

Aspley

State High School

An independent Public School

YEAR 10 - 2023

SUBJECT SELECTION HANDBOOK



Middle School

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 2024.

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

Best wishes

Jacquita Miller

Jacquita Miller
Principal

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YEAR 10 – 2023

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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	
Conventions and Conforming 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.		Violent Delights 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	
Our Mythological Land Students will explore how Australian people, cultures, places, events and concepts are represented through language features in literary texts.		Political Animals 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.

HOMEWRK EXPECTATONS

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.

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

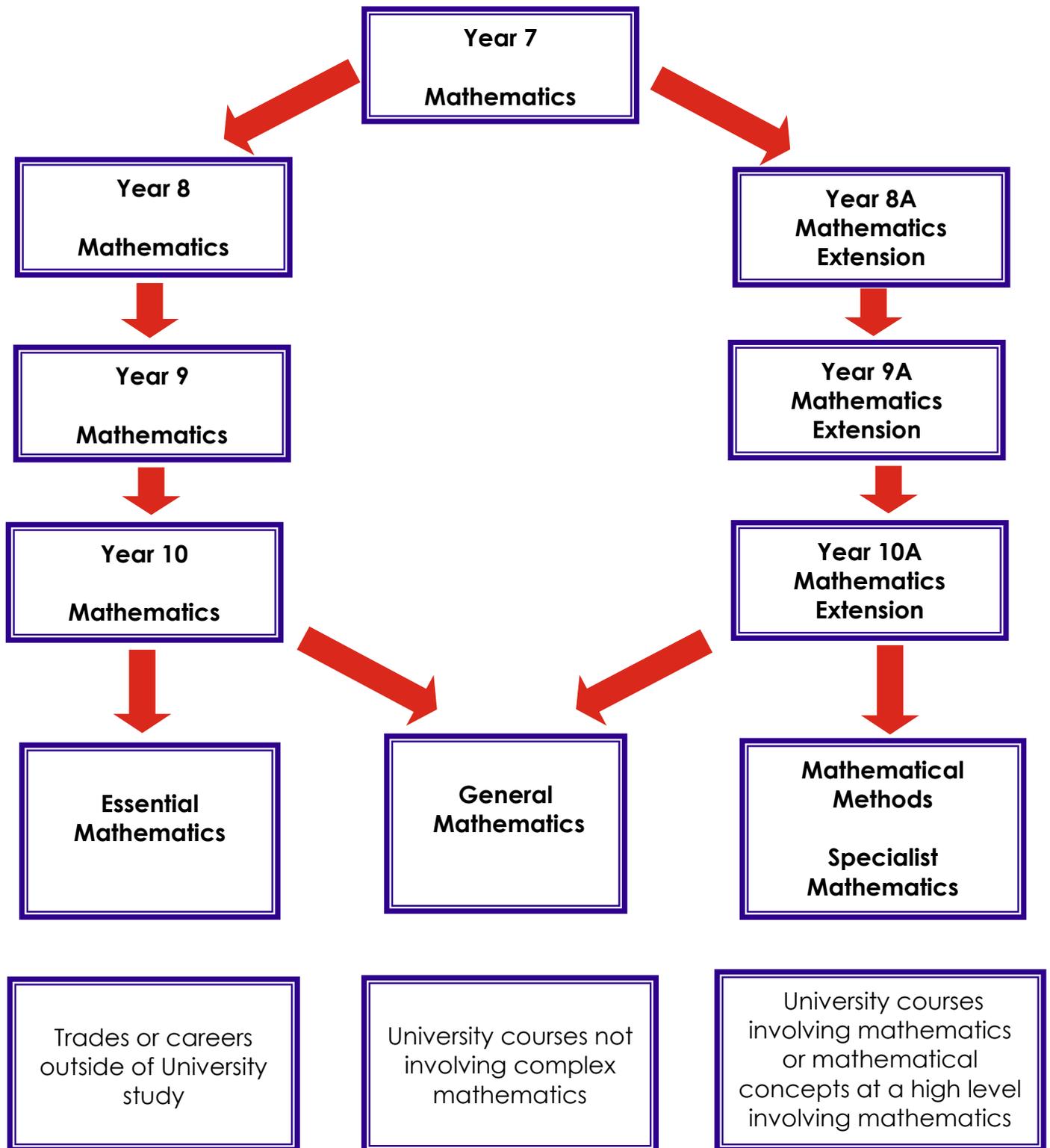
- Mathematical Investigation (20%)
- Written examination each term (20% each, total 80%).

