

# Aspley

## State High School

An independent Public School

### Year 10 - 2025

## Subject Selection Handbook



Ready to learn, ready to work  
Visibly learning and teaching  
...with a growth mindset.

# Introduction

Dear Families and Students,

Thank you for your continued support of our school and welcome to the start of transitioning to the senior phase of learning. Year 10 is a really important year. The results students achieve in the subjects chosen from this guide, indicates a students' "readiness" for the senior phase of schooling. Active engagement in classroom and home learning through Year 10 lays solid learning foundations and "readies" students for the increased demands on their academic independence and resilience that comes in the senior phase.

At Aspley State High School, we expect that our Year 10 students will:

- Adopt a Growth Mindset to their learning – put in their best effort, seek and act on feedback and use the strategies we teach them
- Challenge themselves to do the course of study they are most capable of and be comfortable in the knowledge that the best learning happens when it is difficult. They will know this as our invitation to them to "willingly and deliberately jump into the learning pit"
- Engage positively in all classroom learning
- Actively complete class learning reviews at home
- Develop their collaborative learning skills.

Through the Australian Curriculum, students will continue to strengthen the foundations of reading, writing and numeracy while developing deeper knowledge and understanding of the Humanities and Sciences. Students are enrolled in their two chosen electives for the full year. The intention is that students will master the academic reading and writing demands of each subject with an increasing level of proficiency and independence. This speaks to "readiness" for the senior phase and academic performance in these subjects at the end of Semester One, will guide pathway conversations in Semester Two.

Senior students need to be self-motivated and mature in their approach to learning. Daily review of classwork and checking for understanding is increasingly important in Years 10, 11 and 12. Students will need to increase their commitment to nightly homework and ensure that they are actively engaged in class learning. We talk to the students about making sure they develop the learning skills to be able to "remember in November what you were taught in January". They will be required to adopt effective study

routines and commit to working in an increasingly independent way. Again, this is an indication of their “readiness” for the senior phase.

Year 10 is such an exciting year. Our goal is for all students to graduate from our school with the highest qualification they are capable of earning. In the modern educational context, there are many pathways – University, Vocational Study, School-based Traineeships and Apprenticeships. Regardless of the pathway that is taken, the five academic behaviours outlined above are critical. Our Careers Day has helped to start the conversation about learning beyond 2025.

Please read this guide carefully and please do not hesitate to contact us if you need any further information.

Best wishes

*Jacquita Miller*

**Jacquita Miller**  
**Principal**

# List of Subject Offerings

Year 10 – 2025

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# Please note: in Humanities choose either History or History/Civics, not both.

# English/Essential English/English and Literature


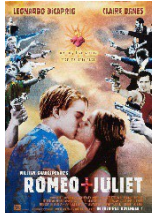


## OVERVIEW

In Year 10 English, students will complete four units developed from the Australian National Curriculum. The focus will be on developing individuals who are able to write, read and respond to ethical questions and issues developed from the study of plays, novels, short stories and mass media texts. At Year 10 level, we work towards students becoming increasingly independent in their ability to research and produce quality written and spoken work.

The Essential English course aims to make language and texts relevant to students' lives now and in the future, enabling them to interact confidently and effectively with others in everyday, community and social contexts.

The English and Literature course offers students opportunities to enjoy language and be creative and critical language users. There is more focus on personal responses to texts and the creative application of language in this course.

All courses will prepare students equally well for any of the English subject options in Year 11 and 12. The English HOD and faculty staff will recommend students for Essential English and the English and Literature options.

Term 1		Term 3	
<b>Conventions and Conforming</b> Students read a number of imaginative texts in order to explore how generic conventions, text structures and language features can be used in innovative ways.		<b>Violent Delights</b> Students will read and view adaptations of 'Romeo and Juliet' by William Shakespeare to explore how the meaning of a text can change over time.	
Term 2		Term 4	
<b>Our Mythological Land</b> Students will explore how Australian people, cultures, places, events and concepts are represented through language features in literary texts.		<b>Political Animals</b> Students examine multimodal print texts to determine how satire can be visually constructed to position an audience.	

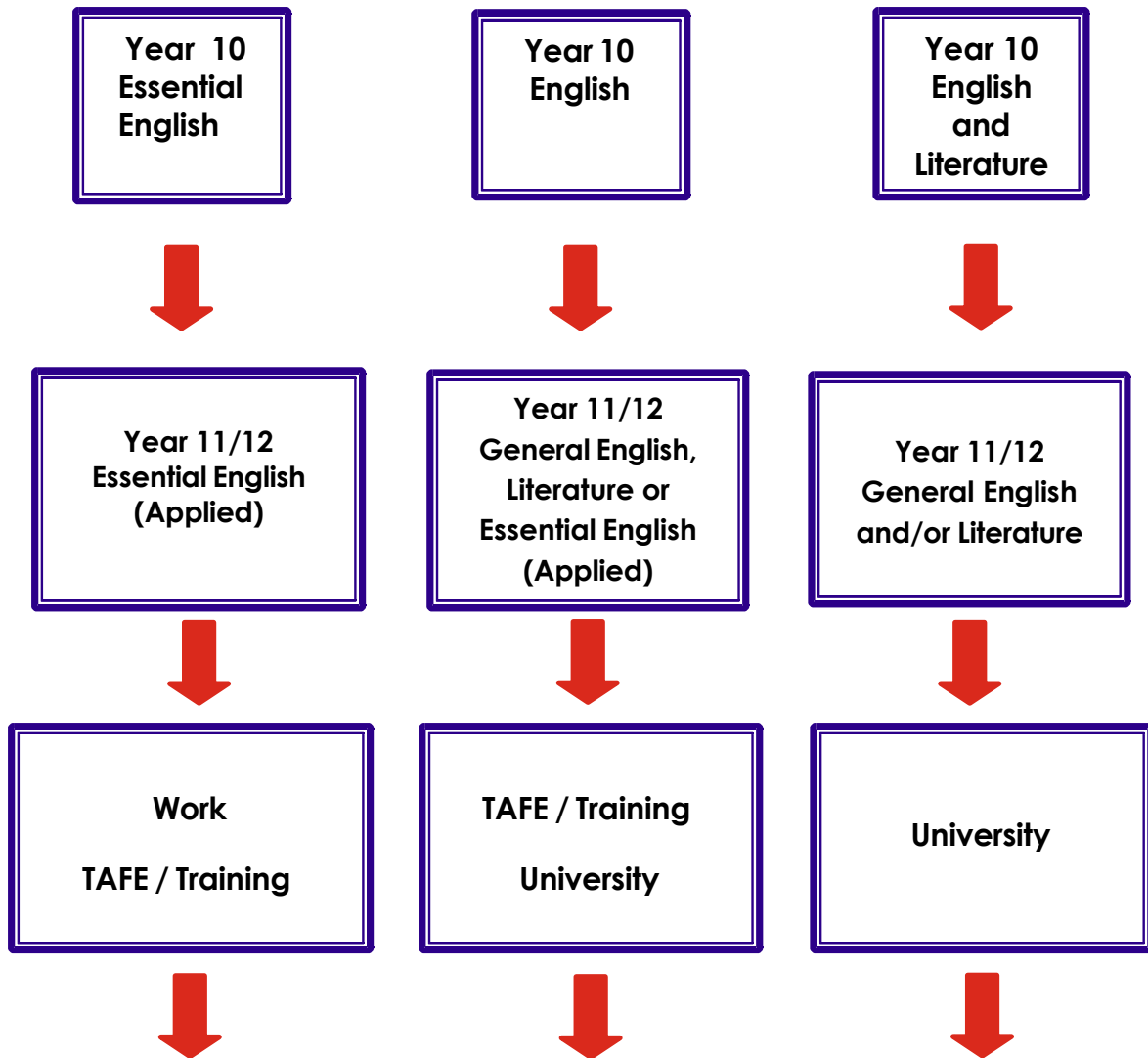
## ASSESSMENT

Each term, students will complete one extended written or spoken task for either imaginative, persuasive or analytical purposes. These extended tasks may be completed either as assignments or exams. To support the development of the Australian Curriculum: English Language and Literacy Strands, students will also complete a Language exam each term.

