Alexandria Park Community School

Year 10
Curriculum, Programming and Assessment Booklet

2019

Year 10 Curriculum, Programming and Assessment Booklet

This booklet provides information to students and parents about the Year 10 learning and assessment programs at Alexandria Park Community School.

Contents

Year 10 Curriculum Structure

Course	Periods per cycle
English	8
Mathematics	8
Science	7
History and Geography	6

Course	Periods per cycle
PDHPE	3
Elective 1	5
Elective 2	5

Students also participate in Sport on Friday afternoons for 2 periods each week. Sport is a compulsory requirement in Years 7 – 10.

Communicating with our school

Alexandria Park Community School values parent communication and engagement with our school and recognises the importance of having an effective system in place to assist with this process. The link below to the school community charter outlines the responsibilities of parents, carers and school staff to ensure our learning environments are collaborative, supportive and cohesive.

https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter

If you would like to contact the school, you can do so by:

- Phoning the school admin office on 9698 1697

- In person – please report to the Administration Office

- By email @alexparkcs-schools.nsw.edu.au, please write the name of teacher in the subject box

Who to contact:

Position at APCS	Matters they deal with:
Classroom teacher	First contact for anything pertaining to that individual subject. This may include class work, homework, assignments or a specific incident that occurred in that classroom.
Head Teacher KLA	If a parent has worked with their child's classroom teacher and feel that their needs should be further addressed. If a parent would like to share some positive experiences that are happening in the classroom or at home in relation to that topic.
Learning and Support Coordinator	If a parent feels that their child needs some support in the classroom due to diverse learning needs.
Year Adviser	Can assist with matters that are occurring outside of the classroom and with wellbeing concerns. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child. **Please email Mr Jun.**

Head Teacher Wellbeing	Can assist with matters that are occurring outside the classroom and with wellbeing concerns that are serious in nature. Can also assist with serious ongoing medical condition notifications (diabetes, anaphylaxis).
Deputy Principal	To be notified directly with serious concerns that a parent feels cannot be dealt with by other staff at the school. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child.
Principal	To be notified directly with serious concerns that a parent feels cannot be dealt with by the Deputy Principal. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child.

Homework ideas for students and parents

Assessment Preparation:	Class work:	Wide reading:
• The research and planning aspects of assessments should be carried out first. • Then the actual completion of the task should take place (ticking off all relevant aspects as complete). • Finally read over and edit work to ensure the work has been finessed. • Write regular revision notes and revise them for upcoming tests and in-class tasks.	• Complete any unfinished class work and/or complete any set homework tasks prior to their due date. • Ensure homework is ready to present for the next lesson	• Read both fiction and non-fiction sources covering the topics being studied in class • Use 'Skwirk' as an online resource to extend your knowledge on given topics. https://www.skwirk.com.au/students • Use online resources or databases to find relevant articles and e-books on topics being studied. https://www.sl.nsw.gov.au/
Teach: • Teach your parents something you were taught during class this week.	Language and Writing strategies: • Compile a topic glossary at the back of the book (look up any new terms/concepts that the student is unfamiliar with and try to integrate these into future lessons). • Play Words with Friends (or similar) complete a crossword or Target game (see Sydney Morning Herald).	Media/ICT: • Watch relevant films and documentaries • Watch the news and current affairs programs like The Project' (channel 10) or 'The Feed' (on SBS), • Create a Kahoot on your topic towards the end of the unit to use as revision • Read hard copy or online newspapers and post interesting articles on Google Classroom to discuss in class.

Assessment Policy and Procedures

The policies and procedures at APCS follow those advised by NESA.

School based assessment tasks
A. You will be given at least two weeks written notice for a formal assessment task. You will sign for this notification which will explain: a. the type of task (e.g. in-class, submitted, performance, practical)

- the timing of the task or the time and date due
- the weighting of the task (e.g. 20%)
- the outcomes being assessed and
- the assessment criteria
- instructions for submission.

B. In school examinations, you must follow the same procedures as for the Higher School Certificate.

Absence due to illness or misadventure
If you are away on the day of an assessment task or examination (illness or injury) or for some reason your performance has been affected during a task or examination (misadventure) you should complete the illness/misadventure form (available online) and give to the Head Teacher for that subject.
Please note the following:
i   i. **Illness or injury** – means you are too sick to attend school.
ii   ii. **Misadventure** – is when something out-of-the-ordinary (e.g. an accident) has happened which is beyond your control and you believe your performance in the task has been negatively affected.

