

# Bayside P-12 College

## Year 10

Course outlines

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**Year Level:** 10

**SUBJECT:** English

**Strand:** Language

**Strand:** Literature

**Strand:** Literacy

**CONTENT:**

Students develop knowledge, understanding and skills in reading, listening, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years. Students engage with a variety of texts for enjoyment, information and understanding. They interpret, create, evaluate, discuss a wide variety of literary texts in which the primary purpose is for appreciation of the craft of writing, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film, fiction and non-fiction.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Text response essays
- Language analysis writing
- Imaginative, expository and persuasive written pieces
- Oral presentation
- End of semester exam

**Year Level: 10**

**SUBJECT: English Enrichment**

**STRANDS: Literature/Language/Literacy**

**Sub-Strands:**

- Expressing and Developing Ideas
- Text Structure and Organisation
- Literature and Context
- Examining Literature
- Responding to Literature
- Texts in Context
- Interpreting, Analysing and Evaluating

**CONTENT:**

This unit of English is open to all students who love English and wish to develop a deeper understanding of the subject. Students are expected to work with enthusiasm and vigour. The aim of the subject is to expose students to high level critical thinking, in-depth exploration of literary elements, analysis of thematic concerns and authorial studies. Students will also study symbolism, metaphor, irony, paradoxes and other persuasive devices found in print and non-print texts. Students will enjoy an appreciation of the history by undertaking a research project on the influences and development of the English Language (focussing on three distinct English eras), and learning its unique phonology and linguistic devices.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Oral presentation
- Multimedia presentation
- Published report
- Persuasive / analytical essay
- Test
- End of semester exam

**Year Level:** 10

**SUBJECT:** English as an Additional Language (EAL)

**DOMAIN:** English      **Stages:** S1, S2, S3, S4

**Standard:** Speaking and Listening

**Standard:** Reading and Viewing

**Standard:** Writing

**CONTENT:**

EAL is available as the core English subject to students whose first language is a language other than English and who have been using English for 7 years or less. It aims to enable students to develop their critical understanding and control of the English language so they can use it in a range of situations. It enables students to understand various uses of English language and to employ them effectively for a range of purposes. EAL classroom activities integrate the skills of reading, writing, speaking, listening and thinking.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Film Review
- Text Response
- End of Semester Exam
- Creative Response
- Persuasive Writing

**Year Level: 10**

**SUBJECT: Mathematics**

**Strand: Number and Algebra**

**Strand: Measurement and Geometry**

**Strand: Statistics and Probability**

**CONTENT:**

At year 10 students continue to develop their knowledge of mathematical facts, technological skills and their understanding of mathematical concepts in the areas of Measurement, Financial Arithmetic, Linear Relationships and Data and Statistics. Students are also introduced to topics in preparation for VCE mathematics including Networks. Students are also provided with information regarding choices for mathematics at a VCE level.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Tests
- Assignments
- Bookwork

**Year Level: 10**

**SUBJECT: Advanced Mathematics CAS**

**Strand: Number and Algebra**

**Strand: Measurement and Geometry**

**Strand: Statistics and Probability**

**CONTENT:**

Advanced Mathematics CAS is designed for those students wishing to study Mathematical Methods CAS Units 1 & 2 in year 11. In this course, students undertake units of work that will improve their ability to reason mathematically in a wide range of contexts. Topics studied provide students with depth and breadth of the year 10 curriculum and include a more in depth understanding of areas studied in Mainstream Mathematics such as Measurement and Linear Algebra as well as topics pertinent to the year 10A curriculum such as Surds. Students will also develop the mathematics needed to ensure scientific literacy and the ability to function effectively in the technologically skilled society by becoming versed in the use of a TI-Nspire CAS calculator.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Tests
- Assignments
- Bookwork

**Year Level: 10**

**SUBJECT: Practical Mathematics**

**Strand: Number and Algebra**

**Strand: Measurement and Geometry**

**Strand: Statistics and Probability**

**CONTENT:**

Practical Mathematics is for students identified by their teacher to provide them with consolidation of mathematics understanding. It is also aimed at students planning on undertaking VCAL in years 11 and 12 by providing them with number sense and computational skills and the practical application of mathematical topics such as measurement, financial mathematics, ratios and percentages, as well as data and probability.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Tests
- Assignments
- Bookwork

**Year Level:** 10

**SUBJECT:** Science - Big Bang

**Strand:** Science understanding

**Strand:** Science as a human endeavour

**Strand:** Science inquiry skills

**CONTENT:**

The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe, eg: identifying the evidence supporting the Big Bang theory, such as Edwin Hubble's observations and the detection of microwave radiation; recognising that the age of the universe can be derived using knowledge of the Big Bang theory; describing how the evolution of the universe, including the formation of galaxies and stars, has continued since the Big Bang.

Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere, eg: investigating how human activity affects global systems; modelling a cycle, such as the water, carbon, nitrogen or phosphorus cycle within the biosphere; explaining the causes and effects of the greenhouse effect; investigating the effect of climate change on sea levels and biodiversity; considering the long term effects of loss of biodiversity; investigating currently occurring changes to permafrost and sea ice and the impacts of these changes; examining the factors that drive the deep ocean currents, their role in regulating global climate, and their effects on marine life.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Topic tests
- Assignment
- End of semester exam
- Book work

**Year Level:** 10

**SUBJECT:** Science - Crime & Chemistry

**Strand:** Science understanding

**Strand:** Science as a human endeavour

**Strand:** Science inquiry skills

### **CONTENT:**

The atomic structure and properties of elements are used to organise them in the Periodic Table, eg: recognising that elements in the same group of the periodic table have similar properties; describing the structure of atoms in terms of electron shells; explaining how the electronic structure of an atom determines its position in the periodic table and its properties; investigating the chemical activity of metals.

Different types of chemical reactions are used to produce a range of products and can occur at different rates, eg: investigating how chemistry can be used to produce a range of useful substances such as fuels, metals and pharmaceuticals; predicting the products of different types of simple chemical reactions; using word or symbol equations to represent chemical reactions; investigating the effect of a range of factors, such as temperature and catalysts, on the rate of chemical reactions.

### **ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Topic tests
- Assignment
- End of semester exam
- Book work

**Year Level:** 10

**SUBJECT:** Science - Fast & Strong

**Strand:** Science understanding

**Strand:** Science as a human endeavour

**Strand:** Science inquiry skills

### **CONTENT:**

Energy conservation in a system can be explained by describing energy transfers and transformations, eg: recognising that the Law of Conservation of Energy explains that total energy is maintained in energy transfer and transformation; recognising that in energy transfer and transformation, a variety of processes can occur, so that the usable energy is reduced and the system is not 100% efficient; comparing energy changes in interactions such as car crashes, pendulums, lifting and dropping; using models to describe how energy is transferred and transformed within systems.

The motion of objects can be described and predicted using the laws of physics, eg: gathering data to analyse everyday motions produced by forces, such as measurements of distance and time, speed, force, mass and acceleration; recognising that a stationary object, or a moving object with constant motion, has balanced forces acting on it; using Newton's Second Law to predict how a force affects the movement of an object; recognising and applying Newton's Third Law to describe the effect of interactions between two objects.

### **ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Topic tests
- Assignment
- End of semester exam
- Book work

**Year Level: 10**

**SUBJECT: Science - Survival of the Fittest**

**Strand: Science understanding**

**Strand: Science as a human endeavour**

**Strand: Science inquiry skills**

### **CONTENT:**

The transmission of heritable characteristics from one generation to the next involves DNA and genes, eg: describing the role of DNA as the blueprint for controlling the characteristics of organisms; using models and diagrams to represent the relationship between DNA, genes and chromosomes; recognising that genetic information passed on to offspring is from both parents by meiosis and fertilisation; representing patterns of inheritance of a simple dominant/recessive characteristic through generations of a family; predicting simple ratios of offspring genotypes and phenotypes in crosses involving dominant/recessive gene pairs or in genes that are sex linked; describing mutations as changes in DNA or chromosomes and outlining the factors that contribute to causing mutations.

The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence, eg: outlining processes involved in natural selection including variation, isolation and selection; describing biodiversity as a function of evolution; investigating changes caused by natural selection in a particular population as a result of a specified selection pressure such as artificial selection in breeding for desired characteristics; relating genetic characteristics to survival and reproductive rates; evaluating and interpreting evidence for evolution, including the fossil record, chemical and anatomical similarities, and geographical distribution of species.

