



Westminster School

YEAR 10 – 2020

Curriculum Booklet



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STAGE ONE COURSES

Some limited Year 11, Stage 1 subjects may be available in 2020 subject to student numbers and staffing. At the time of writing these will be: Stage 1 Biology, Stage 1 Chinese, Stage 1 Dance, Stage 1 Music, Stage 1 Psychology and Stage 1 Scientific Studies. Generally students will only be permitted to study one Stage 1 course.

As well as gaining provisional approval on the Approval Form from the relevant teacher, and selecting these subjects online, students should complete the additional application form, available at the Senior School Office.

This should be submitted alongside with their Subject Preference and Approval Form. Further information is provided at the end of this information guide. No submission will be considered without a completed application form.



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FOREWORD

Westminster School recognises that Year 10 is a transition year. Our Year 10 curriculum is similar in approach and structure to the curriculum in Year 11 and 12, ensuring that students have the required training to help them meet the demands of the senior year's curriculum. Where the Australian Curriculum outlines compulsory curriculum content, this is covered appropriately.

In Year 10:

- electives are offered as semester units which closely parallel those in Year 11
- there are opportunities for learning support (particularly in literacy and numeracy) and opportunities for extension
- students may be able to study Stage 1 subjects with Year 11 classes as appropriate to their academic requirements and abilities and timetable allowances
- students will begin their SACE program with the introduction of the Personal Learning Plan

CORE PROGRAMME

All students in Year 10 study a core program, which will include: **English, Mathematics, Science, History, Physical Education, Religious and Values Education and Personal Learning Plan**. The core program also requires students to select either Geography or Business as another HASS unit.

Mathematics classes will continue to be grouped according to individual ability and as a result of our internal and external assessments as they were in Year 9. We will usually start the year with a single class of Essential Mathematics and Extension Mathematics, the majority of students study Standard Mathematics in mixed ability classes.

Within English, Science, and electives in HASS students will be accommodated at the appropriate level with support and extension available as required. In all but exceptional circumstances, students will study two semester units of English, Mathematics and the HASS.



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ELECTIVES

Students select 6 semester elective subjects from:

- **Agricultural Studies** (either 1 or 2 semesters)
- **Chinese** (full year only)
- **Chinese Background Speakers** (full year only)
- **Creative Arts - Photography** (1 or 2 semester)
- **Dance** (either 1 or 2 semesters)
- **Digital Technologies - Fashion** (either 1 or 2 semesters)
- **Design Technologies - Wood, Metal and Engineering** (1 semester each)
- **Digital Technology Solutions** (1 semester)
- **Drama** (either 1 or 2 semesters)
- **Food Technology** (either 1 or 2 semesters)
- **German** (full year only)
- **Japanese** (full year only)
- **Music** (full year only)
- **Physical Education: Sport Science** (1 or 2 semesters)
- **Stretch** (either 1 or 2 semesters) (Negotiated entry only)
- **Visual Arts - Art** (either 1 or 2 semesters)
- **Visual Arts - Design** (1 or 2 semesters)

Students who are currently in Year 9 at Westminster School may continue with the same subjects for Year 10 but, with the increased number of choices, they may choose new electives. The electives offered should allow our students to have either greater diversity in choice or the opportunity to have a curriculum focus. German, Japanese, Chinese and Music are whole year courses and will require two semester units each.

Before choosing electives, the following points should be considered:

1. interest, ability and enjoyment are all important factors when choosing subjects
2. all of these elective subjects currently lead to courses at Stage 2 in Year 12. (Year 11 and 12 subject choice booklets can be viewed on the school website)
3. Chinese, German and Japanese assume previous study to Year 9 standard. There is a continuing push in Australia towards the learning of a second language. People with a second language will often have advantages in job applications, overseas appointments and in trade. Continue with your language if you have had any measure of success and/or enjoyment
4. Music assumes music tuition and the ability to read music
5. there are no “boys” or “girls” subjects as such; we recommend Design Technology and Food Technology equally to boys and girls
6. there is no prior knowledge assumed in units other than Chinese, German, Japanese and Music, although it is preferable for students selecting Dance to have some experience in this subject
7. select a broad range of electives to ensure that a variety of curriculum areas before entering Years 11 and 12 is experienced

Students are recommended to investigate each elective subject, ask questions of teachers and other students and to make their own decisions.



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GENERAL INFORMATION: THE SENIOR YEARS CURRICULUM

Year 10 students begin their SACE study with the PLP. In Years 11 and 12 they complete the SACE.

WHAT IS THE SACE?

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (Years 11 and 12). The SACE is internationally recognised, and is the main way South Australian students get into University and TAFE courses in South Australia, interstate and overseas.

The SACE is flexibly designed to meet the needs of students of all abilities taking into account their interests, strengths and career aspirations. Families, higher and further education providers, employers and the community can also be confident that students achieving the SACE are prepared for their chosen pathways – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). Students will be able to study a wide range of subjects and courses as part of the SACE. Stage 2 of the SACE builds upon the work completed at Stage 1 and helps students to focus on subject content but also in the areas of their capabilities.

WHAT DOES THE SACE LOOK LIKE?

As part of the SACE students:

- receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board
- are able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken
- receive A to E grades at every Stage 1 and A+ to E- for Stage 2 SACE subjects
- are expected to gain and demonstrate essential skills and knowledge for their future, focusing on the seven Capabilities (Literacy, Numeracy, ICT, Critical and Creative Thinking, Personal and Social, Ethical Understanding and Intercultural)
- have 30 per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including exams, practical performances and presentations
- have external moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State

WHERE CAN I FOUND MORE INFORMATION ABOUT THE SUBJECTS BEING OFFERED FROM 2020?

Information and updates about the SACE are posted regularly on the SACE website at www.sace.sa.edu.au. Further information can be found in the SACE publication 'Achieve' at the following link <https://www.sace.sa.edu.au/news/school-news/achieve>.



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THE REQUIREMENTS TO ACHIEVE THE SACE

To gain the certificate students must earn 200 credits. Ten credits are equivalent to one semester or six month's study in a particular subject or course.

Some elements of the SACE are compulsory. These are:

- a Personal Learning Plan at Stage 1 (usually undertaken in Year 10), worth 10 credits
- at least 20 credits towards Literacy from a range of English/English as a Second Language studies at Stage 1 Level
- at least 10 credits towards Numeracy from a range of Mathematics studies at Stage 1 (at Westminster all students are expected to undertake 2 semesters of Maths at Stage 1 Level)
- a semester long project of extended studies called the Research Project at Stage 2, worth 10 credits
- completion of at least 60 additional credits in Stage 2 subjects and courses

Westminster students will study **5 subjects** in Year 12.

The importance of the compulsory elements is reflected in the requirement that students must achieve either a grade A, B, C (or equivalent) in these subjects to complete the SACE successfully.

In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.

Subject Levies for Elective Subjects

From Year 9 onwards some elective subjects incur additional costs, which are now published in the Curriculum Information Booklets, on the relevant page. These additions cover the costs of materials within the course and must be billed individually as not all students study the same suite of electives from the broad range available. The published costs are indicative and based on 2018 costs.



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Requirements

Year 10

Personal Learning Plan

10

Year 11 (Stage 1) or Year 12 (Stage 2)

Literacy (from a range of English subjects and courses)

20

Numeracy (from a range of mathematics subjects and courses)

10

Year 12 (Stage 2)

Research Project

10

Other Stage 2 subjects and courses*

60+

Year 11 or 12 (Stages 1 or 2)

Other subjects or courses of the student's choice

UP TO
90

Total

200

● Stage 1 compulsory subjects and courses

● Stage 2 compulsory subjects and courses

● Stage 1 or Stage 2 compulsory subjects and courses

● Other subjects and courses

**Many students will complete subjects or courses worth more than 70 credits at Stage 2.*

NB: Research Project and all Year 12 courses must be passed with a 'C-' grade or higher. PLP must be passed with a 'C' grade or higher.



Exchanges

Exchanges are part of the Round Square philosophy. These exchanges occur at two levels: international and regional. The international exchanges usually occur in Year 10, however the Bavaria Hamburg German exchanges and the Tamagawa Academy Japanese exchanges are in Year 11, but in vacation time. Exchanges vary in length from six weeks to a full term depending on the individual circumstances. The exchanges are negotiated between Westminster School and the selected host school, and are reciprocal, so no tuition fees are exchanged and the students travel on a tourist visa. Our exchange students' families arrange their travel.

Westminster School exchanges are usually with Round Square schools, but some are the International Association of Methodist related Schools, Colleges and Universities and schools with which we have bilateral agreements.

There is no cost involved other than the travel expenses and the reciprocal hosting, and wherever possible, the aim is to accommodate the student's first choice, but sometimes flexibility is required. Some schools do require a deposit to cover additional items such as camps or instrumental tuition which are not covered by the usual tuition fees. The amount varies depending on the school. Unused monies are returned at the end of the exchange.

The arrangement of exchanges can be done at any time, although it is advisable to look at 12 month preparation time.

More information on exchanges is available by contacting the school on 8276 0276 or via the Westminster School Round Square link on Inspire.



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CURRICULUM IN YEAR 10 DURING 2020

CORE SUBJECTS	LENGTH OF COURSE
English	2 semesters
Health and Physical Education	2 semesters
Extension Mathematics <u>OR</u> Standard Mathematics <u>OR</u> Essential Mathematics	2 semesters
Personal Learning Plan	2 semester
Science	2 semesters
History	1 semester
HASS - A further HASS must be chosen - Business - Geography	1 semester
Religious and Values Education	2 semesters

ELECTIVE SUBJECTS	LENGTH OF COURSE
Agricultural Studies	Either 1 or 2 semesters
Dance	Either 1 or 2 semesters
Creative Arts - Art - Design - Photography	Either 1 or 2 semesters
Design Technologies subjects - Metal - Wood - Engineering - Fashion	1 semester each
Digital Technology Solutions	1 semester
Drama	Either 1 or 2 semesters
Food Technology	Either 1 or 2 semesters
German	Full year course only
Japanese	Full year course only



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Chinese	Full year course only
Chinese Background Speakers	Full year course only
Music	Full year course only
Physical Education: Sport Science	Either 1 or 2 semesters
Stretch (Negotiated entry)	Either 1 or 2 semesters
Visual Arts - Art	Either 1 or 2 semesters
Visual Arts - Design	Either 1 or 2 semesters
Stage 1 courses (see information below before selecting)	
Stage 1 Biology	1 or 2 semesters
Stage 1 Chinese	2 semesters
Stage 1 Dance	1 or 2 semesters
Stage 1 Music	2 semesters
Stage 1 Psychology	1 semester
Stage 1 Scientific Studies	1 semester

Study of Stage 1 and VET Subjects in Year 10

Students who are considering a Stage 1 or VET subject at Year 10, must complete the additional **Application Form** and enrolment is **not** automatic. Generally, students will only be permitted to take one Stage 1 subject in Year 10. The following will be taken into consideration before approval for study is given:

- Information provided in the additional **Application Form** (see online for the form)
- Prior academic achievement in related subjects at Year 9
- Results of discussion in arranged interviews with Head of House

Students who study Stage 1 courses in Year 10 will not automatically be eligible for a 'study line'.

Students who apply online for a Stage 1 and do not complete the additional form will not be considered.

Students who wish to study a VET course should seek advice from Mrs Jenny Howland and then meet with Ms Andrea Sherwood, Director of Learning, to discuss their study program.

THE AUSTRALIAN CURRICULUM

For information about the Australian Curriculum please visit <http://www.australiancurriculum.edu.au/> or make an appointment to speak to Andrea Sherwood, Director of Learning.

Further, very comprehensive information can be found on the above link to the ACARA (Australian Curriculum) website under the Information for Parents tab (Information Sheets).

Please read this booklet carefully and enjoy your Year 10 studies.



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HOW TO SELECT YOUR COURSE

- Students will be placed in a Mathematics class according to the ability they demonstrated in Year 9 (for students new to Westminster, we will consider recommendations from their previous school and performance during the first few weeks of Term 1). Those students who we recommend moving to Essential Mathematics will only be moved with the support of their parents and the School.
- Students must select two HASS options. History is compulsory with the advent of the Australian Curriculum in Year 10. Consequently students are required to choose between Business or Geography for their second HASS subject. All three options will still remain available to all students when they progress to Year 11.
- All students will be automatically placed in classes of English, Science, History and their second chosen HASS subjects, Health and Physical Education, Religious and Values Education and Personal Learning Plan.
- Students must select four semester elective units in order of preference. Whole year subjects count as two preferences. Details of all courses can be found in this booklet.

CURRENT WESTMINSTER SCHOOL STUDENTS

Subject selection will be completed online at www.selectmysubjects.com.au

Steps to follow:

- Step 1** View the Year 10 Curriculum Booklet available online at www.westminster.sa.edu.au
Enter the site > Click on the Menu tab
Select Community > Parents > Senior School > Curriculum Information
Click on '2020 Year 10 - Curriculum Booklet'
- Step 2** Discuss your selections with your Parents and/or the Director of Learning
- Step 3** Select your subjects on the Subject Selection Planner (which is to be used for your purposes only, and does not need to be handed in)
- Step 4** Complete the online subject selection – Web Preference Access Guide and Code will be issued to you. **It is anticipated that the Online Subject Selection will open on Monday 5 August 2019 and close on Friday 16 August 2019.** The online form/receipt must be printed and signed by yourself and your parents. **The completed Online Subject Selection form must be returned to the Senior School Office by Monday 19 August 2019.** Students who do not meet this deadline could find restrictions imposed on their subject selections.