Extensions
If a student has prior knowledge of a circumstance that will impact on their ability to submit a task on the due date or attend an in-class task, test or examination, they must request an **Extension Application** Form from the Deputy Principal or Head Teacher or **access it on the school's website**. This form should be submitted to the faculty Head Teacher **at least five school days BEFORE** the assessment task due date.

Appeals
Students have the right to ask their teacher to review a mark at the time a task is returned but cannot appeal against the teacher's judgement.
Students can appeal to the APCS Appeals Committee to review a student's rank order only if:
- • the weightings specified in the assessment program are not those stated by NESA
- • the weightings for tasks are not consistent with those specified by the published policy
- • there are computational or clerical errors.

The school's Appeals Committee, comprising of the secondary Deputy Principal, the subject Head Teacher and another Head Teacher, will investigate the claim by reviewing and examining appropriate records and report its findings to the student.
- you will be given a formal warning of a non-serious attempt
- be required to re-sit or re-submit the task
- you may be awarded zero for the task.

Technology and Assessments

Technology failure is not a valid reason for failure to submit an assessment task on time.

Students should:

• continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive). You might also consider emailing it to yourself.

• Tasks which are to be submitted electronically should be checked well before the due date to ensure that data can be accessed at school.

• Check the compatibility of your home software with the school's technology.

• Save a copy of the final version of your task to an email address that can be accessed at school (such as your student.fantastic@education.nsw.gov.au email account), as well as bringing it to school on external portable storage media.

• A student presenting work produced via computer or submitting work online who experiences computer/technology difficulties or printer failure **must follow these procedures by applying for misadventure on the date the task was due by**:

• completing a misadventure form (from the secondary Deputy Principal or Head Teacher of that course)

• presenting it to the Head Teacher of that subject before school along with documentary evidence, such as a note from home

• submitting any saved work on a USB drive and

• submitting any hard copies of drafts, rough notes, USB.

N Determination warning

If a student is not meeting the course requirements or fails to complete an assessment task they are given what is termed a non-completion warning (or N completion determination). A copy is also posted home, which outlines:

• a. any issues of concern or outstanding work and

• b. the date by which students should redeem the outcomes of the missed work.

• c. If a student is to be given a non-completion ('N') determination because of failure to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course, the principal will inform NESA.

The 'Warning Letter' process

If you are not working and if you are not attending school and classes regularly (i.e. above 85%) you may be at risk of not meeting the requirements to gain your HSC. If this is the case then teachers will give you formal warnings in writing, as follows:

a. Warning 1 – A 'FIRST' formal warning letter will be sent by your class teacher and the Head Teacher outlining work that is to be completed and a due date. This letter will be handed to the student and a copy posted to the parent/carer. The parent/carer of the student will also be contacted by telephone to alert them to the situation.

If the work is not completed and/or there is no improvement then:

b. Warning 2 – A 'SECOND' formal warning letter will be issued and an interview will be organised with the Head Teacher and your parent/guardian.

If this work is not completed and there is still no improvement then:

c. FINAL Warning - You will be interviewed by the Deputy Principal and a 'THIRD and FINAL' formal warning letter will be issued. The Deputy Principal will organise an interview with your parent/carer.

If after these warnings there is still no improvement, the Principal will conduct an interview with you and your parent(s)/carer where the 'N' determination will be formally made.

'N' determinations

If students don't complete a course's requirements they will receive an 'N' determination.

Students are warned via a letter from their school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

Principals need to contact us if they feel a student is eligible for a RoSA after being deemed ineligible at the end of Year 10 because they failed to meet the mandatory curriculum requirements.

Mandatory Courses
English

Stage 5 English outcomes

A student:

- responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN5-1A

- effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies EN5-2A

- selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning EN5-3B

- effectively transfers knowledge, skills and understanding of language concepts into new and different contexts EN5-4B

- thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts EN5-5C

- investigates the relationships between and among texts EN5-6C

- understands and evaluates the diverse ways texts can represent personal and public worlds EN5-7D

- questions, challenges and evaluates cultural assumptions in texts and their effects on meaning EN5-8D

- purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness EN5-9E

In English assessment is outcomes based and involves students experiencing:

- Assessment for learning
- Assessment as learning
- Assessment of learning

These three types of assessment take place over the course of each term and are valued equally as evidence of a student's learning progress.