### **ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Topic tests
- Assignment
- End of semester exam
- Book work

**Year Level:** 10

**SUBJECT:** History

**DOMAIN:** Humanities

**Dimension:** Historical knowledge and understanding

**Dimension:** Historical reasoning and interpretation

**Dimension:** Historical Inquiry

**CONTENT:**

**World War 2 (1939 – 1945)**

Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.

**Rights and freedoms (1945 to Present)**

Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context such as America and South Africa.

**The Globalising World (1945 to Present)**

- Migration

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Exam
- Essay
- Report
- Classwork tasks

**Year Level:** 10

**SUBJECT:** Geography

**DOMAIN:** Humanities

**Dimension:** Geographical Knowledge and Understanding

**Dimension:** Geospatial Skills

**Dimension:** Geographical Inquiry

### **CONTENT:**

In the study of Geography, students examine environmental challenges that will affect their future lives, design strategies to manage these challenges, as well as understand the nature of wellbeing around the world and programs that address issues of global wellbeing.

TOPIC 1: Environmental change and management,

- Sustainability
- Land environments
- Inland water environments
- Coastal environments
- Marine environments
- Urban environments

TOPIC 2: Geographies of human wellbeing,

- Measuring human wellbeing
- Differences in human wellbeing
- Population and human wellbeing
- Improving human wellbeing

### **ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Fieldwork report – Coastal or Inland Water environments
- Annotated Visual Display – Regional Environmental Changes and Challenges
- Oral presentation – Human Wellbeing report on the chosen case study
- Exam

**Year Level: 10**

**SUBJECT: Business Management**

**DOMAIN: Humanities - Economics**

**Dimension: Economic knowledge and understanding**

**Dimension: Economic reasoning and interpretation**

### **CONTENT:**

This unit contains two areas of study. The first deals with an examination of the Australian economy. Here students will study basic economic principles including scarcity, opportunity cost and how prices are determined in a market economy.

Personal and business financial management issues form the basis of the second area of study. It is here where students study business management with respect to budgeting, balance sheets and financial recording in a personal and business context. Students will cover the following aspects in this course of study:

- Analyse how goods and services are produced and how markets work.
- Predict how prices will change when there is either a surplus or a shortage.
- Explain how surpluses and shortages influence the behaviour of consumers and producers.
- Describe the ways the government influences economic outcomes at the national level.
- Explain the role of market force in resource allocation.
- Examine the nature and importance of trade to the Australian economy.
- Demonstrate an understanding of personal and business financial management.
- Describe how government policies, enterprise and innovation affect the economy and environment in terms of employment, the use and provision of resources, exports and imports and ecological sustainability.
- Discuss how contemporary issues related to global resource use and management affect the Australian economy.
- Plan and conduct investigations in order to research an economic problem.

### **ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Test
- Research assignment
- Oral Presentation / Report
- Exam

**Year Level:** 10

**SUBJECT:** Legal Studies

**DOMAIN:** Civics and citizenship

**Dimension:** Civic knowledge and understanding

**Dimension:** Community engagement

**CONTENT:**

Laws and the related political processes affect everything we do in society. This unit focuses on a basic understanding of Australia's democratic system, our political system, laws that govern the rights we have as a citizen and how individuals can contribute to changing them to better serve society. Topics will include the following:

1. Federation and our democratic system.
2. The role of the Commonwealth Constitution including how to change it and its impact on the protection of rights in society.
3. How the political system in Australia is structured, including how governments are elected and the individuals role in this process.
4. How the making and changing of laws is linked to our political system and how citizens can influence government policy.
5. An examination of how a multicultural society has impacts on our legal and political system, using contemporary cases and issues such as the recognition of Aboriginal people in our Constitution
6. How the law is applied and enforced through the courts and dispute resolution bodies.
7. How human rights are protected on a global scale through international organisations.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Research assignments
- Tests
- Presentations
- Exam

**Year Level: 10**

**SUBJECT: PASE**

**DOMAIN: Physical, personal and social learning – Health and Physical Education**

**Dimension: Movement and physical activity**

**Dimension: Health, knowledge and promotion**

**CONTENT:**

At Year 10, all students will participate in PASE for the year. Students will study European Handball as part of the 'SEPEP' program. 'SEPEP' stands for Sport Education in Physical Education Program. This is managed by the students, who coordinate, coach and run the program. They do 'Fit for Life', where they develop their own fitness program. The students do 'Strategies and Tactics', where they investigate how to develop game plans for success across different sports. The students participate in 'Leisure Activities' which may include, lawn bowls, golf, tenpin bowling and archery. They will also do a unit of Health and participate in a driver education program which includes theory and practical aspects through cycling and driving.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Observation
- Assignments
- Class participation
- Tests
- Exams