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

Year 11/12
Chemistry

Year 11/12
Earth &
Environmental

Year 11/12
Physics

Year 11/12
Psychology

Year 11/12
Science in
Practice
(Applied)

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

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

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

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

Further study and possible career paths include in:

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

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.

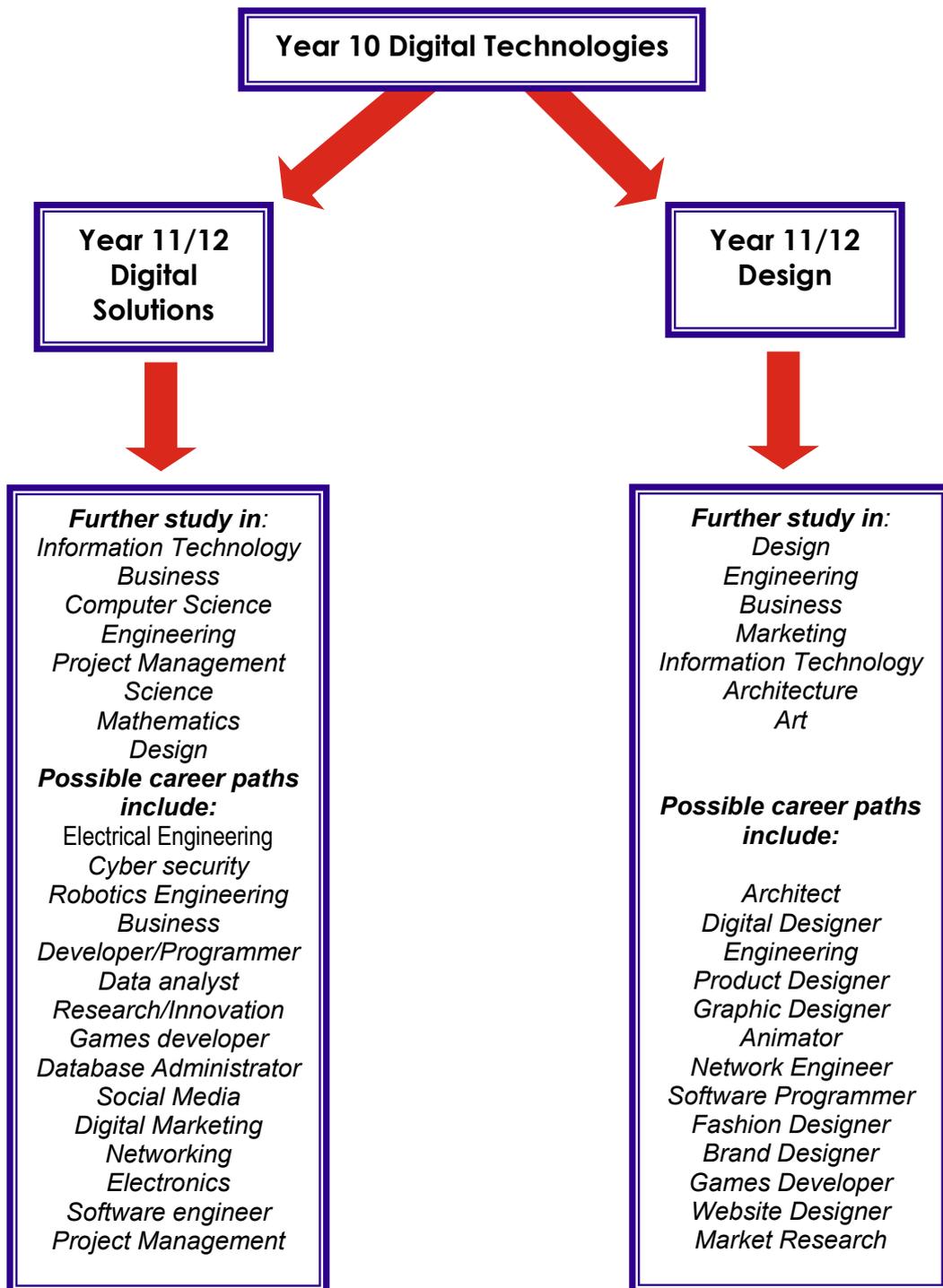
COURSE REQUIREMENTS

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.