Although the content is essentially the same for all students the learning experiences are differentiated to meet the individual needs of students.

Course Content			
Term 1	**Term 2**	**Term 3**	**Term 4**
Novel Study Students will do a close study of a novel this term. Novels will be selected based on class interests. This unit will including analysis of key themes, characters and events within the novel. Students will also analyse the context in which the novels were written and analyse how texts reflect the worlds they are written in and many different issues that are timeless in our society.	**Shakespeare Study: Macbeth** This unit is a close study of Shakespeare's *Macbeth*. Students will gain an understanding of the play as a whole through viewing clips, reading analysis and participating in dramatic representations. Students will then explore themes such as power, supernatural, free will, tyranny, versions of reality, time, guilt, gender, fate, royalty, control and ambition. Students will focus on key characters as they explore their journeys within the play and the relationships that develop and destroyed. Students will be urged to	**Auteur Study: Tim Burton** Students explore the works of Tim Burton as an auteur. They will view and analyse a variety of Tim Burton films including *Vincent* and *Edward Scissorhands*. Their analysis will allow them to look at the texts individually and in comparison with each other. Students will develop their essay writing skills including using textual evidence to support ideas and comparing texts in writing..	**Non-fiction study: identity** This unit focuses on exploring non-fiction texts that connect to the concept of identity. Biographies, autobiographies and documentaries will be the focus texts of this unit as students continue to develop their analysis skills in both written and visual texts. Students will be able to analyse their own identity and forms of storytelling as connected to the concept and as represented in the studied texts.

	reflect on how the events, themes and characters reflect aspects of our society today and make them question ideas such as fate vs. free will and reality vs. illusion.		

Assessment Schedule			
Topic/Area of Study	**Type of Task**	**Outcomes**	**Timeframe**
Novel Study	Multimodal book trailer	EN5-1A, EN5-2A	Week 10, Term 1
Shakespeare Study: Macbeth	Dramatic monologue	EN5-3B, EN5-4B	Week 9, Term 2
Auteur Study: Tim Burton	Essay	EN5-5C, EN5-6C	Week 9, Term 3
Non-fiction study: identity	Students create their own script based on the play	EN5-7D, EN5-9E	Week 6, Term 4

Mathematics

Course Description

This is a mandatory course, divided into three connected pathways, Stages 5.1, 5.2 and 5.3, based on expected outcomes. Students in a particular class are given the opportunity to achieve higher level outcomes. Students are placed in classes, at the start of Year 9, based on the level of achievement of stage 4 outcomes. Movement between classes is possible throughout stage 5.

Links to HSC courses

In most cases the Stage 5.1 course is aimed at students who would not study Mathematics for the Higher School Certificate or who will study Standard 1 Mathematics.

Stage 5.2 students would be best suited undertaking the HSC Standard Mathematics course. Only those who consistently attain high results would be likely to cope in HSC Mathematics Advanced 2 unit course.

Stage 5.3 students would be best suited undertaking the HSC Mathematics Advanced Course. Only the highest performing 5.3 students should aim to take on the HSC Extension 1 Mathematics course.

What will students learn about?

Students learn the following strands of Mathematics:
- Number and Algebra,
- Measurement and Geometry, and
- Statistics and Probability.

Within each of these strands they will cover a range of topics

What will students learn to do?

Students learn to ask questions in relation to mathematical situations and their mathematical experiences, to develop, select and use a range of strategies, to explore and solve problems, to check solutions and give reasons to support their conclusions and to make connections between their existing knowledge and the understanding and use of mathematics in the real world.

Course requirements

Students are assessed on a regular basis by class tests, common examinations and set tasks.

Course Content			
Term 1	**Term 2**	**Term 3**	**Term 4**
1. Numbers of Any Magnitude 2. Measurement: Pythagoras, Surface Area and Volume (Pythagoras in 3D 5.3 and 5.2 only). 3. Indices and Surds (Surds for 5.3 only)	1. Probability 2. Single Variable and Bivariate Data Analysis (Bivariate Data 5.3 and 5.2 only) 3. Equations and linear relationships	1. Properties of Geometrical Figures (Circle Geometry 5.3 only) 2. Trigonometry 3. Algebraic techniques (Quadratic expressions and equations 5.3 and 5.2 only)	1. Non-linear relationships 2. Functions and their graphs (5.3 only) 3. Ratios and Rates 4. Logarithms and Polynomials (5.3 only)