**Year Level: 10**

**SUBJECT: PASE Extension**

**DOMAIN: Physical, personal and social learning – Health and Physical Education**

**Dimension: Movement and physical activity**

**Dimension: Health, knowledge and promotion**

**CONTENT:**

PASE extension is a semester based subject which is designed to explore the human body. PASE Extension covers “Body Systems”, including the skeletal, respiratory, and muscular and circulatory systems. It investigates “The Working Body”, including energy systems, basic biomechanics, food and nutrition. Practical Activities are used to reinforce the concepts presented in Theory classes. This subject is an excellent preparation for VCE Physical Education.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Observation
- Assignments
- Class participation
- Tests
- Exams

**Year Level:** 10

**SUBJECT:** Outdoor Adventures

**DOMAIN:** Physical, personal and social learning – Health and Physical Education

**Dimension:** Movement and physical activity

**Dimension:** Health, knowledge and promotion

**CONTENT:**

Outdoor Adventures is a practical based subject that introduces students to a range of outdoor adventure activities. For each activity the students will learn how to safely use equipment, introduced to the skills required, the dangers involved and how to conduct themselves safely. We currently do snorkelling, surfing, rock climbing, bushwalking and mountain bike riding.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Tasks to cover equipment used, skills and dangers.
- Research task on introducing a range of activities in an Outdoor Adventure program.

**Year Level: 10**

**SUBJECT: Italian**

**DOMAIN: Languages**

**Dimension: Communicating in a language other than English**

**Dimension: Intercultural knowledge and language awareness**

### **CONTENT:**

Year 10 Italian has even focus on listening and speaking, reading, writing and viewing to create an engaging and practical approach to learning Italian.

Students acquire a range of vocabulary, further developing their knowledge of the language. Grammar is a focus as students are expected to construct and use a variety of verbs tenses in particular the past, imperfect tenses and future tenses.

The activities and tasks completed give students opportunities to apply knowledge and skills. This continual reinforcement allows active consolidation of learning.

Students are encouraged to make connections with and reflect on Italian language and culture.

### **ASSESSMENT:**

**Typically in Year 10 Italian we use the following assessments:**

- Grammar and vocabulary Tests
- Oral presentations /conversations
- Reading comprehension tasks
- Written tasks
- Cultural investigations
- End of semester exam

**Year Level:** 10

**SUBJECT:** Japanese

**DOMAIN:** Languages

**Dimension:** Communicating in a language other than English

**Dimension:** Intercultural knowledge and language awareness

**CONTENT:**

Students focus on acquiring the katakana script, which is used to write words that are foreign to Japan. They conjugate adjectives and verbs into different tenses and forms. More detailed grammatical structures are used to express intention and ideas. They develop their knowledge of kanji script further.

Students are able to identify relevant information from spoken and written texts and use strategies to assist their understanding of the texts. They participate in spoken and written interactions in a range of realistic situations paying attention to the audience and purpose of those interactions.

The topics studied include how you spend your free time, fast food, shopping, travel and future plans. Within each topic a comparison between Japan and Australia is made.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Katakana, kanji and vocabulary tests
- Oral presentation or conversation
- Written tasks – linked paragraphs and short passages in specific contexts
- Workbook activities including listening and reading exercises
- Cultural projects
- End of semester exam

**Year Level:** 10

**SUBJECT:** Drama

**DOMAIN:** The Arts

**Dimension:** Creating and Making

**Dimension:** Exploring and Responding

**CONTENT:**

Drama is the study of creating performances using a variety of theatre styles and techniques. Students study the ways in which characters are created and are involved in the complete process of creating a performance. Students will use drama for exploring and expressing their individual and social identities. They will learn to use symbols, mood, irony and multiple subtexts in making drama. They will experiment with innovative and hybrid forms and performance styles. They will practise directing and production tasks and responsibilities, and refine and practise for their performances. Students will explore and respond to more complex theatre forms and styles from a range of traditions and movements, and begin to develop and articulate a personal framework for critical study.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Analysis
- Performance
- Exam