STUDENTS NEW TO WESTMINSTER

If you have been sent a Web Preference Access Guide and Code, then please follow the steps above (as this means that you have enrolled prior to the Web Preferences being put online).

If you have not been sent a Web Preference Access Guide and Code, then please follow the steps below as a New Student to Westminster.

- Step 1** View the Year 10 Curriculum Booklet available online at www.westminster.sa.edu.au
Enter the site > Click on the Menu tab
Select Community > Parents > Senior School > Curriculum Information
Click on '2020 Year 10 - Curriculum Booklet'
- Step 2** If necessary; contact the Director of Learning, Andrea Sherwood to discuss your selections.



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- Step 3** Select your subjects on the Subject Selection Planner provided with your information.
- Step 4** Discuss your selections with your Parents.
- Step 5** Please return the completed Subject Planner, including signatures of Student and Parent/Carer, to the Westminster Senior School Office by Monday 19 August 2019 or as soon as possible if that date has already passed.

THE CUT OFF DATE TO CHANGE SUBJECTS IS THE END OF WEEK 2 OF EACH SEMESTER

The provision of all courses depends upon the pattern of student subject selection and the availability of teachers and other resources.

Unfortunately, it is not always possible to accommodate the total number of different subject combinations in a timetable. Every year a small number of students will have to reassess their selections.

Similarly, when initial subject selections have been made and final decisions have been reached about which subjects will be scheduled, a subject may be withdrawn from being offered and it may be necessary to revise your selections. We will, however, do everything possible to accommodate the subject choices of each student.



CURRENT CONTACTS AT WESTMINSTER SCHOOL AND USEFUL INFORMATION

Key contacts

Mr David Wallage	Head of Senior School.....	dwallage@westminster.sa.edu.au
Ms Andrea Sherwood	Director of Learning.....	asherwood@westminster.sa.edu.au
Mr Tony Ritson	Head of Senior Students/SACE Coordinator...	tritson@westminster.sa.edu.au
Mrs Jude Depold.....	PLP / Research Project Coordinator	jdepold@westminster.sa.edu.au
Mrs Kate Johns	Current Head of Year 8	kjohns@westminster.sa.edu.au
Mrs Jane Edwards.....	Current Head of Year 7	jedwards@westminster.sa.edu.au
Mrs Jenny Howland	Student Counsellor / VET Coordinator	jhowland@westminster.sa.edu.au

Curriculum Leaders

Mrs Angela Phillips	Mathematics.....	aphillips@westminster.sa.edu.au
Mr Richard Noone	English.....	rnoone@westminster.sa.edu.au
Mrs Kat Elliott	History and Geography.....	kelliott@westminster.sa.edu.au
Mr Ty Cheesman.....	Business and Entrepreneurship.....	tcheesman@westminster.sa.edu.au
Mr Jason Greenslade	Science.....	jgreenslade@westminster.sa.edu.au
Mrs Natalie Ziedas	Creative Arts	nziedas@westminster.sa.edu.au
Mr Michael Degenhart	Music	mdegenhart@westminster.sa.edu.au
Ms Carolyn Obst.....	Dance.....	cobst@westminster.sa.edu.au
Mr John Doherty.....	Drama.....	joherty@westminster.sa.edu.au
Mrs Wendy Lampard	LOTE.....	wlampard@westminster.sa.edu.au
Mr David Tiller	Physical Education	dtiller@westminster.sa.edu.au
Mr Darren McLachlan	Technology	dmclachlan@westminster.sa.edu.au
Mr Terry McDevitt	RAVE	tmcdevitt@westminster.sa.edu.au
Mr Gordon Begg	Outdoor Education	gbegg@westminster.sa.edu.au
Mr Farley Briggs.....	Student Diversity	fbriggs@westminster.sa.edu.au
Mrs Rebecca Forrest.....	Library/ICT	rforrest@westminster.sa.edu.au
Mrs Jude Depold.....	PLP / Research Project Coordinator	jdepold@westminster.sa.edu.au

House Heads

Mr Trevor Orman.....	Carter	torman@westminster.sa.edu.au
Mr Adam Burford.....	Clark.....	aburford@westminster.sa.edu.au
Ms Rachel Abercrombie	Dunstan	rabercrombie@westminster.sa.edu.au
Mr Rob McLean	Fereday	rmclean@westminster.sa.edu.au
Ms Julie Engelhardt.....	Forder	jengelhardt@westminster.sa.edu.au
Mrs Tanya Jones	Fricker	tjones@westminster.sa.edu.au
Ms Dee Barton	Heaslip	dbarton@westminster.sa.edu.au
Miss Alice Kelly	Jeffries	akelly@westminster.sa.edu.au
Mrs Kate Inglis	Kelly	kinglis@westminster.sa.edu.au
Mrs Michelle Payne	Woollacott	mpayne@westminster.sa.edu.au

Useful Websites

SACE Board	www.sace.sa.edu.au
SATAC	www.satac.edu.au
Adelaide University.....	www.adelaide.edu.au
Flinders University	www.flinders.edu.au
Uni SA	www.unisa.edu.au
TAFE SA.....	www.tafe.sa.edu.au
My Future	www.myfuture.edu.au



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LEARNING RESOURCE CENTRE (LRC)

The Senior School Learning Resource Centre is no longer a place just for the circulation of books. With the increase in technology this Centre has changed to reflect many new resources and modes of access.

The LRC is a physical and virtual learning environment where literacy, inquiry, thinking, imagination, discovery, and creativity are central to students' information to knowledge journey. It is an area of the school that helps develop their personal, social and cultural growth. Special events and author visits are tailored to support the literacy focus of the Senior School as well as to enrich student enjoyment of reading for pleasure.

We have created online environments where students can access electronic databases, journals, e-books, audiobooks, digitally streamed videos and a referencing generator. Students can borrow a variety of audio-visual equipment. We have created inspiring spaces where staff and students can teach and learn in diverse ways.

The Bartlett Room and Large Seminar Room have been fitted with electronic whiteboards and data projectors to enable staff to teach using dynamic methods. We have also created welcoming spaces in which students can relax and work collaboratively or participate in individual study.

There is a trained Librarian to assist students with their curriculum and research needs in addition to readers' advisory.

The LRC is open from 8.00am to 5.00pm each school day with the exception of the last day of term where we close at 1.00pm. These extended opening hours allow students to work after school in a safe supportive environment.



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WORK EXPERIENCE

Work Experience will take place in Year 11 but it is essential that it is arranged during Terms 3 or 4 of Year 10 as places book up very quickly, often a year in advance.

Students can make individual appointments with the Head of Careers and Counselling to gain assistance in this area.

Work Experience operates under an Act of Parliament; hence there are legal requirements that have to be fulfilled. Work placement agreement forms must be prepared for every work experience placement. Every school in the state uses the same form; the only difference is the addition of the school crest. These forms are provided by the School. Personal details need to be completed by the student and the forms signed by both the student and parent. The name of the work placement provider needs to be filled in and signed by the responsible person at the place of work. Once the form has **all three** signatures it is returned to school for processing. The form is then sent with a letter from the school to the work experience provider **NO STUDENTS MAY MAKE HIS OR HER OWN CASUAL ARRANGEMENTS FOR WORK EXPERIENCE**. Students are not paid for work experience in South Australia.

Students on work experience are covered by special insurance which the School takes out on behalf of its students. A small fee to cover this insurance and administrative cost is charged to the student's account.

AGRICULTURE – Elective subject

This subject can be studied as a one semester course or for a full year

STUDY DESCRIPTION

The course offers students a variety of assessment methods to encourage all types of learners. There is an equal emphasis on theory and practical tasks. Assessment may include tests, reports, posters and practical write-ups.

COURSE CONTENT

Students are given the opportunity to gain an appreciation of a wide range of Agricultural Industries. Students are encouraged to learn using a variety of methods, but centered around the hands on opportunity using the school's farm resources. Where possible students will have the ability to choose their learning pathway from a list of options provided each Semester.

Semester 1: Agriculture A

Term 1 options include:

Due to Westventure, students complete short units on a variety of topics including –

- Soils
- Weed identification and management
- Pasture improvement and management
- Water management
- ICT in modern day farming
- Horticulture

Term 2 options include:

Beef Production

Students utilise the school steers to learn about beef breeds, feeding, husbandry, growth and management.

Aquaculture

Students will have the opportunity to further develop their understanding of aquaculture practices. Students will be involved in growth trials.

Vineyard management

Students will undertake hands on approach to particular areas of vineyard management e.g. pruning, water and soil management, and pest management.

Olive Oil Production

Students will harvest the available olive trees and depending on volume will either produce olive oil or they will be curing olives.

Show Team

Students will assist with the handling and caring of show animals.



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Semester 2: Agriculture B

Term 3 options include:

Pig Production

Students are involved in the management of a small group of pigs at school. Students undertake the Pigs in Schools program, which focusses on nutrition, reproduction, feeding and growth of pigs.

Sheep Production

Students are involved in a significant project which involves developing a nutrition trial and feedlotting of wethers. Students then track the growth and development of the wethers, through to processing. Students are involved in the marketing and accounting in selling the sheep, assessing inputs versus outputs in sheep production.

Aquaculture

Students will have the opportunity to further develop their understanding of aquaculture practices. Students will be involved in growth trials.

Horticulture Production

Students will research, design and grow a commercial crop(s) and undertake a cost/benefit analysis.

Show Team

Students will assist with the handling and caring of show animals.

OUTCOMES

Students will develop an:

- understanding of the variety of agriculture, aquaculture and horticulture industries and identify potential career paths
- ability to work with a variety of livestock and develop animal husbandry skills
- development of practical and safe work skills
- involvement in the development and running of the school farm
- opportunity to be involved in the South Australian Agriculture industry through the Royal Adelaide Show
- an awareness of marketing and business production in Agriculture/Horticulture production.



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BUSINESS – Elective subject

One semester of Geography **or** Business must be chosen alongside compulsory History.

STUDY DESCRIPTION

The Year 10 curriculum gives students the opportunity to further develop their understanding of **economics and business** concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies.

The core assessment tasks encompass; conducting a mock ***Shark Tank*** scenario where students will collaboratively conceptualise a new innovative product and prepare a pitch for delivery to a panel of entrepreneurial "Sharks"; reflecting on the ***Great Depression*** and ***The Global Financial Crisis***, and writing an article for the hypothetical magazine ***Economics Now*** comparing these pivotal moments to contemporary times. An **Accounting** unit called ***Balancing the Books*** is also undertaken to introduce students to personal financial management and financial statements.

The Year 10 **civics and citizenship** curriculum develops student understanding of Australia's system of government. Students examine and investigate the values and practices that enable a democratic society to be sustained, largely through establishing their own ***Political Party*** in groups of likeminded students and campaigning for election to represent the ***Electoral Division of Westminster***.

COURSE CONTENT

Students will examine a selection of units from each of the fields of study:

- A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:
 - How is the performance of an economy measured?
 - What strategies do governments use to manage economic performance?
 - How do governments, businesses and individuals respond to changing economic conditions?
- A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:
 - How is Australia's democracy defined and shaped by the global context?
 - How are government policies shaped by Australia's international legal obligations?
 - What are the features of a resilient democracy?

OUTCOMES

By the end of Year 10, students explain why and how governments manage economic performance to improve living standards. They give explanations for variations in economic performance and standards of living within and between economies. They explain how businesses respond to changing economic conditions and improve productivity. When researching, students develop questions and formulate hypotheses to frame an investigation of an economic or business issue or event. They gather and analyse reliable data and information from different sources to identify trends, explain relationships and make predictions. Students generate alternative responses to an issue, taking into account multiple perspectives. They analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions. Students compare and evaluate the key features and values of systems of government, and analyse the Australian Government's global roles and responsibilities.



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Students evaluate a range of factors that sustain democratic societies. When researching, students evaluate a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance, reliability and omission. They account for and evaluate different interpretations and points of view on civics and citizenship issues. When planning for action, students take account of multiple perspectives and ambiguities, use democratic processes, and negotiate solutions to an issue. They evaluate ways they can be active and informed citizens in different contexts.



CHINESE BACKGROUND SPEAKERS – Elective subject

This is a full year subject

ASSUMED PRIOR KNOWLEDGE

Year 10 Chinese Background Speakers course is designed for students whose first language is Chinese, learn about being Chinese in Australia and begin to develop their bilingual and bicultural identities as they learn to live and interact with the Australian community.

STUDY DESCRIPTION

This course will provide a range of learning skills for Chinese first language learners to extend their learning abilities not only in Chinese but also in other subjects in Australia. It will also give students opportunities to maintain and improve their native language learning for both speaking and writing while exploring widely noticed social focuses in China. Students will use the language of contexts across a variety of topics to further develop their skills in communicating with a range of audiences and contexts. They also experiment with western genre conventions in their Chinese speech and writing effectively for diverse audiences.

COURSE CONTENT

Semester 1

- Students will work on basic Chinese language using skills: listening, reading, speaking and writing in Chinese. Topics include education system in China and in Australia, Overseas Chinese students and new technology use in youth.
- A variety of reading and listening materials will be introduced such as articles, letters, diary entries, blogs, reports, surveys, speeches and interviews.
- Students will have a deep understanding of how to select and analyse resources.
- Students will explore a range of Chinese social issues by researching the current situation, identifying the problems, analyzing the reasons and providing possible solutions.
- Students will develop their oral communication skills by participating debating, oral presentations and conversations with the teacher and the classmates.

