

YEAR 10 COURSE OUTLINES 2010

YEAR 10 SUBJECTS NOT OPEN TO CHOICE

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**YEAR 10 SUBJECTS
NOT OPEN TO CHOICE**

STRAND	:	DISCIPLINE-BASED LEARNING
DOMAIN	:	ENGLISH
YEAR LEVEL	:	10
VEL LEVEL:	:	6

DIMENSIONS

- Reading
- Writing
- Speaking and Listening

CONTENT

The set texts (Romeo and Juliet and one other) introduce a wide range of complex and challenging themes which mark the transition to senior English. Students will tackle at least one other novel. Classic Short Stories and other anthologies form the basis of short story study. Other texts from the class set collections are studied as required. Written work reflects an increasing emphasis on analysis and systematic argument centred on current issues. Work experience provides the substance of reflective and analytical writing.

Note that text selection may vary slightly from year to year.

ASSESSMENT

Assessment is focused on the three dimensions: **Reading, Writing and Speaking/Listening**. The following are assessed:

- Writing exercises. Please note that it is emphasised that students must take responsibility for critically revising their own work, and that their ability to do this is assessed.
- Assignments and essays connected to the set reading material and to issues discussed in class.
- Wide reading. Students' ability to use the library and be venturesome in reading are assessed.
- Oral communication: the ability to speak clearly and usefully, and to listen and constructively respond to what is heard.

STRAND	:	DISCIPLINE-BASED LEARNING
DOMAIN	:	ENGLISH AS A SECOND LANGUAGE
YEAR LEVEL	:	NOT APPLICABLE
VEL LEVEL	:	S1 – S4

DIMENSIONS

The dimensions are best explained in their relationships to learning outcomes. In listening and speaking, students are expected to use their skills to communicate to others in a wide variety of situations. In reading, students are expected to read a variety of texts and gain an understanding of the organisational and language features. In writing, students are taught to improve their written expression and expand their repertoire of writing styles.

CONTENT

The set texts introduce a wide range of complex and challenging themes which mark the transition to senior English. Students will read at least two novels and watch two films. An oral communication task modified from the VCE model is completed. Written work reflects an increasing emphasis on analysis and systematic argument based on current issues. The focus in year 10 is to develop those language skills which students need in years 11 and 12. Once again, integrated units of work focusing on students' needs and their work in other domains are part of the framework of the course.

ASSESSMENT

Assessment is focused on the dimensions with stress on:

- Writing exercises. Students are taught to write in different forms, and for different purposes and audiences. This writing is assessed for correctness of grammar, coherence and development of ideas. Students are encouraged to critically revise and redraft their work.
- Assignments and essays connected to set reading material and to issues discussed in class.
- Oral communication : emphasis is placed on improving the students' ability to speak clearly and purposefully and to listen and respond constructively to what is heard.

STRAND	:	DISCIPLINE-BASED LEARNING
DOMAIN	:	MATHEMATICS
YEAR LEVEL	:	10
VEL LEVEL	:	6

Students will be placed in ONE of the following Year 10 Mathematics offerings.

MAINSTREAM MATHEMATICS

DIMENSIONS

- Number
- Space
- Measurement, Chance and Data
- Structure
- Working mathematically

CONTENT

The course aims to engage students in activities which develop knowledge and understanding of mathematical concepts. This enables students to develop skills which allow them to confidently solve routine and non-routine problems, carry out mathematical investigations and problem-solving activities, interpret and communicate mathematical ideas using mathematical language and notation, sensibly use calculators and computer graphing packages.

- | | | |
|-------------------------------------|---|--|
| Number | : | Direct and inverse variation; applying percentages; rates in co-ordinate geometry; fractional indices. |
| Space | : | Circle properties; parallel, perpendicular and intersecting lines; constructing line and angle bisectors; congruency. |
| Measurement, Chance and Data | : | Confidence in use of formulae and units in length, area and volume calculations; applying Pythagoras' Theorem and trigonometry to 2D and 3D problems; significant figures and error analysis.
: Graphical representation of univariate and bivariate data sets; dependent and independent events. |
| Structure | : | Analytical, graphical and numerical methods of solving systems of equations and inequations in one and two variables; introduction to trigonometric and exponential functions; linear and quadratic modelling.
Specification of sets and their attributes using tree diagrams, Venn diagrams and Karnaugh maps. |
| Working mathematically | : | Advanced use of scientific calculators and efficient use of graphing calculators; use of drawing, graphing and software packages; formulation of mathematical models to simulate real life situations; developing the ability to carry out clearly defined investigations and problem-solving activities. |

ASSESSMENT is focused on the dimensions. The following are assessed.