**Year Level:** 10

**SUBJECT:** Music

**DOMAIN:** The Arts

**Dimension:** Creating and Making

**Dimension:** Exploring and Responding

**CONTENT:**

In Year 10 students further develop music practices, performance techniques and the language of music. As performers students will demonstrate skills and knowledge in their chosen instruments (including voice). Students analyse technical and historical concepts of music practises.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Practical Assessment
- Aural Listening Assessment
- Written Assessment
- Exam

**Year Level:** 10

**SUBJECT:** Art (2D & 3D)

**DOMAIN:** The Arts

**Dimension:** Creating and Making

**Dimension:** Exploring and Responding

**CONTENT:**

Students will develop their creative ideas, technical skills and processes to produce a variety of art works. They will learn about drawing, painting, printmaking, mixed media, clay/ceramics & sculpture. They will be involved in the exhibition of their artwork through, displays, competitions and the annual Bayside Arts Show.

Students will increase their knowledge and appreciation of Art through the study of art elements, design principles and through the evaluation of their own work. They will also examine the artwork of past and present artists from different cultures.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Folio
- Theory
- Exam

**Year Level:** 10

**SUBJECT:** Graphic Design

**DOMAIN:** The Arts

**Dimension:** Creating and Making

**Dimension:** Exploring and Responding

**CONTENT:**

Students will explore different ways of drawing such as freehand (realistic and imaginative) and instrumental drawing (architectural and product based). They will develop their creative ideas and processes based on design industry practice. They will explore the use of a range of materials, methods and media to create visual communications such as architectural designs, business cards, logos, posters, CD covers and package designs.

They will develop their understanding of the design elements and principles and the influences on visual communications through analysis.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Folio
- Theory
- Exam

**Year Level:** 10

**SUBJECT:** Photography

**DOMAIN:** The Arts

**Dimension:** Creating and Making

**Dimension:** Exploring and Responding

**CONTENT:**

Students will be learning traditional darkroom techniques as well as contemporary digital photography to best develop their creative expression. They will be learning about how the camera works and how it can be used to produce striking photographs. Students will develop their own films and print their negatives in the darkroom. They will also use the latest industry software such as Photoshop to manipulate their photographs.

Inspirational photographic images that have shaped the way we view the world will be explored and analysed using the art elements and design principles.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Folio
- Theory
- Exam

**Year Level:** 10

**SUBJECT:** Advance Outdoor Photography

**DOMAIN:** The Arts

**Dimension:** Creating and Making

**Dimension:** Exploring and Responding

**CONTENT:**

This is a specialized program with limited student places. It includes excursions and/or camps, which form part of the subject's outcomes. Students are exposed to a variety of photographic techniques but the focus is on outdoor photography and the wilderness.

Students will explore both digital and traditional photographic techniques to enhance their images. They will be using the latest digital software and the darkroom to gain a comprehensive experience of photography. Famous photographers who use outdoor photography will also be studied to further develop students' skills and knowledge.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Folio
- Theory
- Exam

**Year Level: 10**

**SUBJECT: Digital Design**

**DOMAIN: The Arts**

**Design Creativity and Technology**

**Dimension: Creating and Making**

**Dimension: Exploring and Responding**

**Dimension: Investigating and Designing**

**Dimension: Analysing and Evaluating**

#### **CONTENT:**

**This is a 'cross-curricular' subject that incorporates both the Arts and Technology Learning areas. Students can select this subject as either an Arts or Technology choice.**

This is a specialist program that focuses on developing the digital design skills of students. Specific digital software programs are studied such as Photoshop, Illustrator and In Design. This course will enable students to enter VCE with more advanced digital design skills in the areas of Graphic Design, Art, Photography, Media, Textiles, Wood and Product Design. Students will also analyse the work of designers who work in these fields.