Semester 2

- Students will keep working on Chinese language skills by looking deeper on current Chinese social situations. Topics include China and globalization, Chinese environmental issues and Chinese youth issues
- A variety of reading and listening materials will be provided for language learning
- Students will develop their oral communication skills by participating debating, oral presentation and conversations with the teacher and the classmates
- Students will express their own opinions and ideas in writing and speaking basic on their researches, own values and believes



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OUTCOMES

By the end of the course, students will be able to:

- Interact with peers and exchange opinions and preferences about new social and cultural experiences, adjusting tone, vocabulary and phrasing to influence others
- Interpret the stated and implied meanings in authentic informative texts, and use evidence to support or challenge different perspectives
- Use and analyse a range of sources written in simplified and traditional script to identify relevant information, and use this information to create purposeful public information texts
- Use particular language features such as dialogue and imagery in short stories, literary essays and plays to create own imaginative representations of experience
- Reflect on adjustments they and others make in their everyday language use, and connect these adjustments to aspects of experience, culture and roles in Australian society
- Compare writing styles between Chinese authors to identify and explore the purposes and features of text structure and organisation of ideas
- Identify the features of persuasive language and analyse its use in advertising

ASSESSMENTS

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the year, the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative assessment, summative class topic tests, D2L quizzes, written tests, aural and reading comprehensions, orals, presentations (oral and multimedia), creative writing, cultural projects.

ACHIEVEMENT STANDARDS

By the end of Year 10, students sustain extended interactions with diverse individuals and groups, selecting spoken and written language for precision and for effect on participants. Students collate and evaluate a range of spoken, written and multimodal sources to convey different perspectives to different audiences. They select and organise ideas, adapting language, style, register and textual features to mediate these ideas for a range of audiences who speak Chinese or English or both. They respond to authentic texts and create a range of persuasive, informative and imaginative texts. Students apply features of prosody in their own speech. They apply understanding of character components and morphemes to their own writing. They reflect on their own experiences of interacting across diverse linguistic and cultural contexts, and move readily between languages and cultures.

Students demonstrate metalinguistic awareness across Chinese and English and identify similarities and differences in the structure and framing of both languages. They make and justify choices on how they present themselves and their ideas to audiences who speak either language. They analyse how language features and devices are used to achieve different purposes. Students explain how language and languages vary with time and according to situation and context. They identify evidence showing how texts reflect the cultural background and values of the author and different perspective.



Chinese – Elective subject

This is a full year subject

STUDY DESCRIPTION

In this Chinese course, a number of designated learning outcomes will be developed and assessed. At the end of Year 10, students will be able to:

- exchange information, opinions and experiences in Chinese
- express ideas through the production of original texts in Chinese
- analyse, process and respond to texts that are in Chinese
- understand aspects of the language and culture of Chinese-speaking communities

This course will consolidate and extend what was achieved in the first level and is designed to motivate students to continue their study of the Chinese language and culture in their senior years of secondary schooling. It will also give students an excellent knowledge of the language for both immediate and future use in a wide range of career paths.

COURSE CONTENT

Semester 1

- Students will work with a variety of learning materials to develop their language skills. Topics include understanding and discussing the differences between Australian education and Chinese education, discussing and responding to questions about the general school life such as school routines and subjects, school facilities, co-curricular, classroom rules and classes, and describing and designing living communities
- A variety of communicative written genres will be introduced such as writing and responding to emails, a diary entry and a magazine article
- Students will have an advanced understanding of Chinese characters and grammar with more complicated sentence structures.
- Students will develop their oral skills by participating in role plays, group discussions, oral presentations and conversations with the teacher
- Modern Chinese society such as festival customs, education system, community structures and activities will be incorporated into all lessons

Semester 2

- Students will continue to work with a variety of learning materials to consolidate their language communication skills and cultural understanding. Topics include discussing and responding to questions about leisure activities, the future plan, part-time jobs, friendship, peer pressure, generational differences and cultural differences between Australia and China.
- Students will learn to use ICT skills to enhance their Chinese study such as making a brochure, writing a journal, creating a blog in Chinese and researching relevant information from Chinese websites
- Contemporary China such as social and health issues, youth issues, society issues in Chinese society, and working conditions and environment in China will be incorporated into all lessons
- Students will have numerous opportunities to have a connection with the local Chinese community & ethic school through various activities aimed at developing their conversation skills



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OUTCOMES

By the end of the course, students will be able to:

- Understand the main points and descriptions on a number of topics covered - Australian education and Chinese education, the general school life, communities, leisure activities, the future plan, part-time jobs, friendship, peer pressure, generational differences, and cultural differences between Australia and China.
- Interact and socialise with known and unknown participants in familiar contexts to plan and arrange events, and exchange feelings, opinions and preferences
- Locate and organise information on topics of interest from a range of written sources to develop a position, and convey this position to a familiar audience in a range of texts
- Translate simple modified Chinese texts and familiar interactions in different contexts, identifying alternative ways to interpret meaning
- Mediate descriptions of Chinese and Australian life, identifying what experiences and ideas are not readily translated between cultures
- Reflect on the reactions and experiences of participants (including their own) in interactions and observe how languages is adapted to communicate effectively in unfamiliar contexts
- Analyse functions of grammatical rules and use language appropriate to different forms of oral and written communication.

ASSESSMENT

The assessment of progress in Years 7-10 is continuous and teachers will use a variety of assessment methods. During the course of the year, the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards. Assessment may take the form of continuous formative assessment, summative class topic tests, quizzes, written tests, aural and reading comprehensions, orals, presentations (oral and multimedia), creative writing and cultural projects.

ACHIEVEMENT STANDARD OF YEAR 10 CHINESE:

Students use spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts. They exchange information, ideas and opinions and enquire into the experiences and opinions of others to elicit more information. They summarise and collate information from different sources and perspectives to compare how ideas are expressed and organised in Chinese texts. Students respond to and create a range of informative and imaginative texts for different purposes and audiences, and describe adjustments they have made in their language use for these different audiences. They make comparisons using 比, and describe people in terms of appearance, personality and behaviours, and places in terms of scenery. They use a range of cohesive devices (for example, 不但...而且; 除了...以外; 如果...就) with the support of models and cues. In writing, they organise their ideas according to themes or sequence events using specific time words, temporal markers such as 的时候, 以前 and connectives, for example, 先...然后. They also indicate changes in tense with tense markers such as 了, 过, and use verbs to express modality (for example, 可以, 要, 会, 应该) or intention, for example, 希望, 想, 打算.



CREATIVE ARTS FACULTY

Creative Arts: Photography – Elective subject

This subject can be studied as a one semester course or for a full year

STUDY DESCRIPTION

Students will be introduced to the compositional elements which distinguish a quality photo from a snapshot. Through a series of exercises students will develop their critical eye when taking photographs. Students will also be introduced to the techniques photographers use to create photographic essays, double exposure images and gain an understanding of what a SLR camera can do on its manual settings.

The study of Creative Arts – Photography in Year 10 supports future learning in Stage 1 & 2 Creative Arts – Photography and in the area of Stage 2 Visual Arts.

Students will:

- understand creative concepts used by photographers in the presentation of work
- develop a greater visual awareness
- understand and operate the functions of the camera
- visually express thoughts and ideas through photography
- develop an understanding of composition and lighting

COURSE CONTENT

This course consists of two major components: Product and Support Materials and Folio. The specific components studied in semester 1 and 2 differ enabling students the opportunity to study Photography for a full year.

Product and Support Materials

Students produce a folio of their own images relating to four key compositional elements with their support materials demonstrating their understanding of the compositional element through researching and critiquing professional shots by key contemporary and historical photographers. Students learn the processes used to produce images relating to visual essays, themes and concepts. Skills will also be developed using Photoshop as part of post-production techniques.

Folio – Investigation and Practical Skills

Through investigating photographic images, students produce final images which demonstrate an understanding of the cameras manual functions. Students present their work showing short and long depth of field and slow and fast shutter speeds.

To culminate their skills, students will produce a folio of their best images from all the exercises undertaken and from photographic excursions. Students also have an opportunity to exhibit their work in the Creative Arts annual photography exhibition held at the school.



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OUTCOMES

Students will extend their learning through demonstrations and discussions relating to:

- concept intentions of photographers and their work
- extending their vocabulary of photographic language to aid critical analysis and evaluation of concepts, materials and technologies
- developing greater control and confidence and skill in the handling of techniques to present their ideas
- developing individuality, imagination and creativity through experimentation
- developing greater awareness of the creative processes in the planning of their ideas
- extending their aesthetic judgment
- developing a greater awareness of photography in their world through exploring different viewpoints and concepts
- the sensitive manipulation of the photographic medium
- their perception of the surrounding environment
- the organisation of a portfolio of work
- the visual manipulation of images with Photoshop

ASSESSMENT

The assessment of progress is continuous and teachers will use a variety of assessment methods. During the course of the semester, the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards. Assessment may take the form of continuous formative assessment and/or summative tasks.

By the end of Year 10, students evaluate how representations communicate a photographer's intention in works they make and view. They evaluate work from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other photographers on their own work.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their works.

Students will demonstrate evidence of their learning through the following assessment types:

- | | |
|--|-----|
| • Product and Support Materials | 70% |
| • Folio – Investigation Practical Skills | 30% |

LEVY INFORMATION

This subject has a levy of \$65

DANCE – Elective subject

This subject can be studied as a one semester course or for a full year.

STUDY DESCRIPTION

Dance at Year 10 has a practical focus and provides students with opportunities to study a range of contemporary dance techniques and styles. Students study dance as a performing art and learn to appreciate dance as part of the local and global arts industry.

Students develop technical dance skills through structured dance classes and apply these skills in composition and performance components. The study of composition allows students to express ideas through movement, working both individually and collaboratively. Performance opportunities will be provided throughout the course, allowing students to gain an understanding of the process of creating a work and an insight into the development of a school production or performance. Students will reflect on historical and contemporary dance issues through theoretical analysis and the in-depth study of various choreographic works.

Students will undertake studies in a frame work that involves; exploring ideas and improvisations, manipulating and applying dance elements and concepts, developing dance skills and techniques, organizing dance ideas into form, sharing dance through performance, analyzing and reflecting upon created work and responding and interpreting dance choreography. Students will have the opportunity to perform in Dance productions – ‘Dance Allsorts’ Semester 1 and ‘The SACE examination performance’ Semester 2, and develop life skills that include cooperation, communication and problem solving.

COURSE CONTENT

Semester 1 and Semester 2:

Component 1- Improvisation

The study of new movement exploration, vocabularies, possibilities and potentiality through specific skills and techniques.

Component 2- Elements of Dance

The study of the fundamental elements of space, time, dynamics and relationships, that form the foundation of dance creation.

Component 3 – Technique

The study of contemporary dance, through structured technique class work.

Component 4- Composition

The study of compositional tasks and choreographic stimuli, to encourage the development of creative and innovative dance making.

Component 5 - Performance

The study of dance performance skills to encourage the communication and meaning of choreographed works. Performances may occur in various formal or informal settings.

Component 6 – Evaluation

The study of reflective practice to enhance personal discovery and development.



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Component 7- Analysis

The study of dance in historical and/or contemporary contexts, through investigation of dance works and/or companies, local, international and/or global.

OUTCOMES

At the conclusion of the course, students should be able to:

- demonstrate knowledge and the application of dance technique in the context of safe dance practice
- apply appropriate skills, techniques, and procedures to both improvisation and rehearsed work
- explore the elements of dance composition and express ideas through movement
- respond to dance in an analytical, critical, and reflective manner, using arts specific terminology
- demonstrate the skills required of a dance performer
- appreciate the use of various forms of technology in dance
- show awareness of the contribution of dance and dancers to the arts and to the life of a community or cultural group
- demonstrate personal qualities and transferable skills

ACHIEVEMENT STANDARDS

By the end of Year 10, students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.

Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.



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DESIGN TECHNOLOGIES - FASHION

This subject can be studied as a one semester course or for a full year.

STUDY DESCRIPTION

The aim of this course is to give students the opportunity to express their individuality in a creative and functional manner. Students develop their understanding, confidence and proficiency using the design process through designing, producing and evaluating fashion items. They apply a variety of analytical and design techniques to solve problems. They develop an understanding and appreciation of society and the environment through studying fashion in both contemporary and historical settings, and the impact of technology, including social, environmental consequences.

The study of Fashion in Year 10 directly flows onto and supports the study of this subject at Stage 1 and Stage 2.

COURSE CONTENT

This course consists of three major components which are worked on concurrently throughout the semester. The specific components studied in Semester 1 and 2 differ, enabling students the opportunity to study Fashion for a full year.

Product:

Students peruse and develop individual ideas and themes in negotiation with the teacher for their major assignment.

- Students use the design process to investigate and develop a range of design ideas in connection to their chosen theme
- Students produce detailed plans for the production of a garment through the investigation, experimentation and evaluation of possible solutions
- students develop a working pattern and use appropriate techniques to construct a final garment
- students evaluate the final outcome in terms on construction and aesthetic appeal

Practical Skills:

- students investigate and develop their understanding of a range of garment construction techniques
- investigate and develop a range of pattern drafting techniques
- develop skills in fashion illustration, rendering and technical drawing

Investigation

- students study, research and analyse various aspects of fashion and textile designs and its social, economic and environmental impact on the individual and community



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OUTCOMES

Students will learn to:

- use the design process to research and develop ideas for fashion and textile design
- communicate ideas in a visual, written and oral manner
- apply and use equipment and construction techniques to produce quality Fashion/ Textile products
- appreciate and understand the cultural, historical and social significance of Fashion and Textiles in society
- use various mediums to develop and produce fashion illustrations and technical drawings
- use pattern blocks and drafting techniques to create their own patterns

ASSESSMENT

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the semester, the assessment tasks will measure each student's knowledge, skills and understanding against the Australian Curriculum Achievement Standards. Assessment may take the form of continuous formative assessment and/or summative tasks.

