

# Northside Christian College

## HUMANITIES AND SOCIAL SCIENCE

### Business and Economics – Year 10

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#### Subject Prerequisites

There are **no** prerequisites to this subject.

#### Subject Outline

Business and Economics aims to introduce students to the dynamic and diverse nature of the business world and to assist students in developing an understanding of how businesses are operated at the local, national and global level. This subject provides students with opportunities to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime. Through authentic learning opportunities, the economics and business curriculum fosters enterprising individuals who are able to effectively embrace change; seek innovation; work with others in a spirit of collaboration harmony and professionalism now and in the future.

The individual units are complementary. They are designed to provide students with an opportunity to engage in learning in readiness for the offerings of the Year 11 and 12 subjects under the Business suite.

#### Course Outline

##### Term 1 – The Business Environment

Content: Promoting the Australian economy

This unit looks at the way we all live in this world, not only as individuals, but also as members of groups and organisations that work together with governments, businesses and nations of people.

If we are to deal successfully with businesses in the future, we must understand some of the internal workings of businesses and be able to recognise the local, national and international factors that combine to form the environments within which all individuals and businesses operate.

Topics: Profit; Not-for-profit organisations; Business within the Australian economy; Business ownership; Government legislation and policies

##### Term 2 – Legal Studies

Content: Legal Eagle

Students examine the rights and responsibilities of individuals in a range of situations in which they may come in contact with the law. –

for example: Contact with the law; The nature of legal capacity; contact with the criminal law; elements needed to be proven for a person to be convicted of a crime; punishment for crime; contact with the civil law; Contracts, Negligence; Rights and responsibilities, Resolving disputes

Topics: Types of law; How law is made; Enforcing the law; Resolving disputes

##### Term 3 – Business

Content: Running a Business

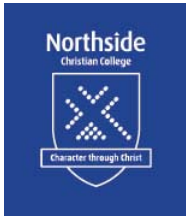
This unit looks at entrepreneurial creativity, explores the stages of commencing a new business venture and the process of marketing and managing a business venture from the seed stage of the Business Life Cycle.

Students will become engaged in planning, organising and running a small business and develop strategies to address problems as they arise.

Topics: Entrepreneurial creativity; Developing a business idea; Arranging finance; Marketing; Feasibility study

##### Term 4– Case Study

In this unit students will have the opportunity to apply the theory they have learnt in class to a problem faced by a real Australian business. As they research the industry and delve into the issues facing this business, they will develop professional presentation and creative problem-solving skills, and get a taste for what it is really like to work in the exciting world of business.



# Northside Christian College

## HUMANITIES AND SOCIAL SCIENCE

### Business and Economics – Year 10

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#### Criteria used in Assessment

**Knowledge and understanding**

**Questioning and Research**

**Interpretation and analysis**

**Product and communication skills**

#### Types of Assessment

A variety of instruments will be used to provide information on a student's progress. These will be project based and include:

- **short written tasks**
- **assignment**
- **multimodal presentations**
- **practical tasks**

#### Prerequisite for Senior Subjects

This course will provide an introduction to Business and Legal Studies.

# Northside Christian College

RTO number: 30519



## CUA10315 Certificate I in Visual Arts

### Qualification description

This qualification reflects the role of individuals who are developing fundamental creative and technical skills that underpin visual arts and craft practice.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

### Entry requirements

There are no entry requirements for this qualification.

### Duration and location

This is a one-year course delivered in Year 10 on site at Northside Christian College.

### Course units

To attain a CUA10315 Certificate I in Visual Arts, 6 units of competency must be achieved:

Unit code	Title
BSBWHS201	Contribute to health and safety of self and others
CUAACD101	Use basic drawing techniques
CUAPPR101	Use ideas and techniques to develop creative work
ICTICT104	Use digital devices
CUADRA201	Develop drawing skills
CUAPRI201	Develop printmaking skills

### RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 6 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction

### Fees

There are no tuition costs involved in this course. There is a subject levy associated with this course. Please refer to the College schedule of fees for further details.

### Assessment

Assessment is competency based and completed in a simulated business environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

### Pathways

This qualification may articulate into:

- CUA31115 Certificate III in Visual Arts

See other creative arts qualifications at [training.gov.au](http://training.gov.au).

## SIT20316 Certificate II in Hospitality

### Qualification description

This is an entry-level qualification for anyone wishing to commence a career in the Hospitality sector. It provides students with an understanding of fundamental skills and knowledge relating to the Hospitality workplaces and practices.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

### Entry requirements

There are no entry requirements for this qualification.

### Duration and location

This is a one-year course delivered in Year 10 on site at Northside Christian College in partnership with Redmako Learning.

### Course units

To attain a SIT20316 Certificate II in Hospitality, 12 units of competency must be achieved.

Unit code	Title
SITXFSA001	Use hygienic practices for food safety
SITXWHS001	Participate in safe work practices
SITHIND002	Source and use information on the hospitality industry
SITXFIN001	Process financial transactions
SITXCCS003	Interact with customers
SITHKOP001	Clean kitchen premises and equipment
SITXCOM002	Show social and cultural sensitivity
BSBWOR203	Work effectively with others
SITHCCC002	Prepare simple dishes
SITHCCC006	Prepare appetisers and salads
SITHIND002	Use hospitality skills effectively
SITHFAB004	Prepare and serve non-alcoholic beverages

### Obligation

Employment is not guaranteed upon completion of this qualification. Student enrolment, complaints and appeals are managed by Redmako Learning

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a Record of Results by Redmako Learning. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment issued by Redmako Learning.

### Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- online training.

### Fees

The qualification is provided fee-free to eligible students, as per the DESBT funding conditions, for VETiS qualifications. In a situation where a student is not eligible for funding under DESBT funding arrangement for VETiS funding, the School will negotiate fee for service arrangements with Redmako Learning

### Assessment

Assessment is competency based. Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

### Work placement

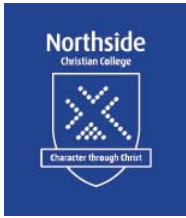
Students are required to complete 12 shifts of work in a hospitality context.

These hours can be completed within part-time employment, structured workplace learning, other hospitality events hosted by Northside Christian College or in the Hospitality Student Café (Kitchen CINC).

### Pathways

This qualification may articulate into:

- Certificate III in Hospitality
- Work in the Hospitality industry.



## Introduction

Dance is a visual art form utilising human movement to express ideas. This non-verbal communication is devised with the consideration of specific audiences and purposes and through the purposeful manipulation of dance elements within genre-specific contexts.