## HOMEWORK EXPECTATIONS

Homework for English in Year 10 will require students to complete Language review and practice using the online platform Education Perfect, spelling practice, reading of set study texts, and ongoing research and drafting of assignments. As a minimum, students should be doing 20 minutes of English homework every day they have an English lesson.

# English Pathways



**Leads to Employment and Careers in many areas including:**

- |                    |  |
|--------------------|--|
| Journalism         | Lecturer/ Reporter/ Announcer          |
| Law                | Attorney/ Paralegal                    |
| Communications     | Content Manager/Web Content Writer     |
| Marketing          | Copywriter/ Director                   |
| Commercial Writing | Grants Writer/ Technical Writer        |
| Performing Arts    | Administrator/ Screen Writer/ Producer |
| Politics           | Speech Writer/Campaign Manager         |
| Education          | Historian/Teacher/Librarian/Curator    |
| Publishing         | Author/Editor/Editorial Assistant      |
| Foreign Affairs    | Analyst/Policy Officer/Media Liaison   |
| Public Relations   | Publicist/Social Media Assistant       |

# Mathematics/Mathematics Extension

## OVERVIEW OF UNIT

In this unit, students interpret and solve problems using mathematical models of realistic situations by algebraic, graphical and electronic methods. They find relationships between mathematics and the real world. Mathematics is used to justify statements and decisions.

Mathematics Extension takes an analytical, problem-solving approach. This subject is essential for students wishing to study Mathematical Methods and/or Specialist Mathematics at senior level. Students who do not complete the extension course will not be able to enrol in these subjects. The Mathematics HOD and faculty staff will invite students to be in Mathematics Extension classes.

## Mathematics Core

### Unit Topics:

- Unit A Algebra, Linear Functions and Probability
- Unit B Algebra, Quadratic functions and Trigonometry
- Unit C Data Representation, Geometry and Measurement
- Unit D Finance, Exchange Rates and Shares
- Unit G Whole of year review

## Mathematics Extension

### Unit Topics:

- Unit A Algebra, Linear Functions and Probability
- Unit B Algebra, Quadratic functions and Trigonometry
- Unit E Data Representation, Geometry, Graphing Functions and Statistics
- Unit F Exponential Functions, Index Laws, Polynomials and Introduction to Matrices and Vectors
- Unit G Whole of year review

Students studying in foundation are working on a modified program which is heavily based on the Core units.

## ASSESSMENT

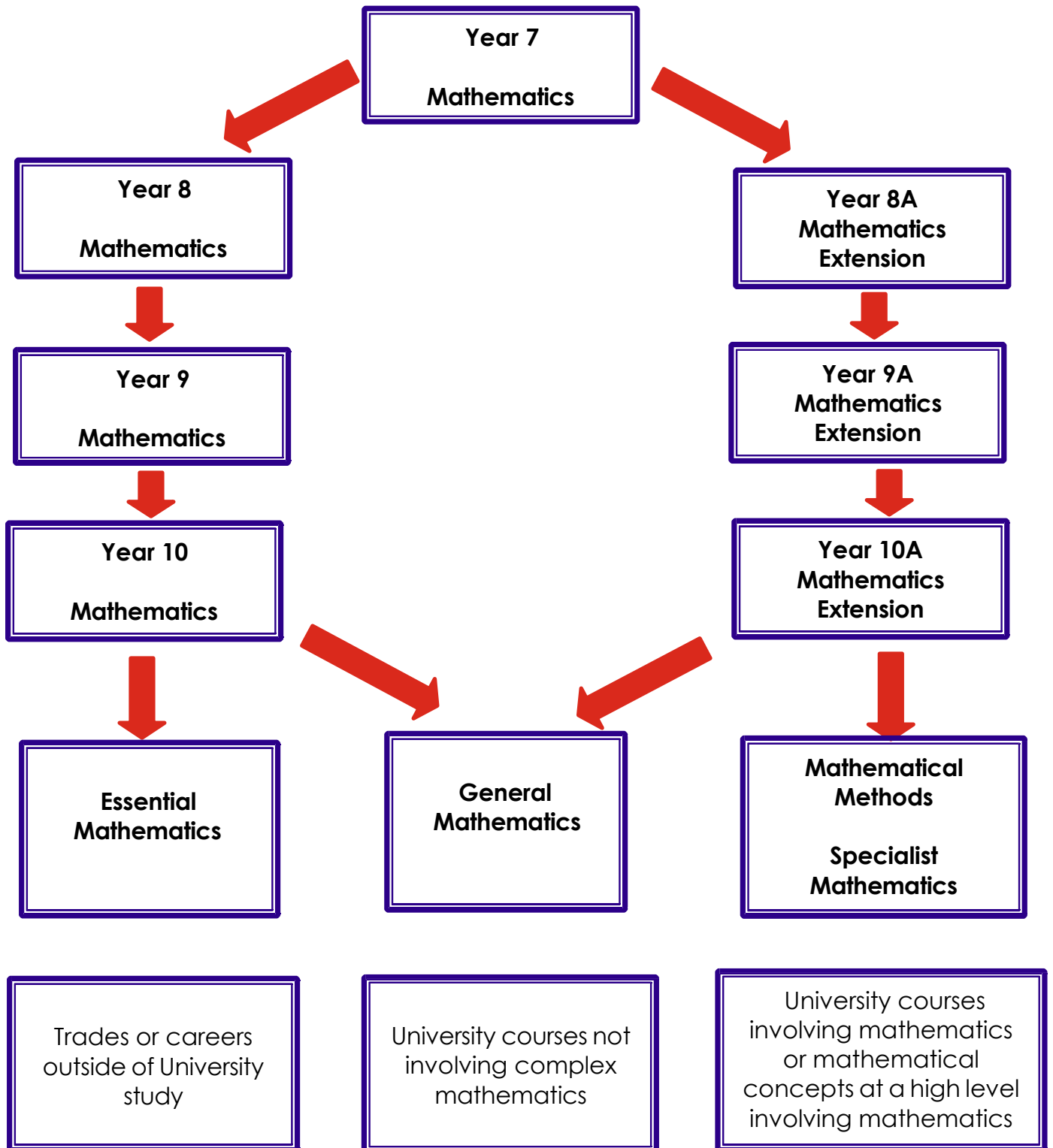
- Mathematical Investigation (20%)
- Written examination each term (20% each, total 80%).

## HOMEWORK EXPECTATIONS

Homework will be given and students are expected to complete the homework tasks. Students are also expected to follow up on class tasks and complete those to ensure full coverage of the work from class.

# Mathematics Pathways

Mathematics is a cohesive study from Year 8 to 10 in either extension or core as preparation for senior studies. Your child's previous studies will impact the choice available for senior studies. The full chart is shown below.



# Science

## OVERVIEW OF UNIT

In the Year 10 curriculum, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

## UNIT TOPICS SCIENCE UNDERSTANDING

- Biological Sciences – DNA, genetics, theory of evolution
- Chemical Sciences – atomic structure, periodic table, chemical reactions
- Physical Sciences – energy conservation, motion of objects
- Earth and Space Sciences – universe, global systems, biosphere, lithosphere, hydrosphere and atmosphere.

Science as a Human Endeavour and Science Inquiry Skills overarch our program. More information can be found on ACARA website (<http://www.acara.edu.au/default.asp>)

## ASSESSMENT

- Research reports
- Supervised assessment
- Experimental investigation and scientific reports
- Response to stimuli.

## HOMEWORK EXPECTATIONS

Students will be expected to undertake not less than 30 minutes of homework following each lesson. Homework will consist of a variety of activities designed to consolidate the knowledge and processes undertaken in class. It will also incorporate activities to develop the scientific literacy and numeracy for all students.