- | | |
|--------------------|-----|
| • Product | 70% |
| • Practical Skills | 20% |
| • Investigation | 10% |

By the end of Year 10, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described. When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.

Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

LEVY INFORMATION

This subject has a levy of \$100.



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DESIGN TECHNOLOGIES – METAL OR WOOD OR CAD

STUDY DESCRIPTION

Year 10 Design Technologies offers three discrete electives as semester units in:

- Metal (based on the Materials context in the Australian Curriculum – Design Technologies)
- Wood (based on the Materials context in the Australian Curriculum – Design Technologies)
- CAD Engineering and Systems (based on Engineering Principles and Systems in the Australian Curriculum)

Design Technologies helps to foster personal confidence and self-reliance and the experience of satisfaction, which comes from solving practical problems, working co-operatively with others and the production of well-designed and useful articles. Within this course students develop personal qualities of self-reliance, cooperation, concentration, persistence and a methodical approach to work. Students will acquire knowledge, attitudes and skills that may be put to use in leisure time, employment, community service or in the home.

COURSE CONTENT

Year 10 students may choose from three Design Technologies courses. All are one semester in length.

In the **Materials Specialisation**, students may choose the Wood or Metal context to develop an understanding of the properties and uses of a broad range of materials, become familiar with basic tools and gain experience with machines and construction procedures. Safety and safe working habits are emphasised in all facets of Design Technologies. Students will develop skills in problem-solving, decision making, researching and the application of information in order to carry out practical tasks. Some of the general themes that form the framework to Year 10 Design Technologies are the nature of wood processing, the application of machines and processes to man-made materials, Australian drawing standards, and elementary engineering techniques including gas and MIG welding and machining practices related to metal working lathes. (All courses lead to Stage 1 Design Technologies-Wood, Design Technologies -Metal and or Design Technologies -CAD Engineering.)

Engineering Principles and Systems It provides an exciting opportunity for students to investigate, plan, produce and evaluate a **Bridge Design**. It all comes down to the testing, as part of a competition to combine the above disciplines, to see which team has mastered these principles to achieve the best functional design.

In addition, each student will have the opportunity to use exciting contemporary CAD / CAM technology including 3D printers to supplement and test their design. They will use Industry standard 3D modelling software to design the bridge and to create a Rendered view of the Final Design. An exciting new program that incorporates a STEAM focus to deliver a range of learning outcomes. This course suits those who enjoy practical activities and/or wish to follow an engineering pathway.

OUTCOMES

Students will learn to:

- develop skills and attributes to identify, create, initiate, and successfully manage the development of products, processes, or systems
- develop the skills and knowledge to use tools, materials, and systems appropriately, safely, and competently to complete a product
- apply the design process to complete a product as individuals and/or in teams



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- critically analyse the impacts of technology, including social, environmental, and sustainable consequences

ASSESSMENT

- Skills and Applications Tasks (20%)
- Produce a product from a working drawing
- Investigate the properties and characteristics of existing materials, products, production methods and the impact of the products, processes, or systems on the individual, society, or the environment
- Folio (20%) - Using ideas from their product investigation, students develop a design brief for a product they wish to fabricate
- Product (60%) - Students produce the item designed in the Folio. They produce a report documenting the production process, and evaluate the product against the design brief, suggesting improvements

LEVY INFORMATION

Design and Technologies – Metal and Wood have a levy of \$45.

CAD has a levy of \$65.



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DIGITAL TECHNOLOGY SOLUTIONS – Elective Subject

This subject is a one semester course

STUDY DESCRIPTION

Digital Technology Solutions provides industry-related topics that use computers and associated technologies to solve communications problems and promote creativity. Each topic aims to build practical skills in using computer technologies and the associated software and develop an understanding of the relationship between technology and its rapidly increasing function within our society. Studying Digital Technology at Westminster School provides an excellent launch-pad for any students who are interested in pursuing any ICT or Design and Technology related course or who just want to gain generic skills that will enable them to become more confident users of contemporary technologies that are now immersed into every imaginable career from law to medicine to farming.

COURSE CONTENT

Year 10 Digital Technology Solutions is offered as a one semester course that focuses on developing digital solutions in a range of topics. In the first term, students investigate five digital technology solutions (listed below) and expand their level of skills and knowledge in each. In the second term, students specialize in one topic and then develop, create and market a business consultancy solution. Students will celebrate their learning through sharing their solutions with a wider audience.

The focus is on enabling students to develop knowledge and practical skills in the creation, manipulation, storage, and use of digital media to produce high quality publications in personal, community, or business contexts. Each topic builds on the learning covered in the Year 9 electives. While previous study in Digital Technology is advantageous, it is not a prerequisite as the course allows students to build on their existing level of knowledge and skill. The skills developed in this course will be transferable to other subject areas that require assignments published in a format suitable for public presentation.

Topic 1: Desktop Publishing Solutions

Students explore desktop publishing through Adobe's InDesign. Students undertake short tutorials to develop skills in creating digital solutions and an understanding of designing, making and critiquing products and processes. Students will have the opportunity to print their design on our large format colour printer. This topic can be further explored in Year 11 in the Business Publishing subject.

Topic 2: Web Publishing Solutions

Students explore of web publishing through looking at a number of Web2.0 like blogs and wikis, examining how they function and their key design principles. Students will work within one of these possibilities and publish on our class website. This topic can be further explored in Year 11 in the Information Technology B (Web Design and Relational Databases) subject.

Topic 3: Digital Animation

Students explore digital animation through Flash to create their own simple animation. They develop skills in the basic principles of frames, timelines and animation in a series of short tutorials. Students will have the opportunity to display their animation through technology like our Main Oval digital scoreboard. This topic can be further explored in Year 11 in the Information Technology A (Programming and Computer Systems) subject.



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Topic 4: AfterEffects

Students explore the world of Adobe's AfterEffects. One of the key software programs for the creation of 2D and 3D text and video special effects. Students undertake short tutorials to explore the possibilities of this powerful and creative software application. This topic can be further explored in Year 11 in the Digital Video subject.

Topic 5: Digital Broadcasting

Students explore the digital broadcasting looking at basic filming, lighting, sound and production techniques. In a small group, students create a short program filmed in our production studio or live on campus that can be broadcast over the web. This topic can be further explored in Year 11 in the Digital Video subject.

OUTCOMES

- develop the skills necessary to become competent, confident, responsible, creative and discriminating users of computers
- ability to identify and solve problems by using a systems development life cycle to design and create a product or system
- practical skills, knowledge and understanding related to the design, use and management of systems
- awareness of the impact that technology has had, and will continue to have, on individuals, groups, communities, businesses and society local and global
- skills of communication, management, learning and co-operative endeavour as individuals and as members of a team
- experiences that may form a preparation for the workplace and/or a basis for further learning
- awareness of the range and variety of technology industry environments

ASSESSMENT

50%	Involvement and completion of the five introductory topics tasks (10% each)
10%	Folio
40%	Business Consultancy Solution (individual choice based on one of the five topics)



DRAMA – Elective subject

This subject can be studied as a one semester course or for a full year.

STUDY DESCRIPTION

Drama is an important human activity intrinsic to the way people define who they are, how they live and how they express this. In the school context, Drama helps students to solve problems creatively, use the resources of their imagination, and develop self-discipline. These qualities also play significant roles in the constant process of social and cultural definition and redefinition, which reflects the society in which we live.

In Drama students will build self-confidence, develop co-operation and interpersonal skills, physical and vocal awareness, self-discipline and specific theatre and drama skills. Drama at Westminster school is an enjoyable, challenging subject and is an excellent vehicle for personal development as it calls upon students to work co-operatively a committed, creative manner.

Year 10 Drama aims to provide students with a thorough understanding of theatre and cinema history, tradition and skills. The course is based on a “classical training” model in that it reinforces students’ appreciation for the discipline and craft associated with performing. This prompts students to examine links between their current experience of performance and its historic, social and cultural contexts. Skills development is broad and draws upon numerous disciplines, all with view to assisting students to develop a considered, well rounded approach to their studies in Drama as well as affording them a broad skills base to draw upon in other areas of life.

COURSE CONTENT

Semester 1

- In Year 10 it is expected that students are able to work capably and efficiently with each other. Students are encouraged to take the opportunity to transfer and extend the interaction and team skills they learn whilst on Westventure in the Drama Studio. Students are expected to challenge themselves to improve their communication skills, to think things through carefully and to participate fully in class discussions and rehearsals.
- Projects require a good deal of commitment as the class dynamic constantly changes due to Westventure.
- Year 10 provides new opportunities to extend existing Physical Theatre skills, frequently under the instruction of a former Cirque du Soleil performer, as well as acquiring new ones. Students will be expected to work with guest Movement teachers toward creating a piece of physical theatre/ nouveau cirque. The use of the body to create a believable character will be another significant part of this component of Semester 1. Typically, Year 10 students perform the result of their studies to Preparatory School students at the end of Semester One. Written Assignments reflect students’ course work.



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Semester 2

- Students will commence Semester Two with further Ensemble work to accommodate new students. They will then embark on an examination of the voice and its use in creating “sound-scapes.” This examination of voice will extend into a study of “Rap” as a dramatic form.
- The work of Constantin Stanislavski, “the father of Naturalistic acting” will be familiar to most Year 10 students and they will be expected to refine their skills in this area. Other methods such as those of Rudolph Laban and Ann Bogart will then be introduced toward creating a performance for assessment. Students will be asked to reflect on the difference between theatre and cinema. Performances and written assignments are expected to be of high standard.

OUTCOMES

- Basic Body Control
- Juggling
- Basic Mime
- Counterbalance
- Prep and Perform Circus Act
- Library Research
- Basic Voice Control
- Choral Speaking/ Soundscapes
- Rap
- Naturalistic Acting- History
- Naturalistic Acting Skills
- Monologues
- Introduction to Foreign Cinema

ASSESSMENT

Students are assessed in line with the Year 9-10 Australian Curriculum Achievement Standards and the degree of improvement they exhibit in the areas listed above.

LEVY INFORMATION

This subject has a levy of \$35.



ENGLISH – Compulsory subject

STUDY DESCRIPTION

The English curriculum is built around the three interrelated strands of the Australian Curriculum: Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

The aim of this course is for students to begin to develop the ability to compare and contrast and critically analyse a range of visual and written texts in addition to understanding the function of language in society.

COURSE CONTENT

Students will engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic appreciation. In addition, texts will be studied that are designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and inter-textual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

The development of drafting and editing skills for clarity and accuracy, and the continued learning of grammar and punctuation will form the framework of this course. The skills required to write an analytical and discussion essay will be clearly scaffolded and a number of opportunities will be given for students to write throughout the year using these writing genres.

- A range of 'PG' and 'M' rated films will be viewed to continue the learning of visual literacy and the impact it has in our world
- An Independent Reading Portfolio will be a continual part of the assessment throughout the year
- The skills required for responding to texts critically will be a focus in this course
- Students will be able to make comparisons between texts and understand writing techniques and how and why certain texts are constructed
- There will be the exploration of different perspectives on complex issues through reading and viewing a wide range of texts including prose, drama and media

Other areas of study include:

- Poetry
- Drama
- Media
- Language development
- Speaking and Listening



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ASSESSMENT

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the year, the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative assessment, summative class topics, investigations, written tests, orals, presentations (oral and multimedia), creative writing, and research projects.

By the end of Year 10, students should evaluate how text structures can be used in innovative ways by different authors. In addition, students should explain how the choice of language features, images and vocabulary contributes to the development of individual style.

Another area students will demonstrate proficiency is in their ability to develop and justify their own interpretations of texts. They will evaluate other interpretations, analysing the evidence used to support them. In developing this skill set, students should listen for ways features within texts can be manipulated to achieve particular effects.

A key feature of English at this year level is in understanding how the selection of language features can achieve precision and stylistic effect. Students should explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. In creating texts, students should develop their own style by experimenting with language features, stylistic devices, text structures and images.

Over the course of the year, students will create a wide range of texts to articulate complex ideas. They will make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. Importantly, students will increasingly demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.



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FOOD TECHNOLOGY - Elective

This subject can be studied as a one semester course or for a full year.

STUDY DESCRIPTION

In Year 10 students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce food solutions to authentic identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively.

Food literacy skills related to identifying what constitutes healthy eating will be developed through practical activities in this course. Students will be involved in the design, preparation and presentation of a wide range of foods that reflect modern Australian cuisine. They will implement appropriate food safety practices and investigate issues aimed at enhancing community health and the sustainability of the environment.

COURSE CONTENT

Each semester will vary as to the issues examined and the food prepared will be based on seasonal variations. Both semesters will be of a similar composition in activity style and assessment.

OUTCOMES

Students will be able to:

- Apply decision-making and problem solving skills when creating meals to enhance health
- Consider factors that impact on designing meals for healthy futures
- Evaluate designed ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability
- Work flexibly to safely test, select, justify and use appropriate technologies and processes to make a range of food solutions

ASSESSMENT

The Australian Curriculum achievement standards for Health and Physical Education and Technologies will form the basis for all assessment.

LEVY INFORMATION

This subject has a levy of \$100.



YEAR 10 - 2020

GEOGRAPHY - Elective

One semester of Geography **or** Business must be chosen alongside compulsory History.

STUDY DESCRIPTION

Year 10 Geography aims to develop in students an understanding of the issues relating to environmental change and management and human wellbeing and development.