The study of dance promotes the ongoing development of skills specific to Choreographing, Performing and Responding, whilst also fostering unique and significant skills and understandings which are transferable to other areas of learning. By engaging in, and reflecting on, dance activities, students develop skills and abilities to use processes that contribute to their physical, cognitive, emotional, aesthetic, cultural, social, moral and spiritual development. Students learn to think critically as they analyse and critique dance works and identify the influence of particular contexts. They are encouraged to build knowledge and comprehension, and develop as creative people, complex thinkers, and effective communicators and participants in an interdependent world as reflective and independent learners.

## Subject Outline

The Year 10 Dance course aims to foster within students an appreciation of a range of cultural contexts within Australia and the rest of the world; develop and refine students' aesthetic ability to order movement into an expressive code of communication; explore and develop abilities and skills specific to a range of dance genres and contexts; build upon previous knowledge and understanding of dance components, refining the skills of analysis, interpretation, evaluation, and research; and facilitate the development and expression of the individual – physically, intellectually, socially and emotionally.

The Year 10 Dance program consists of four units of study, increasing in complexity over the course of two semesters.

## Course Outline

### ***Unit One: Popular Dance through the Ages***

This unit explores the role of dance in youth culture throughout history, examining the way the dance style of each era reflected or rejected its historical and social context. Students will demonstrate their knowledge and understanding through the presentation of an interactive, multimodal seminar analysing danceworks within a specific historical and social context. Movement vocabulary and technical skills specific to the social dance styles of selected eras will be developed, with attention to building competency and precision in preparation for performance assessment.

#### **Assessment #1: RESPONDING (SEMINAR)**

##### CRITERIA:

- Students demonstrate knowledge of dance terminology and identify and analyse the elements of dance, choreographic devices and production elements in dances

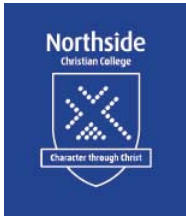
#### **Assessment #2: MAKING - PERFORMING**

##### CRITERIA:

- Students perform with confidence and clarity, demonstrating technical and expressive skills appropriate to the dance style

### ***Unit Two: World Dance***

This unit provides the foundational appreciation of dance within its cultural contexts. The study of dance from non-Western cultures will enhance students' understanding of the purpose of dance, as defined by the three main functions that dance fulfils in society; Ritual, Social and Artistic. Cross-cultural links will be developed through workshops facilitated by non-Western dance specialists, expanding students' knowledge of and competency in the manipulation of movement to create meaning. Drawing on and manipulating the elements of world dance, students will demonstrate their ability to effectively manage the structuring devices of movement,



# Northside Christian College

## PERFORMING ARTS

### Dance – Year 10

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#### Course Outline (contd)

ie. form (structure), transitions, choreographic devices, focus, space, time, and dynamics (movement qualities), in order to choreograph their own dancework.

#### **Assessment: MAKING - CHOREOGRAPHING**

##### CRITERIA:

- Students choreograph dances demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent

#### ***Unit Three: Origins of Contemporary Dance***

Through this unit, the fundamental understanding of the origins and purposes of contemporary dance as a revolution against classical ballet will be established. This includes the exploration of the social and historical context surrounding the development of the style, and the examining of pivotal choreographers and their influence on the progression of contemporary dance as a dominant artistic style. Students will participate in contemporary dance technique classes with a focus on developing the technical and expressive skills relevant to the style in preparation for performance, while also developing their ability to structure dance components to create meaning.

#### **Assessment: MAKING - PERFORMING**

##### CRITERIA:

- Students perform with confidence and clarity, demonstrating technical and expressive skills appropriate to the dance style

#### ***Unit Four: 'Dance Tube' – Dance in Technology***

Throughout this unit the relationship between dance and technology will be studied. Students will examine and experiment with ways to develop, refine and enhance meaning through the creative incorporation of digital technologies. Particular focus will be given to the exploration and manipulation of use of space, time, and energy within selected danceworks in order to convey choreographic intent. Students will expand formal writing skills through the analysis and critique of danceworks within the specific context, ie. dance on film and/or danceworks structured around or through the incorporation of digital technologies. Assessment will include the digital submission of original student work, in which technology has been utilised to manipulate and record choreography.

#### **Assessment #1: MAKING - CHOREOGRAPHING**

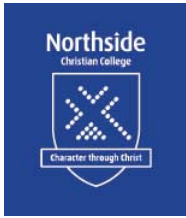
##### CRITERIA:

- Students choreograph dances demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent

#### **Assessment #2: RESPONDING**

##### CRITERIA:

- Students demonstrate knowledge of dance terminology and identify and analyse the elements of dance, choreographic devices and production elements in dances



## Subject Introduction

Design Technologies gives students opportunities to create designed solutions for a range of contexts based on an evaluation of needs, wants or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

**Design** allows students to explore design problems, generate ideas to satisfy design criteria and to present their solutions as graphical products. By utilizing a design process, students generate solutions through problem and audience analysis, the consideration of relevant design factors and the evaluation of their own and others' solutions. Design problems are nested within real world contexts which provide a concrete foundation upon which to build authentic experiences of the design process.

## Subject Outline

Students plan and produce graphical representations in simulated, real-world contexts. Topics include:

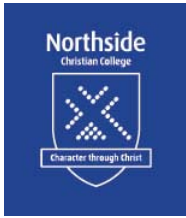
- Design in practice
  - experiencing design
  - design process
- Human-centred design
  - designing with empathy
- Sustainable design
  - exploring sustainable design
  - re-designing

## Assessment Focus

<b>Exploring</b>	Describing the features that define a problem
	Analysing needs and wants of stakeholders
<b>Devising</b>	Generate ideas using divergent thinking strategies
<b>Synthesising and Evaluating</b>	Synthesise ideas and information to propose a design concept
	Evaluate the strengths, limitations and implications of concepts and make refinements
<b>Representing and Comm</b>	Represent ideas and design concepts using sketching, low-fidelity prototyping

## Assessment Methods

A variety of methods will be used to provide information on student progress. These typically include in-class design challenges and design folio assignments.



## Subject Introduction

Design Technologies gives students opportunities to create designed solutions for a range of contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

The **Engineering and Materials** subject develops the student's ability to appreciate and explore design, material properties, the use of hand and power tools and safe workshop practices. It allows students to function in design and production roles within a workshop setting. This is achieved by learning to produce quality designed solutions to identified needs. Working individually and in small groups, students learn to manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan and produce, and evaluate designed solutions.

## Subject Outline

### Semester One

- Introduction to workshop skills and practices
- Working safely in the Design and Innovation space
- Exploring resistant materials – Acrylic polymers/Steel/Timber
- Basic engineering and manufacturing processes
- Examining the properties of natural and man-made materials, their uses and their impact on society

### Semester Two

- Design Thinking Projects (Participation in a guided design program)
- The design cycle: focusing on the design brief and understanding design criteria and constraints.
- Sketching and developing design - involving ideation and the generation of a solution
- Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions
- Planning and performing production
- Engineering mechanics, materials science and control technologies.