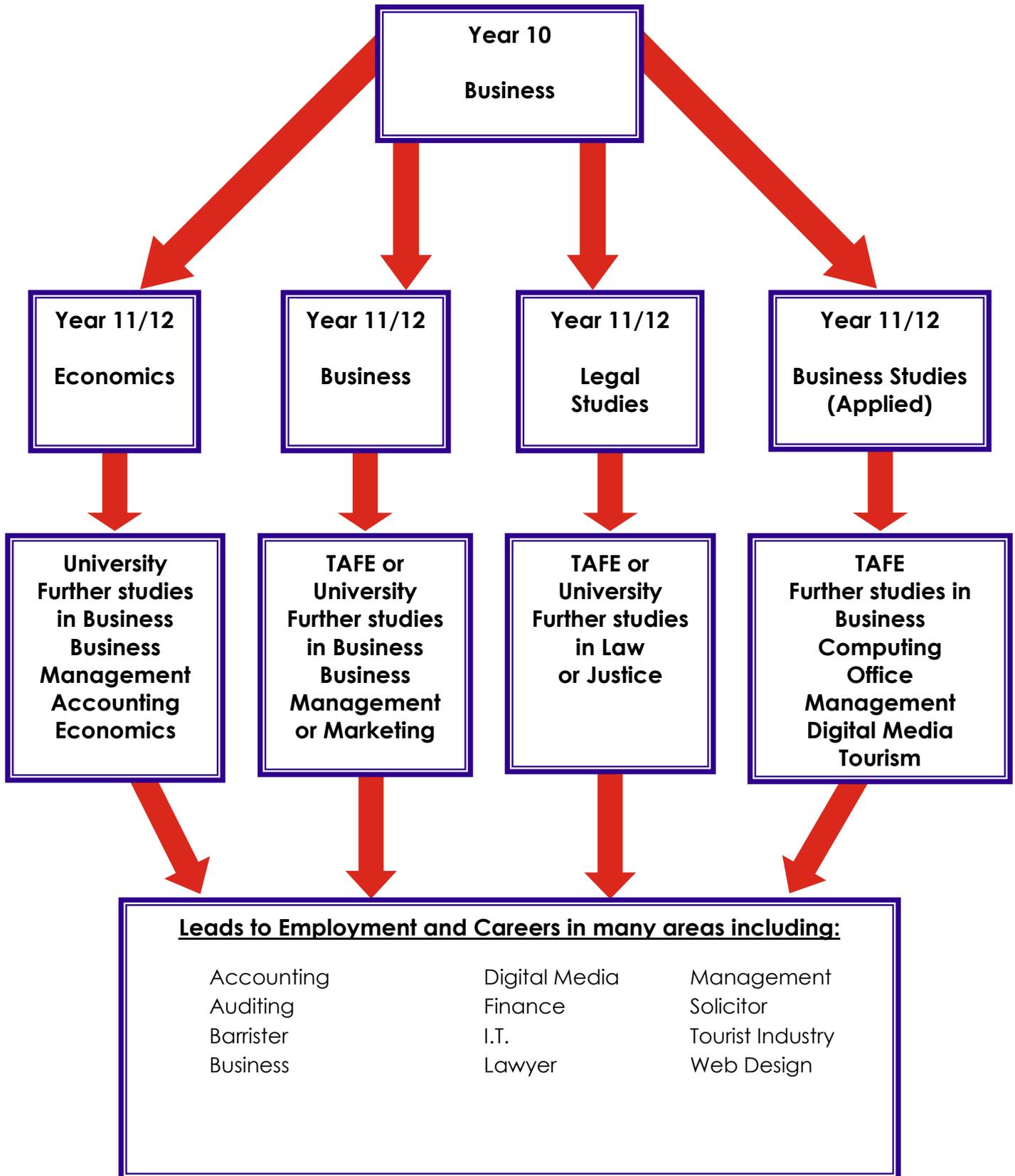
UNIT ASSESSMENT

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, 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 20th 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 PATHWAYS

