techniques to solve problems
- explain mathematical reasoning to justify procedures and decisions
- evaluate the reasonableness of solutions
- communicate effectively using mathematical, statistical and everyday language and convention
- make decisions about choice of technology and use the technology to solve problems.

REQUIREMENTS

- 1 x 256 page A4 exercise book, ruler, pens/pencils, protractor, compass and a calculator.
- The minimum requirement for this course is a scientific calculator (e.g. Sharp EL-531WHB or Casio fx-CG20AU) which can be purchased from the school uniform shop.

INTRODUCTION TO MATHEMATICS - GENERAL

RATIONALE

Mathematics General is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require knowledge of calculus, including trades, and further educational training or university courses in the areas such as economics, psychology, business and the arts. The major themes of Mathematical General are life-related and practical applications of number and algebra, geometry and measurement, and probability and statistics, building on the content of the P-10 Australian curriculum.

COURSE OUTLINE

The **Introduction to Mathematics - General** course is based on the P-10 Australian curriculum and will cover the three strands, Statistics and probability, Measurement and geometry and Number and algebra to ensure students have the foundation skills for the Mathematics General course in Years 11 and 12.

PREREQUISITES

Nil

ASSESSMENT

The summative assessment for this course will mirror the form and frequency of the summative assessment requirements in Years 11 and 12. Problem solving will be a significant part of this assessment.

The assessment will include written tests and assignments. Assignments will require students to demonstrate their skills in mathematical modelling and report writing. The assessment will require students to:

- recall and use facts, rules, procedures definitions
- apply mathematical concepts and techniques to solve problems
- carry out investigations and analyse the results
- construct mathematical models in a range of situations
- explain mathematical reasoning to justify procedures and decisions
- evaluate the reasonableness of solutions
- communicate effectively using mathematical, statistical and everyday language and conventions
- make decisions about choice of technology and use the technology to solve problems.

REQUIREMENTS

- 1 x 256 page A4 exercise book, ruler, pens/pencils, protractor, compass and a calculator.
- The minimum requirement for this course is a scientific calculator (e.g. Sharp EL-531WHB or Casio fx-CG20AU) which can be purchased from the school uniform shop.

INTRODUCTION TO MATHEMATICS - METHODS

RATIONALE

Mathematics Methods is designed for students whose future pathways may involve the application of mathematics and statistics in a range of disciplines at the **tertiary level** including natural and physical sciences (especially physics and chemistry), mathematics and science education and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communication and mining), and computer science (including electronics and software design). The major themes of Mathematics Methods are life-related and abstract applications of calculus and statistics.

COURSE OUTLINE

The **Introduction to Mathematics – Methods** course is based on the P-10 Australian curriculum and will cover the three strands, Statistics and probability, Measurement and geometry and Number and algebra but will have a greater emphasis on algebra, functions and their graphs and probability to ensure students have the foundation skills for Mathematics – Methods course in Years 11 and 12.

PREREQUISITES

Nil

(Note: Students will find this subject extremely difficult if they have not achieved a high sound or better in Year 9 Mathematics.)

ASSESSMENT

The summative assessment for this course will mirror the form and frequency of the summative assessment requirements in Years 11 and 12. Problem solving will be a significant part of this assessment.

The assessment will include written tests and assignments. Assignments will require students to demonstrate their skills in mathematical modelling and report writing. The assessment will require students to:

- recall and use facts, rules, procedures definitions
- apply mathematical concepts and techniques to solve problems
- carry out investigations and analyse the results
- construct mathematical models in a range of situations
- explain mathematical reasoning to justify procedures and decisions
- evaluate the reasonableness of solutions by assessing strengths, implications and limitations of solutions and/ or models, considering if alternative models or refinements are required
- communicate effectively using mathematical, statistical and everyday language and conventions
- make decisions about choice of technology and use the technology to solve problems.

REQUIREMENTS

- 1 x 256 page A4 exercise book, ruler, pens/pencils, protractor, compass and a calculator.
- The minimum requirement for this course is a scientific calculator (e.g. Sharp EL-531WHB or Casio fx-CG20AU) which can be purchased from the school uniform shop.
(Note: It will be mandatory for students to purchase a Casio fx-CG20AU calculator (approx. \$220) for Years 11 and 12 if they continue to study Mathematics Methods. This calculator could be purchased for Year 10 if students are confident that they will continue their studies in Years 11 and 12.)