# Science Pathways

Year 10 Science

Year 11/12  
Biology

**Further study in:**

- Audiology
- Dentistry
- Dietetics
- Entomology
- Environmental Science
- Nursing
- Obstetrics
- Optometry
- Psychiatry
- Psychology
- Sports Science

**Possible career paths include:**

- Animal Attendant
- Nursery Worker
- Dental Assistant
- Vet Nurse
- Audiometrist
- Fisheries Officer
- Science Field Officer

Year 11/12  
Chemistry

**Further study in:**

- Biomedical Engineering
- Pharmacology
- Forensics
- Nursing
- Pathology
- Toxicologist
- Environmental Health
- Biochemistry

**Possible career paths include:**

- Chemical Plant Operator
- Veterinary Nurse
- Food Processing Technician
- Anaesthetic Technician
- Pest and Weed Controller

Year 11/12  
Earth &  
Environmental

**Further study in:**

- Agriculture
- Chemical Sciences
- Environmental Science
- Geology
- Geophysics
- Metallurgy
- Meteorology

**Possible career paths include:**

- Farm/Forestry worker
- Horticultural Nursery Assistant
- Science Technician
- Environmental Scientist
- Environmental Engineer

Year 11/12  
Physics

**Further study in:**

- Science
- Engineering
- Medicine
- Veterinary Science
- Architecture
- Nuclear Medicine
- Radiology
- Biomedical Engineering

**Possible career paths include:**

- Aircraft Engineer
- Laboratory Worker
- Sound Technician
- Petroleum Plant Operator
- Pilot
- Optical Mechanic

Year 11/12  
Psychology

**Further study and possible career paths include in:**

- Psychology
- Sales
- Human Resourcing
- Training
- Social Work
- Health
- Law
- Business
- Marketing and Education

Year 11/12  
Science in  
Practice  
(Applied)

**Support career paths include:**

- Support career paths in a wide range of industries requiring general scientific literacy

# Digital Technologies

## Creating Digital Solutions

### OVERVIEW OF UNIT

Digital Technologies ultimately focuses on using technology to generate digital solutions to a range of problems and contexts. Given the rise and reliance on technology in the work place, skills such as coding, digital design and troubleshooting are valued a large variety of workplaces. By the end of Year 10, Digital Technologies students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites, using microcontrollers and games design.

Digital Solutions is focused on project-based learning and therefore gives students the opportunity to collaborate and develop project management skills.

### EXPECTED OUTCOMES

- Enhanced proficiency in relevant mathematical and scientific content areas, such as:
  - Numeracy
  - Rates, ratios and proportionality
  - Forces and physical sciences
- An understanding of the structure and function of coding and programming using languages such as Python, C++ and HTML
- An understanding of the engineering design processes
- The development of higher-order thinking skills, namely:
  - Computational thinking
  - Algorithmic thinking
  - Design thinking
  - Modes of scientific inquiry
- Project management skills such as organisation, collaboration, time management, team management, collaboration and record keeping.

### ASSESSMENT

Assessment for this course will be primarily project based, supplemented by formal exams to test understanding and individual competency with the subject matter.

### POSSIBLE DEVELOPMENTAL MODULES

- Game design and coding: python, C# or unity
- Microcontrollers and electronics: Arduino microcontrollers
- Website development
- Databases
- Robotics design and programming.

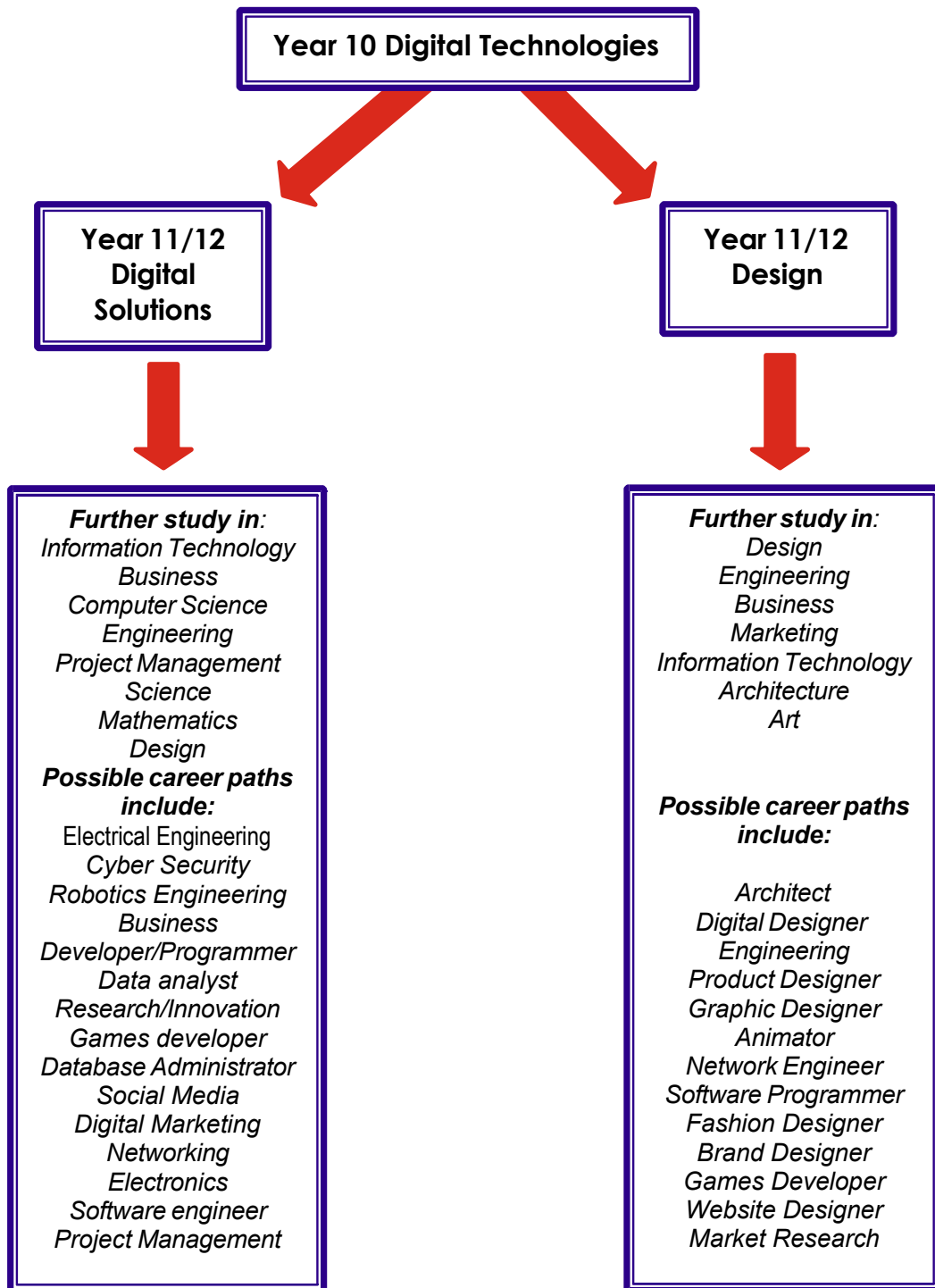
### COURSE REQUIREMENTS

Students require a laptop and connection to the school's network. Students may also purchase their own Arduino kit from the school at a discounted price (approximately \$60).

**FURTHER STUDY**

Undertaking the Digital Technology course will help prepare students for and complement the Digital Solutions and Design curriculum in Years 11 & 12. This will lead to career paths in the Information Technology arena including software engineering, programming and data manipulation.

# Digital Technologies Pathways



# Humanities – Business

## OVERVIEW OF UNIT

In Business, students at Aspley State High School are offered the opportunity to explore business and the economy from a range of perspectives. Students will develop an understanding of innovative ways to combine information, materials and systems in response to real-world situations. The course is a whole year course.

## UNIT TOPICS

Some examples of concepts that students might study include:

- Competition in the Marketplace
- Improving business productivity
- Influencing consumers
- Participating in the BuySmart competition
- The Changing Work Environment
- Living Standards
- The Australian economy.