#### **ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Folio
- Analysis
- Research Project
- Exam

**Year Level: 10**

**SUBJECT: Food**

**DOMAIN: Design, Creativity and Technology**

**Dimension: Investigating and Designing**

**Dimension: Producing**

**Dimension: Analysing and Evaluating**

**CONTENT:**

In Food, students work in teams to produce food products using a variety of ingredients, equipment and cooking techniques. They develop an understanding of working safely and hygienically in the kitchen. The design process is used to investigate, plan, create and evaluate the food they produce. Production plans are used to produce food that meets the needs of a design brief.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Practical skills and use of equipment
- Theoretical work
- Assignment
- End of semester exam

**Year Level:** 10

**SUBJECT:** Designing and Textiles

**DOMAIN:** Design, Creativity and Technology

**Dimension:** Investigating and Designing

**Dimension:** Producing

**Dimension:** Analysing and Evaluating

**CONTENT:**

Students develop a design brief then design and create a useable product using suitable materials. They consider ethical, sustainable and safe practices within the textiles industry. Students produce a folio that documents design, production and evaluation of their garment.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Design folio
- Product
- Assignment
- End of semester exam

**Year Level:** 10

**SUBJECT:** Game Development & CGI

**DOMAIN:** Information & Communications Technology

**Dimension:** ICT for visualising thinking

**Dimension:** ICT for creating

**Dimension:** ICT for communicating

**CONTENT:**

In this subject students learn different methods for producing both 2D and 3D graphics to be used in games. They also use a range of tools to create games from dedicated packages such as Game Maker, multimedia tools like Adobe Flash, through to Visual Basic, a professional programming package. Students also consider the history of gaming and social issues related to the growth of gaming. Students complete a major project where they follow industry practices to manage a game development project and present a game design proposal.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Student Journal documenting the process of learning computer programming
- Game Maker game development project
- Flash and/or Visual Basic development projects
- Game Design poster
- End of Semester Exam

**Year Level:** 10

**SUBJECT:** Web 2.0 & Network Systems

**DOMAIN:** Information & Communications Technology

**Dimension:** ICT for visualising thinking

**Dimension:** ICT for creating

**Dimension:** ICT for communicating

**CONTENT:**

Web 2.0 and Network Systems focuses on new and emerging web technologies (Web 2.0) including blogs, wikis and social networking. Students learn about online safety, cyber-bullying and research other technology related issues. They also learn about the hardware and software that are required to make the World Wide Web function and demonstrate this by creating a web site and then building and configuring a web server to host their site.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- ICT issues research task
- Designing a website
- Video production project
- Building and configuring a web server practical task
- End of Semester Exam

**Year Level:** 10

**SUBJECT:** Systems Auto and Electrical

**DOMAIN:** Design, Creativity and Technology

**Dimension:** Investigating and Designing

**Dimension:** Producing

**Dimension:** Analysing and Evaluating

**CONTENT:**

In Systems Auto and Electrical students learn about electrical and electronic systems of the modern motor car. Students develop design briefs to create suitable solutions to problems such as a lighting system for a trailer. They will learn basic formulas of electronics and systems of a motor car, for example how to design and produce an ignition system, a charging system and fuel system.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Workbook
- Production
- Assignment
- End of semester exam

**Year Level: 10**

**SUBJECT: Wood and Product Design**

**DOMAIN: Design, Creativity and Technology**

**Dimension: Investigating and Designing**

**Dimension: Producing**

**Dimension: Analysing and Evaluating**

**CONTENT:**

Students develop and build a project/s using a variety of materials, including wood, metal and plastics.

They gain an understanding of the design process and learn about investigating and developing ideas and applying drawing techniques.

Students use a range of construction processes and gain skills and confidence in safely and accurately using appropriate equipment, tools and machines.

Products are finished to a high standard.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- An assignment
- Practical activities
- A workbook
- An exam

**Year Level:** 10

**SUBJECT:** Life Matters

**DOMAIN:** Physical, Personal and Social Learning

**Dimension:** Managing personal learning

**Dimension:** Building social relationships

**CONTENT:**

The Life Matters program equips students with the skills necessary to achieve their personal best and prepare them for life post-secondary school. Students develop personal capabilities in getting along with others, confidence, persistence, organisation and resilience. They are encouraged to take responsibility for their own learning by setting goals and achieving objectives through effective time management. They learn how to access relevant information and investigate options so that they can make informed decisions about their own future pathways in tertiary education and work. In exploring the world of work students research the labour market, prepare resumes and complete occupational health and safety modules in preparation for the week of work experience which they will undertake later in the year.

**ASSESSMENT:**

**Typically in Year 10 we use the following assessments:**

- Career Profile
- Student Portfolio
- Work Experience Preparation
- Work Experience Oral Presentation
- You Can Do It classwork