INTRODUCTION TO MATHEMATICS – SPECIALIST/PHYSICS

Introduction to Mathematics - Specialist is studied for one semester in conjunction with Physics

RATIONALE

Mathematics Specialist is designed for students with a strong interest in Mathematics. It provides additional preparation for tertiary studies in subjects with high mathematical demand, especially in the natural sciences, all branches of mathematics and statistics, computer science, medicine, finance and economics. The major themes of Mathematics Specialist are life-related and abstract applications of functions, calculus, probability and statistics, vectors, complex numbers and matrices. Mathematics Specialist has been designed to be taken in conjunction with Mathematics Methods.

COURSE OUTLINE

The **Introduction to Mathematics - Specialist** course is designed to deepen students understanding of the laws of mathematics, algebra, the nature of mathematical proof and develop student's problem solving skills.

PREREQUISITES

Students wishing to study Introduction to Mathematics - Specialist **must** also be studying Introduction to Mathematics - Methods and should have achieved a high sound or better in Year 9 Mathematics.

ASSESSMENT

The summative assessment for this course will mirror the form and frequency of the summative assessment requirements in Years 11 and 12. Problem solving will be a significant part of this assessment.

The assessment will include written tests and assignments. Assignments will require students to demonstrate their skills in mathematical modelling and report writing. The assessment will require students to:

- recall and use facts, rules, procedures definitions
- apply mathematical concepts and techniques to solve problems
- carry out investigations and analyse the results
- construct mathematical models in a range of situations
- explain mathematical reasoning to justify procedures and decisions
- prove propositions
- evaluate the reasonableness of solutions by assessing strengths, implications and limitations of solutions and/ or models, considering if alternative models or refinements are required
- communicate effectively using mathematical, statistical and everyday language and conventions
- make decisions about choice of technology and use the technology to solve problems.

REQUIREMENTS

- 1 x 256 page A4 exercise book, ruler, pens/pencils, protractor, compass and a calculator.
- The minimum requirement for this course is a scientific calculator (e.g. Sharp EL-531WHB or Casio fx-CG20AU) which can be purchased from the school uniform shop.
(Note: It will be mandatory for students to purchase a Casio fx-CG20AU calculator (approx. \$220) for Years 11 and 12 if they continue to study Mathematics Specialist. This calculator could be purchased for Year 10 if students are confident that they will continue their studies in Years 11 and 12.)

JAPANESE

WHY STUDY A LANGUAGE?

There is more to studying a foreign language than being able to speak it. It is also about:

- Engaging with the global community
- Widening cultural understanding and experiences
- Developing new perspectives and opportunities
- Gaining a competitive edge in the job market
- Being able to travel through parts of the world more easily

HOW WILL THIS SUBJECT HELP YOU?

Year 10 Japanese will greatly assist you should you plan to continue language study in the senior school. Learning an additional language helps you to live and learn as part of our global community. It gives you an insight into other cultures, as well as the language and communication skills to interact with members of local and international communities.

The ability to speak an additional language can be essential in areas such as tourism and hospitality, business, international relations and diplomacy, education and communications. This ability also opens up opportunities to study abroad, and to travel and live in parts of the world that would not have been possible without the local language.

WHAT WILL YOU STUDY?

Learning a language also involves learning about people and culture. You will study a wide variety of topics drawn from key themes:

- Personal and community life
- Leisure and recreation
- The natural world
- The built world
- Imaginative world

HOW WILL YOU LEARN?

Learning a language requires communicating in meaningful and realistic situations. You will use the skills of listening, reading, speaking and writing in activities such as:

- Listening to passages and short accounts/ stories
- Viewing videos and films
- Communicating with students
- Reading various written scripts

HOW WILL YOU BE ASSESSED?

Your ability to communicate is what is being assessed. You will need to show that you can understand and convey meaning in the spoken and written language.

Languages are assessed by listening, reading, speaking and writing. You may be assessed, for example, by:

- Answering questions about spoken and written texts in the target language
- Engaging in conversations and interviews; creating multi-modal presentations
- Writing letters, emails, diary entries, stories

HOW YOUR PARENT/S OR GUARDIAN/S CAN HELP

Your parent/s or guardian/s can help by showing interest in what you are learning and by providing a supportive home environment and encouragement. They can further assist by:

- Discussing the culture and related current events with you
- Attending cultural events with you
- Fostering respect and empathy for people whose first language is not English and whose customs and beliefs are not the same as yours.