- Skills and Applications.
- Analysis
- Projects/Use of Technology

ESSENTIAL MATHEMATICS

DIMENSIONS

- Number
- Space
- Measurement, Chance and Data
- Structure
- Working mathematically

CONTENT

The course aims to engage students in activities which develop knowledge and understanding of mathematical concepts. This enables students to develop skills which allow them to confidently solve routine and non-routine problems, carry out mathematical investigations and problem-solving activities, interpret and communicate mathematical ideas using mathematical language and notation, sensibly use calculators and computer graphing packages.

Number	:	Indices – Laws, negative indices, exponential growth and decay
Space	:	Lines, angles, polygons and circles; similar and congruent triangles.
Measurement, Chance and Data	:	Unit conversion, perimeter, area total surface area and volume; Pythagoras' Theorem; Simple trigonometry algebra and applications of; Probability with tables, tree diagrams, sets, Venn diagrams and related properties.
Structure	:	Writing and simplifying algebraic expressions, distributive law, solving linear equations and simultaneous equations; linear graphs with extrapolation and interpolation, sketch graphs; distance-time graphs.
Working mathematically	:	Advanced use of scientific calculators and efficient use of graphing calculators; use of drawing, graphing and software packages; formulation of mathematical models to simulate real life situations; developing the ability to carry out clearly defined investigations and problem-solving activities.

ASSESSMENT is focused on the dimensions. The following are assessed.

- Skills and Applications.
- Analysis
- Projects/Use of Technology

MATHEMATICAL APPLICATIONS

DIMENSIONS

- Number
- Space
- Measurement, Chance and Data
- Structure
- Working mathematically

CONTENT

The course aims to engage students in activities which develop knowledge and understanding of mathematical concepts. This enables students to develop skills which allow them to confidently solve routine and non-routine problems, carry out mathematical investigations and problem-solving activities, interpret and communicate mathematical ideas using mathematical language and notation, sensibly use calculators and computer graphing packages.

- Number** : Efficient and reliable use of written algorithms for all four arithmetic operations with integers, rational numbers and exact form irrational numbers; use of concepts and operations of other number systems such as matrices.
- Space** : Proof of properties of shapes in a plane (Euclidean) geometry, for example, circle and tangent properties; locus definition of paths, and their corresponding forms, in various coordinate systems, for example planar and polar.
- Measurement, Chance and Data** : Derivation of measurement formulas for composite shapes and objects;
: Use of cumulative frequency distribution to represent and interpret uni-variate data; identification of random variation and possible hidden variables in analysing association and possible causal relationship in bi-variate data
- Structure** : Analytical, graphical and numerical methods of solving systems of equations and inequations in one and two variables; description of linear, reciprocal, quadratic, exponential and logarithmic functions by recursion or other function relation; exploration of periodic functions where $f(x + k) = f(x)$ for some non-zero real k .
- Working mathematically** : Identification of assumptions used to develop a model for practical situations and consideration of related constraints and limitations. Efficient and effective use of mathematical concepts, skills and processes, including the efficient use of technology, to solve a broad range of problems in familiar situations.

ASSESSMENT is focused on the dimensions. The following are assessed.

- Skills and Applications.
- Analysis
- Projects/Use of Technology

**YEAR 10 SUBJECTS
OPEN TO CHOICE**

STRAND	:	ENGLISH
DOMAIN	:	ENGLISH (LITERATURE AND CREATIVE WRITING)
YEAR LEVEL	:	10 ELECTIVE
VEL LEVEL	:	6

DIMENSIONS

- Reading
- Writing
- Speaking and Listening

In Year 10 Literature/Creative Writing students are expected to be adventurous and committed in tackling a wide range of unusual and challenging texts. They are routinely asked to compare and contrast these texts, and to draw tentative conclusions about the context from which they have emerged. Much of this work is done orally, and students are expected to contribute to discussions and presentations. A wide range of writing tasks is set, from short classroom exercises directly linked to texts to more extended analytical and creative responses.