## Assessment Focus

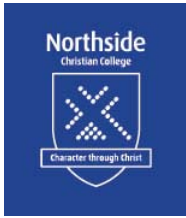
Assessment of learning in the Design Technologies – Engineering and Materials subject is focused on:

- **Knowledge and understanding** of the principles, techniques, practices, concepts, procedures and conventions when producing designed products.
- **Processes and production** of products including the selection of materials, tools, equipment and technologies to safely make designed solutions.

## Assessment Methods

A variety of methods will be used to provide information on student progress. These may include short answer written tests, demonstration of practical skills, the production of a design folio as well as teacher observation.





## Subject Introduction

Design Technologies gives students opportunities to create designed solutions for a range of contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

The central focus of **Food and Fibre** is the wellbeing of the people within their personal, family, community and work roles. It encourages personal independence and effective living within wider society. Food and Fibre is an interdisciplinary study drawing on the fields of nutrition, textiles and fashion, technology, the built environment, human development, relationships and behaviour. The subject of Food and Fibre in Year 10 uses a mixture of both practical and theory-based learning.

## Subject Outline

### Semester One

#### Food for life and our future

- Investigate today's food trends and habits that impact on their identity, health and well-being
- Explore the nutritional importance of food and the related influences on food choices
- Develop practical skills in a variety of food preparation techniques
- Consider sustainability as it relates to food

#### Textiles Technology and Fashion

- Develop an understanding of design factors
- Gain insight into textiles to be able to make informed fabric and clothing choices
- Investigate fibre and fabric properties and determine which are suitable for a design brief or project.

### Semester Two

#### Textiles Technology and Fashion

- Design and communicate a design folio where students manage time, resources and constraints, evaluate design ideas and production
- Develop techniques and skills in practical textile experiences

#### Food and Nutrition

- Study the science of food and nutrition and related technologies
- To develop techniques and skills in the preservation of food

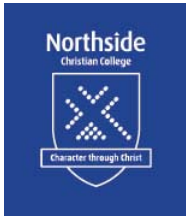
## Assessment Focus

Assessment of learning in the Design – Food and Fibre subject is focused on:

- **Knowledge and understanding** of the nutritional aspects of food for optimal growth and health needs and the materials, tools and techniques used in textiles pertaining to the family and adolescents
- **Processes and production** of products including the selection of materials, ingredients, tools, equipment and technologies to safely generate designed solutions which support the well-being of the family.

## Assessment Methods

A variety of instruments will be used to provide information on a student's progress. These may include research and investigation assignments, practical applications incorporating folio presentations, written responses to questions, and oral and multimodal presentations.



# Northside Christian College

## TECHNOLOGIES AND DESIGN

### Digital Solutions – Year 10

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#### Subject Introduction

In the Digital Age, the capacity of the technical innovations to change how we work or create new ways of work is profound. Computers and mobile devices are an integral part of today's work, study and leisure, and students need to know how to use them effectively, efficiently and ethically.

In **Digital Solutions** students will develop enhanced skills in coding, algorithm design and interface principles to plan, develop and evaluate their own projects. Topics such as information systems, database design, networking, software engineering and web development will be investigated. Opportunities for students to work as a team and individually to create their own IT projects is a major focus.

#### Subject Outline

##### Core:

The following core topics will be integrated into the teaching of the elective topics listed below.

- Current and emerging technologies
- Interface design
- Software
- Data handling
- Social and ethical considerations

##### Electives:

- Coding – general purpose programming languages
- Internet and website development

#### Assessment Focus

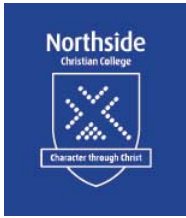
Assessment of learning in the Digital Solutions subject area is focused on:

- **Knowledge and understanding** of the principles, techniques and practices relevant digital solutions contexts.
- **Processes and production** of digital projects that create and communicate ideas and information.

#### Assessment Methods

Each Term:

- Practical projects and documentation (80%)
- Term tests (20%)



# Northside Christian College

## PERFORMING ARTS

### Drama – Year 10

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#### Subject Outline

Drama in Year 10 enables students to take control of the medium of drama in order to examine the world within which they live. Drama, of all the art forms, is most accessible, because any student can participate in role-play activities. Year 10 Drama culminates in a class production.

#### Course Outline

##### Voice and Movement

This unit builds a range of skills in the students, which will enable them to take greater risks and be more creative in their playmaking. The unit explores the way all drama begins with an internal response to a given role and context, and then gives them the language to express this in voice and movement skills.

- Voice physiology and projection
- Exercises which help free the natural voice
- Working with lyrical verse
- Vocal skills for acting
- Workshops on the element of movement
- Creating drama in response to music
- Expressing feeling through movement
- Analysing performances

##### Criteria used in Assessment

- Performance poetry
- Monologue
- Group movement performance
- Exam - Analysing movement in performance

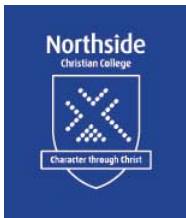
##### Bring It All Together

The purpose of this unit is to draw upon skills learned so far and develop them further by working on a large class project. The students are encouraged to work with a variety of people and to *'think outside the square'* in order to create a dynamic and impacting performance.

- Investigating a situation through dramatic role-play
- Creating dramatic statements in response to process drama
- Working in groups to produce a dramatic presentation
- Analysing the way drama works to create meaning for an audience
- Creating drama that links in with a theme

##### How the Student's Final Level of Achievement is Determined

- Written assignment on a live theatre performance
- An evening performance of a class production
- Journal



#### Subject Outline

From 2012, Northside Christian College has implemented the Australian Curriculum for English. Detailed information regarding Rationale and Aims, Content and Achievement Standards may be found by visiting [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

Texts studied at Northside are always taught from a Christian perspective and students will be taught to think critically about the values promoted in texts.

Teachers cater for students' needs through text choice, design of teaching and learning activities and through the extent of scaffolding provided. Class groupings are determined on the basis of the needs of the cohort in each year and on individual student performance in the previous year. As a result, students may be placed in a different stream from year to year, based on their achievement and development. In Years 7, 8 and 9 classes are also usually gender streamed.