The key inquiry questions for Year 10 are:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

COURSE CONTENT

Environmental change and management focuses on investigating environmental geography through an in-depth study of the likely changes that are happening to the Australian ecosystem. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students investigate the weather and climate systems and in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Geographies of human wellbeing focuses on investigating global, national and local differences in development between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore governmental and non-governmental programs designed to reduce the gap between differences in wellbeing. The reasons for, and consequences of variations in human wellbeing are investigated using case studies including Australia, a developing country or region in Africa, South America or the Pacific Islands, and India.

OUTCOMES

Students will be able to develop skills in the following areas:

Geographical Inquiry and Skills - inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

- Observing, questioning and planning
- Collecting, recording, evaluating and representing
- Interpreting, analysing and concluding
- Communicating
- Reflecting and responding



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ASSESSMENT

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the year the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative and summative assessment. Assessment design allows for a variety of assessment methods such as investigations, reports, presentations (oral and multimedia), research projects, field trip analysis and a variety of visual assessments such as creation of graphs and infographics.

By the end of Year 10, students explain how interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw a reasoned conclusion.

Students use initial research to develop and modify geographically significant questions to frame an inquiry. They critically evaluate a range of primary and secondary sources to select and collect relevant, reliable and unbiased geographical information and data. Students record and represent multi-variable data in of the most appropriate digital and non-digital forms, including a range of graphs and maps that use suitable scales and comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales, and predict outcomes. They analyse and synthesise data and other information to draw reasoned conclusions, taking into account alternative perspectives. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations and digital technologies in a range of selected and appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations. They explain the predicted outcomes and consequences of their proposal.



German – Elective subject

This is a full year subject

STUDY DESCRIPTION

This is a second level German course in which a number of designated learning outcomes will be developed and assessed:

- exchange information, opinions and experiences in German
- express ideas through the production of original texts in German
- analyse, process and respond to texts that are in German
- understand aspects of the language and culture of German-speaking communities

This course will consolidate and extend what was achieved in the first level and should motivate students to continue their study of the German language and culture into their senior years of secondary schooling.

COURSE CONTENT

Semester 1:

- Asking for and giving permission, modal and separable verbs, coordinating conjunctions
- Ordering and paying for meals, use of the accusative case
- Using comparative and superlative adjectives
- Talking about sport and player positions
- Saying you are feeling ill, describing symptoms
- Referring to things that have happened in the recent past
- Using the imperative and subordinating conjunctions
- Participation in the Goethe Institute German Film Fest for schools competition time permitting

Semester 2:

- Talking about households, rooms and chores, introduction of reflexive verbs
- Expressing dismay
- Talking about going shopping, trying things on and expressing preferences, dative pronouns and prepositions
- Talking about clothing and department stores
- Expressing what you are allowed and not allowed to do, question words
- Discussing holiday activities, destinations, tourism and travel in German-speaking countries
- Excursion linked to viewing of the film entries for the German Film Fest

OUTCOMES

By the end of the course, students will be able to:

- Understand, say and write simple narratives in the past and present relating to food, housing, clothing, activities and locations
- Learn how to cope in a clothing shop/department store
- Recognize the main German-speaking countries, talk and write about where they are, describe simple features, what there is to do in a town, be able to give directions, offer tourist advice
- Combine new knowledge with previous learning, show some awareness of how language operates by adapting and substituting words and phrases, and writing paragraphs



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ASSESSMENT

The assessment of progress in Years 7-10 is continuous and teachers will use a variety of assessment methods. During the course of the year, the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative assessment, summative class topic tests, quizzes, written tests, orals, aural and reading comprehensions, presentations (oral and multimedia), creative writing and cultural projects.

By the end of Year 10:

- Students initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans.
- They ask and respond to familiar questions, for example, *Wir sind in den Ferien oft ins Schwimmbad gegangen. Washast du gemacht? Ich finde meine Schule gut, und du? Wie findest du deine Schule?*
- They make comparisons, such as, *Meine Freundin ist fleißiger als ich.*
- They give opinions explain problems and ask for advice or clarification, for example, *Ich wohne gern auf dem Land, weil ... , Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man die deutschen Verben?*
- They respond to and re-create imaginative texts, and use descriptive and expressive vocabulary to communicate about experiences and emotions.
- They modify meaning with a range of adverbs and adverbial phrases, such as, *Wir haben das schon am Montag mit Frau Rolf gemacht.*
- They create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts.
- They use articles, for example, *der/ein*, personal pronouns, some demonstrative and interrogative adjectives such as *dieser, jeder* and *welcher*, possessive adjectives in the nominative, accusative and dative case, and a range of prepositions in everyday and topic based phrases.
- They use present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs.
- They use some common reflexive verbs in the present tense, such as, *Ich dusche mich morgens.; Interessierst du dich für Geschichte?*
- They use a variety of conjunctions and cohesive devices, for example, *als, dass, wenn, weil; dann, früher, danach, vorher*, to create cohesion and interest.
- They translate and interpret excerpts from informative and imaginative texts, identifying and explaining challenges and adjustments required when transferring meaning between languages and cultures. They explain the importance of audience and context in intercultural exchanges.
- They reflect on their own cultural identity in light of their experience of learning German, identifying how their ideas and ways of communicating are influenced by their membership of cultural groups.



HEALTH AND PHYSICAL EDUCATION – Compulsory subject

STUDY DESCRIPTION

Health and Physical Education is the key learning area in the curriculum that focuses explicitly on developing movement skills and concepts students require to participate in physical activities with competence and confidence.

Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Students experience an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active. In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships.

The priority for the Health and Physical Education curriculum is to provide ongoing, developmentally appropriate and explicit learning about health and movement. Health literacy is a personal and community asset to be developed, evaluated, enriched and communicated. This is strengthened through cross-curricular experiences such as, Westventure, the Year 10 Recreational PE Program and Food Technology.

The Health and Physical Education curriculum engages students in critical inquiry processes that assist students in researching, analyzing, applying and appraising knowledge in health and movement fields.

COURSE CONTENT

- Swimming
- Athletics
- Touch Football
- Badminton
- Volleyball
- Fitness Activities
- Soccer
- Aquatics

Community-based activities

- Self-defense
- Wheel Chair Basketball
- Golf
- Lawn bowls

OUTCOMES

The students should be able to:

- perform and refine specialised movement skills in challenging movement situations
- evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations
- develop, implement and evaluate movement concepts and strategies for successful outcomes



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- examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time
- devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams
- transfer understanding from previous movement experiences to create solutions to movement challenges
- reflect on how fair play and ethical behavior can influence the outcomes of movement activities
-

ASSESSMENT

Assessment is based on a rubric comprised of the following performance standards:

- Practical skills and Strategy
- Rules and Fair Play
- Initiative, leadership and collaboration
- Organisation



HISTORY – Compulsory subject

STUDY DESCRIPTION

Within this study of History students learn about the modern world and Australia from 1918 to the present. The unit provides opportunities to develop historical understanding through key concepts including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated and applied to this period of history, observing the transformation of the modern world during a time of political turmoil, global conflict and international cooperation.

Throughout this course students will consider the key inquiry questions: How did the nature of global conflict change during the twentieth century? What were the consequences of World War II? How did these consequences shape the modern world? And, how was Australian society affected by other significant global events and changes in this period?

COURSE CONTENT

After exploring an overview of the period, students will complete depth studies on the following topics:

- World War II
- Rights and Freedoms (1945 – present)

Under 'the Globalising world', students will complete a depth study on one of the following:

- Pop culture (1945 – present)
- Migration experiences (1945 – present)
- The environment movement (1960s to present)

OUTCOMES

After completing this course, students will have had the opportunity to:

- Use historical terms and concepts
- Identify and locate relevant sources, using ICT and other methods
- Evaluate the reliability of these sources, and synthesise the information for use as evidence in an historical argument
- Identify and analyse different perspectives and historical interpretations – including their own
- Develop texts using evidence, and communicate their learning in a variety of communication of forms – including oral, graphic and written



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ASSESSMENT

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the year the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment will take the form of continuous formative and summative assessment. Assessment design allows for a variety of assessment methods such as class topic tests, investigations, quizzes, empathetic tasks, reports, presentations (oral and multimedia), creative writing and research projects.

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.



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Japanese – Elective subject

This is a full year subject

STUDY DESCRIPTION

In this Japanese course a number of designated learning outcomes will be developed and assessed. At the end of Year 10 students will be able to:

- exchange information, opinions and experiences in Japanese
- express ideas, personal experiences and opinions through the production of original texts in Japanese
- analyse, process and respond to texts that are in Japanese
- understand aspects of the language and culture of Japanese-speaking communities

This course will consolidate and extend what was achieved in Year 8 and 9, and is designed to motivate students to continue their study of the Japanese language and culture in their senior years of secondary schooling. It will also give students an excellent knowledge of the language for both immediate and future use in a wide range of career paths.

COURSE CONTENT

Semester 1

- Consolidate previous learning
- Develop ability to read and write Katakana
- Continue building knowledge of Kanji
- Build grammatical knowledge through the introduction of casual verb endings
- Discuss personal skills, abilities, likes/dislikes with more accuracy and variety of language.

Semester 2

- Continue building ability to read and write Kanji, a minimum of 100 Kanji will be introduced in Year 10, including combination Kanji
- Continue developing understanding of casual verb endings and how they can be used for a variety of grammatical and communicative purposes
- Develop ability to produce extended texts that use a variety of expressions, cohesive devices and grammatical patterns in order to accurately express their own opinions and feelings
- Use text analysis to discuss the way in which Japanese language is used to communicate

OUTCOMES

By the end of the course, students will be able to:

- Students will be able to understand, say and write simple narratives in the past and present relating to food, future ambitions, daily life, exchanges, living and studying in Japan and jobs
- Understand the cultural differences between Australian and Japanese society, especially in working and school environments and provide their opinions about these differences.
- Combine new knowledge with previous learning, show some awareness of how language operates by adapting and substituting words and phrases, and writing paragraphs



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ASSESSMENT

The assessment of progress in Years 7-10 is continuous and teachers will use a variety of assessment methods. During the course of the year, the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative assessment, quizzes, written tests, orals, presentations (oral and multimedia), creative writing and cultural projects.

By the end of Year 10:

- Reflect on own identity, including their identity as a learner and user of Japanese, through connecting observations of experience over time
- Understand the intonation and phrasing patterns of spoken Japanese; and recognise that most kanji have more than one 'reading' and that the pronunciation changes according to kanji compounds
- Understand the systematic nature of Japanese language and grammatical forms, and explore how to use/combine these elements to express complex ideas
- Use a range of textual conventions in spoken, written and multimodal texts, and understand how different scripts are used to convey meaning or effects
- Recognise variations in language use that reflect different social and cultural contexts, purposes and relationships
- Understand that the Japanese language has evolved and developed through different periods of influence and cultural and societal change
- Recognise and explain how the Japanese language carries embedded cultural information, such as the prioritising of collective well-being, respect and harmony

LITERACY FOR WORK AND COMMUNITY LIFE

English course - Compulsory

The Year 10 English course in Semester 2 will incorporate this SACE course.

STUDY DESCRIPTION

Literacy for Work and Community Life enables students to build their knowledge of the English language, and expand their literacy skills.

Literacy for Work and Community Life engages students in the study of everyday written, spoken, visual, and multimedia texts. Students learn to analyse and understand the meanings, structures, purposes, and audiences of these texts, and build the knowledge and skills to produce their own texts. The study of Literacy for Work and Community Life also enables students to develop the spoken and written language skills to interact effectively with others, in their learning, work, and community life.

This subject provides opportunities for students to meet the SACE literacy requirement, and to gain additional literacy support for their studies and future pathways. Students who gain a C grade or better in this subject can count 10 credits towards the literacy requirement of the SACE.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

COURSE CONTENT

Content for this course will be negotiated between students and teachers and will be based on literacy skills identified in Semester 1 in the students' personal learning plans.

Students in Year 10 will have the opportunity to study three Literacy Contexts over the course of Semester 2:

- Literacy for Work
- Literacy for Community Life
- Literacy for Daily Life

Language and Literacy Skills and Strategies will provide the tools for student success in Literacy for Work and Community Life.

- English Language Conventions and Construction
- Speaking and Listening
- Reading and Understanding Texts
- Constructing and Producing Texts
- Analysing and Responding to Texts



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ASSESSMENT

In each 10-credit subject, students are required to provide evidence of learning across four to five assessment items. These assessment items can be written, spoken, visual and/or multimodal.

- Text Analysis
- 2 assessment items
- Text Production
- 3 assessment items

If you have any questions, please contact the Curriculum Leader for English, Mr Richard Noone.



ESSENTIAL MATHEMATICS – Compulsory subject

Entry by negotiation or as a continuation of a Year 9 Essential Mathematics course

STUDY DESCRIPTION

The goals of Mathematics at Westminster School are to enable students to:

- develop a positive attitude to the learning of Mathematics
- recognise the relationship of Mathematics with other subject disciplines and with everyday life;
- develop confidence and competence in using Mathematics
- learn to communicate mathematically
- develop the use of technology to solve problems and enhance communication
- appreciate the cultural and historical perspectives of Mathematics
- develop the ability to reflect on the reasonableness and significance of their work
- develop patience and persistence when solving problems
- develop and apply information technology skills to the study of Mathematics
- reach his/her full potential in mathematics

Essential Mathematics is a course designed for students who prefer a more practical Mathematics course without algebraic mathematical concepts. The course covers topics which are necessary for life and also may prepare the students for a broad variety of employment options.

Once students begin Essential Mathematics they will only be able to choose Essential Mathematics in Year 11 and 12. Students who show an aptitude for Essential Mathematics could be recommended to undertake General Mathematics in Year 11.