Assessment Schedule			
Topic/Area of Study	**Type of Task**	**Outcomes**	**Timeframe**
Numbers of Any Magnitude **Measurement**	Non-calculator test	MA5.1-9MG, MA5.1-8MG, MA5.2-11MG,MA5.3-13MGMA5.2-12MG,MA5.3-14MG	Week 9 Term 1
Indices and Surds **Probability and Statistics**	Written Test (may bring in a prepared reference sheet)	MA5.1-5NA, MA5.2-7NA, MA5.3-6NA,MA5.1-12SP, MA5.2-15SP,MA5.3-18SP, MA5.2-16SP,MA5.3-19SP	Week 5 Term 2
Working mathematically	Project Based Task	MA5.1-12SP, MA5.2-15SP, MA5.3-18SP, MA5.2-16SP, MA5.3-19SP, MA5.3-1WM, MA5.3-2WM	Week 8 Term 3

Single Variable and Bivarate Data Analysis			
All topics from Measurement and Geometry, Number and Algebra and Statistics and Probability	Yearly Exam (may bring in a prepared reference sheet)	All Outcomes	Week 4 Term 6

Other relevant Mathematics information:

A maths online account is encouraged to further consolidate learning (this may be purchased at a cheaper rate through the school)

Science

Science is a mandatory course that is studied in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10. In Year 10 at APCS students participate in 7 periods of Science per timetable cycle.

What will students learn to do?

In Year 10 Science students will have the opportunity to begin to develop:
a) Core skills in planning investigations, conducting investigations, project based learning, communicating information and understanding, developing scientific thinking and problem-solving techniques, working individually and in teams, and.
b) Knowledge and understanding in the history of Science, the nature and practice of Science, applications and uses of Science skills, implications of Science and the environment, current issues, research and development, models, theories and laws, and structures, medical science and systems related to the physical world, matter, and the interactions within the physical world, the living world and earth and space the preparation of the Valid exam.

What will students learn about?

All Year 10 students learn the following topics:

Year 10 Science Course Content			
Term 1	**Term 2**	**Term 3**	**Term 4**
10. 1 Motion (physics)) 10.2 Genetics (biology)	10.3 Chemical reactions (chemistry) 10.4 Evolution(biology)	10.5:The universe (physics) Science Project VALID	10.6: Natural world (bio/geo) 10.7: Forensic Science

However, the teaching and learning of Science in Selective Classes is different to other comprehensive classes, as it involves the following:
- Curriculum compacting
- Investigative Learning
- Additional NESA Years 7-10 Science syllabus content
- Explorative, Enrichment and Extension Learning

All students in the selective classes are to sit for the Science Competition such as ICAS.

How will the students know what is expected of them?

Task No.	Timeframe	Type of task	Outcomes	Weighting
1	Term 1, Week 10 in Class	Skills – Information Processing	SC5-7WS, SC5-8WS, SC5-9WS	15%
2	Term 2, Week 7	Half Yearly Exam	SC5-CW3, SC5-CW4, SC5-PW2	20%
3	Term 2, Week 10 Term 3, Week 5	Plan Project	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	5% 20%
4	Term 3, Week 9	Skills – Scientific Method.	SC5-4WS, SC5-5WS, SC5-6WS.	15%
5	Term 4, Week 6	Yearly Exam	All Stage 5 outcomes.	25%

Homework expectations for all Year 10 students in Science:

All students will be given these types of tasks regularly to complete at home:
- Overnight homework to complete unfinished class work
- Revise and summarise class work regularly and especially before exams
- Complete assignment work listed on table above

It is expected that students complete these tasks by the due date. It is anticipated that students will get up to 1-2 hours of Science Homework per week.

Other relevant Science information:
Students who do not complete tasks by the due date will be penalised. A 10% deduction of marks per day late will be enforced.
Students who are away are expected to catch up on work upon their return by asking a buddy in class and their class teacher.
Students can participate in a Science Competition. All students in **10X are expected to participate** in this competition.
Students are expected to follow safety procedures in the laboratory to carry out investigations.
Students should speak with their teacher about studying science in Year 11 and 12.

History and Geography

What will students learn about?

History

The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

Geography

Students develop an understanding of the effect of people's actions on the environment. They explore environmentally sustainable practices and reasons for different approaches to environmental management. Students identify causes and consequences of environmental change and investigate strategies to manage an environmental change sustainably.