* Students who select this course must be keen readers, able to read at a high level.

CONTENT

Currently, the set books are Breakfast at Tiffany's (Capote) and Waiting for Godot (Beckett). In addition students will read from class set collections such as The Odyssey (Homer) and Metamorphosis and other stories (Kafka). A wide range of poetry will be presented in class. One film and one additional play will be studied.

* Note that text selection may vary from year to year.

ASSESSMENT

Assessment is focused in the three dimensions.

Reading: The set texts are not lengthy, but they are challenging. Students' willingness to enter into the spirit of the texts, and ability to find common themes (and unique qualities) are central to assessment.

Writing: Class exercises are a combination of creative and analytical responses to the texts presented in class. There will be a range of short tasks and extended written pieces to monitor and develop understanding of the texts. A folio of all this work is required each semester.

Speaking and Listening: The ability to follow an idea in discussion, to ask and respond to focused questions, and to give a new insight into a text by presenting it orally are all assessed.

STRAND	:	DISCIPLINE-BASED LEARNING
DOMAIN	:	SCIENCE
YEAR LEVEL	:	10 ELECTIVE
VEL LEVEL	:	6

DIMENSIONS

- Science knowledge and understanding
- Science at work

These dimensions are drawn from the traditional areas of chemistry, physics, earth science and biology and include all major concepts such as heat and energy. Knowledge about the processes and procedures of science are incorporated into the dimensions. As students progress through the levels the content becomes more sophisticated, with more complex explanations and models, more involved investigations and an increase in quantitative work.

CONTENT

The Year 10 Science course begins with a unit on scientific procedures and processes – Using Science. Throughout the year topics are studied from each of the four disciplines of Science. The order in which the topics are completed will vary from class to class.

Disciplines	Topic
Chemical Science	: Patterns in Chemistry; Using Chemistry
Physical Science	: Motion; Electricity
Earth and Space Science	: Space Technology; The Universe and its origin; Environmental Case Studies
Biological Science	: Genetics; Evolution; Disease

ASSESSMENT

Student achievement of the dimensions for this level is assessed by a variety of strategies throughout the year. This assessment program will allow students to demonstrate:

- Scientific knowledge
- Application of scientific knowledge
- Process skills
- scientific attitudes
- scientific communication

The graded work on the semester report represents only **some** of the assessment tasks used.

As part of the assessment of student achievement, the following tasks are graded in each of the four disciplines:

- Topic tests
- Assignments
- Science processes and procedures

Recommendations:

It is strongly recommended that students complete Year 10 Science if they intend to study any Science subject in VCE. Year 10 Science provides students with a solid background in the skills and base knowledge required for senior science students. Students who wish to attempt any VCE science without studying Year 10 science would be disadvantaged.

It is expected that a student studying a VCE science subject in Year 10 should be completing Year 10 Science concurrently.

STRAND	:	DISCIPLINE-BASED LEARNING
DOMAIN	:	HUMANITIES: (WARFARE THROUGHOUT HISTORY)
YEAR LEVEL	:	10 ELECTIVE
VEL LEVEL	:	6

This elective encompasses a number of the key developments in military history, and will enable students to come to an appreciation of the impact war has had in the rise and fall of civilisations and on the course of history in general. The subject involves the analysis of some of the important aspects of warfare such as strategy and tactics, technology, politics and the influence of the great commanders. In addition students will analyse the causes of war, the relationship between the state and warfare, the attempts to prevent wars and the terrible consequences of armed conflict. 'Warfare Throughout The Ages' will provide students with an excellent background in terms of V.C.E. subjects such as Twentieth Century History, International Studies, Politics and Classical Studies.