REQUIREMENTS

- A4 document wallet
- A4 binder notebook
- Pencil case with standard equipment

MEDIA

WHY STUDY MEDIA?

Media is forever evolving and has a crucial impact on consumers. Media is the making and communicating of meaning involving film, television, newspapers, computers, mobile devices and the ever changing internet. Media provides a medium for social criticism, entertainment and is explored through the dimensions of *designing*, *producing* and *critiquing*.

Students who undertake Media are actively participating in a mode of learning that blends intellectual and emotional experience, offering students a unique means of enquiry that contributes to the knowing and understanding of themselves and the world.

PREREQUISITES

An understanding that it is a theory and practical based subject and therefore students must enter the subject with a willingness to spend their own time for some filming tasks, depending on locations chosen.

COURSE OUTLINE

This course is designed to:

- (a) provide opportunities to assist each student to achieve his/her unique potential through the various methods of assessment – designing, producing and critiquing;
- (b) develop learners' knowledge and understanding of scriptwriting, editing, storyboarding, and developing multi-modal presentations;
- (c) foster confidences and self-discipline in social interaction;
- (d) develop skills in interpersonal relationships and teamwork;
- (e) create a bridge for students wishing to undertake *Film, Television and New Media* in Years 10, 11 and 12.

Current units of study in the Media course include: exploring the history of media; Social Media; developing a character for a children's TV for a pre-school audience; reality TV; the TV soap genre; exploring websites and video games; music videos; advertising; western films; examining "cheesy B-grade horror films".

ASSESSMENT

Students will complete practical and written assessment in the areas of ***Making and Responding*** (e.g. scriptwriting, storyboarding and game design); ***Producing*** (filming and editing a trailer and a B-grade horror clip); and ***Critiquing*** (e.g. multi-modal presentations, biography, persuasive speech, spoken critique).

Assessment will include work in small groups, pairs and individually.

REQUIREMENTS

- 1 x 48page A4 exercise book
- 1 x 8GB USB
- Students are expected to film and edit both in and out of lesson time and to provide any extra basic costumes and props for any productions

MUSIC

COURSE OUTLINE

Music is an integral part of our lives and is an important part of any student's educational development, whether they undertake the course for enjoyment and developing their music appreciation or aim for further study. This course is designed to develop the ability and knowledge of students at all standards of music experience through the study of three dimensions:

1. Performance – singing or playing an instrument
2. Composition – creating original music
3. Responding to music

This course focuses on students creating and performing music and developing the ability to think and express themselves through sound. This is achieved through real life learning experiences, with a strong emphasis on technology-based skills using specialised computer programs and recording equipment.

In Year 10 students study three units: *Elements, Instruments of the Orchestra and Popular Music*.

Practical areas which students may study include: guitar, keyboard, voice or another instrument of own choice.

PREREQUISITES

While it is advantageous for students to have completed, enjoyed and been successful at Year 9 Music, it is not necessary to have studied Music before Year 10.

ASSESSMENT

Music students are assessed in all three dimensions listed above. Assessment includes a variety of performance, composition, listening and written tasks.

RECOMMENDATIONS

All music students are encouraged to participate in the school's extra-curricular activities such as concerts, performances, eisteddfods and competitions.

Music teaches students many lifelong skills and is recommended for various fields of employment such as music teacher, performer, musician, sound mixer or editor, composer, music therapist, primary and early childhood teaching, instrument repairer and child-care worker.

REQUIREMENTS

- 1 x 96 page music exercise book (including manuscript)
- USB (minimum 8GB)

PHYSICS/ INTRODUCTION TO MATHEMATICS – SPECIALIST

Physics is studied for one semester in conjunction with Introduction to Mathematics - Specialist

RATIONALE

Physics is designed for students with a keen interest in Physics and STEM (Science, Technology, Engineering and Mathematics). It encompasses a strong STEM focus by embedding problem solving and critical thinking whilst providing additional preparation for senior Physics. The

COURSE OUTLINE

The Physics course concentrates on developing and extending students' understanding of physics concepts and principles through investigative processes. There will be an emphasis on the development of a student's problem solving skills through scientific investigation and the application of scientific knowledge to STEM innovations.

The Physics Science program is organised under two main topics:

- Energy Efficient Design
- Experimental Physics
- Physics and Technology

PREREQUISITES

Students wishing to study Physics should have achieved a high sound or better in Year 9 Science.