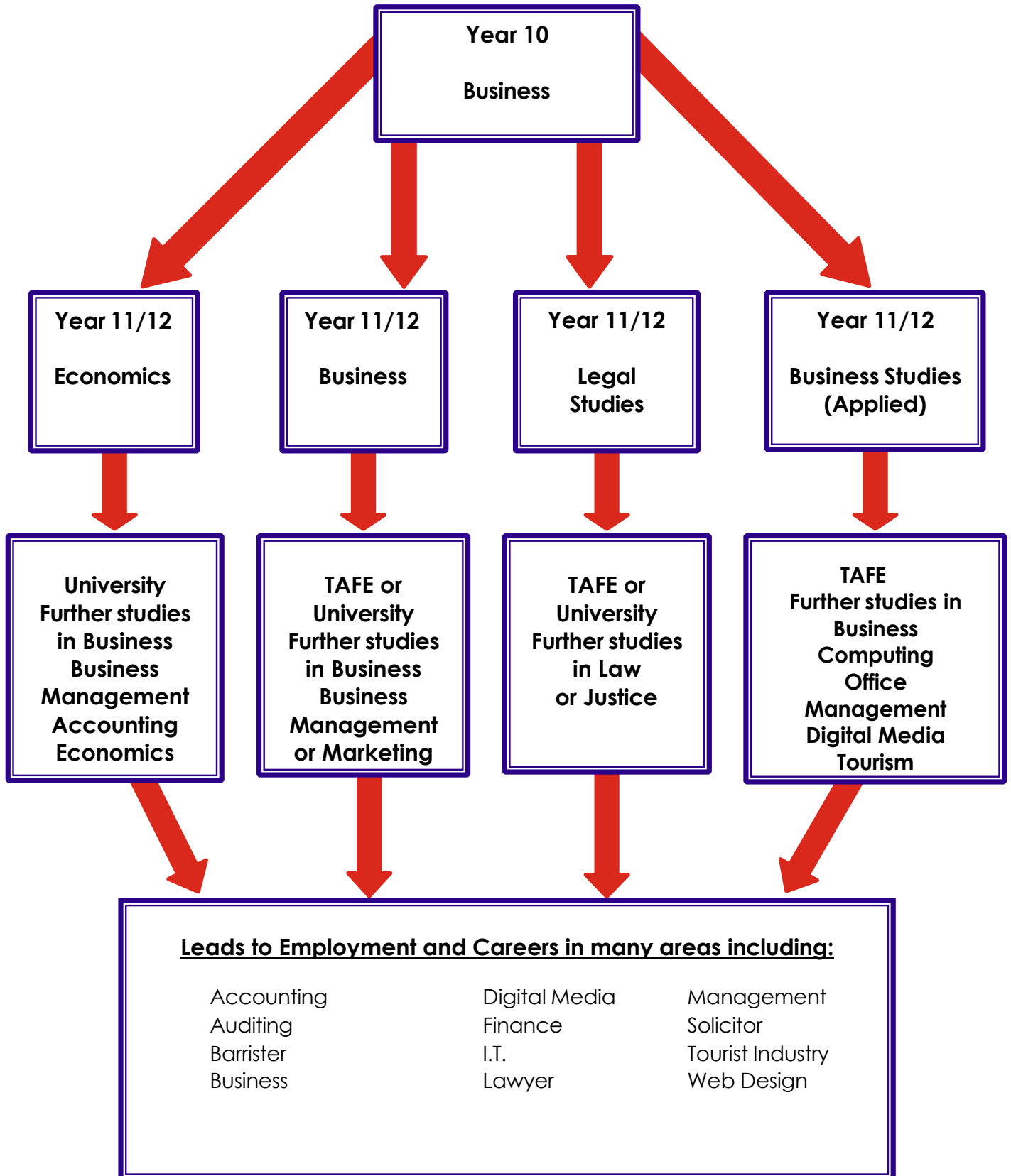
## UNIT ASSESSMENT

Students' knowledge and skills will be assessed using a variety of techniques including:

- An extended writing task
- A written research task
- A short response test.



# Business Pathways



# Humanities – History Major

## OVERVIEW OF UNIT

Through our subject offerings we aim to broaden our student's knowledge of significant world events and issues. Students will be challenged to become active and informed citizens who are aware of the major issues facing Australia and the world. In Years 11 and 12, our Senior students have the opportunity to specialise in areas of interest – Ancient History, Modern History, Economics, Business, Geography, Legal Studies, Social and Community Studies or Business Studies

Through the Humanities, we challenge our students to embrace their roles as members of society and encourage them to question why the world is the way it is and how they can contribute to making it better.

## UNIT TOPICS

In Year 10 we move firmly into the 20<sup>th</sup> Century and look at the world following World War 1.

- Australia in the 1920s and 1930s
- The rise of fascism – Nazi Germany and imperial Japan
- World War II
- Rights and freedoms
- The migration experience
- Australia in the 1950s and 1960s.

## ASSESSMENT

Students will complete three pieces of assessment each semester:

- A short response test
- A written research assignment
- An extended writing test.

## HOMEWORK EXPECTATIONS

Students are expected to complete nightly homework that may be given by their teacher, finish work that was not completed at school, keep their history book up to date, work on assignments (if required) and spend some time in the day reading either newspapers or a book that relates to humanities in some way.

Watching the news and good quality documentaries on television is a good way of student developing their general knowledge. This can be a significant advantage to students as they make their way through humanities.

# Humanities – History and Civics

## **UNIT TOPICS SEMESTER 1**

- World War II
- Rights and freedoms
- The migration experience.

## **UNIT TOPICS SEMESTER 2: CIVICS**

- Australia in the World
- Sustaining a Cohesive Society
- Australia's High Court
- International Law and Us.

## **ASSESSMENT**

Students will complete three pieces of assessment each semester:

- A short response test
- A written research assignment
- An extended writing test.

## **HOMEWORK EXPECTATIONS**

Students are expected to complete nightly homework that may be given by their teacher, finish work that was not completed at school, keep their history book up to date, work on assignments (if required) and spend some time in the day reading either newspapers or a book that relates to humanities in some way.

Watching the news and good quality documentaries on television is a good way of student developing their general knowledge. This can be a significant advantage to students as they make their way through humanities.

# Humanities – Geography

## **UNIT TOPICS SEMESTER 1 and 2**

- Advanced Geographic skills
- Environmental change and management
- The geographies of wellbeing
- The urban environment
- Land degradation and management

## **ASSESSMENT**

Students will complete three pieces of assessment each semester:

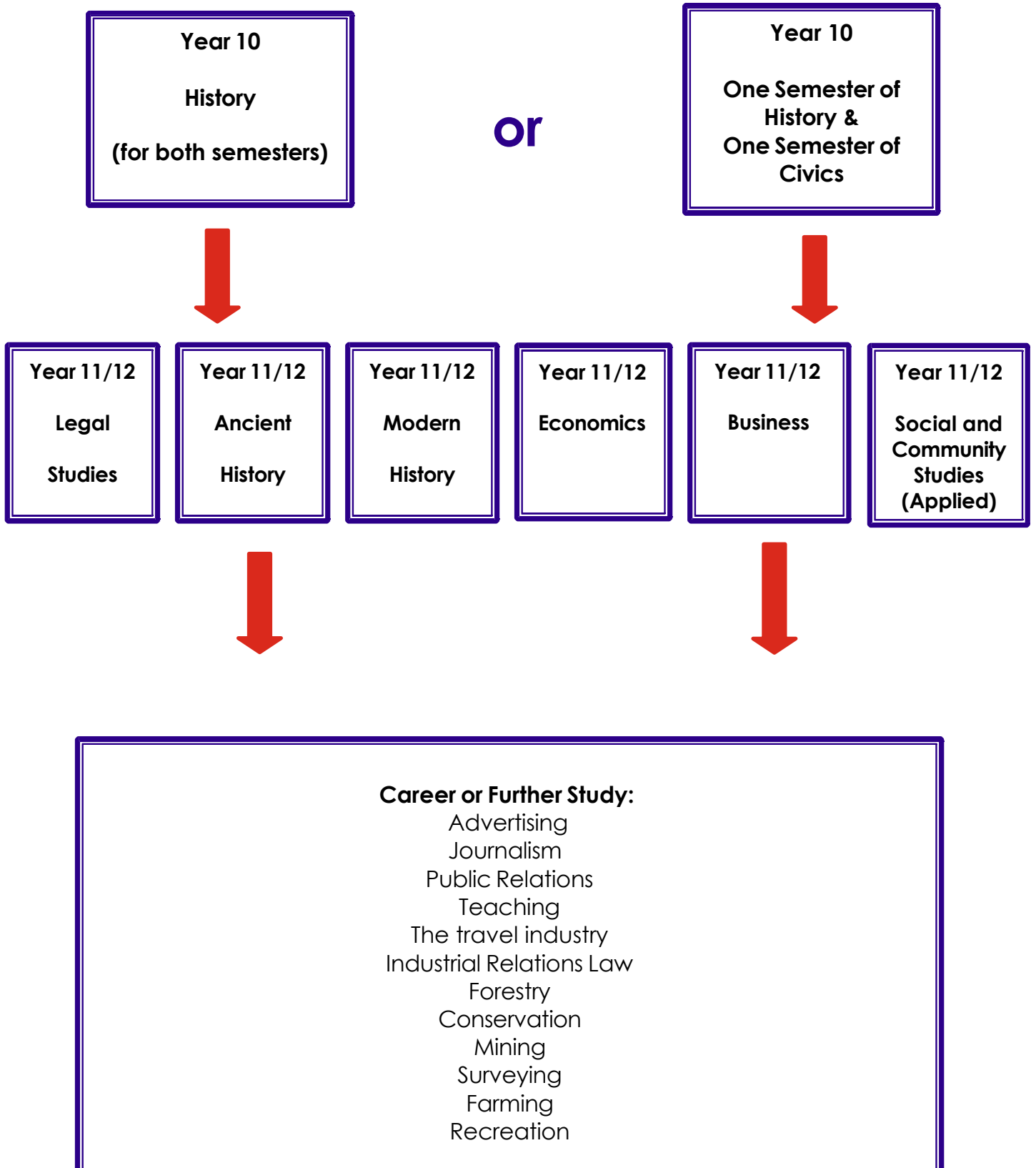
- A short response test
- A written research assignment
- An extended writing test

## **HOMEWORK EXPECTATIONS**

Students are expected to complete nightly homework that may be given by their teacher, finish work that was not completed at school, keep their Geography book up to date, work on assignments (if required) and spend some time in the day reading either newspapers or a book that relates to humanities in some way.

Watching the news and good quality documentaries on television is a good way of student developing their general knowledge. This can be a significant advantage to students as they make their way through humanities.

# Humanities Pathways



# Health and Physical Education

## OVERVIEW OF UNIT

This course allows students to participate in various selected sporting activities to learn, and experience the ways by which sport performance is improved. Theoretical information is organised to be presented in conjunction with the selected sport activities to give it more relevance and to be more personalised for the individual student.

Both semesters are divided between General Physical Education and Sport and Recreation concepts. The theoretical units based on General Physical education requires students to investigate and work with Sport Science principles.

Sport and Recreation (Applied) based units will allow students to develop their coaching and organising abilities. This course is both practical and theoretical.

## UNIT TOPICS

- Volleyball/Badminton and biomechanics
  - Touch football / exercise physiology
  - Basketball and coaching
  - Tournaments }
- 
- Leads towards General Physical Education
- Leads towards Applied Sport and Recreation

## ASSESSMENT

- Volleyball / Badminton (Multimodal portfolio)
- Touch Football and energy systems (Exam and performance)
- Basketball and coaching (Coaching performance & reflection)
- Tournaments (Tournament organisation & performance).

## HOMEWORK EXPECTATIONS

Students will be allocated a number of homework tasks throughout the course of study including additional studies, research tasks, performance activities and training. It is expected that all students complete set homework in preparation for proceeding lessons and learning activities.

# Aspley Eagles Football Academy

## OVERVIEW OF UNIT

This unit allows students to participate in various selected activities relating to the sport of football. Students will be provided with a range of enriching activities to enhance their knowledge of key Physical Education principles, knowledge of the World Game, and opportunities to improve performance in a football context.

This course is designed to allow students to focus upon analysing and improving one's performance and that of others. Unit topics will help form a solid base for students wishing to further their studies within Health, Physical Education and Recreation, utilising hands-on experiences to gain greater understanding of key principles and practices. This course contains both theoretical and practical components.

## UNIT TOPICS

- Skill Acquisition / Football Performance
- Football Coaching / Football Performance
- Energy Systems / Football Performance
- Tournaments / Football Performance.



## ASSESSMENT

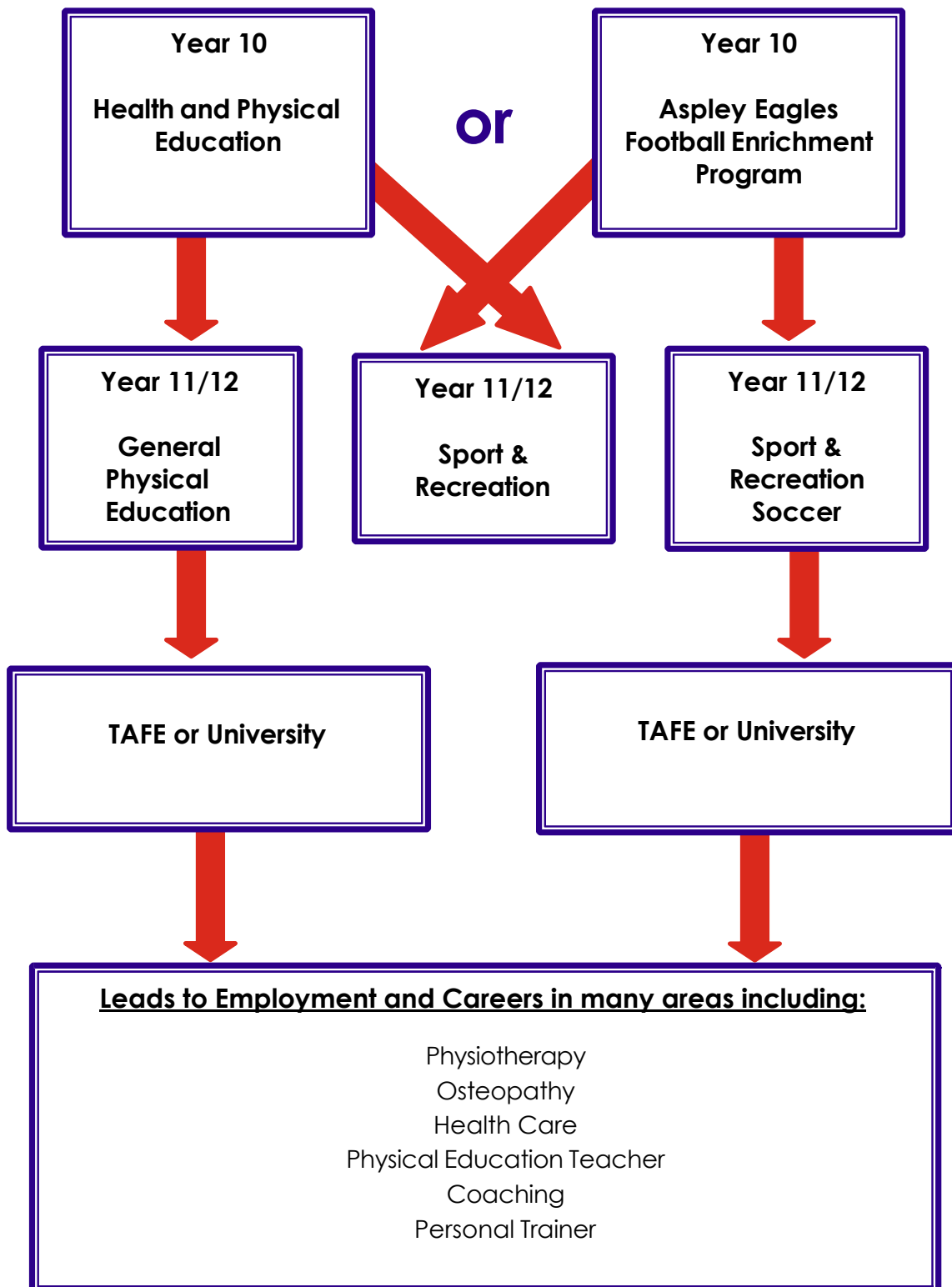
- Skill acquisition and football (feature article and performance)
- Energy systems and football (exam and performance)
- Coaching and football (coaching skills and performance)
- Tournament and small sided games (Tournament organisation with small sided games).