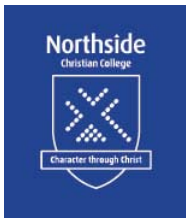
#### Course Outline

UNIT	TEXTS
<p><b><i>Stories Reimagined in Film</i></b> Students analyse and explain how certain <b>archetypes, story types and morals</b> are firmly established in children's fairy tales, folklore and other traditional stories. Students will then study the art of film adaptation in order to engage a modern viewer with the story.</p> <p><b>Assessment: Feature Article</b></p>	<p><i>Folk tales</i> <i>Fairy tales</i> <i>Parables</i> <i>Legends</i> <i>Myths</i></p>
<p><b>Imagine if... Virtues and Vices Character Study</b> Students identify characters that are defined by their virtues or vices. They will explore the <b>values, attitudes, and beliefs that are reflected by the choices characters make</b>. They will then find a gap or silence in the novel as the inspirational point for their own creative work.</p> <p><b>Assessment: Short Story</b></p>	<p><i>Novel study e.g.</i> <i>To Kill a Mocking Bird</i> <i>Run Baby Run</i> <i>The Book Thief</i> <i>Tomorrow When the War Began</i></p>
<p><b>Shakespeare's Hero and Villain Under the Microscope.</b> Students continue to <b>explore the virtues and vices of archetypal heroes and villains</b>. They will investigate classic world literature through a play by Shakespeare, to explore themes of human experience and cultural significance.</p> <p><b>Assessment: Essay</b></p>	<p><i>Shakespearean Play e.g.</i> <i>Romeo and Juliet</i> <i>The Merchant of Venice</i> <i>As You Like It</i></p>
<p><b>A Call to Action.</b> Students will look at current social and political issues surrounding the exercise of power within society. They will study <i>Animal Farm</i> as their base text for further exploration of the issues faced by society.</p> <p><b>Assessment: Persuasive oral</b></p>	<p><i>Animal Farm (George Orwell)</i></p>

Further information, including current assessment tasks, may be found by visiting the school's online learning hub: MOODLE.

#### Types of Assessment

The Australian Curriculum for English requires students to complete a range of written and spoken tasks. These tasks must reflect a range of conditions and text types. Tasks will include written and spoken assignments, as well as written exams where the question may be seen (students are notified of the question in advance) or unseen.



#### Learning Area Standard Descriptors used in Assessment

##### Understanding and Skills – Receptive Modes

Students are required to:

- Select and evaluate relevant ideas and information.
- Develop and justify interpretations of texts.
- Explain how text types are used to achieve different purposes.
- Analyse how a variety of language features achieve different purposes.

##### Understanding and Skills – Productive Modes

Students are required to:

- Select, organise and synthesise a variety of relevant ideas and information to support different viewpoints, attitudes and perspectives.
- Use a variety of text structures to achieve different purposes and effects.
- Use a range of grammatical structures and vocabulary to achieve different purposes and effects.
- Use a variety of text and language features to achieve different purposes and effects, for example:
  1. Punctuation and spelling
  2. Pronunciation; pace; phrasing and pausing; audibility and clarity
  3. Facial expressions, gestures, proximity, stance, movement
  4. Graphics, still and moving images.

#### How the Student's Final Level of Achievement is Determined

For each piece of assessment in English, a student's grade or mark is determined holistically. This means that the student's result is determined by the performance across ALL of the criteria for each assessment piece. Their results for the criteria subsets (listed above) are not used separately to arrive at a grade. In practice, students will be given one holistic grade for each piece of assessment ranging from A+ to E-.

In English, a student's Semester Report records their progress for the year, not the Semester. This means that each student's Semester 2 Report will record their progress for the entire year. In subject English, this is the best way to provide parents and students with an accurate indication of progress at the conclusion of the year.

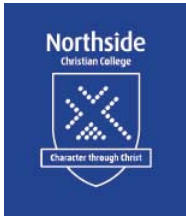
In determining each student's Level of Achievement, the results students have achieved for their tasks are used to determine their exit result. Their Level of Achievement is determined by examining their achievement for tasks according to the two categories, WRITING and SPEAKING.

The following principles are applied in determining overall results:

- All work is summative.
- Greatest attention should be given to a student's fullest and latest assessment.
- Students must demonstrate they can perform consistently at a particular level in **BOTH writing AND speaking** to meet the standards for that Level of Achievement.

The following table may be used as a guide:

<b>A</b>	Predominantly A results for both written and spoken tasks
<b>B</b>	Predominantly B results for both written and spoken tasks
<b>C</b>	Predominantly C results for both written and spoken tasks No more than one D or E result for written tasks and no more than one D or E result for spoken tasks (If a student achieves two or more results lower than a C, they cannot obtain a pass in this subject)
<b>D</b>	Predominantly D results for both written and spoken tasks
<b>E</b>	Predominantly E results for both written and spoken tasks



# Northside Christian College

## ENGLISH AND OTHER LANGUAGES

### French – Year 10

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#### Subject Prerequisites

Students must have successfully completed Year 9 French (or the equivalent) or special permission of teacher.

#### Subject Outline

Students learn to communicate in French for practical purposes. They will also develop greater knowledge, understanding and appreciation of French cultures and customs.

#### Course Outline

Students will study a range of different topics in French including but not limited to: health, holidays and travel, daily routines, describing people, cinema, the world of work and leisure, food, cooking and nutrition. They will have opportunities inside the classroom to immerse themselves in French language through listening to French songs, the radio and conversations. They will have opportunities to communicate about personal interests, past experiences and future plans. They will be able to take part in role-plays and watch French television and films. Outside the classroom, students will have opportunities to speak in French at cafes, restaurants and through excursions where they participate in French cultural activities with other French students.

#### Types of Assessment

In the French course, students will complete a range of tasks including reading, writing, speaking and listening to French. They will be assessed through exams, assignments, conversations or interviews.

#### Criteria used in assessment

Students will be assessed according to their proficiency in their ability to *communicate* in French, their *understanding* of French and their ability to *analyse* French texts. The two strands – Communicating and Understanding – are interrelated in relation to language use for different purposes in different contexts (ACARA). The assessment pieces will gradually increase in complexity preparing students for the types of assessment they will see in Senior French studies.

#### How the student's final level of achievement is determined

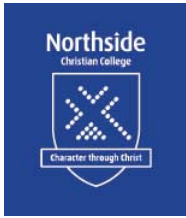
Students will be given opportunities throughout the year to demonstrate their level of achievement in either exam conditions or assignments. Their result will be marked out of a percentage that is incremental as their knowledge increases throughout the year. Assessment evidence of student performance in each criterion is matched to a performance-level descriptor, which describes the typical characteristics of student work. Each result makes a contribution to the determination of achievement from A-E. (QCAA).

#### University Entrance

The major tertiary institutions in Queensland offer adjustment factors or “bonus points” to a student's rank score (which is derived from their ATAR upon their application to QTAC for a University place) for having studied a language other than English in Year 11 and 12. University of Queensland, Griffith University, Queensland University of Technology, and the University of the Sunshine Coast all award 2 adjustment factors for the study of a language which a student has passed in Year 11 and 12 regardless of the University degree applied for. Australian Catholic University offers adjustment factors for languages based on which degree students apply for. How more information please speak with our Careers Advisor.