CONTENT

The Ancient World

Alexander the Great
The Punic Wars
Caesar
Trajan
The Fall of Rome

From the Knight to Gunpowder

Agincourt
The Crusades
The Fall of Constantinople
The Thirty Years War

The Soldier King, Napoleon and the U.S. Civil War

Frederick the Great and The Rise of Prussia
Napoleon Bonaparte
The U.S. Civil War

Global War – Total War

World War One
World War Two
Alternatives to war

ASSESSMENT

- Research Assignments
- Oral Presentation
- Essays
- Tests
- Workbook exercises

STRAND	: DISCIPLINE-BASED LEARNING
DOMAIN	: HUMANITIES: (GLOBAL ISSUES/LOCAL SOLUTIONS IN GEOGRAPHY)
YEAR LEVEL	: 10 ELECTIVE
VEL LEVEL	: 6

This elective offers students the opportunity to expand their knowledge of issues that affect large areas of the world. There will be an emphasis on the spatial aspects of three major world issues and devising solutions to solving problems at a range of scale. This course will link into a number of VCE Humanities studies including Geography, International and National Politics, Economics as well as History.

CONTENT

Global Warming

Develop an understanding of Global Warming including the causes, impacts and solutions of this major issue. Students will be involved in assessing the likely impact of global warming on an environment with which they are familiar. This will involve a whole day field trip. They will have the opportunity to use historical data to make an assessment of whether warming is occurring. Students will evaluate policies designed to manage this problem both locally and in other areas of the world.

Poverty in the Developing World

One in six people in the world live in absolute poverty. Discover the causes of this problem and the impacts that poverty has on individuals and their countries. Students will be given the opportunity to study poverty in an individual country of their own choice. Students will identify solutions to problem of global poverty and evaluate the effectiveness of programs such as the Make Poverty History Campaign. Groups of students will be involved in developing a Poverty Action Project in the local community.

Geography of Warfare

Students will study the impact of war on modern society. The study will focus on landmines and the refugee experience. Students will study the nature of these issues and consider the ways in which societies can overcome the problems.

Water – An Essential Resource

Water is an increasingly scarce resource in all areas of the world. Whilst there is enough water it is unevenly distributed and increasingly polluted. Students will study the reasons why water has become an issue. Management of this resource will be a major focus of the unit.

ASSESSMENT

Assessment will be based on a range of activities including:

- Practical exercises
- Research tasks
- Field trips
- Action projects

STRAND	:	DISCIPLINE-BASED LEARNING & PHYSICAL, PERSONAL, SOCIAL LEARNING
DOMAIN	:	HUMANITIES, SCIENCE, ENGLISH, HEALTH & P.E.
YEAR LEVEL	:	10 ELECTIVE: PHILOSOPHY AND THE MIND
VEL LEVEL	:	6

DIMENSIONS

The course combines dimensions from various domains including English (Speaking and Writing), Humanities (Economy and Society), Science (Biological Science), Health and Physical Education (Self and Relationships).

The course also addresses the three dimensions of the 'Thinking' strand of the Victorian Essential Learning Standards, which are (i) Reasoning, Processing and Inquiring, (ii) Creativity and (iii) Reflection, Evaluation and Metacognition.

CONTENT

This subject offers students the opportunity to develop and implement a range of thinking and research skills. It will also provide them with the insights into the study of philosophy, psychology and neuroscience. Areas of study include:

1. How the brain works
2. Argumentation and logic
3. Teams and leadership
4. Introduction to Ethical Philosophy
5. Introduction to Social Psychology
6. Learning and problem-solving strategies
7. Introduction to rights theories
8. Rhetoric
9. Religious beliefs
10. Research skills
11. Truth and discovery

ASSESSMENT

Assessment is focused on the dimensions.

Students will be graded using numerous forms of assessment, including research projects, presentations, tests, written reports and diagrams.

STRAND	:	DISCIPLINE-BASED LEARNING
DOMAIN	:	HUMANITIES: (SOCIAL ECONOMIC STUDIES)
YEAR LEVEL	:	10 ELECTIVE
VEL LEVEL	:	6

This elective covers a number of areas that relate to an individual. These areas include the student gaining an understanding of what their rights are, how they can have a say in society and how they can manage their money. The subject content can also be seen as a means of preparation for a number of V.C.E. subjects because some relevant content is covered. These V.C.E. subjects can include Legal Studies, Accounting, Economics and International and National Politics.