## HOMEWORK EXPECTATIONS

Students will be allocated a number of homework tasks throughout the course of study including additional studies, research tasks, performance activities and training. It is expected that all students complete set homework in preparation for proceeding lessons and learning activities.



# Health and Physical Education Pathways



# The Arts

## Visual Art



### UNIT OUTLINE

From the earliest civilisations, people have attempted to document their culture, rituals and beliefs. Historically, artists have attempted to portray their world and the people in it in a way that best describes and depicts their intentions. Units in Year 10 explore techniques and processes that artists have employed to create contemporary works of art.

Year 10 units in Visual Art focus on contemporary artists and works of art, they explore the history and development of art movements and styles and their impact on today's art. Students will learn to apply a range of skills and processes as they develop creative thinking skills. Critical and creative thinking is a sought-after commodity in the 21<sup>st</sup> century. Students who study Visual Arts will confidently enter future pathways prepared for challenges that require divergent thinking, and creative problem-solving processes.

### UNIT TOPICS

In the year ten course of study, students will:

- Study various art making techniques including drawing, painting, printmaking, ceramics, and mixed media
- Study a broad range of art movements and artists with a specific focus on contemporary artists
- Understand a range of art specific terminology
- Understand the compositional rules for displaying art works
- Develop an understanding of art making processes employed by artists
- Explore concepts and processes contemporary artists use in developing visual ideas
- Understand creative thinking and problem-solving processes
- Prepare for senior studies in Visual Art by completing processes and assessment that are found in the ATAR course of study.

### UNIT ASSESSMENT

Unit 1	Unit 2
Investigation- Research about specific problem, question or issue	Investigation- Research about specific problem, question or issue
Project- creating a singular resolved artwork or collection of artworks	Project- creating a singular resolved artwork or collection of artworks
Extended Response– Comparative Essay	Extended Response – Response to Stimulus Exam

Student will complete three major pieces of assessment in each semester. These assessments pieces have been designed to prepare students looking to study the Visual Arts (General) course in Year 11 and 12. This assessment occurs over an extended and defined period. Students may use class time and their own time to develop a response.

### HOMEWORK EXPECTATIONS

Students will receive regular homework and will be expected to complete work on their own, in their Visual Diary, and complete assignments at home. Homework will involve researching artists, developing their own ideas, and reflecting on learning processes.

# The Arts

## Dance



### UNIT OUTLINE

In Unit 1, students focus on partnered dance techniques. Through practical exploration of the Hip Hop and Contemporary genres, students will learn, rehearse, perform and respond to a variety of partnered dance sequences that employ spatial elements (including opposition and mirroring), choreographic devices (including unison, repetition, canon, motif, and call & response), body-to-other relationships through safe contact work, and movement qualities.

Unit 2 continues to focus on partnered dance techniques, but in the broader context of whole-class dance works and in the genres of Contemporary and Jazz. Students will learn, rehearse, perform and respond to a variety of partnered, small group and whole class dance sequences that extends their knowledge of spatial elements, choreographic devices, relationships and dynamics.

In both units, students have the opportunity to learn from professionals in the dance community through face-to-face workshops and online. In Unit 2, students will perform one of their dance works at the Year 10 & 11 Arts Showcase for the purpose of assessment.

### UNIT TOPICS

In the Year 10 course of study, students will:

- Learn a diverse range of technical and expressive skills
- Work in groups to manipulate and choreograph dance
- Perform dance works that are both teacher-devised and student-devised
- Reflect on own and other's dance works for the purpose of polishing and refining
- View and response to a range of dance work in written form

### UNIT ASSESSMENT

Unit 1 Hip Hop	Unit 2 Contemporary
<b>Performance</b> – learn a teacher-devised dance work in the genre of Hip Hop that explores a theme/topic.	<b>Extended Written Response</b> – view two (2) contemporary dance works and respond in paragraph form.
	<b>Project</b> – choreograph a dance work that explores a theme/topic.

### HOMEWORK EXPECTATIONS

Students are expected to open the Class Notebook 'Content Library' from home and access class videos to help rehearse and polish dance sequences learnt in class.

Students are expected to choreograph their sections of their Project in their own time, so they are ready to teach other dancers when in-class.

# The Arts



## Drama

### UNIT OUTLINE

Each unit explores the style, conventions and acting techniques of selected classical and contemporary drama contexts. The study of theatre history is an essential part of any theatre education. It is important for students to gain a broad sense of theatre traditions from around the globe so that they can recognise the diversity of dramatic performance and can appropriately situate current theatre practices. An opportunity to explore, Commedia del 'Arte, Realism and Documentary Drama will occur throughout the year. Students will explore major past and present playwrights, analyse non-traditional theatre practice, design, and perform from a variety of theatrical time periods.

### UNIT TOPICS

In the Year 10 course of study, students will:

- Develop an interest and enjoyment in performing in variety of performance styles
- Develop an understanding of the Commedia del 'Arte and Realism
- Develop an understanding of the actor/audience relationship
- Develop an understanding of the processes of working in ensemble and the social skills required when working creatively with others
- Explore and consider the collaborative roles of the director, the performer and the production team in the interpretation and performance of scripts
- Interpret and present a scripted performance
- Present a rehearsed, polished performance applying performance skills.

### UNIT ASSESSMENT

Unit 1	Unit 2	Unit 3	Unit 4
Group performance based on Commedia Del 'Arte	Responding task based on Political Theatre	Performance and responding task based on Realism	Project based on Contemporary Theatre

### HOMEWORK EXPECTATIONS

Students are expected to complete regular Reflection and Responding Tasks for homework. Written assignment work will also form part of homework. Homework will usually focus on finding, planning for, preparing for, and rehearsing for monologues, duets, one-acts, plays. This will involve research and memorisation. Memorisation does not happen overnight. It requires that you practice and rehearse your lines out loud over and over.

# The Arts



## Music

### UNIT OUTLINE

Students begin the year by looking at a unit, "Music from Down Under", where they explore the way music has evolved in Australia. Beginning with traditional Indigenous music and working right through to popular hip-hop artists of today. Students then continue on to "Our Idols", a unit where we explore the great names within the music industry, discovering what made them so famous in the first place. We then move on to studying "Jazz and Blues" where students are exposed to a range of new scales, techniques, compositional methods and improvisation. This unit then leads into "Protest Music" which looks at a range of social, political, environmental and personal movements and how music contributes to these. Throughout the units' students develop skills in analysing music, composing their own music and performing a variety of styles.

### UNIT TOPICS

In the Year 10 course of study, students will:

- Develop skills in composition, studio recording, score layout and music notation
- Investigate the integration of traditional musical elements into contemporary music styles
- Develop performance skills in voice and on instruments
- Develop vocabulary related to the music elements
- Research and analyse given repertoire.