#### Possible Career Prerequisites

As Australia extends its trade links throughout the world and increasingly Australians are working, travelling and studying overseas, learning French offers students many opportunities. A command of French offers the worker, student or traveller an opportunity for a deeper appreciation for the over 48 French speaking countries and greater interaction with its peoples, both overseas and here in Australia. There are increasing career prospects within Australia for those who are proficient in more than one language.



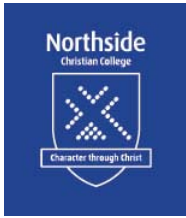
# Northside Christian College

## ENGLISH AND OTHER LANGUAGES

### French – Year 10

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*(National Statement for Languages Education in Australian Schools, National Plan for Languages Education in Australian Schools 2005-2008, Ministerial Council on Education, Employment, Training and Youth Affairs, Page 2)*



# Northside Christian College

## ENGLISH AND OTHER LANGUAGES

### Japanese – Year 10

Northside Christian College offers Japanese from Year 7 to 12.

#### Subject Prerequisites

Students must have successfully completed Year 9 Japanese (or the equivalent).

#### Subject Outline

This course provides student with a wide range of relevant and interesting learning experiences which will develop the student's knowledge of the Japanese language and culture. Themes are planned to enhance student's prior knowledge and current interests. The course is designed so that students will strive to become highly competent in communicating and understanding of the Japanese language.

#### Course Outline

Term	Theme	Topics
1	Things around me	School life, seasons, weather and special occasions
2	About me and about others	Lifestyle and leisure, personal attributes,
3	Get things done	Restaurants, counters, homestay, direction
4	Youth culture	Sport, part time job, manga, media and technology

#### Types of Assessment

In Japanese, students will complete a range of tasks such as short response exams (listening and reading), combination responses (oral and written presentations), multimodal presentations and extended responses.

#### Criteria used in Assessment

Students will be assessed according to their proficiency in **communicating** (socialising, informing, creating, translating, reflecting) and **understanding** (systems of language, language variation, role of language and culture)

Communicating – Using language for communicative purposes in interpreting, crating and exchanging meaning

Understanding – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange

#### Resources

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Obento Supreme

Online programs such as Quizlet, Memrise (link with Moodle)

Japanese films and animation

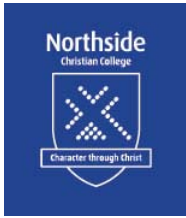
Teacher made resources

#### Possible Career Prerequisites

As Australia extends its trade links throughout the world and increasingly Australians are working, travelling and studying overseas, learning Japanese offers students many opportunities. A command of Japanese offers the worker, student or traveller an opportunity for a deeper appreciation of the country and greater interaction with its peoples, both overseas and here in Australia. There are increasing career prospects within Australia for those who are proficient in more than one language.

*(National Statement for Languages Education in Australian Schools, National Plan for Languages Education in Australian Schools 2005-2008, Ministerial Council on Education, Employment, Training and Youth Affairs, Page 2.)*





# Northside Christian College

## ENGLISH AND OTHER LANGUAGES

### Japanese – Year 10

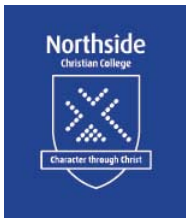
The study of Japanese helps prepare students for careers in science and technology, the diplomatic corps, teaching, interpreting, the travel industry, trade, design and fashion, migrant counselling, the business world, the defence forces, Australian Customs, journalism and many other occupations. Speaking a second language is a skill which is recognised as being crucial to the development of Australia's future.

#### University Entrance

The major tertiary institutions in Queensland offer adjustment factors or “bonus points” to a student's rank score (which is derived from their ATAR upon their application to QTAC for a University place) for having studied a language other than English in Year 11 and 12. University of Queensland, Griffith University, Queensland University of Technology, and the University of the Sunshine Coast all award 2 adjustment factors for the study of a language which a student has passed in Year 11 and 12 regardless of the University degree applied for. Australian Catholic University offers adjustment factors for languages based on which degree students apply for. How more information please speak with our Careers Advisor.

#### Additional information

There are opportunities to host visiting students from Japan. In addition, a visit to Japan will be offered every few years. Students will have the opportunity to visit a school in Japan and have a real life experience in Japan. These exchanges provide students with a great chance to make friends, practice their Japanese skills and gain an insight into the rich and fascinating Japanese culture.



# Northside Christian College

## TECHNOLOGIES AND DESIGN

### Manufacturing - Year 10

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#### Subject Introduction

This course of study is designed to provide entry level training to students possessing an interest in technical and/or industrial disciplines. Studied over two semesters, Manufacturing incorporates training to an entry level in the various technical fields in the Manufacturing sector.

Core elements of workplace training such as working effectively with others, communicating in the workplace, and following safe working practices are studied together with industry-specific units. Throughout the Manufacturing course, students undertake a series of practical projects designed to develop industrial skills within the context of a simulated trade environment. By engaging in a range of practical learning experiences, students are given the opportunity to use their creativity, and to gain satisfaction from working with a wide range of industrial materials, tools, and machines in a safe learning environment.

#### Subject Outline

An outline is given below which provides a guide regarding the broad structure of the course. Due to the flexible nature of competency-based training, the actual sequencing of the projects within each certificate may vary based on the needs of individual students.

Semester One	Semester Two
Bicycle repair and maintenance	Project work
Small motors - 2 & 4 stroke	Vehicle diagnosis
Manufactured metal projects	Automotive servicing
Automotive servicing	Steel fabrication

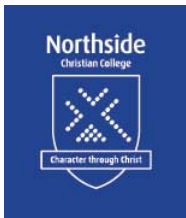
#### Competency-Based Assessment

Competency-based assessment measures an individual's ability to consistently demonstrate a particular skill, to a given standard, under given conditions. As competency-based assessment is primarily associated with workplace training, the performance standards and conditions should be consistent with the requirements of a working environment.

Competency-based assessment provides a flexible option for training as individuals may progress as quickly through a training program as their abilities allow.

#### Assessment Methods

As each individual possesses strengths and weaknesses regarding assessment types, students are given a wide range of ways in which to demonstrate their achievement of a competency. The methods used to gather supporting evidence may include oral questioning, short answer tests, multiple choice tests, student demonstration of skills, as well as observations made by the teacher/assessor.