Students examine the nature of, and differences in, human wellbeing in relation to self, within Australia and between two other countries. Students investigate indicators of human wellbeing and how wellbeing can be measured. They investigate strategies to improve their own wellbeing and the wellbeing of others. Students explore how the development of places may affect human wellbeing.

Course Content			
Term 1	**Term 2**	**Term 3**	**Term 4**
History Rights and Freedoms: The Australian and American Civil Rights Movements	**History** The Holocaust	**Geography** Environmental change and management Comparative case study: Inland Water Management	**Geography** Human Wellbeing

Assessment Schedule			
Topic/Area of Study	**Type of Task**	**Weighting**	**Timeframe**
Environmental Change and Management	Short answer response to stimulus and skills class test	50%	Term 3 Week 6
Human Wellbeing	Research based report	50%	Term 4 Week 4

Personal Development, Health and Physical Education

What will students learn about?

Course Content			
Term 1	**Term 2**	**Term 3**	**Term 4**
We're all Equal ● Developing equal and respectful relationships ● Recognising abuse ● Protective strategies	**You Are What you Eat** ● Balanced diet ● Healthy food habits ● Analysing food labels ● Fad diets ● Media influence on food choices	**Be Street Smart** ● Driver passenger and pedestrian road safety ● Statistics and trends ● Responsible driver and passenger behaviour ● Consequences of unsafe road use ● Skills and attitudes that support safe road behaviour	**Headspace** ● Understanding mental health ● Coping with loss and grief ● Reaching out and maintaining connections ● Supporting others

Assessment Schedule			
Topic/Area of Study	**Type of Task**	**Outcomes**	**Timeframe**
We're All Equal	Group Presentation	5.3, 5.15, 5.16	Term 1 Week 8
You Are What You Eat	Extended response	5.3, 5.6, 5.8, 5.11	Term 2 Week 8
Be Street Smart	Media campaign	5.7, 5.11, 5.15, 5.13	Term 3 Week 9
Headspace	Dramatic performance	5.6, 5.8, 5.13, 5.16	Term 3 Week 7

Elective Courses
Agriculture Technology

Certificate I-AgriFood Operations

Students in Year 10 have the opportunity to study VET Agrifoods Operations for 100 hours as an elective. There are no prerequisites.

What will students learn to do?

- Participants in this program are all enrolled in the NSW Record of School Achievement (ROSA) which contributes to the volume of learning and the amount of training for this qualification. Mandatory participation in Maths and English from years 7 to 9 allows them to learn, develop and apply literacy and numeracy skills that allow them to start the AHC 10216 Certificate I in AgriFood Operations with a strong foundation in literacy, reading, problem solving, numeracy and scientific skills.

- They also participate in team activities and work with others, use technology, plan and organise activities, apply problem solving skills, collect, analyse and organise information, communicate ideas and information, across all curriculum areas. In the school environment there is a very strong emphasis on Work Health and Safety of self and others within and outside the classroom.

- The students may have varied previous experiences in related workplaces and in related areas of school and other studies. They will therefore bring a variety of background knowledge and skills to the course. Students studying AHC10216 Certificate I in Agrifoods Operations would be skilled in the use of equipment, livestock handling and crop growing.

- Students who study the course gain:
  - qualifications (Certificate I) leading to further study or employment in this industry
  - skills that will enhance general employment opportunities

What will students learn about?

Year 10 Agrifood Operation students learn the following topics:

Year 10 Agrifood Course Content			
Term 1	**Term 2**	**Term 3**	**Term 4**
AHCWHS101 Work safely AHCLSK102 Support intensive livestock work	AHCMOM101 Assist with routine maintenance of machinery and equipment AHCLSK102 Support intensive	AHCCHM101 Follow basic chemical safety rules AHCPHT101 Support horticultural	AHCWRK101 Maintain the workplace AHCPGD101 Support gardening work

How will the students know what is expected of them?

- Assessment evidence gathering techniques and events include practical tasks, observation, questioning, and written activities and may also involve third party reports from work placement or work in industry.
- Assessment may be conducted at school, in simulated work environments, through work placement (where relevant), or through a combination of these modes.

Homework expectations:

All students will be given these types of tasks regularly to complete at home:

- Overnight homework to complete unfinished class work
- Revise and summarise class work regularly and especially before exams
- Complete assignment work listed on table above

Other relevant information:

- Students who do not complete tasks by the due date will be penalised. A 10% deduction of marks per day late will be enforced.
- Students who are away are expected to catch up on work upon their return by asking a buddy in class and their class teacher.
- Students are expected to follow safety procedures in the Ag plot and specialised technology rooms when carrying out practical work.