CONTENT

Politics

Civics and Citizenship

Money Management

Small Business

Economics

Civil Law

Criminal Law

ASSESSMENT

- Class Work
- Analytical exercise
- Case Study
- Group Work
- Presentation

STRAND	:	DISCIPLINE-BASED LEARNING
DOMAIN	:	HUMANITIES: (EMERGING DRAGONS – ASIAN HISTORY, CULTURE AND SOCIETY)
YEAR LEVEL	:	10 ELECTIVE
VEL LEVEL	:	6

Rationale

Our geographic location links Australia to Asia. The course looks at Asian – Western interaction from an historical perspective (exploitation) to contemporary interaction and co-operation as part of the global village.

CONTENT

Unit 1: Asian History (Terms 1&2)

Students will study two Asian countries in detail.

China will be compulsory; the other country will come from India, Japan, Vietnam and Indonesia.

The course will focus on European interaction and local responses to this interaction, key historical events in the struggle for independence, individuals, ideologies, culture and outcomes.

Unit 2: Asian Culture and Contemporary Society (Terms 3&4)

This unit will focus firstly on a broad range of Asian cultures NOT undertaken in Unit 1. It might include: religion, dance, puppetry, theatre, Japanese animation, martial arts, and family life.

It will also involve the study of values:

Universal Human Rights

Western Values

Asian Values

There will be an intensive study of an Asian film (linked to culture and values), such as a Japanese animation. There will also be a community engagement topic. This might be a study of tourism in Asia and its impact, patterns of Asian migration in Asia and Australia, an online interaction with an Asian school and a particular project, or a particular section of the Asian community in Australia (such as cultural or support network). This is seen as a highly interactive area of study.

Australia's place in Asia

This might include trade, tourism (both ways), the media and current affairs, Australia's and Asia's place in the global village. Students will undertake a major current affairs project based on the above issues. The emphasis will be on new relationships of co-operation between the West and Asia to promote better understanding in the region. The emphasis will be on the regional picture such as trade and tourism and how co-operation and understanding can benefit countries and people. There will be a strong emphasis on current issues involving Asia.

ASSESSMENT

- Class work
- Group work
- Presentation
- Essays
- Tests

STRAND	:	DISCIPLINE-BASED LEARNING
DOMAIN	:	LOTE (FRENCH)
YEAR LEVEL	:	10 ELECTIVE
VEL LEVEL	:	6

DIMENSIONS

- Communicating in a LOTE
- Intercultural knowledge and language awareness

CONTENT

Skills pertaining to listening, speaking, reading, writing and cultural awareness are developed through the study of the themes below. By the end of Year 10, students should be able to use the language necessary to communicate about the following:

- events in the past
- events in the future
- health and adolescent issues

ASSESSMENT

Assessment is focused on the dimensions. The following are assessed:

- Unit tests in all skill areas
- Assignments in all skill areas
- End of year exam

STRAND	:	DISCIPLINE-BASED LEARNING
DOMAIN	:	LOTE (GERMAN)
YEAR LEVEL	:	10 ELECTIVE
VEL LEVEL	:	6

DIMENSIONS

- Communicating in a LOTE
- Intercultural knowledge and language awareness

CONTENT

Skills pertaining to listening, speaking, reading, writing and cultural awareness are further developed through the study of the themes below. By the end of Year 10, students should be able to use the language necessary to communicate within the range of these topics.

- City or country
- Save the environment
- Sport
- Past events
- Heimat
- Parties
- Languages

ASSESSMENT

Assessment is focused on the dimensions. The following are assessed:

- Unit tests in all skill areas
- Assignments in all skill areas
- End of year examination
- Cultural work

STRAND	:	PHYSICAL, PERSONAL AND SOCIAL LEARNING
DOMAIN	:	PHYSICAL EDUCATION
YEAR LEVEL	:	10 ELECTIVE
VEL LEVEL	:	6

DIMENSIONS

- **Movement and physical activity**
- **Health knowledge and promotion**

The Physical Education Elective is for those students who have an interest in physical activity in the community and in the science of the human body. It is for students who are prepared to take responsibility for their own physical well being, as well as promote the health and well being for other individuals in their community. Students do not have to possess a high level of physical skill or fitness to do this subject. They are required to have a positive attitude towards physical activity for health.