Year 10
History
(for both semesters)

or

Year 10
One Semester of
History &
One Semester of
Civics

Year 11/12
Legal
Studies

Year 11/12
Ancient
History

Year 11/12
Modern
History

Year 11/12
Economics

Year 11/12
Business

Year 11/12
Social and
Community
Studies
(Applied)

Career or Further Study:

Advertising
Journalism
Public Relations
Teaching
The travel industry
Industrial Relations Law
Forestry
Conservation
Mining
Surveying
Farming
Recreation

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 ones 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

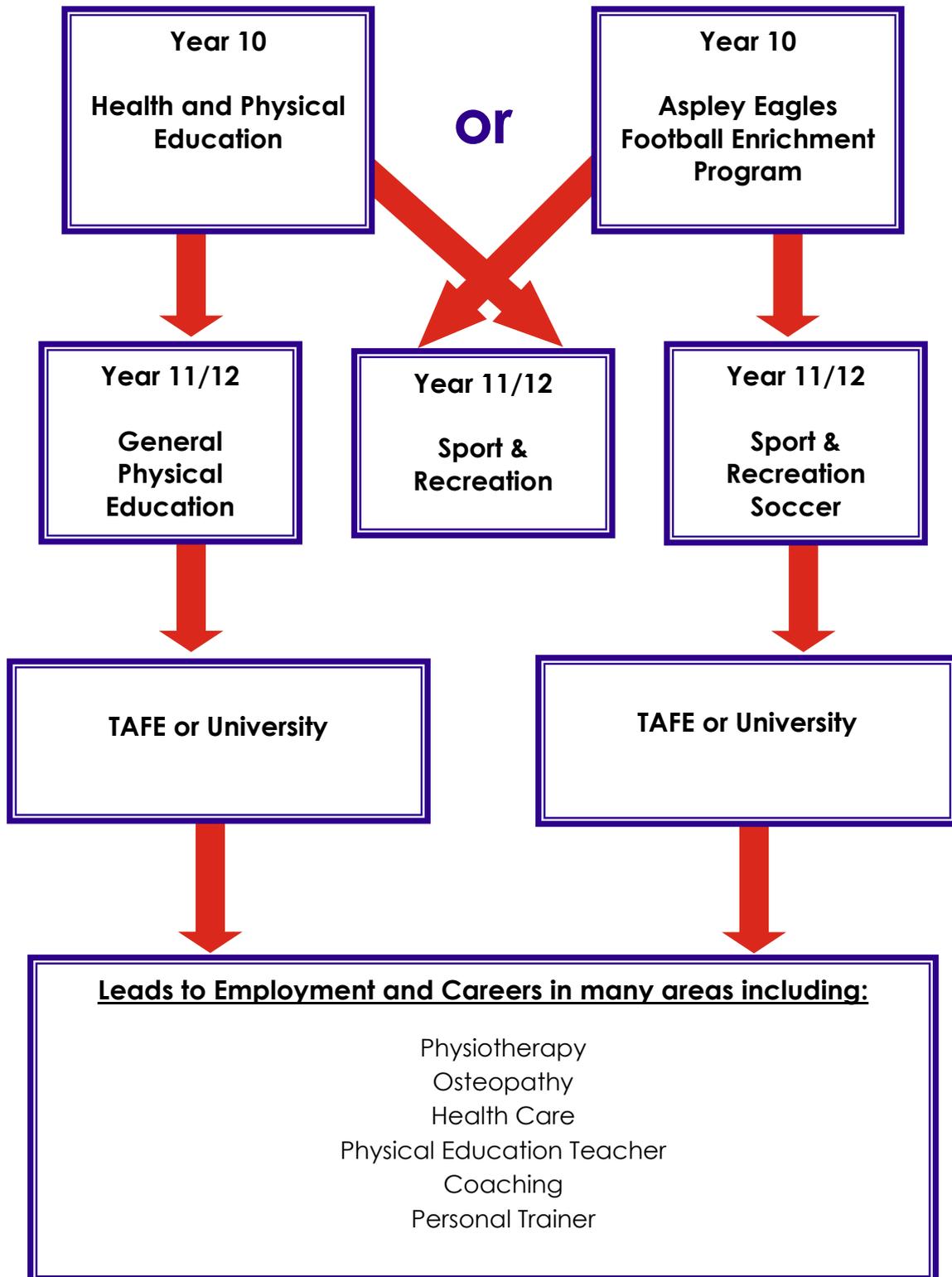
- Skill acquisition and football (feature article and performance)
- Energy systems and football (exam and performance)
- Coaching and football (coaching skills and performance)
- Tournament and small sided games (Tournament organisation with small sided games).