COURSE CONTENT

The emphasis of this course is number work and its applications in real life Mathematics. Thus the students will study integers, fractions decimals and percentages and the application of these in Business Mathematics, Probability and Measurement. Some simple algebra and geometry are included.

ASSESSMENT

Each semester each student's grade will be based on:

- topic tests 70%
- investigations 30%



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OUTCOMES

A Mathematical skills and Understanding

At the end of the course students should:

- know and understand concepts and demonstrate skills from the five branches (number, algebra, geometry, chance and data and mensuration)
- be able to confidently select and use mathematical ideas, processes and strategies when investigating problems
- be able to confidently select and use mathematical ideas, processes and strategies carried out by electronic means when investigating problems

B Analysis and Interpretation

At the end of the course students should be able to:

- recognise patterns and structures and describe relationships when investigating problems
- analyse results to accurately interpret results and information
- draw conclusions when investigating problems
- justify mathematical relationships

C Communication

At the end of the course students should be able to mathematically communicate using:

- appropriate notation and terminology
- a logical and well organised approach

D Reflection and Evaluation

At the end of the course students should be able to:

- reflect on their methods and processes
- consider possible alternative processes
- demonstrate an understanding of the reasonableness and possible limitations of the results obtained when investigating problems



MATHEMATICS – Compulsory subject

STUDY DESCRIPTION

The goals of Mathematics at Westminster School are to enable students to:

- develop a positive attitude to the learning of Mathematics
- recognise the relationship of Mathematics with other subject disciplines and with everyday life
- develop confidence and competence in using Mathematics
- to develop the use of technology to both solve and explain mathematical thinking
- learn to communicate mathematically
- appreciate the cultural and historical perspectives of Mathematics
- develop the ability to reflect on the reasonableness and significance of their work
- develop patience and persistence when solving problems
- develop and apply information technology skills to the study of Mathematics
- reach his/her full potential in mathematics

The Mathematics classes are broadly streamed into three levels:

- In Extension Mathematics the students study the core topics and their learning is extended and enriched as appropriate. These students may take some or all topics from the Year 10A course of the Australian Curriculum.
- The majority of the students are in mixed ability groups in Standard Mathematics. These students cover the topics prescribed in the Australian Curriculum. The more able students will receive extension and the students who require support with some of the concepts will receive extra support from their teachers
- In the Essential Mathematics class, students will follow a course with a much smaller focus on Algebra. This class is smaller in size than the Standard and Extension classes enabling the teachers to provide these students with extra support

COURSE CONTENT

This course is divided into three strands: Numbers and Algebra; Measurement and Geometry; Statistics and Probability.

At Year 10, students are introduced to a significant number of new concepts mostly of an algebraic nature. Topics which were introduced in Year 9 are consolidated and extended. Topics include: Expansion and factorisation of algebraic expression; Solution of linear equations and inequations; Pythagoras; Trigonometry; Geometry (including Circle Geometry); Indices and Surds, Coordinate Geometry, Statistics and Quadratic Equations and Functions.

ASSESSMENT

Each semester each student's grade will be based on:

- topic tests 70%
- investigations 30%



OUTCOMES

A *Mathematical skills and Understanding*

At the end of the course students should:

- know and understand concepts and demonstrate skills from the five branches (number, algebra, geometry, chance and data and Mensuration)
- be able to confidently select and use mathematical ideas, processes and strategies when investigating problems
- be able to confidently select and use mathematical ideas, processes and strategies carried out by electronic means when investigating problems

B *Analysis and Interpretation*

At the end of the course students should be able to:

- recognise patterns and structures and describe relationships when investigating problems
- analyse results to accurately interpret results and information
- draw conclusions when investigating problems
- justify mathematical relationships

C *Communication*

At the end of the course students should be able to mathematically communicate using:

- appropriate notation and terminology
- a logical and well organised approach

D *Reflection and Evaluation*

At the end of the course students should be able to:

- reflect on their methods and processes
- consider possible alternative processes
- demonstrate an understanding of the reasonableness and possible limitations of the results obtained when investigating problems



MUSIC – Elective subject

Music is a two semester subject

STUDY DESCRIPTION

The music course covers the following areas of study:

- Practical Studies - individual instruction, ensemble work, participating in regular performances, listening to recordings and attending performances
- Aural Awareness, Theory and Music in Society - through teacher-directed learning, individual and group work and through computer-assisted learning

It is important students who take up music as a subject understand the following requirements:

- Students need to have been undergoing tuition on their instrument for at least two years and must continue to learn in the instrumental program or privately
- Students must be able to read music (treble & bass clef minimum)
- Students will be required to perform at concerts outside of normal school hours
- Students will be expected to participate in at least one co-curricular performance group
- Participation in a co-curricular group will assist in the development of performance, aural and musicianship skills as taught in this course. Development of leadership skills and interaction with a wide range of students often occurs in Co-curricular performance groups as these groups involve students from across the school

COURSE CONTENT

By the end of the course, students will be able to:

- extend their musicianship and technical skill on their chosen instrument(s)
- develop their skills as soloist and a member of an ensemble
- develop aural awareness, skills and understanding of music
- extend practical and theoretical knowledge by performing, composing, arrangements
- develop appreciation and understanding of music through an historical study of music and its role in society
- express ideas/emotions/feelings, through performance and composition

OUTCOMES

Students will:

- further develop an appreciation and understanding of music and its place in society
- improve skills in musical performance, music theory, composition, arranging and aural awareness
- develop individual expression through performance, research tasks, composition and arranging
- work cooperatively and creatively with other musicians
- gain an appreciation of how music reflects and its role in society



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ASSESSMENT

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the year the assessment tasks will measure each students' knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative assessment, summative class topic tests, final examinations or performances, D2L quizzes, written tests, oral or multimedia presentations, or projects.

ACHIEVEMENT STANDARD

By the end of Year 10, students **analyse** different scores and performances aurally and visually. They **evaluate** the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Students **interpret**, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They **interpret** and perform music with technical control, expression and stylistic understanding. They use aural skills to **recognise** elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.



PERSONAL LEARNING PLAN (PLP) – Compulsory subject

STUDY DESCRIPTION

The Personal Learning Plan is a compulsory SACE subject, undertaken in Year 10 at Westminster School. Students consider their aspirations and research reliable career information to help them make appropriate subject choices and map out their future. Students work towards personal and learning goals and strategies to achieve them as they progress through school towards work, training or further study.

The Personal Learning Plan is designed to be tailored to the needs of students. While many schools will offer the Personal Learning Plan in Year 10, others will introduce it as a Year 11 subject. Westminster students will complete the PLP in Year 10. To be most effective, students should review and update their goals and plans after they have formally completed the subject.

COURSE CONTENT

The Personal Learning Plan will contribute 10 credits towards the SACE and students need to gain a 'C' grade or higher in the PLP to achieve the SACE. The students gain an understanding of each of the seven capabilities relating to the SACE: literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding. They will then have an opportunity to develop their skills with a capability of their choosing. In addition they will investigate their preferred learning style, their strengths and areas in need of improvement. They will learn and implement the important skills of ongoing reflection and evaluation of their work. Study skills and the Habits of Mind will also be addressed.

OUTCOMES

The Personal Learning Plan helps students:

- review their strengths and areas they need to work on
- identify personal and learning goals and strategies to achieve them
- Gain a higher degree of self-awareness with regard to their personal learning
- identify and research career paths and options (including further education, training and work)
- choose appropriate SACE subjects and courses based on plans for future work and study
- consider and access subjects and courses available in and beyond school
- gain skills for future employment
- review and adjust plans to achieve goals



PHILOSOPHY AND RELIGION STUDIES

ASSUMED PRIOR KNOWLEDGE

Middle school basic competencies & performance standards

STUDY DESCRIPTION

A study of religion and spirituality forms a vital foundation for the study of a society. Religions and spiritualities are living and dynamic, and students explore the ways in which religious adherents, or those who are agnostic or of other persuasions participate in, and respond to, current social and moral debates, and issues in communities such as those in Australia.

Students will develop an understanding of different religious perspectives on events or practices, and examine a range of definitions of religion drawn from a variety of sources. Students study diverse religious and spiritual beliefs and value systems in Australian society and around the world, and explore how such a study can contribute to greater personal and interpersonal understanding; the development of skills in relating to people of different religious positions; and an appreciation of, and respect for, the different ways in which people think, feel, and act.

This subject outline expects an open approach to the study of religion and spirituality that encourages students to empathise with adherents within and across religious and spiritual traditions, and with adherents who have different beliefs and understanding within the same religion, or indeed those who may be atheist or multi-faith in outlook. There is an emphasis on understanding secular or religious positions on ethical and social justice issues.

COURSE CONTENT

The course consists of two main studies.

- One religious and spiritual traditions study

For example:

- images and understanding of God
- contemporary and traditional religious symbols and expressions
- the sacredness of the land
- rituals and festivals
- religious art
- forms of religious commitment
- religious schools
- youth and religion



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- One ethical or social justice issue study

For example:

- the relationship between the developed and the developing world (e.g. international trade systems, poverty, and hunger)
- global and local environmental challenges
- emerging biotechnologies
- sexual discrimination
- euthanasia
- religion and conflict
- religious endeavours for world peace.

OUTCOMES

In this subject, students are expected to:

1. demonstrate knowledge and understanding of diverse religious beliefs, perspectives, and experiences within and across traditions
2. investigate and understand the social significance of religion and spirituality
3. explore how religion can provide a basis for personal and ethical decision-making
4. analyse the religious basis of a contemporary ethical or social justice issue
5. demonstrate and apply an understanding of religion and spirituality, using different forms of communication
6. reflect on religious experience, beliefs, and values, and how they contribute to a sense of personal meaning.

ASSESSMENT

- **Folios 1 & 2 Semester One** **50%**
Reflection on Westventure & Ethics Intro
Participation & Reflection on Personal & Social Ethics
- **Issue Analysis** **25%**
Maximum 1000 words/ 6 minutes, investigation and report.
- **Issue Investigation** **25%**
Maximum 800 words/ 5 minutes, or equivalent in multi modal.



PHYSICAL EDUCATION: SPORTS SCIENCE - Elective

SEMESTER 1: BODY SYSTEMS

This course will involve both a theory and practical component with a 50% assessment component.

The theory component will consist of introductory units on the Skeletal System, Types and movement of Joints, Muscular System, Respiratory System, Circulatory System and Energy Systems. An Issues Analysis research task will also be a part of the theory component.

The practical component will consist of focus on 2 sports (from sports such as badminton, volleyball, touch football, Gaelic football etc) as well as a creative unit on games making.

ASSESSMENT

Theory: Unit tests, Research Task, Data analysis task.

Practical : Skills Checklist

SEMESTER 2 : Sports Performance

This course will involve both a theory and practical component with a 50% assessment component.

This course will involve studies into the importance of physical activity, factors influencing participation in physical activity and the benefits of physical activity. Topics such as the components of fitness, fitness testing, skill learning, sports psychology, goal setting and personal reflections on student's sporting performance. There will also be a case study on applied sport psychology.

The practical component will consist of 2 sections – A focus on one sport (One not covered in Semester 1) as well as a SEPEP (Sports Education for Physical Education Programme) which is student run.

ASSESSMENT

Theory - Case study, Analysis of data and laboratory testing, Research task.

Practical - Skills checklist, Analysis of SEPEP.



SCIENCE – Compulsory subject

STUDY DESCRIPTION

Learning in Science is fundamental to understanding the world in which we live and work. The Science course aims to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The course aims to help students develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science related careers. The three strands of the Australian Science Curriculum, Science Inquiry Skills, Science as a Human Endeavour, and Science Understanding, are interrelated and their content is taught in an integrated way with the School's underlying educational philosophy.

COURSE CONTENT

The content is part of a framework of curriculum development which meets a progression of learning that is described by the Australian National Curriculum. Students will be expected to have a working knowledge of Year 9 Science according to the Australian National Curriculum.

OUTCOMES

By the end of the course, students should be proficient in basic laboratory procedures and have a good general understanding of a range of topics in Biology, Chemistry, Earth Science, and Physics.

Students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects. Students describe and analyse interactions and cycles within and between Earth's spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.



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Science classes are laboratory based. Students work in small groups with the emphasis on inquiry-based activities, in which some formal information sessions are an integral part. A variety of resources can be used, including videos, computer simulations, electronic sensors linked to computer programs, video enhanced demonstrations, and library research activities. Students will have the support of a text that follows the Australian Curriculum in Science. In addition, practical experiments, exercises and activities, will enable them to develop a range of skills, as well as achieve a firm understanding of concepts.

All students also take part in the ICAS Science Competition run through the University of NSW external assessment (The Australian Schools' Science Competition).

ASSESSMENT

The assessment of progress in Years 7-10 is continuous and teachers will use a variety of assessment methods (these may include practical reports, assignments, tests and other activities). During the course of the year the assessment tasks will measure each student's knowledge, understanding and skills against the ACARA Achievement Standards and students will have opportunities to present their work in multiple different ways.



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STRETCH – Negotiated subject

Students with learning disabilities would benefit from this elective and should negotiate entry through the Head of Student Diversity and/or the Director of Learning.

STUDY DESCRIPTION

This elective focuses on subject support, the development of study skills and further consolidation of literacy, numeracy and independent learning issues are also addressed. Students by this stage should be developing into successful independent learners. The role of the teacher for Year 10 work is more as a 'guide from the side' than the previous 'sage on the stage'. In this respect, learning is more student-led than teacher-directed.

COURSE CONTENT

Students will be taught how to use Information Technology and relevant software to assist in their access to the curriculum, enabling them become more independent in their learning now and in the future. They will also be directed, from Term 1 to build a developing awareness of their potential School to Work pathway.