### UNIT ASSESSMENT

Unit 1	Unit 2
- Australian Solo Performance with Performance Statement - Australian Composition and Composition Statement	- Jazz Improvisation + composition - Jazz/Blues Solo/Ensemble Performance with Performance Statement
- Idols Ensemble Performance with Performance Statement - Idols Analytical Essay	- Protest Composition with Composition Statement - Protest Analytical Exam

### HOMEWORK EXPECTATIONS

Students will be expected to regularly practice with an instrument outside of class time. Where necessary, keyboards and guitars are available for use before school and during lunchtimes. Assignment and composition tasks will need to be prepared and drafted at home.

# The Arts

## Media – Unit 1

### UNIT OUTLINE

Media Art students will spend the semester manipulating genre and media conventions to create digital artworks that apply design, production and distribution processes.

Focusing on creating a portfolio of filmed artworks, students will experiment with ideas shaped by media conventions to explore and critique social and cultural values and beliefs. They will explore alternative perspectives to develop and refine their media production skills.

### UNIT TOPICS

This unit offers students in Year 10 Visual Art varied learning experiences; these are dependent on student interest, teacher knowledge and specialisation and resources.

This unit may include but is not limited to:

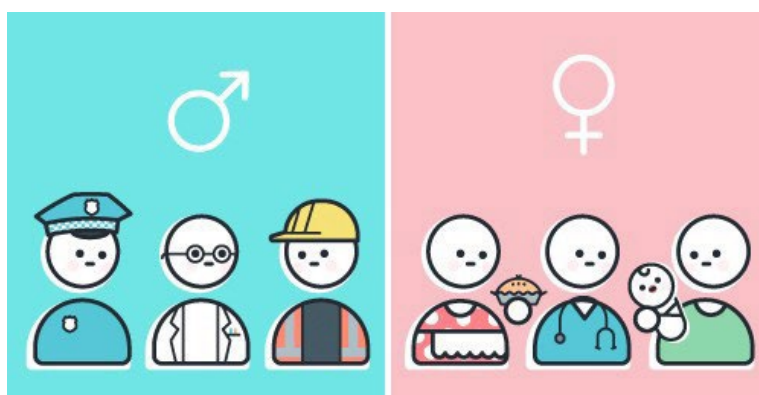
- Responding to a filmed artwork.
- Creating an analytical review for social media of an artwork created by another artist.
- Digital production of a music video using various software, creative effects, and techniques.
- Creation of a B-grade film demonstrating an understanding of media conventions and film-making techniques.

### UNIT ASSESSMENT

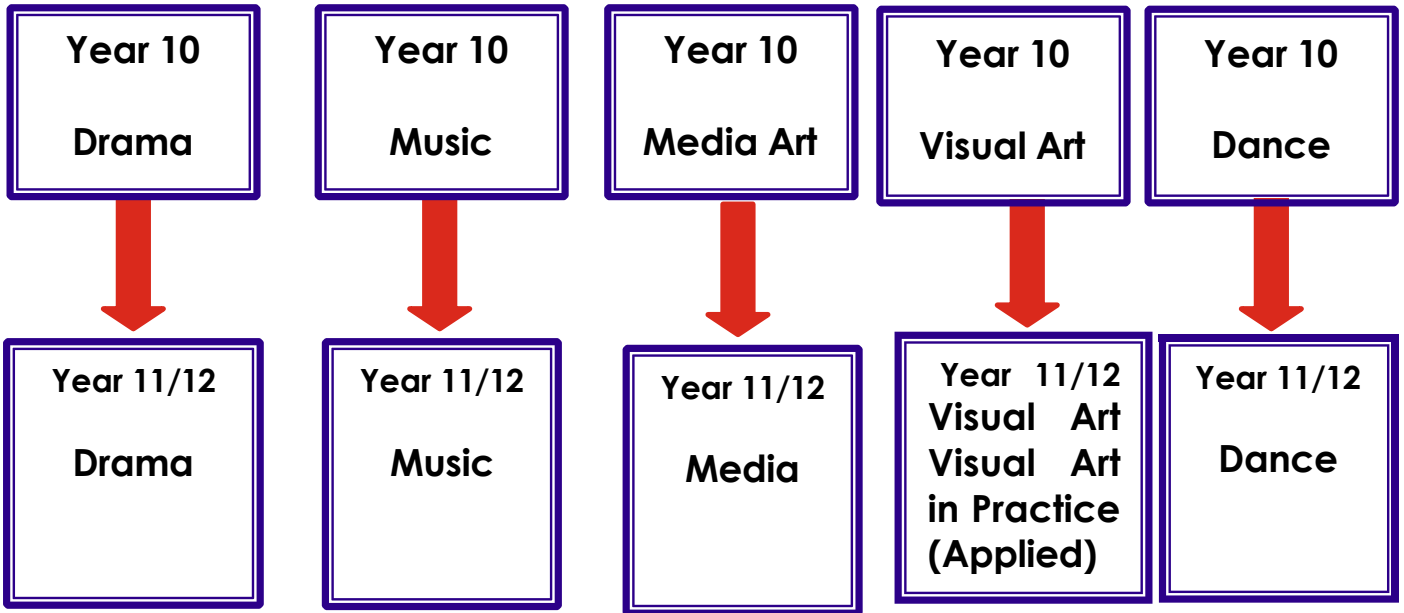
Depending on the unit studied students will complete at least one major making piece of assessment. At least one appraising piece will also be complete this may take the form of a written essay, report or catalogue, PowerPoint presentation, oral, or written exam.

### HOMEWORK EXPECTATIONS

Students will receive regular homework. Students are expected to regularly work on their own Visual Diary and complete assignments at home. Students are also encouraged to continue their digital art processes at home to further enrich their understanding of the use of digital art software.

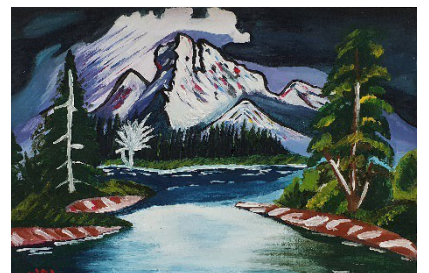


# The Arts Pathways



**Year 11 and 12 subject recommendations**  
SA result in Year 10 Dance, Drama, Music, Media and Visual Art  
Passing result in English

**Career or Further Study Options:**  
Choreographer, Arts Administrator, Performer, Artist, Therapist,  
Scriptwriter, Advertising and Teacher



# Design and Technologies

## Food Specialisation

All requirements for this subject will need to be provided from home.

### SEMESTER 1

#### UNIT 1: Taste Australia, Taste the World

##### Overview

Students will develop an understanding of the traditional diet of Aboriginal and Torres Strait islander people. They will also understand where Australian food patterns originate. Students will also investigate the traditional foods eaten by our Pacific neighbours. Students will also develop an understanding of the contributions other countries have made to Australian cuisine. They will develop skills in planning and creating foods in these areas.

##### Assessment

Term 1- Students will complete a project folio demonstrating a Pacific banquet using the design process

Term 2- Students will complete a project folio demonstrating a chosen countries traditional dish, using the design brief



### SEMESTER 2

#### UNIT 2: Food for Special Purposes

##### Overview

Students will develop an understanding that there are many influencing factors that shape food choices. They will discuss the ethical and sustainable issues associated with food production. Students will also recognise the importance of consuming a diet that avoids food that can cause allergic and intolerance reactions and know how to plan meals that support these conditions. They will develop skills in planning and creating dishes for special occasions.

##### Assessment

Term 3- Students will complete an exam based on the theory covered throughout the term.

Term 4- Students will complete a practical demonstration folio using the design process.

# Design and Technologies

## Food and Fibre Production

All requirements for this subject will need to be provided from home.

### SEMESTER 1

#### UNIT 1: Tastes of Australia

##### Overview

Students will develop an understanding of history of Australian cuisine. They will also explore the availability and uses of Indigenous ingredients in our cooking processes. Students will develop an understanding of the processes required to produce Australian native ingredients.