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 21st 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, the students will also learn about modern and post-modern dance as a means for comparison. This unit will then further explore the current practice of contemporary dance to allow students to develop an ability to create and manipulate contemporary dance using selected structuring devices and movement components. In Unit 2, the students will study the dance work of an influential artist. This will track their career path and highlight how this artist has been inspired by the popular dance within that period, for example: Michael Jackson, Janet Jackson, Madonna and Beyoncé.

UNIT TOPICS

In the Year 10 course of study, students will:

- Learn dance skills, including technical skills, expressive skills and problem-solving and research skills
- Learn about group formations, focus and the alignment of body positions
- Refine and rehearse technical and expressive skills in performance
- Perform works demonstrating expressive skills and technical skills to realise the choreographic intent of different dance styles
- Reflect on their own learning, apply new understandings and make connections to inform future dance experiences
- Analyse, interpret and evaluate dance in context to consider audience, style, purpose and function, with justification
- Research artist, their careers, dance influences and movement styles
- Create works using dance elements and employing dance skills to express a stated choreographic intent in different genres, styles and contexts
- Analyse, interpret and evaluate dances in context to consider audience, style, purpose and function, with justification
- Consider audience, genre, style, function and purpose of dance
- Learn genre-specific actions and how they are used to create dance movements and sequences
- Learn combinations of time and energy elements, including movement qualities and force that are used to manipulate dynamics in a dance sequence
- Learn structuring devices, such as climax, rondo, accumulation and retrograde and how they are used to organise movement.

UNIT ASSESSMENT– ARTISTS THAT INSPIRE US?

Unit 1 Contemporary Dance	Unit 2 Hip Hop
Performance- Inspired by specific artist	Project — dance work based on contemporary dance
Choreography- group work inspired by artists studied in class	
Responding task — extended response unseen stimulus	

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 dances. This will involve research, choreography and memorisation. Memorisation does not happen overnight. It requires that you practice and rehearse your dances over and over.

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	Project and Performance-Realism	Project-Documentary Drama	Responding Task – extended response

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 Art – 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.

Centring on gender representations and alternative points of view, students will create a folio of digital artworks that experiment with ideas and stories that manipulate media conventions to identify and examine social and cultural values and beliefs, and construct new and alternative points of view through developing 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:

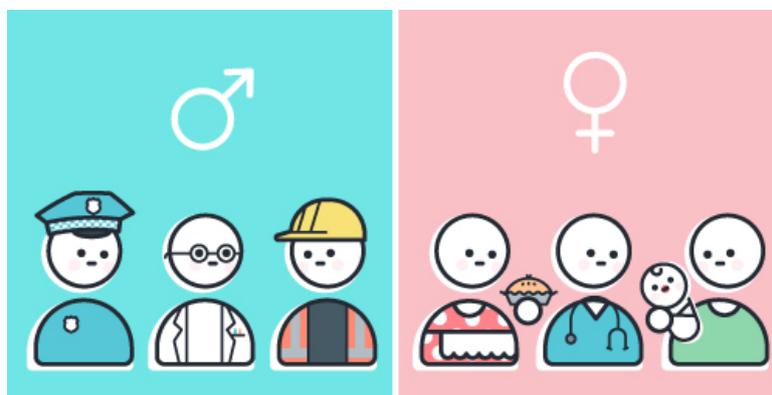
- Creating and writing a blog
- Digital production of advertisements using various software
- Recreating an advertisement with outdated representations of gender
- Create media campaigns that promote programs within the Aspley High community.