Commerce

What will students learn about?

The aim of the Commerce is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

Students will develop:
 • knowledge and understanding of consumer, financial, business, legal and employment matters
 • skills in decision-making and problem-solving in relation to consumer, financial, business, legal and employment issues
 • skills in effective research and communication
 • skills in working independently and collaboratively.

Course Content			
Term 1	**Term 2**	**Term 3**	**Term 4**
Law and Society	Employment Issues	Global links Promoting and selling	Running a small business

Assessment Schedule			
Topic/Area of Study	**Type of Task**	**Weighting**	**Timeframe**
Promoting and Selling	Multimodal Shark Tank Style Business Pitch	25%	Term 3 Week 8
Running a Small Business	Written Business Proposal and Plan for PBL Carnival	25%	Term 4 Week 5
Running a Small Business	PBL Carnival and Reflection	10%	Term 4 Week 8

Industrial Technology - Graphics

What will students learn about?

Graphics Technology is an elective course that may be studied for 100 or 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7–8 Syllabus*.

What will students learn to do?

The study of Graphics Technology develops an understanding of the significance of graphical communication as a universal language and the techniques and technologies used to convey technical and non-technical ideas and information. Graphics Technology develops in students the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

All students will learn about the principles and techniques involved in producing a wide range of images, models, pictures and drawings. They will gain an understanding of graphics standards, conventions and procedures used in manual and computer-based drafting.

Students undertaking 200 hours of Graphics Technology may also study a range of options that focus on specific areas of graphics.

Students learn the following topics:

- Architectural Drawing
- Engineering Drawing
- Australian Architecture
- Graphic Design and Communication
- Cabinet and Furniture Drawing
- Landscape Drawing
- Computer Aided Design and Drafting
- Pattern Design
- Product Illustration
- Computer Animation
- Technical Illustration.

The major emphasis of the Graphics Technology syllabus is on students actively planning, developing and producing quality graphical presentations. Students will learn to design, prepare and present graphical presentations using both manual and computer based drafting technologies. They will learn to interpret and analyse graphical images and presentations and develop an understanding of the use of graphics in industrial, commercial and domestic applications.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Graphics Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

A mandatory fee applies for this course

How will the students know what is expected of them?

	Nature of task	Outcomes	Timeframe	Weighting
YEAR 9				
Task 1	Drawing task 1 – descriptive geometry exercises	5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.2	Term1	10%
Task 2	Drawing task 2 – Engineering drawing	5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.2	Term1	15%
Task 3	Drawing task 3 – 3D printed pendant	5.1.1, 5.2.1, 5.3.1, 5.5.1, 5.6.1	Term2	25%
Task 4	Drawing task 3 – 3D Ear bud buddies	5.1.1, 5.2.1, 5.3.1, 5.5.1, 5.6.1	Term3	25%
Task 5	Drawing task 4 – Cabinet and Furniture Drawing	5.1.2, 5.2.1 5.2.2, 5.5.1, 5.6.1, 5.6.2	Term4	25%
YEAR 10				
Task 5	Drawing task 3 – architectural house drawing	5.1.2, 5.2.1 5.2.2, 5.5.1, 5.6.1, 5.6.2	Term2	40%
Task 6	Drawing task 2 – rendering	5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.2,	Term1	15%
Task 7	Drawing task 4 – Adobe illustrator	5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.2	Term1	20%
Task 8	Drawing task 5 – Major design project + folio	5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.2	Term 4	25%

Information Software Technology

What will students learn to do?

Students will learn about core content that is integrated into the options (the options are individual modules and are not sequential). These include learning to design, produce and evaluate, handle data, select and use hardware and software, identify and analyse issues, investigate past, current and emerging technologies and understand the role of people in the information and software technology sector.

What will students learn about?

Option 1: Artificial Intelligence, Simulation and Modelling
This option involves students making decisions to solve real-world applications. Students experience the use of an expert system as well as neural network application and are able to compare the two methods for solving problems.

Option 4: Digital Media
This option examines and analyses different digital media products and their uses across a variety of contexts. It allows students to develop skills in the design and production of a digital media product of at least two data types.

Option 5: The Internet and Website Development
Students study the historical development of the internet. Tools and uses of the internet are explored particularly in the World Wide Web. Students manipulate tools to design, produce and evaluate a website for a given purpose.