This subject will consist of 2 theory sessions and 2 practical sessions per week.

CONTENT

Sports Coaching & Leadership

Roles of a coach and styles of coaching
 Skill Acquisition – performance and team analysis – learning a skill
 Personal skills in sport
 Sport psychology
 Designing and coaching a skills program

The Active Body

The musculo-skeletal system, mechanics of breathing and muscular contraction.
 Energy systems and how they relate to improving fitness and sports performance
 Physical and mental benefits of physical activity
 Impacts of inactivity
 Design and participate in a training program; circuit classes, group exercise classes, interval training
 Nutrition in sport

Sports Action & Management

Sports injury management
 Creating lunchtime sporting competitions
 Promotion of physical activity in the community
 Issues in health and sports science
 Sporting Behaviours

ASSESSMENT

Assessment is focused on the dimensions. The following are examples of possible tasks:

Movement and Physical Activity

- Participation
- Skills in Games
- Fitness Analysis
- Training Diary
- Laboratory Reports
- Peer Teaching

Health Knowledge and Promotion

- Assignments
- Case Studies
- Multimedia Presentation
- Written Report
- Data Analysis
- Tests

STRAND	:	PHYSICAL, PERSONAL AND SOCIAL LEARNING
DOMAIN	:	COMMUNITY SPORT AND HEALTH
YEAR LEVEL	:	10 ELECTIVE
VEL LEVEL	:	6

DIMENSIONS

- Movement and Physical Activity
- Health knowledge and promotion

The challenging world of the twenty-first century requires individuals to develop as people who take increasing responsibility for their own physical, mental and social well-being. Through participation in physical activities with their peers, student will develop an understanding of their role in their school community and beyond.

The focus of all units will be to maintain good health and fitness, learn leadership skills and participate in physical activities. CSH is about developing a healthy body, mind and attitude through team work and enjoyable physical activities. Students will be assessed on their improvement in motor skills and fitness, their participation and leadership skills.

CONTENT

Below are examples of the units that students will be able to select from. Each unit will run for a semester. Activities subject to change according to availability and class sizes.

Sporty Chicks/Sporty Blokes- Summer and Winter

This unit will allow students to compete in a wide variety of summer or winter sports over the semester. This includes volleyball, softball, cricket, ultimate, tennis, soccer, Aussie rules, netball, and basketball. Students will learn strategies and tactics to these games and have an opportunity to apply them.

Splash, Train and Play

Part 1 includes water polo, underwater hockey and pool games. Part 2 of this unit includes learning about weight training, participating in circuit classes in the weights room and playing a variety of game for fun and fitness.

Peak Performance

The group will look at how to get the best returns for their efforts when training. The unit is base around activities such as triathlon, cross-country, swimming, cycling and weight training. Students will be able to participate in exercise classes such as Pump, Spinning and Body Compact.

Strings and Things

Participate in a variety of racquet sports such as tennis, badminton, squash and table tennis. Students will learn all the skills, how to score and umpire and how to set up their own round robin tournament.

Great Games

This unit is for students who want to have fun and remain active at the same time. This unit includes games such as Bench Ball, Dodgeball, Observation Ball and Touchball.

Sticks and Stuff

This unit will appeal to students who want to hit a home run or grab the golden goal. This unit includes hockey, lacrosse, softball/baseball and golf.

Lifestyle

Fun, fitness and a healthy lifestyle. Includes weight training and circuit classes, power walking and group training classes such as Pump, Spin, Thai Box, Yoga and Pilates.