UNIT ASSESSMENT

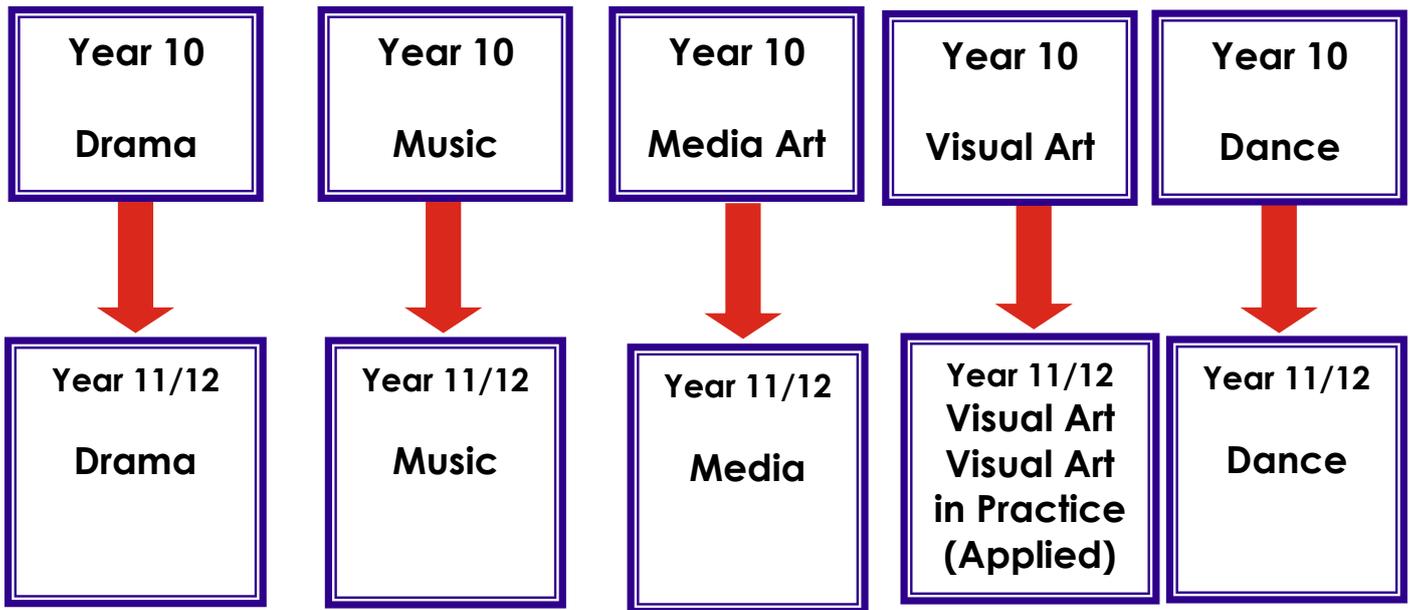
Depending on the unit studied students will complete at least one major making piece of assessment. At least one appraising piece will also be complete this may take the form of a written essay, report or catalogue, PowerPoint presentation, oral, or written exam.

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.



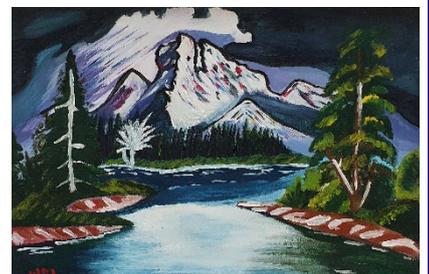
THE ARTS PATHWAYS



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

SEMESTER 1

Unit 1: Native and Global Foods

For this unit students will be required to bring ingredients for weekly cooking.

Native foods are now being cultivated in Australia, being rediscovered by Indigenous Australian culture. Restaurants in Australia have established a new and exciting market. Before you can fully understand the evolution of Australian cuisine, we need to reflect on the past and trace the influences on food consumption and choices since the earliest day of the colony. The activities for this unit are designed to explore native Australian flavours along with global foods and to develop basic skills of food planning and preparation in a safe and hygienic way.

Assessment

Students will complete two projects:

- a) Using native Australian flavours
- b) Global foods
 - Using the design process
 - Planning and implementing ideas
 - Evaluating the end product and plan.