##### Assessment

Term 1- Students will complete a practical demonstration folio using the design process

Unit 2- Contemporary Perspectives of textiles

##### Overview

Students will gain knowledge and understanding of the impact of textile production and use on the individual consumer and society. They will also study the environmental and sustainable effects of the textile industry.

Term 2 - Students will complete a project folio demonstrating using the design process.

### SEMESTER 2

#### UNIT 3: Eating For The Future

##### Overview

Students will explore the need to lead a healthier lifestyle to protect us from dietary epidemics. They will also investigate and develop skills in planning and preparing nutritious meals in a safe and hygienic way.

##### Assessment

Term 3- Students will complete a project folio to produce a healthy meal for teenagers, using the design process.

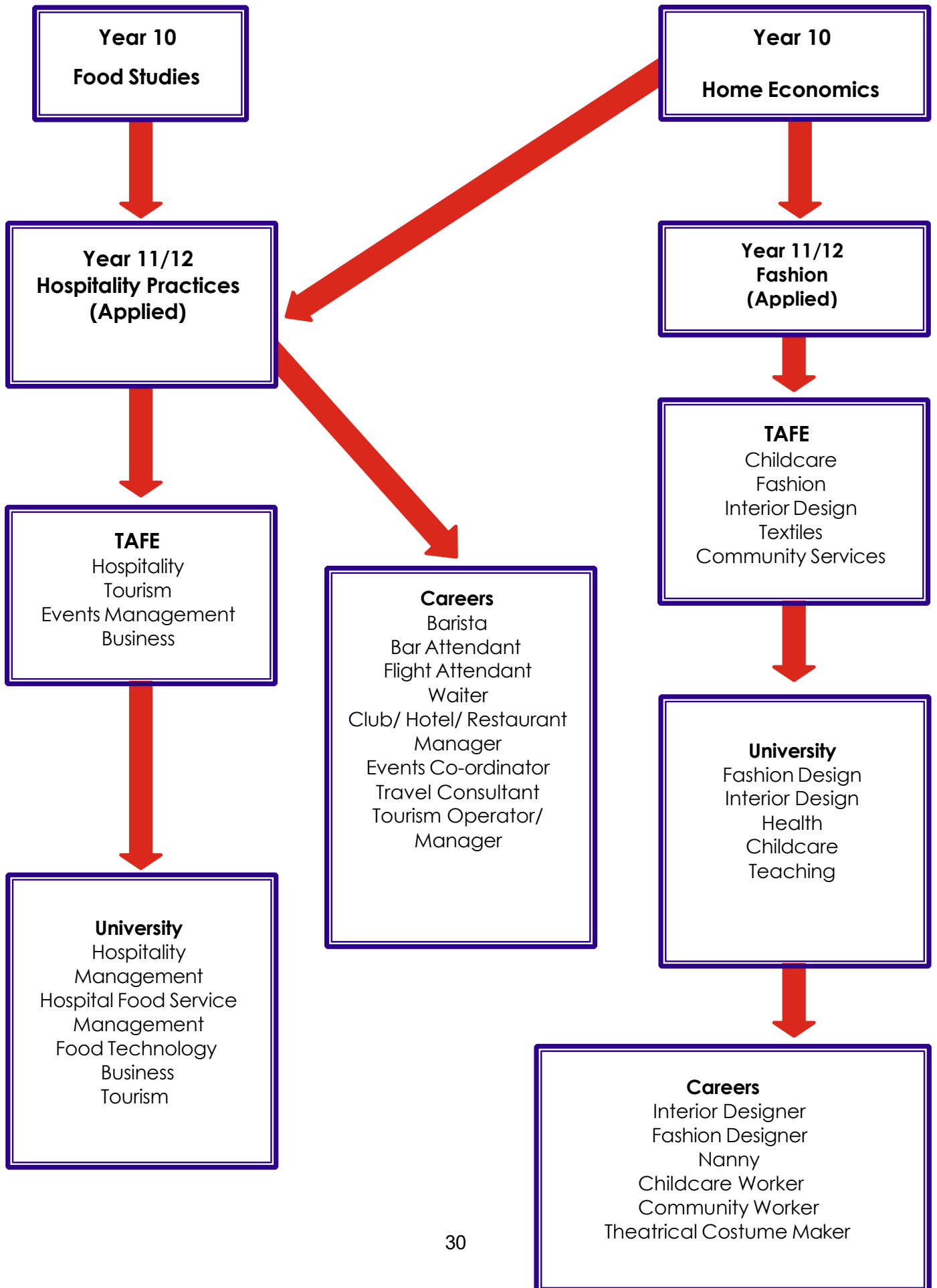
Unit 4 - Australian Fashion designers

##### Overview

Students will investigate and analyse the influence of Australian fashion designers on the world stage. They will investigate Australian fashion history, as well as have a look into the future of Australian fashion. Students will develop skills in the construction of fashion items.

Term 4- Students will complete a practical demonstration folio using the design process.

# Design & Technologies Pathways



# Design and Technologies

## Tools and Material Technologies Specialisation

### OVERVIEW OF UNIT

This course is aimed at those students who are interested in careers that use hand skills and basic design principles. This course will develop the skills required to achieve success in Senior School as well as preparation for some trade-based courses. As such, the course is divided into contextual units or projects as outline below. Most work will be completed by hand although machinery will be introduced during the course. Students will be expected to prepare sketches and use design concepts throughout each unit.

### UNIT TOPICS

- Manufacture it – Manufacturing to specification
- Siege Machines
- Mimic it - Biomimicry
- Client Manufacture - Manufacturing for a Client.

### UNIT ASSESSMENT

Students will be assessed at the completion of each task as follows:

- Construction – students will be assessed on the quality of the work that they produce
- Theory – procedural and reflective writing tasks
- Industry – students will be assessed on their work ethic, their attitude towards Health and Safety and their application to task.

### HOMEWORK EXPECTATIONS

Students must bring their resources (pen, pencil and eraser) and non provided safety gear (upper leather shoes)) for each practical lessons. Students must also complete any unfinished class activities including individual job reflections.



# Design and Technologies

## Design

### OVERVIEW OF UNIT

It is said that beyond 2025, jobs will be increasingly automated. As a result, traditional jobs will be less available and workers will need skills such as creativity, complex problem-solving and critical thinking. Design, as a subject, prepares students for just these future-vocational skills, with students facing a series of contextualised problems, followed with a variety of design theories to solve complex issues and provide prototype solutions. These will be presented in various forms of media, with a mix of digital and physical prototypes.

### STAKEHOLDER-CENTRED DESIGN

In this unit, students will learn that Design is a purposeful process in response to a range of identified needs, wants and opportunities. Students will describe design problems, represent ideas, analyse needs and wants, devise ideas and make decisions to answer a design problem. They will achieve this through 'experiencing design', understanding the 'design process' and 'design styles'.

### COMMERCIAL DESIGN INFLUENCES

Commercial Design Influences, focuses on the need to make design suitable for commercial endeavours. They will achieve this through exploring how to focus on business operations and the financial considerations needed to create a successful café.

### HUMAN-CENTRED DESIGN

In this unit, students consider human needs and wants as a higher priority. Students will be looking at the evolution of video games throughout the years, and how they have evolved based on what society is wanting from the games.

### SUSTAINABLE DESIGN INFLUENCES

Sustainability is a big factor in the world of design, being a 'make or break' for some products. Students will be exploring how sustainable practices can shape the way the world reacts to a design and how different cultures use sustainable design to influence culture practices and opinions.

### FUTURE CAREERS

Engineering | Town Planner | Architect | Landscape Architect | Industrial Designer | Web Designer | Interior Designer | Graphic Designer

### ASSESSMENT AND HOMEWORK EXPECTATIONS

Assessment will be provided with a variety of contextualised design tasks. These will be structured in such a way that it mimics the senior 'Design' program, promoting a seamless transition into senior learning. Students will be expected to complete all assigned work within and outside of the class environment. Time and resources will be allocated accordingly for students to complete set tasks.

# Design and Technologies Pathways