Units of work early in Year 10 focus on goal-setting, education as a lifelong process and career alternatives. Students complete tasks that demand their attention to future careers, including aspects of service learning, work experience and requirements for achieving SACE.

Students are supported in succeeding with compulsory SACE subjects, notably Mathematics, English and the Personal Learning Plan (PLP). Students are also given opportunities for prior learning that will equip them for future study in the Research Project.

OUTCOMES

- By the end of Year 10, students should have a thorough understanding of their own strengths and weaknesses in literacy and numeracy, and know strategies to address any difficulties they may still face
- They should have developed a sound relationship with Faculty staff and feel motivated to access expertise within the Department as Senior Students, at their own discretion
- They should have developed an awareness of potential careers and further study opportunities relevant to their own interests
- They should have developed sound independent working habits
- They should be equipped to negotiate their own requirements for Academic Support in Years 11 and 12, respectively



CREATIVE ARTS

Visual Arts: Art – Elective subject

This subject can be studied as a one semester course or for a full year

STUDY DESCRIPTION

During year 10 Visual Arts – Art students extend their critical and creative thinking through theme based projects designed to further develop their knowledge of art processes, technologies and practices. Through practical tasks students use art thinking, and create works that embody the conceptual and problem-solving processes used by artists and those working in creative industries. Throughout the course students will develop their skills to create, make and present complex ideas, and expand their knowledge of different technologies, genres and subject matters in both historical and contemporary art practices.

The study of Visual Arts – Art in Year 10 supports future learning in Stage 1 & 2 Visual Arts – Art and in the area of Stage 2 Creative Arts.

Students will:

- explore and investigate materials through critical selection and manipulation of a range of media.
- engage in image and object making, designing, fabricating and constructing, digitally and materially.
- conceptualise, develop themes, and make critical, cognitive and aesthetic decisions about their work.
- develop a critical understanding of visual arts as an aesthetic and cultural body of knowledge.
- understand arts historical, theoretical, social and cultural contexts and evaluate their own art works within these knowledge frameworks and terminologies.
- have the opportunity to research, understand and reflect upon visual art works in cultural and historical contexts

COURSE CONTENT

This course consists of three major components: Practical, Folio and Visual Study which are worked on concurrently throughout the semester. The specific tasks in Semester 1 and 2 differ, enabling students the opportunity to study Visual Arts - Art for a full year.

Practical

Students produce two major works a semester from the following disciplines:

- Painting - Theme based activity using watercolors and acrylic mediums. Students develop an understanding of various techniques related to individual artists and /or art movements
- Sculpture – Negotiated theme activity investigating methods of construction using ceramic, plaster mediums, mould making or carving
- Printmaking - Theme based activity investigating a variety of printmaking methods such as relief or intaglio printing
- Drawing - Ongoing class work and homework activities covering a range of techniques and media
- New Media Art – Exploration of media and processes used by contemporary artist with non-traditional mediums

Students studying a full year course will cover four of the Studio areas.



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Folio

The folio will record the development of a student's ideas and experiments associated with the creation of their practical work. Regular skills exercises, such as drawing and painting techniques and styles will also be documented in the folio. This is seen as a record of their creative visual thinking.

Visual Study

The Visual Study is a research based task involving analysis and critical reflection of work of other practitioners. Students explore and experiment with the medium and themes of the work of artists that are similar to topics covered in the practical. They also investigate and analyse reviews on current and local artists and exhibitions based on exhibition visits during the semester.

OUTCOMES

Students will extend their learning through demonstrations and discussions relating to:

- the development and refinement of techniques and processes to represent their artistic intentions
- the development of their observational and recording processes through programmed activities
- understanding artistic intentions and visual conventions such as themes, composition, construction, line, colour, texture and pattern in artworks.
- displaying artworks
- expressing oneself creatively and communicating with others through works of art
- perceive their world with sensitivity and discrimination
- the purpose and skills involved in producing works of art
- the vocabulary of Art
- develop research skills and an understanding of the History of Art and its relevance to our culture and that of others past and present

During the course students will:

- develop critical and creative thinking skills
- develop individuality, imagination and creativity
- understand the processes involved in producing artwork
- develop aesthetic judgment
- increase their perception of the visual world

ASSESSMENT

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the semester, the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards. Assessment may take the form of continuous formative assessment and/or summative tasks.

By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks.



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Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

- | | |
|--|-----|
| • Practical - completion of two major products | 40% |
| • Folio – creative problem solving, documentation of visual thinking | 40% |
| • Visual Study – critical analysis and reflection of practitioners and exhibitions | 20% |

LEVY INFORMATION

This subject has a levy of \$90.



CREATIVE ARTS

Visual Arts: Design – Elective subject

This subject can be studied as a one semester course or for a full year.

STUDY DESCRIPTION

Visual Arts - Design is about creating original and inventive ideas. This course encourages students to apply a variety of analytical and creative thinking techniques to solve design based problems. Using industry processes and programs students experience the techniques used in Graphic, Product and Environmental Design. This subject gives them an insight into the world of architects, industrial design, graphic design, animated graphics and character design.

The study of Visual Arts – Design in Year 10 supports future learning in Stage 1 & 2 Visual Arts – Design and in the area of Stage 2 Creative Arts.

Students will:

- through the use of design thinking create works that embody conceptual and problem-solving processes of work in their chosen discipline
- develop a critical understanding of design as an aesthetic, functional and cultural body of knowledge
- explore and investigate materials through critical selection and manipulation of a range of media and technologies
- understand designs historical, theoretical, social and material contexts and evaluate their own design works within these knowledge frameworks
- understand cultural forms and practices in historical and contemporary contexts, and respond with specific design conventions and terminologies
- develop skills using 2D and 3D computer programs used in industry and at tertiary level.
- learn how to draw for design using traditional media and new technologies e.g., perspective for architecture, illustration for graphics, concept folio drawings
- explore and investigate materials through critical selection and manipulation of a range of media and technologies.

COURSE CONTENT

This course consists of three major components: Practical, Folio and Visual Study which are worked on concurrently throughout the semester. The specific tasks in Semester 1 and 2 differ, enabling students the opportunity to study Visual Arts - Design for a full year.

Practical

Students produce two major works from the following disciplines:

- Environmental Design: How to design and problem solve like an architect/interior or urban designer
- Graphic/ Visual communication: Illustration and lay out techniques in commercial media, and moving graphics.

This allows for the broadest possible base for discovery of new knowledge.



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Students who elect to study Design for a full year will cover all studio areas.

Folio

The folio will record the design process which includes the **Design Brief**, **Research** (collection of visual information) **Idea Generation** (range of developing concepts) **Evaluation** of final product. The folio is a record of a student's creative and analytical thinking and experiments associated with their projects.

Compulsory Inclusions:

- Skills development with 2D and 3D computer programs used in the design industry
- Drawing for designers using traditional media and new technologies e.g., perspective for architecture, illustration for graphics, concept folio drawings

Visual Study

The Visual Study is a research based task involving analysis and critical reflection of the work of other designers and design movements. Students explore the ideas and themes of designers and/or movements that are similar to topics covered in the practical.

OUTCOMES

Students will extend their learning through demonstrations and discussions relating to:

- the design intentions of designers and their work
- extending their vocabulary of Design language to aid critical analysis and evaluation of concepts, materials and technologies
- developing greater control and confidence and skill in the handling of techniques and media to present their ideas
- developing individuality, imagination and creativity
- developing greater awareness of the design processes in the planning and designing of their ideas
- extending their aesthetic judgment
- developing a greater awareness of design in their world and that of others past and present

ASSESSMENT

The assessment of progress in Years 9-10 is continuous and teachers will use a variety of assessment methods. During the course of the semester, the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards. Assessment may take the form of continuous formative assessment and/or summative tasks.

By the end of Year 10, students evaluate how representations communicate design intentions in works they make and view. They evaluate works and designs from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other designers on their own work.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their works.



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Students will demonstrate evidence of their learning through the following assessment types:

- | | |
|---|-----|
| • Practical – completion of two major products | 40% |
| • Folio – creative problem solving, documentation of visual thinking | 40% |
| • Visual Study – critical analysis and reflection of practitioners and styles | 20% |

LEVY INFORMATION

This subject has a levy of \$65.



BIOLOGY – STAGE 1

This subject can be studied for 1 or 2 semesters. This course allows students to complete Stage 2 Biology in Year 11.

ASSUMED PRIOR KNOWLEDGE

Successful completion of a full year of study in Year 9 Science is required at the A level. Please see the curriculum leader of Science if you have questions.

STUDY DESCRIPTION

The study of biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

In their study of biology students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations of biology-related issues and innovations.

Completion of either or both of these 10-credit courses will provide students with a sound basis for future studies in Biology, but it is not a mandatory pre-requisite for Stage 2 Biology.

COURSE CONTENT

Biology A (Units 1 & 2 – 10 Credits)

Unit 1

Cells & Micro-organisms

In this topic, students examine the development of the cell theory, the exchange of materials, and processes required for cell survival. Students use the microscope and digital modelling to study the structure and function of cells, and investigate ways in which matter is recycled and energy is transformed and transferred in the biochemical processes of photosynthesis and respiration.

Students learn about the conditions necessary for the growth and survival of microorganisms, their role in decomposition and food spoilage, and innovative uses of microorganisms.

Students extend their numeracy skills in this topic through understanding and using scientific measurements. In considering the fundamental significance of cells and microorganisms, and recognising the impacts of new innovations and technologies on individuals and society, students extend their personal and social capability.

Unit 2

Infectious Diseases

In this topic, students examine the various agents that can cause infectious diseases, including viral, bacterial, and other parasitic pathogens.

Students examine how infectious disease agents spread, enter hosts, and cause immune responses. They make comparisons to the function of immune systems in other organisms.

Students study how biotechnology has contributed to not only the understanding of the human immune system but also the development of vaccinations and other advances in the treatment of disease.

Students evaluate the impact that infectious diseases have on populations across the global community, including factors that affect spread, control, and treatment of infectious disease.



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Biology B (Units 3 & 4 – 10 Credits)

Unit 3

Multicellular Organisms;

In this topic, students examine the structure and function of various multicellular organisms, which could include the investigation of human, other animal, and/or plant systems. Students examine the hierarchical structure of organisms and look at the arrangement and characteristics of cells, tissues, organs, and organ systems. They consider the structure and function of various organ systems in human beings and other species, including specific attributes of the circulatory, respiratory, excretory, and digestive systems in animals. Students also investigate the factors that affect plant growth and to learn about the structure and function of leaves and their role in photosynthesis. Students develop an understanding of how biotechnology has contributed to not only the understanding of how systems within multicellular organism function together but also how it has enabled new development of medical treatments based on genetic factors. By investigating the effects of lifestyle choices, new medical treatments, and organ donation, students extend their ethical understanding and personal and social capability.

Unit 4

Biodiversity and Ecosystem Dynamics.

In this topic, students investigate diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity, and underlying unity of these systems. They develop an understanding of the processes involved in the movement of energy and matter in ecosystems.

Students investigate ecosystem dynamics, including interactions within and between species, and interactions between abiotic and biotic components of ecosystems. They also investigate how measurements of abiotic factors, population numbers and species diversity, and descriptions of species interactions, can form the basis meaningful comparisons between ecosystems. Students use classification keys to identify organisms, describe the biodiversity in ecosystems, and investigate patterns in relationships between species.

When undertaking fieldwork, students individually and/or collaboratively collect first-hand data, which enhances their numeracy capability.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 Biology.

Assessment Type 1: Investigations Folio (such as practical Reports, essays, presentations)

Assessment Type 2: Skills and Applications Tasks (often including tests under “exam” conditions)

For a 10-credit subject, students provide evidence of their learning through four summative assessments. Each assessment type will have a weighting of 25%.

Other formative assessments will provide a broader picture of the student’s progress leading up to a summative piece of work, but their achievement is not usually used as evidence in their final mark.

Students complete:

- one practical investigation;
- one investigation into science as a human endeavour;
- two skills and applications tasks.

OUTCOMES

By the completion of a course of study in Biology, students should be able to:

- design and carry out practical work in the laboratory and/or the field;
- research and present plausible solutions to problems;
- discuss biological issues, experiments and events in the classroom;
- describe some of the relationships between Science and Society.

CHINESE (CONTINUERS) – STAGE 1

This is a full year subject.

ASSUMED PRIOR KNOWLEDGE

Year 10 Chinese or an equivalent standard (Grade 'B' or higher).

STUDY DESCRIPTION

This is an extended level course in which four designated learning requirements will be assessed:

- interact with others to exchange information, ideas, opinions and experiences in Chinese
- create texts in Chinese to express information, feelings, ideas and opinions
- analyse texts that are in Chinese to interpret meaning
- examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication

There are three prescribed themes

- **The Individual** – aspects of one's personal world such as sense of self, aspirations for the future, personal values, opinions, ideas, relationships with others
- **The Chinese-speaking Communities** – exploring topics from the perspective of groups within those communities or the communities as a whole, reflecting also upon one's own culture
- **The Changing World** – exploring change as it affects the world of work, considering topics such as technology, trade and tourism

COURSE CONTENT

Semester 1

- Text Production: a piece of writing in Chinese about aspirations or travel plan
- Interaction: Conversation with the teacher in Chinese about school life and personal future plan
- Text Analysis: Responding to Chinese articles and answer related questions in Chinese and English
- Investigation: (Part A – Reflective essay in English on a selected topic for investigation; Part B – Oral presentation in Chinese about a selected topic for investigation)



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Semester 2

- Text Production: Magazine article or letter in Chinese regarding studying Chinese/foreign language, studying abroad, future or a healthy lifestyle
- Interaction: Conversation in Chinese to discuss cultural differences between Chinese and Australia
- Text Analysis: Responding to Chinese articles and answer related questions in Chinese and English
- Investigation: (Part A – Reflective essay in English on a selected topic for investigation; Part B – Oral presentation in Chinese about a selected topic for investigation)

OUTCOMES

- Chinese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge
- Provides clearer understanding of the culture, traditions, beliefs, attitudes and values of more than 1.4 billion Chinese speakers
- The ability to communicate in Chinese, in conjunction with other skills, may increase students' vocational opportunities

ASSESSMENT

- **Assessment Type 1: Interaction**
- **Assessment Type 2: Text Production**
- **Assessment Type 3: Text Analysis**
- **Assessment Type 4: Investigation**

N.B. An end-of-semester exam is assessed and recorded within student reports.