SEMESTER 2

Unit 2: Introduction to Hospitality

For this unit students will be required to bring ingredients for weekly cooking.

This unit will introduce students to the Hospitality industry by exploring the diverse jobs and careers within the industry. The activities for this unit are designed to develop skills required to study Hospitality Practices in Year 11 and 12.

Assessment

Students will complete a project to produce a class function:

- Using the design process
- Planning and implementing ideas
- Evaluating the end product and plan.

Students will complete an extended response assignment.

DESIGN AND TECHNOLOGIES

FOOD AND FIBRE PRODUCTION

SEMESTER 1

UNIT 1: The Greengrocer

For this unit students will be required to bring ingredients for weekly cooking.

Fruit and vegetables are often described as nature's perfect snack foods. They come in their own biodegradable packages, there are many varieties, they are a good source of vitamins, minerals, carbohydrates and dietary fibre and they taste great. The activities for this unit are designed to explore the principles of cooking healthy dishes and to develop basic skills of food planning and preparation of fruits and vegetables in a safe and hygienic way.

ASSESSMENT

Students will complete either an exam or a project to produce a new fruit or vegetables parcel:

- Using the design process
- Planning and implementing design ideas
- Evaluating the end product and plan.

UNIT 2: Historical Perspective of Textiles

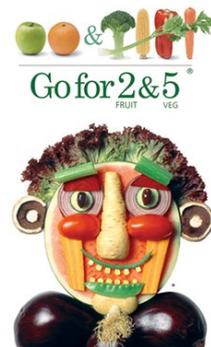
For this unit students will need to provide fabric necessary for their design to complete a garment of their choice.

Successful textile designers bring together aspects of historical, cultural and contemporary perspectives to make their designs a relevant expression of the times. Students will analyse the influence of historical perspectives on textile design, construction and use.

ASSESSMENT

Students will complete a design folio which will include:

- An investigation/research of early Australian fashion
- Create a textile item using designs from the past
- Create a plan for producing the item
- Evaluate the process and product.



DESIGN AND TECHNOLOGIES

FOOD AND FIBRE PRODUCTION

SEMESTER 2

UNIT 3: Eating for the Future

For this unit students will be required to bring ingredients for weekly cooking.

The range of foods available to consumers today is remarkably wide, far greater than at any other time in human history. Making a decision about which foods to choose, from such a wide selection, is often very difficult. The activities for this unit are designed to explore the need for Australian's to lead a healthier lifestyle to protect us from dietary epidemics. Students will explore and develop skills in planning and preparing nutritious meals in a safe and hygienic way.

ASSESSMENT

Students will complete a project to produce a healthy meal for teenagers:

- Using the design process
- Planning and implementing design ideas
- Evaluating the end product and plan.

UNIT 4: Contemporary Perspectives of Textiles

For this unit students will be required to bring in old or unwanted clothing from home.

Successful textile designers bring together aspect of historical, cultural and contemporary perspectives to make their designs a relevant expression of the times. Students will analyse the impact of textile production and use on the individual, consumer and society. Students will study the environmental effects of the textile industry.