Option 6: Networking Systems
This option introduces the nature of networking systems. File management, users and groups for any operating system are investigated. Students gain hands-on experience with setting up servers and protocols in a networked environment.

Option 7: Robotics and Automated Systems
This option provides the possibility to design, produce and evaluate a range of projects based around automated control, from traffic lights to computer assembly and probes to other planets. It allows students the opportunity to explore a range of automated systems and robots.

Option 8: Software Development and Programming
This option involves students undertaking a range of activities that will lead them to modifying and writing their own code when developing software products. Initially students will work with existing code to identify data types and control structures, leading to the development of algorithm descriptions.

Year 9 - Assessment Schedule				
Task	**Semester/ term**	**Topic**	**Type of task**	**Weighting**
Task 1	Term 2 Week 3	Networking Systems (software, hardware, design)	*Hardware Comparison* Create a portfolio of laptop and desktop computer disassembly.	*35%*
Task 2	Term 3 Week 6	Internet and Website Development (design, software, issues, people)	*Website Design* Design, code and produce a mock website using html and css.	*35%*
Task 3	Term 4 Week 5	Digital Media (design, issues, people, software)	*Graphic Design Task* Create a graphic design and presentation for specified task.	*30%*

Year 10 - Assessment Schedule				
Task	**Semester/ term**	**Topic**	**Type of task**	**Weighting**
Task 1	Term 2 Week 3	Robotics and Automated Systems (design, hardware, software, people)	*Coding Robotics* Using your understanding of coding design a unique program and produce a portfolio.	*35%*
Task 2	Term 3 Week 6	Software Development and Programming (design, software, people)	*Game Development* Create a simple game and supporting portfolio of the design process.	*35%*

Task 3	Term 4 Week 5	Artificial Intelligence, Simulation and Modelling (Issues, Technologies past and present, data handling)	*Artificial Intelligence Debate* Debate the question "Is artificial intelligence going to help or hinder the world?'.	*30%*

Homework expectations for all Year 9-10 students in Information and Software Technology:

All students will be given these types of tasks regularly to complete at home:

- Overnight homework to complete unfinished class work
- Revise and summarise class work regularly and especially before exams
- Complete assignment work listed on table above

Other relevant information:

- Students who do not complete tasks by the due date will be penalised. A 10% deduction of marks per day late will be enforced.
- Students who are away are expected to catch up on work upon their return by asking a buddy in class and their class teacher.
- Students are expected to follow safety procedures in specialised technology rooms when carrying out practical work.

Korean

What will students learn about?

Stage 5 Korean outcomes

A student:

5.UL.1   selects, summarises and analyses information and ideas in spoken texts and responds appropriately

5.UL.2   selects, summarises and analyses information and ideas in written texts and responds appropriately

5.UL.3   uses Korean by incorporating diverse structures and features to express own ideas

5.UL.4   experiments with linguistic patterns and structures in Korean to convey information and to express own ideas

5.MLC.1   demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages

5.MLC.2   uses linguistic resources to support the study and production of texts in Korean

5.MBC.1   explores the interdependence of language and culture in a range of texts and contexts

5.MBC.2   identifies and explains aspects of the culture of Korean-speaking communities in texts.

In Korean assessment is outcomes based and involves students experiencing:
- Assessment for learning
- Assessment as learning
- Assessment of learning

These three types of assessment take place over the course of each term and are valued equally as evidence of a student's learning progress.

Course Content			
Term 1	**Term 2**	**Term 3**	**Term 4**
My Korean 1 **UNIT 7** 어제 뭐 했어**?** *Talking about past events* • Situation Dialogue	**UNIT 8** 비빔밥 하나 주세요 225 *Ordering in a café or restaurant* **UNIT 9** 얼마예요**?** *Asking for and giving prices* *Asking for a discount*	**UNIT 11** 방학 잘 보냈어**?** 1 *Asking and giving the reason for actions* *Talking about past travel, leisure and holiday activities* **UNIT 12** 메뉴 갖다 드릴까요**?** 29 *Requesting and offering services*	**UNIT 13** 이번 주말에 뭐 할 거야**?** *Talking about planned activities* **UNIT 14** 어디 아파**?** *Giving a reason or cause* *Talking about illness and health* *Giving advice*