# Northside Christian College

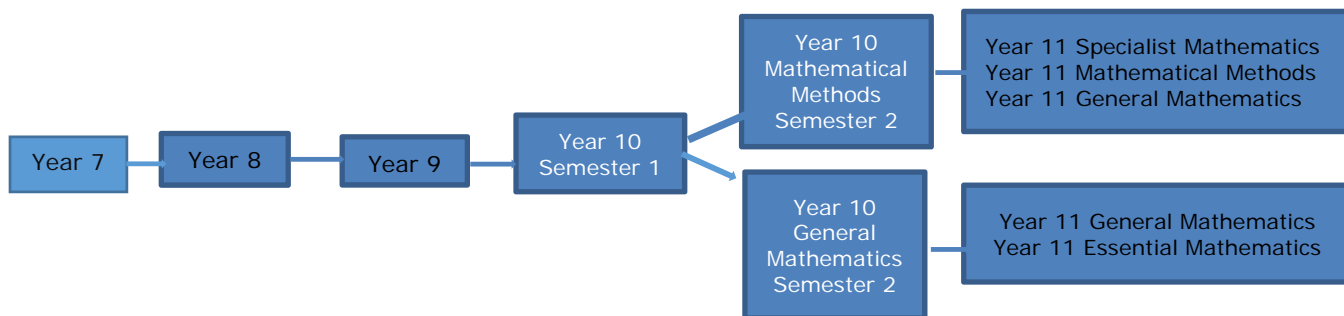
## MATHEMATICS

### Year 10

### Subject Outline

Year 10 Mathematics is following the National Curriculum and is divided into two Semesters of study. Semester 1 is a general program. Semester 2 mirrors mathematics in Year 11. Students can choose Mathematics A or B based on their results in Semester 1.

Mathematical pathways at Northside Christian College are depicted below:



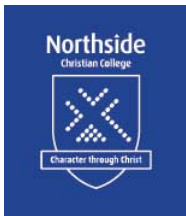
### Course Outline

Semester 1			
Term 1		Term 2	
Measurement Coordinate Geometry Index Laws Linear Algebra		Pythagoras Trigonometric Factorising Quadratics formula and graphs	
Semester 2			
Pre General Mathematics		Pre Mathematical Methods	
Term 3	Term 4	Term 3	Term 4
Statistics 1 Probability Earth Geometry Bearings	Statistics 2	Linear Inequations Functions: • Parabolas • Exponential • Circle • Hyperbola	Function 2: • Trigonometric • Linear Factorisation

### Assessment

Assessment techniques in this syllabus are grouped under categories.

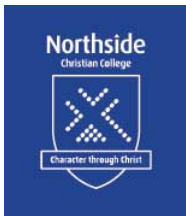
- Assignment
  1. Extended modelling and problem solving task
  2. Homework sheets
  3. Teacher specified
- Supervised tests.



#### Criteria used in Assessment

The following exit criteria must be used in making judgments about a student's level of achievement at exit from this course.

<b>A</b>	<p>Demonstrates a comprehensive knowledge and understanding of the subject matter; recognises, recalls and uses facts, rules, definitions and procedures; and comprehends and applies mathematical concepts and techniques to solve problems drawn from algebra, Functions, relations and their graphs, Calculus and Statistics in simple familiar, complex familiar and complex unfamiliar situations.</p> <p>Explains mathematical reasoning to justify procedures and decisions; evaluates the reasonableness of solutions; communicates using mathematical, statistical and everyday language and conventions; and makes decisions about the choice of technology, and uses the technology, to solve problems in simple familiar, complex familiar and complex unfamiliar situations.</p>
<b>B</b>	<p>Demonstrates a thorough knowledge and understanding of the subject matter; recognises, recalls and uses facts, rules, definitions and procedures; and comprehends and applies mathematical concepts and techniques to solve problems drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics in simple familiar, complex familiar situations.</p> <p>Explains mathematical reasoning to justify procedures and decisions; evaluates the reasonableness of solutions; communicates using mathematical, statistical and everyday language and conventions; and makes decisions about the choice of technology, and uses the technology, to solve problems in simple familiar and complex familiar situations.</p>
<b>C</b>	<p>Demonstrates knowledge and understanding of the subject matter; recognises, recalls and uses facts, rules, definitions and procedures; and comprehends and applies mathematical concepts and techniques to solve problems drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics in simple familiar situations.</p> <p>Explains mathematical reasoning to justify procedures and decisions; evaluates the reasonableness of solutions; communicates using mathematical, statistical and everyday language and conventions; and uses technology to solve problems in simple familiar situations.</p>
<b>D</b>	<p>Demonstrates partial knowledge and understanding of the subject matter; recognises, recalls and uses some facts, rules, definitions and procedures; and comprehends and applies aspects of mathematical concepts and techniques to solve some problems drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics in simple familiar situations.</p> <p>Explains some mathematical reasoning to justify procedures and decisions; sometimes evaluates the reasonableness of solutions; communicates using some mathematical, statistical and everyday language and conventions; and uses technology to solve some problems in simple familiar situations.</p>
<b>E</b>	<p>Demonstrates isolated knowledge and understanding of the subject matter; infrequently recognises, recalls and uses some facts, rules, definitions and procedures; and infrequently comprehends and applies aspects of mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics in simple familiar situations.</p> <p>Infrequently describes aspects of mathematical reasoning relevant to procedures and decisions; rarely evaluates the reasonableness of solutions; infrequently communicates using some aspects of mathematical, statistical and everyday language and conventions; and uses aspects of technology in simple familiar situations.</p>



#### Subject Outline

##### Skills learned / developed in the course:

- Song writing
- Composing for mixed instrumental and vocal groups
- Performing on the instrument of your choice
- Vocal performance
- Rhythmic and melodic notation
- Conducting
- Identification of chordal progressions
- Composing and Production using Logic Pro X

##### The Music course involves the study of the following units:

Year 10	Unit studied
Weeks 1 – 10	Film Music
Weeks 11 – 19	Music Fusion
Weeks 20 – 29	Music of the Theatre
Weeks 30 – 38	Independent Study

#### Course Outline

##### Year 10 Music is divided into the following three dimensions:

##### RESPONDING -

- identification and analysis of how the elements of music are used in different styles
- evaluation of musical choices made to communicate meaning as performers and composers

##### MAKING: COMPOSING -

- composition of music demonstrating notation, manipulation and use of the elements of music, stylistic convention, aural skills and music

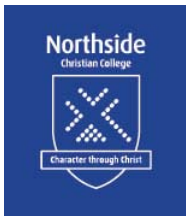
##### MAKING: PERFORMING -

- interpretation and performance of songs and instrumental pieces (in unison and in parts) demonstrating the use of technical skills, expressive skills and aural skills

#### Criteria used in Assessment

##### Typical Assessment in a Semester may include:

- Composing a 16 – 32 bar song for two – four voices
- Arranging a given melody for instrumental ensemble
- A Responding task which explores various repertoire and musical genres
- An aural exam including rhythmic notation, one and two part melodic notation and chordal progressions
- A small group instrumental or vocal performance (3 – 5 performers)
- A large group performance (entire class)



# Northside Christian College

## PHYSICAL EDUCATION

### Year 10

#### Introduction

At Northside we seek, with God's help, to develop each child's individual God-given potential to its fullest. This means that we seek 'excellence' for each individual according to his or her ability. This philosophy is followed throughout Health & Physical Education in Year 10.