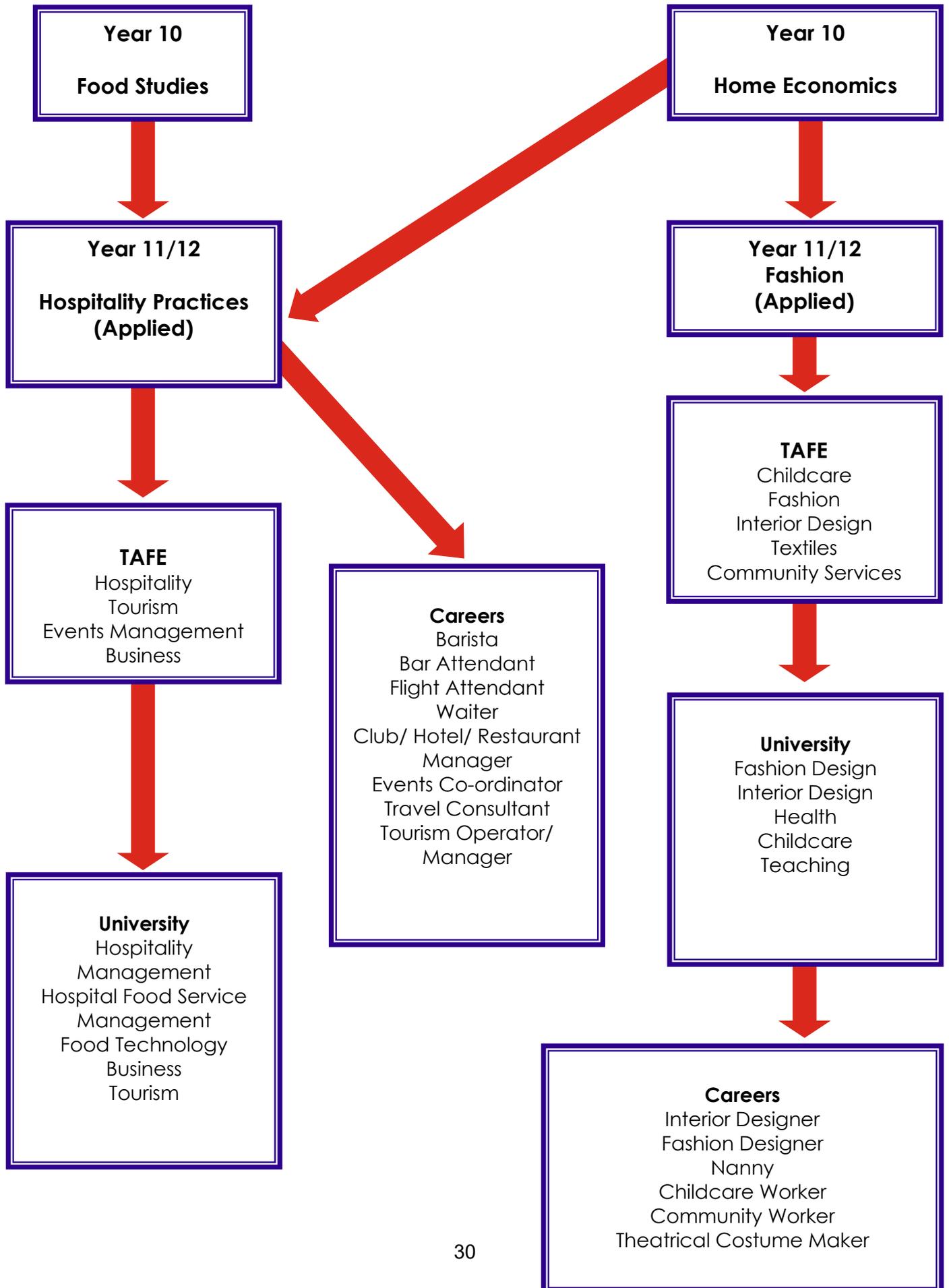
ASSESSMENT

Students will complete a design folio which will include:

- An investigation/research on upcycling fashion
- Create a new textile item from old or unwanted clothing
- Create a plan for producing the item
- Evaluate the process and product.



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
- Support it – Sustainable Furniture
- Hold it – Storage Systems
- 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 2H 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. Faced with a series of contextualised problems, students will follow a variety of design theories to solve complex issues and provide prototype solutions to their client. Solutions will be presented in the form of written briefs, sketches/computer generated models, drawings and physical prototypes using a selection of materials. Classes will be facilitated both in workshop and classroom environments.

DESIGN IN PRACTICE

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'. Solutions will be presented through sketches, Computer Aided Design (CAD) drawings and scale models.

COMMERCIAL DESIGN

In Commercial Design, students will respond to the needs and wants of specific clients. They will achieve this through 'exploring a client's needs and wants' and 'developing' through designing collaboratively. Solutions will be presented through sketching, CAD modelling and the development of a scale model.

HUMAN-CENTRED DESIGN

In this unit, students consider human needs and wants as a higher priority. Students will 'design with empathy'- considering how we meet the needs of people. Solutions will be presented through sketches, CAD modelling and digital low-fidelity prototyping.

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. Researching and completing design briefs will be necessary in ones' own time. Time and resources will be allocated accordingly for students to complete set tasks.

DESIGN AND TECHNOLOGIES PATHWAYS