Assessment Schedule			
Topic/Area of Study	**Type of Task**	**Outcomes**	**Timeframe**
Speaking Task	Multimodal Presentation Speaking/Listening	5.UL.1 5.UL.3 5.UL.4 5.MLC.2	Term 1 Week 7
Shopping Culture Infographic	Reading/Writing Research Based ICT	5.UL.3 5.UL.4 Moving Between Cultures 5.MBC.1 5.MBC.2	Term 2 Week 10
Exam	Reading/Writing/Listening	5.UL.2 5.UL.3 5.UL.4 5.MLC.1 5.MLC.2 5.MBC.1	Term 3 Week 10
Research Project	Reading/Writing Independent research task on a topic of choice.	5.UL.2 5.MLC.1 5.MLC.2 5.MBC.1 5.MBC.2	Term 4 Week 8

Music

What will students learn about?

- Students will develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.
- Students will develop knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem-solving.
- Students will develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

Course Content			
Term 1	**Term 2**	**Term 3**	**Term 4**
Music of the Baroque Period ● Baroque style ● Pachelbel's Canon ● Listening Diary ● Viva Voce ● Score reading ● Chords ● Group composition task ● Performance of composition	**Compulsory Topic-Australian Music** ● Song studies ● Performance tasks ● Composition tasks ● Aural/Theory tasks ● Sound collage based on NAIDOC theme	**Music for Radio, Film, Television and Multi-Media** ● Setting the scene ● Leitmotif ● Score study ● Listening tasks ● Research ● Solo performance ● Group performance	**Popular Music** ● History of popular music ● Song studies ● Composition tasks ● Aural/theory tasks ● Performance

Assessment Schedule			
Topic/Area of Study	**Type of Task**	**Outcomes**	**Timeframe**
Baroque Music	Viva Voce Group Composition	5.3, 5.4, 5.7, 5.8, 5.9	Wk 8 Tm 1
Australian Music (Aboriginal Music focus)	Solo Composition	5.4, 5.6, 5.7, 5.8, 5.12	Wk 8 Tm 2
Radio, Film, Television and Multi-Media	Aural/Written task	5.7, 5.8, 5.9, 5.10, 5.11	Wk 7 Tm 3
Popular Music	Performance	5.1, 5.2, 5.3, 5.12	Wk 6 Tm 4

Visual Arts

Stage 5 visual arts outcomes

A student:
5.1   develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2   makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
5.3   makes artworks informed by an understanding of how the frames affect meaning
5.4   investigates the world as a source of ideas, concepts and subject matter in the visual arts
5.5   makes informed choices to develop and extend concepts and different meanings in their artworks
5.6   selects different materials and techniques to make artworks
5.7   explores aspects of practice in critical and historical interpretations of art
5.8   explores the function of and relationships between the artist – artwork – world – audience
5.9   begins to acknowledge that art can be interpreted from different points of view
5.10   recognises that art criticism and art history construct meanings

In visual arts assessment is outcomes based and involves students experiencing:
 • Assessment for learning
 • Assessment as learning
 • Assessment of learning

These three types of assessment take place over the course of each term and are valued equally as evidence of a student's learning progress.

Formative assessment will include one task each term and over the course of the year cover:
 • Critical and historical studies written tasks – 30% weighting
 • Art making tasks – 70% weighting

Course Content			
Term 1	**Term 2**	**Term 3**	**Term 4**
Auto-Destructive Art Students will learn about the postmodern frame and ways of making art that challenge the traditional notion of art	**Street Art** Students will continue studies of the postmodern frame, investigating the development and progress of street art, and art as transgression	**Study of Hands** Students will study the idea of artist and cultural identity and how it is represented through art, with a focus on the representation of hands	**Photomanipulation / Digital Art** Students will learn about the impact of technology on art, with an emphasis on appropriation and developing a discerning eye as art critics and historians

Assessment Schedule			
Topic/Area of Study	**Type of Task**	**Outcomes**	**Timeframe**
Auto-Destructive Art	Time-Based forms (video submission of destructive sequence) + artists rationale	5.2	Term 1, week 9
	In-class essay	5.8	Term 1, week 9
Street Art	Group mural painting	5.5, 5.7	Term 2, week 8
Study of Hands	Body of work including drawings, paintings, and sculpture of hands	5.3	Term 3, week 8
	In-class test (short answer)	5.8	Term 3, week 9
Photomanipulation / Digital Art	Digital art submission + artists rationale	5.4, 5.9	Term 4, week 7