The College aims to develop qualities of sportsmanship, stewardship and friendship in and through activities which are undertaken in this course of study. Students are involved throughout this subject in learning ways of maintaining a healthy lifestyle, as well as learning prerequisite sports, which develop motor skills in a variety of different activities. Examining how to improve personal performance and also the role of the student in Australian Society with regards to sport and activity are all elements covered in Year 10 Physical Education.

#### Subject Overview

Physical Education remains an elective subject in Year 10. Students in Year 10 select the subject for the entire year, allowing time to complete four practical units as well as four theoretical units.

#### Course Outline

	TERM 1	TERM 2	TERM 3	TERM 4
<b>Theory unit</b>	Sport & Nutrition	Energy Systems	Biomechanics	Sociology in Australian Sport and Society
<b>Practical unit</b>	Beach Volleyball	Orienteering	Basketball	Touch

The goal of the program in Year 10 is to further develop physical skills as well as to continue to develop the students' knowledge base in a variety of areas related to physical performance. These units also aim to prepare the students in the areas of study that will be developed further if chosen in Senior.

#### Types of Assessment

A variety of assessment items are used throughout Year 10 including orals, written assignments, in-class exams and practical assessment and demonstration, which are used to assess the various sporting activities throughout the program. Students will be assessed on all physical performances. (One mark for each criteria Acquire, Apply, and Evaluate).

Written assessment pieces are specifically written to develop students' higher level process thinking skills (i.e. analysing, synthesising, hypothesising and justifying).

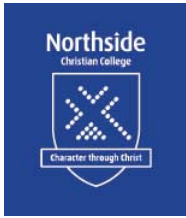
#### Criteria used in Assessment

- Acquiring** This objective involves the retrieval and comprehension of information and the reproduction of learned physical responses
- Applying** This objective involves the application of acquired information and learned physical responses
- Evaluating** This objective utilises information, understandings and skills previously gained in acquiring and applying to make decisions, reach conclusions, solve problems and justify solutions and actions

#### How the student's final level of achievement is determined

Minimum requirements for Standards

<b>A</b>	Standard A in any two criteria and no less than a B in the remaining criterion
<b>B</b>	Standard B in any two criteria and no less than a C in the remaining criterion
<b>C</b>	Standard C in any two criteria and no less than a D in the remaining criterion
<b>D</b>	Standard D in any two criteria
<b>E</b>	Does not meet the requirements for Limited Achievement



# Northside Christian College

## PHYSICAL EDUCATION

### Year 10

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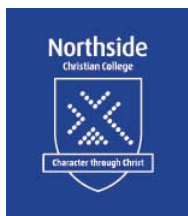
#### Possible Career Paths

Students who have successfully completed this course have moved into careers such as Physical Education Teacher, Human Movement studies, Physiotherapy, Sports Management, Sports Science, Exercise Science, and Health Promotion.

#### Disclaimer

This subject may or may not be beneficial to your future studies.

Students should refer to individual universities/learning institutions and tertiary institutions for course pre-requisites.



### Rationale

Science provided opportunities for students 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 curriculum supports students to 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.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this "scientific literacy" are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

Year 10 Science, having the components – biology, chemistry, physics and earth and space – gives students ample opportunities to experience and engage in some subject matter that interests them, gets them to know their areas of strength and weakness and prepares them for the Year 11 & 12 Sciences.

### Some of the Topics Covered

TERM	UNITS/THEMES	UNIT LENGTH IN WEEKS
1	Atoms and Chemical Reactions	9 weeks
2	Energy and Motion	6 weeks
	Psychology	3 weeks
3	Genetics and Cell Biology	7 weeks
	Evolution	3 weeks
4	Student Experiment	8 weeks

### Criteria used in Assessment

Students are assessed through written tasks, extended experimental investigations and/or extended response tasks.

The following criteria are addressed in order to grade students in tasks:

- Science understanding
- Science inquiry skills

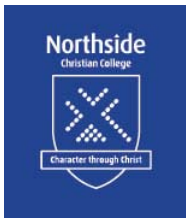
All two criteria are equally weighted to an overall grade.

### Determination of Student's Level of Achievement

Each criterion makes an equal contribution to the determination of levels of exit achievement. When Standards have been determined in each of the two criteria, the following table is used to determine the semester achievement, where A represents the highest standard and E the lowest.

<b>VHA</b>	A in any two exit criteria and no less than a B in the remaining criterion
<b>HA</b>	B in any two exit criteria and no less than a C in the remaining criterion
<b>SA</b>	C in any two exit criteria and no less than a D in the remaining criterion
<b>LA</b>	D in any two exit criteria
<b>VLA</b>	Does not meet the requirements for Limited Achievement





#### Subject Pre-requisite

Year 9 Social Science

#### Subject Outline

Year 10 Social Science is a subject that offers Ancient History and Modern History to provide a pathway to Year 11 and 12 History. The successful completion of the course will ground students in the basic skills needed to complete these courses at a senior level.

The student will learn research techniques, essay and report writing, response to stimulus skills, investigation skills, hypothesis formulation, internet research skills, analysis and synthesis procedures which will assist in many Year 11 and 12 subjects.

#### Course Outline

Year 10 Social Science teaches topics from:

- **Modern History**
  - Australia and World War II
  
- **Ancient History**
  - Ancient Rome
  - The Vikings

In Term Four Students will undertake an Independent Research Task (IRT) whereby they can research and develop a presentation on an area of particular interest to them, from the areas of focus studied in the previous three terms. Students will experience a range of activities including archaeological digs, movie analyses, excursions as relevant and much more.

**Students will also enjoy an overnight camp at Emu Gully Adventure Education Group while studying Australia's involvement in the Second World War.**

#### Criteria used in assessment

**Criterion 1 Knowledge and understanding** The ability to recall or bring to mind previously learned factual information, and to show understanding by explaining and applying concepts, key ideas and principles.

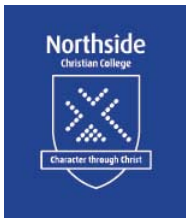
**Criterion 2 Critical processes** Applies to the collecting, analysing, interpreting, evaluating, and organising of information, and to many of the processes and skills of problem solving and decision making.

**Criterion 3 Research and Investigation** Refers to the formulation of research tasks, questions and hypotheses, to the collecting and recording of data, and to the active participation of students in planning and organising their own research activities for the collection of data.

**Criterion 4 Communication** Refers to the range of ways in which students can present the results of their learning experiences in spoken, written, graphic, audio-visual and electronic format.