ASSESSMENT

The summative assessment for this course will include the following types of assessment which reflect the requirements for Years 11 and 12:

- Student Experiment – where students will modify, refine, extend or redirect an experiment to address a hypothesis.
- Written Test – a combination of multiple choice, short answer and data-based questions using quantitative and qualitative data
- Design Task – where students use elements of design, problem solving skills and design evaluation to refine a product in a scientific context

REQUIREMENTS

- 1 x 128 page A4 exercise books
- pencil case containing pens, 2B pencils, ruler, eraser, glue, scissors, colouring pencils and a sharpener

SCIENCE

RATIONALE

The Year 10 Core Science program is designed to provide students with a sound general knowledge and understanding of the biological, physical and technological world around them in order to make informed decisions regarding social, ethical and economic facets of their lives. The course incorporates aspects of relevant fields of Science including Biological Science, Earth and Environmental Science, Physics and Chemistry. The topics studied are contextualised within traditional academic areas and address current scientific issues.

COURSE OUTLINE

The **Core Science** course has a strong focus on scientific literacy and the application of scientific concepts and principles in practical settings.

The Year 10 Core Science program is organised into four units:

- 'In your genes'
- Chemical reactions matter
- The Big Bang!
- Moving Physics

PREREQUISITES

Core Science is a compulsory subject. There are no prerequisites.

ASSESSMENT

The summative assessment for this course will include the following types of assessment:

- Experimental Investigation – carry out an experiment to generate and analyse primary data
- Research Assignment – research, collect, analyse and draw conclusions about secondary data and information
- Written Test - combination of multiple-choice, single-word, sentence or short paragraph responses and data-based questions

REQUIREMENTS

- 1 x 128 page A4 exercise books
- pencil case containing pens, 2B pencils, ruler, eraser, glue, scissors, colouring pencils and a sharpener

SCIENCE EXTENSION

RATIONALE

Science Extension is intended for students with a keen interest in Science. It encompasses a STEM focus by embedding problem solving and critical thinking whilst providing additional preparation for senior subjects such as Chemistry, Biology and Earth and Environmental Science.

COURSE OUTLINE

The Science Extension course is designed to extend students' knowledge and understanding of biological and chemical concepts and principles through investigative processes. There will be an emphasis on the development of a student's problem solving skills through scientific investigation and the application of scientific knowledge to cutting edge innovations.

The Science Extension program is based on the following three units:

- Environmental Science
- Genetics and Disease
- Experimental Chemistry

PREREQUISITES

Students wishing to study Science Extension should have achieved a high sound or better in Year 9 Science.

ASSESSMENT

The summative assessment for this course will include the following types of assessment which reflect the requirements for Years 11 and 12:

- Student Experiment – where students will modify, refine, extend or redirect an experiment to address a hypothesis
- Research Investigation – where students gather secondary data from credible sources to answer a research question they have proposed
- Data Test - a combination of short answer and data-based questions using quantitative and qualitative data
- Written Test - a combination of multiple-choice, single-word, sentence or short paragraph responses; may include data-based questions

REQUIREMENTS

- 2 x 128 page A4 exercise books
- pencil case containing pens, 2B pencils, ruler, eraser, glue, scissors, colouring pencils and a sharpener.

VISUAL ART

COURSE OUTLINE

Art plays a role in the development of the individual. This course aims to develop creativity through participation in a range of activities which include:

- photography
- drawing
- painting
- printmaking
- sculpture
- study of artists and their respective works
- computer manipulations
- multi media
- 2D and 3D works

PREREQUISITES

Student's success in Years 8 and 9 Art gives some indication of achievement levels in Year 10.

ASSESSMENT

To be advised, for example:

1. Practical Folios for each unit of work undertaken
2. Semester Assignment or similar type of assessment

REQUIREMENTS

- 1 x 2B pencil
- 1 x soft eraser
- 1 x A4 Visual Art Diary

YEAR LEVEL MEETING

COURSE OUTLINE

This subject is compulsory and studied by all Year 10 students. This course responds to the emerging issues in the world of work and further study. Career education in the Year Level Meeting is designed to help students make an informed transition to the senior school.

Students will:

- Investigate a range of skills and knowledge needed for various careers
- Complete a Career Quiz to match their skills and abilities with suitable careers
- Identify pathways to their chosen career including University and TAFE
- Learn job skills such as personal presentation, resume writing and interview skills

They will also use this time to develop their Set Plans (Senior Education Training Plan) and complete their subject selection for their Year 11 subjects.