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DANCE – STAGE 1

Dance can be studied as a 1 semester or full year subject.

It is highly recommended that students undertake a full year of Dance if intending to study the Stage 2 Dance course the following year.

ASSUMED PRIOR KNOWLEDGE

Experience is desirable. Students of high ability but without experience must exhibit a strong interest in the performing arts and be able to work co-operatively within a group setting. The prerequisites for those without experience are as follows:

- undergo an interview
- perform an audition
- demonstrate a passion for the art form

PATHWAYS

Stage 2 Dance

STUDY DESCRIPTION

Stage 1 Dance has a practical focus and provides students opportunities to study a range of techniques and styles. Students study dance as a performing art subject and as an important component of the local and global arts industry.

COURSE CONTENT

Technique 20%

The practical skills associated with dance may be practiced through a range of methods or techniques. It is not necessary for the skills to be taught through one specific dance genre. This area of study focuses on the development of physical skills such as posture and alignment, placement, coordination, control, balance, flexibility, and strength.

Composition 25%

Students through the introduction of a range of approaches to dance-making are provided with opportunities to explore and respond imaginatively to a variety of stimuli, processes, and methods. This may include constructing a dance composition by manipulating movement phrases, the use of improvisation to generate dance material or the involvement of structured problem-solving tasks. Students will have the opportunity for their created works to be showcased to an audience.



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Performance or Presentation 30%

The dance performance or presentation offers students the opportunity to develop skills in one or more roles. Students have opportunities to participate in and reflect on the planning, choreographic rehearsal process, and performance of a dance work or works. Students will have the opportunity to perform in Dance productions – 'Dance Allsorts' Semester 1 and 'The SACE examination performance' Semester 2.

Analytical Response 25%

Students have opportunities to gain an appreciation of the various social and cultural contexts from which dance develops. Students in this area of study produce analytical responses to dance works, evaluating the use of elements such as choreography, lighting/set/costume design, soundscape and the use of technology/multimedia. Students also have the opportunities to explore and research contemporary dance practice and innovations, and various historical perspectives on dance.

OUTCOMES

In this subject students are expected to:

- demonstrate knowledge and understanding in the application of dance techniques, in the context of safe dance practice
- improvise and experiment with dance composition in communicating to an audience
- respond to, and critically analyse dance, using vocabulary and terminology
- demonstrate the skills required as a dance performer
- understand the use of various forms of technology in dance creation and production
- reflect on the various relationships that interconnect in the process of staging dance
- appreciate the contribution that dance makes to the life of a community of cultural group
- develop life skills that include communication, cooperation and problem solving

ASSESSMENT

In each semester students need to complete the following four assessment components:

- **Assessment Type 1: Technique**
Practical technique class involvement in a selected genre
- **Assessment Type 2: Composition**
Presentation of one or more compositional works
- **Assessment Type 3: Performance**
Group dance performance or production or off stage presentation
- **Assessment Type 4: Response**
Development of one or more written responses

Other assessment methods may also be used

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MUSIC – STAGE 1

This is a full year subject.

ASSUMED PRIOR KNOWLEDGE

It is desirable that students have successfully completed Year 10 Music at Westminster School or its equivalent.

STUDY DESCRIPTION

These programs are designed for students with a substantial background in music. Music Advanced programs will provide pathways to the range of Stage 2 Music subjects. Music Experience programs will provide pathways to Music Performance only.

Students will:

In this subject, students are expected to:

- develop and apply knowledge and understanding of musical elements
- explore and apply musical skills and techniques in developing, refining, and presenting creative works
- develop musical literacy skills
- analyse, discuss, and interpret musical works and styles
- communicate musical ideas
- reflect on own learning in music.

COURSE CONTENT

The subject consists of the following strands:

- understanding music
- creating music
- responding to music

The strands are interconnected and are not intended to be taught independently. Students develop an understanding of the elements of music and apply this understanding to create their own music as performances, arrangements, or compositions. They develop their musical literacy through responding to and reflecting on their own and others' musical works.

OUTCOMES

Students will:

- develop their technical and interpretative skills on a chosen instrument or through voice
- develop their ability to sing or play musically and stylistically through a practical study of repertoire for your instrument or voice
- appraise their own performances and those of others; communicate clearly their ideas about musical performance



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- aurally recognise and identify rhythmic, melodic and harmonic aspects of music
- understand and utilise musical notation
- harmonically analyse piano music and voice chords
- create a musical arrangement and present a score of your arrangement
- write critical and appreciative essays about music
- communicate clearly their ideas and the ideas of others about music

ASSESSMENT

Assessment at Stage 1 is School-based. Students demonstrate evidence of their learning through the Assessment Types listed below.

- **Assessment Type 1: Creative works**
- **Assessment Type 2: Musical Literacy**

Assessment will occur in a variety of ways:

- Practical and performance examination
- Written examinations and assessment covering aural, history and theoretical studies
- Composition and arrangement projects
- Continual assessment of practical and theoretical studies

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Understanding Music

The specific features are as follows:

UM1 Development of knowledge and understanding of musical elements.

UM2 Communication of musical ideas.

Creating Music

The specific features are as follows:

CM1 Application of knowledge and understanding of musical elements.

CM2 Exploration and application of musical skills and techniques in developing, refining, and presenting creative works.

CM3 Interpretation of musical works.

Assessment will occur in a variety of ways:

- Practical and performance examination
- Written examinations and assessment covering aural, history and theoretical studies
- Composition and arrangement projects
- Continual assessment of practical and theoretical studies

Responding to Music

The specific features are as follows:

RM1 Development of musical literacy skills.

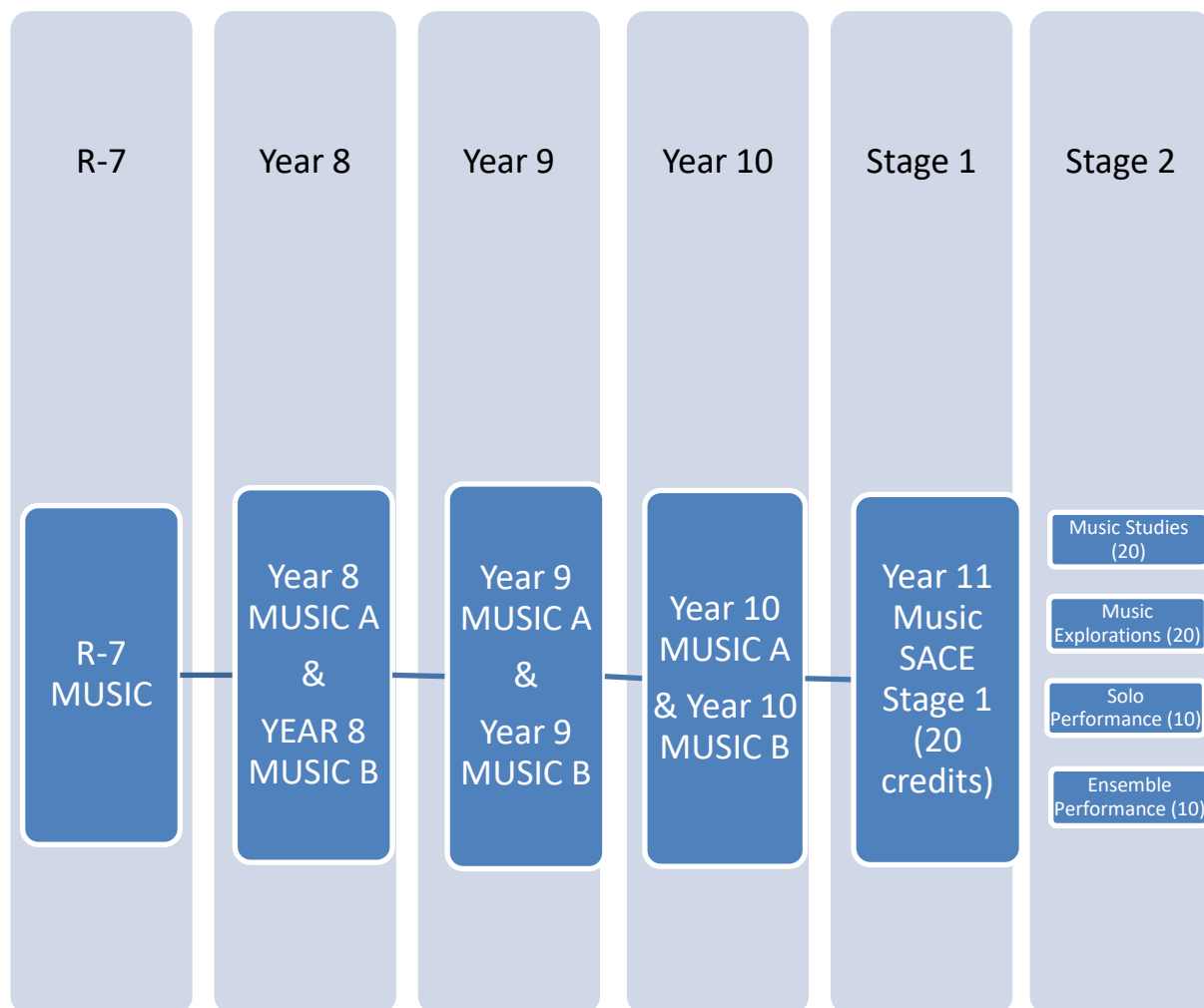


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RM2 Analysis and discussion of musical works and styles.

RM3 Reflection on own learning in music.





PSYCHOLOGY – STAGE 1

This subject can be studied as a one semester course or for a full year.

The second semester of Psychology may only be chosen having selected the first semester.

ASSUMED PRIOR KNOWLEDGE

Completion of Year 10 Science to a competent standard is recommended but not mandatory. Students should have competent literacy skills.

STUDY DESCRIPTION

Psychology is the study of human behaviour. This subject explores behaviour in terms of biological processes; basic psychological processes, the attributes of the person enacting the behaviour and the socio-cultural processes. It is an evidence-based subject in which ethical issues have a central place.

COURSE CONTENT

The focus of this subject is on the four levels of explanation of behaviour; socio-cultural, basic processes, personal and biological. Each of these levels is explored in the following topics.

Introduction to Psychology, and two other topics chosen from the list below:

- social influence and social interaction
- intelligence
- cognition
- brain and behaviour
- human psychological development
- emotion

OUTCOMES

- Use knowledge of Psychology to make informed decisions
- Demonstrate knowledge and understanding of psychological concepts
- Conduct an empirical investigation to test hypotheses and analyse and draw conclusions from data

ASSESSMENT

- **Assessment Type 1: Investigations Folio**
- **Assessment Type 2: Skills and applications task**



SCIENTIFIC STUDIES – STAGE 1

Stage 1 Scientific Studies may be undertaken as a 10-credit, single semester course.

ASSUMED PRIOR KNOWLEDGE

Successful completion of a full year of study in Year 9 Science is required at a consistently high grade level.

The course is designed to broaden students' understanding of science and should be of benefit to those students intending to study any of the Sciences in Year 11 and Year 12.

STUDY DESCRIPTION

The course will extend students in Year 10, alongside the compulsory Year 10 general Science course and cover unifying themes and topics such as Biotechnology and Medical Sciences, ethical applications of Biotechnology and Nanotechnology, Organic and Quantitative Chemistry, Electricity and Electromagnetism, the application of Science in Forensics, and the impact of Science in Australia and the broader global community. It is anticipated that students who are achieving well in Science will particularly enjoy this elective.

COURSE CONTENT

Topic 1: Nanotechnology
Topic 2: Biotechnology and Medical Science
Topic 3: Electricity and Electromagnetism
Topic 4: Quantitative and organic chemistry
Topic 5: Forensics and big picture science

OUTCOMES

By the completion of a course of study in Scientific Studies, students should be able to:

- improve their skills in research through practical work and individual research activities;
- further develop critical and creative thinking skills;
- broaden their knowledge base of Science;
- develop a greater appreciation of significant global scientific issues;
- design and carry out laboratory work;
- research and present plausible solutions to problems;
- discuss scientific issues, experiments and events in the classroom;
- describe some of the relationships between Science and Society.



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EVIDENCE OF LEARNING

ASSESSMENT

The student's achievement is to be measured against performance standards in two key areas:

- Investigation, Analysis and Evaluation
- Knowledge and Application

The following types of assessment will be completed:

- **Assessment Type 1: Investigations Folio (50%)**
 - One practical investigation into a consumer product.
 - One investigation relating to Science as a Human Endeavour.
- **Assessment Type 2: Skills and Applications Tasks (50%)**
 - At least one theory test
 - One other assessment – either another theory test, an oral presentation or a practical test.

Other formative assessments will provide a broader picture of the student's progress leading up to a summative piece of work, but their achievement is not usually used as evidence in their final mark.