#### Types of Assessment

A variety of assessment instruments will be used to provide information on student progress. These will include written research assignments, multimedia presentations, and exams that involve a combination of source/data analysis, essay writing or short responses.



# Northside Christian College

## HUMANITIES AND SOCIAL SCIENCES

### Social Science – Year 10

#### How the Student's semester level of achievement is determined

Each criterion must be assessed in each semester and each criterion is to make an equal contribution to the determination of levels of achievement. When standards have been determined in each of the four criteria, the following table is used to determine the semester achievement, where A represents the highest standard and E the lowest.

<b>A</b>	A in any three criteria and no less than a B in the remaining criterion
<b>B</b>	B in any three criteria and no less than a C in the remaining criterion
<b>C</b>	C in any three criteria and no less than a D in the remaining criterion
<b>D</b>	D in any two criteria
<b>E</b>	Does not meet the requirements for Limited Achievement

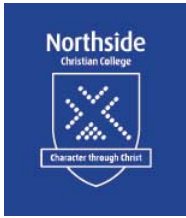
#### Possible Career Paths

Students who have completed the course in the past have found it valuable, both personally and for purposes of preparation for their senior courses.

This subject could be of importance to any student considering a career in education, journalism, archaeology, research, psychology, law or politics.

Many professions and occupations value persons with the skills of being able to develop and express reasoned opinion. The social sciences help to develop such major skills in the all-round educated person.

Students should refer to individual universities/learning institutions and tertiary institutions for course prerequisites.



## Subject Prerequisites

Whilst it may be some advantage to have completed Year 9 Art, it is not a prerequisite to have studied Visual Art previously.

## Subject Overview

### Learning and assessment focus

Students use their creativity, imagination and senses to express ideas about social, cultural, historical and spiritual contexts through Visual Art.

They extend their aesthetic understandings of arts elements and languages. They create their own arts works and present and respond to their own and others' arts works, considering intended audiences and intended purposes. They recognise that there are many different arts disciplines and that people may choose to work as artists or use their expressive capabilities in other areas of their recreational and working lives.

Students understand that Aboriginal and Torres Strait Islander arts works are expressions of knowledge, complex relationships and diverse perspectives. They use protocols relating to Aboriginal and Torres Strait Islander arts works.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They extend their understanding of arts practice through active engagement, both individually and collaboratively, with arts elements, techniques, skills and processes, working creatively and imaginatively to take risks and consider purpose and context of the arts from their own experiences and those of other artists. They develop their ability to analyse meaning and they reflect on the creative process that has occurred within one or across many arts disciplines.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire and solve artistic problems, to create and present arts works, and to communicate their own arts practice and that of others.

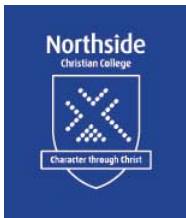
Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- creating
- presenting
- responding
- reflecting

## Ways of Working

### In Visual Art, students are able to:

- select and develop ideas for arts works, considering intended audiences and intended purposes, and make decisions about arts elements and languages
- create and shape arts works by modifying arts elements to express purpose and to include influences from their own and other cultures and times
- modify and polish arts works, using interpretive and technical skills
- present arts works to informal and formal audiences for intended purposes, using arts techniques, skills and processes
- identify, apply and justify safe practices
- respond by analysing and evaluating arts works in social, cultural, historical and spiritual contexts, using arts elements and languages
- reflect on learning, apply new understandings and identify future applications



#### Aim

- To reinforce and enhance understanding of the elements and principles of design
- To develop skills in a range of artistic practices
- To develop greater freedom in the expression of students' own ideas in their artwork
- To focus on our place in society and our interpretation of, and reaction to, our environment through the arts
- To make a range of images and objects, applying various forms, materials and processes, to interpret and communicate social and cultural issues

#### Course Outline

##### Learning Activities:

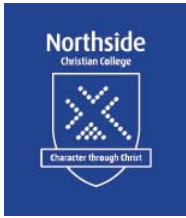
- The suggested learning activities have been aligned loosely to each unit of work and group of specific objectives; however, each class may attempt different practical areas that overlap from unit to unit
- Each student should experience a balanced variety of the expressive areas, and to explore various qualities of media in more depth and broaden their understanding of processes to make the appropriate selections for expressing ideas and producing intended effects
- Each student will develop their skill in the description, interpretation and judgment of artworks from various art movements historically, their own work, and that of their peers
- To develop powers of perception, appreciation of the environment, command in handling material and equipment, and knowledge and understanding of design, techniques and art history
- Students will be involved in a broad range of visual art, including two-dimensional and three-dimensional artistic practice, design, art history and art criticism.

#### Types of Assessment

Practical work is assessed continually, as well as in one or two folios per term. These will be divided via media – 2D, printmaking, 3D, New Media. There is also a variety of Appraising criteria, written or oral work, which is always linked to the practical work concurrently studied. Units are not necessarily delivered in the order shown below.

Media areas, processes and techniques can include:

Folio	Making Task	Media Areas	Mandatory assessment
<b>Drawing and 2D media</b>	Folio of observational drawings. Painting and mixed media. Symbolism, abstraction, reality, appropriation.	2D, drawing, painting, collage, electronic imaging, photographic arts, mixed media	Essay, written task or oral presentation. Folio of work. Visual Diary.
<b>Sculpture</b>	Hand-built and slip-cast ceramics. Re-invented objects. Assemblage, Carving Installation.	Clay. Traditional and non-traditional sculptural materials. Found objects / assemblage.	Technical data collection or written task, or oral presentation. Folio of work. Visual Diary.
<b>Print media</b>	Designing for production. Drawings and stylization development. Experimental printmaking.	2D / 3D focus. Lino, screen (multiple techniques), intaglio, etching.	Essay or report. Folio of work. Visual Diary.
<b>Extension folio</b>	Self. Social comment. Significant social structures and themes.	2D / 3D media performance / installation. Wearable Art	Written or oral presentation. Folio of work. Visual Diary.



# Northside Christian College

## VISUAL ARTS

### Visual Art – Year 10

#### Criteria Used in Assessment

Exit levels are awarded according to standards in each of the two criteria:

**Responding** - explores, responds to, explains, interprets, analyses and evaluates artworks, to evaluate how representations to communicate artistic intentions are made.

**Making** - plans, designs, manipulates and refines the knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions

#### How the students final level of achievement is determined

These are outlined in the following table:

<b>VHA</b>	Standard A in any two exit criteria and no less than a B in the remaining criterion
<b>HA</b>	Standard B in any two exit criteria and no less than a C in the remaining criterion
<b>SA</b>	Standard C in any two exit criteria and no less than a D in the remaining criterion
<b>LA</b>	Standard D in any two exit criteria
<b>VLA</b>	Does not meet the requirements for Limited Achievement