ASSESSMENT

Students will be assessed on participation, fitness analysis, peer teaching, team work, laboratory activities and assignments relevant to their particular elective. A small part of the course will investigate Health knowledge and Promotion

STRAND	:	DISCIPLINE-BASED LEARNING
DOMAIN	:	THE ARTS
YEAR LEVEL	:	10 ELECTIVE : MUSIC SPECIAL
VEL LEVEL	:	6

DIMENSIONS

- Creating and making
- Exploring and responding

CONTENT

This is a creative, performing and listening based course. Students undertake a variety of music and musical activities, including:

- | | | |
|--------------------------|---|--|
| Theory | : | Grade Four work to enable students to play and write music in a range of styles |
| Composition | : | Students will cover the basic principles of creating their own music for a range of purposes (e.g. video games, film clips, etc.) |
| Performance | : | Students participate in a variety of performance activities |
| Listening and Responding | : | Students examine the characteristics of different musical styles including Romantic and twentieth century as well as jazz and contemporary/popular through aspects such as melody, harmony, rhythm, tempo, structure, texture and dynamics. This includes listening, aural and written work. |

ASSESSMENT

Assessment is focused on the dimensions. The following are assessed:

- Theory
- Composition
- Performance
- Listening and responding

STRAND	:	DISCIPLINE-BASED LEARNING
DOMAIN	:	THE ARTS
YEAR LEVEL	:	10 ELECTIVE : DRAMA
VEL LEVEL	:	6

DIMENSIONS

- Creating and making
- Exploring and responding

CONTENT

Creating and making

Students create performance works from a range of ideas and stimuli and refine the content and aesthetic qualities of their works. Students structure their performance work to suit purpose, audience and the conventions of a particular style. They develop competence using the skills, techniques and processes of theatre and drama.

Exploring and responding

Students critique a range of live performance and the performance work of themselves and others in class. They describe and analyse the technical, expressive and aesthetic features of works from different cultures. They develop their use of appropriate terminology, and develop an ability to comment on the way a performance work relates to its social environment.

ASSESSMENT

Assessment is focused on the dimensions. The following are assessed:

- Development of performance skills such as use of voice, movement and gesture
- Creating and structuring drama performance in groups
- Analysing, evaluating and interpreting dramatic performance
- Understanding of cultural and historical influences on drama

STRAND	:	DISCIPLINE-BASED LEARNING
DOMAIN	:	THE ARTS
YEAR LEVEL	:	10 ELECTIVE : VISUAL ARTS
VEL LEVEL	:	6

DIMENSIONS

- Creating and making
- Exploring and responding

CONTENT

Creating and making

The practical course will reflect a more independent and specialized approach to the development of selected two and three-dimensional art forms introduced in Year 9. Finished art will reflect an extensive development and refinement of images and the exploration of both concrete and abstract concepts. A personal art style should start to develop across different mediums. Traditional and contemporary techniques and processes will be investigated in different art forms including drawing, painting, printmaking, sculpture, mixed media, collage, digital photography and computer – generated art. More informed and critical choices will be made about design considerations when applying the elements and principles of design.

Exploring and responding

Skills in art criticism and aesthetics will reflect more formal verbal and written responses when analysing the content and purpose of artworks. Australian and overseas artists from different historical periods will be investigated, with a particular emphasis on the compositional dynamics of the elements and principles of design in selected art works.

ASSESSMENT

Assessment is focused on the dimensions. The following are assessed:

- Exploration and development of ideas.
- Skills and techniques.
- Analysis of art works.

STRAND	:	DISCIPLINE-BASED LEARNING
DOMAIN	:	THE ARTS
YEAR LEVEL	:	10 ELECTIVE : VISUAL COMMUNICATION
VEL LEVEL	:	6

DIMENSIONS

- Creating and making
- Exploring and responding

CONTENT

Creating and making

The practical course will investigate the client – designer relationship in the advertising and graphic design industry and use the design process to develop a range of visual responses for specific audiences in areas such as information, environmental and product design.

Students will work to design briefs which explore and develop ideas incorporating a range of materials, media and production systems used by graphic designers in the advertising and design industry. These will include freehand and instrumental drawing, printmaking, computer-aided design, digital photography, and mixed media. Design tasks will include the development of corporate identity, packaging, magazine advertisements, and poster design for different clients and audiences. An understanding of conventions and standards used in technical and architectural drawing will be developed through tasks that include paraline, orthogonal and perspective drawing systems.

Exploring and responding

The purpose and content of images produced by professional designers from the past and present will be analysed and evaluated for their communication effect on the target audience. Occupations and practices associated with the design industry will be investigated.

ASSESSMENT

Assessment is focused on the dimensions. The following are assessed:

- Exploration and development of ideas
- Skills and techniques
- Analysis of the purpose and content of visual communications

STRAND	:	DISCIPLINE-BASED LEARNING
DOMAIN	:	THE ARTS
YEAR LEVEL	:	10 ELECTIVE : MEDIA
VEL LEVEL	:	6

DIMENSIONS

- Creating and making
- Exploring and responding

STRANDS

Creating and making

Students experiment with properties of different media such a photography, film, video, radio and print (newspapers and magazines). They learn about the skills and processes formats of chosen media forms; for example, the use of video for documentary or fiction. They plan storyboards and create short works using computer-generated images and video.

Exploring and responding

Students view film texts from the past and present and develop critical approaches to analyse, interpret and evaluate film and video in a range of forms and genres; for example, science fiction and film noir. Students take a historical view of the technical development of film from silent film to contemporary works. Students view, critically analyse, and compare films from a variety of cultures such as China, Iran, New Zealand and Australia, as well as those from America and Europe, but give emphasis to the development of Australian film.

ASSESSMENT

Assessment is focused on the dimensions. The following are assessed:

- Unit tests
- Practical assignments
- Regular film response work-sheets

STRAND	:	INTERDISCIPLINARY LEARNING
DOMAIN	:	INFORMATION AND COMMUNICATIONS TECHNOLOGY
YEAR LEVEL	:	10 ELECTIVE: INFORMATION MANAGEMENT
VEL LEVEL	:	6

DIMENSIONS

- ICT for visualising thinking
- ICT for creating
- ICT for communicating

CONTENT

In this unit, students will solve a number of information problems using a diverse range of software packages. The solution of problems will include a programming language to create games, and use of spreadsheet and database management systems to generate practical solutions to real life problems. Web authoring and HTML for website productions will also be studied.

Current software includes: Microsoft products such as Visual Basic, Excel and Access and Macromedia products for web authoring.

Designated tasks include:

- Using the programming language provided a set of tasks is completed culminating in the creation of a game.
- Web authoring including an investigation of the background coding.
- Creation, interrogation and reports using a database.
- Using spreadsheets to present up to date information in a web-based medium.

ASSESSMENT

Assessment is focused on the dimensions. The following are assessed:

- Class work
- Analytical exercises
- Projects
- Research

STRAND	:	INTERDISCIPLINARY LEARNING
DOMAIN	:	DESIGN, CREATIVITY AND TECHNOLOGY
YEAR LEVEL	:	10 ELECTIVE : MATERIALS TECHNOLOGY
VEL LEVEL	:	6

DIMENSIONS

- Investigating and designing
- Producing
- Analysing and evaluating

CONTENT

This subject will focus on Wood, Metal and Textiles. It will give students the knowledge and skills to produce quality products. Students will use the workshop to produce their projects and learn how to use tools and equipment correctly and safely. Students are introduced to a wide range of techniques to expand their view of design and construction.

Students are introduced to a range of computer-aided design skills and processes, image design, marketing and engineering drawing.

ASSESSMENT

Assessment is focused on the dimensions. The following are assessed:

- Research projects
- Workbook
- Practical tasks
- Safe and appropriate use of equipment and resources

STRAND	:	INTERDISCIPLINARY LEARNING
DOMAIN	:	DESIGN, CREATIVITY AND TECHNOLOGY
YEAR LEVEL	:	10 ELECTIVE : SYSTEMS TECHNOLOGY
VEL LEVEL	:	6

DIMENSIONS

- Investigating and designing
- Producing
- Analysing and evaluating

CONTENT

This subject will focus on electronics. Students will construct a variety of electronic kits and design, make and evaluate their own robots. Emphasis will be on the understanding of how components function and the effect they have on systems.

Theory is learnt and applied through projects.

Students will learn to program a microprocessor using the BASIC programming language. Students will also research and apply the principles of robotic control by applying their programming skills to a variety of problems.

ASSESSMENT

Assessment is focused on the dimensions. The following are assessed:

- Research projects
- Workbook
- Practical tasks
- Safe and appropriate use of equipment and resources