

Year 10 Handbook 2020



CBC St Kilda

Subject Selection Information

Year 10 is an important transition year that affords students the opportunity of developing a pathway into Senior Secondary studies and to explore options for their future.

At CBC St Kilda, the Year 10 course is designed to provide students with an educational program that:

- allows them to pursue areas of interest and ability
- offers a range of subjects leading to the possibility of a broad program of study
- supports their preparation for, and entry into, the formal VCE/VCAL program at the College

Every endeavour has been made by the College to ensure that students are able to select a program of study that engages their interest, provides challenge and opportunities for success, and prepares them for their future.

In selecting from the options available to them, students at Year 10 are advised to adhere to the following guidelines:

1. Choose subjects in which you have an interest and ability
 - You are more likely to succeed at your studies if you are working at what you like
2. Ensure that you maintain a sense of balance in your program
 - It is not necessary to begin to “specialise” too early. Think about your VCE/VCAL pathway and what you might like to study – but do not lock yourself out of later options by choosing a program that is too narrow
3. Talk to your teachers and the current Year 10 students
 - Consider the demands of the course and the types of learning outcomes expected
4. Talk to your parents and other members of your family
 - See if they think it reflects a broad program which suits your strengths and meets your future needs

Should you have any queries about this handbook, career pathways or the subject selection process, please do not hesitate to contact one of the people listed below:

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Year 10 Program

Core Subjects

Core Subjects are mandated by the Victorian Curriculum and are studied by all students for the whole year.

The College offers the following subjects as core at Year 10:

- Religion and Society Unit 1
- English
- Mathematics
- Science
- Humanities
- Health & Physical Education

Elective Subjects

These are subjects which students can elect to study to pursue their interests and abilities. In Year 10, students choose either 2 Semester electives or 1 LOTE elective for the year.

Learning Area	Elective	
VAPA	Media Music Performance Study of Art Visual Communication Design Design and Technology Photography	Choose one in each Semester
Digital Technologies	Gaming in the Real World	
OR		
LOTE	Japanese Italian	Full Year Course

Acceleration

CBC offers eligible students the opportunity to include accelerated subjects within their Year 10 program. Students may be invited to undertake a VCE Units 1/2 or they can choose to undertake a VCE VET Unit as part of their program.

These options provide

- experience of the structure and approach of VCE or VET at Year 10
- a chance to gain a VCE or VET unit prior to the formal VCE program
- exposure to studies which extend the educational experience of students at this level

VCE Unit 1/2

At CBC, students begin VCE studies within their Year 10 program by completing Religion and Society Unit 1 across the whole year. Enrolment into additional VCE units is only via expression of interest and subsequent invitation. This invitation will be based on the student's performance in their Year 9 studies as well as being able to deal with the added demands of a Unit 1/2 subject. The student must have a GPA of 9.0 in the study under offer and an overall GPA of 8.0. Please note that the acceptance of a VCE study will alter the overall program of study undertaken by a year 10 student.

Vocational Education & Training (VET) Units 1/2

Vocational Education and Training (VET) is a term used to describe education and training arrangements designed to prepare students for work by developing practical skills. VET is intended to broaden the range of study options available to students in VCE. VET is also about training for the workplace and is industry based. It is supported by the Federal and State Governments, mainly through the TAFE system and major industry bodies.

A VET may be chosen as part of the Year 10 Program. This means that the student will be undertaking training in a specific vocational area, for instance hospitality, information technology or engineering.

A VET program is usually made up of:

- VCE VET units
These are delivered by a registered training organisation (RTO), either at a TAFE Institute or at another school close by. Classes are a minimum of 3 hours a week.
- Structured Workplace Learning (Work Placement)
This involves an employer accepting a student into the workplace, usually in a one-week block. A work placement enables the students to demonstrate acquired skills and knowledge in an industry setting. During the work placement, a student will have specific tasks to undertake in order to demonstrate competence. They will be regularly monitored and may be assessed on the job.

Contribution to the VCE and Victorian Certificate of Applied Learning (VCAL)

VET is fully incorporated into the VCE and an essential component of VCAL. Key features include:

- Most VET programs have a Unit 1 – 4 structure. Some have more units and some only have two
- There is no restriction on the number of VET Studies to contribute to the VCE or the ATAR. However, only two VET Studies can be counted in the Primary four for the ATAR.
- As there is some material common to VCE Information Technology studies and VCE VET Information Technology studies, students doing both should ask the VCE Coordinator or VET Coordinator for advice.
- Most VET programs now contribute directly to the ATAR score, as the student completes an exam as well as coursework and receives a Study Score.
- A few VET Certificates (and School Based Apprenticeships) still count as an increment, adding 10% of the student's average Study Score as a 5th or 6th subject.

It is important for students to note the following in relation to VET courses offered by CBC as part of their studies:

- Enrolment in VET programs may result in additional costs for enrolment, tuition and materials at TAFE Institutions, as well as transport to and from provider institutions. Whilst there is a Federal Government subsidy paid to schools to assist with costs, there is still a cost to families. In the past, VET course costs have been around \$700 - \$1800 per year. Actual costs will not be confirmed until the start of 2020. Students pay a deposit to secure enrolment in VET courses.
- As the courses are offered in collaboration with other Catholic, Government and Private schools, students will often be involved in co-educational classes.
- Whilst VCE VET Studies are fully integrated and recognised VCE Studies, it is not possible to offer them at CBC within the normal timetable. Thus, students who undertake VCE VET Studies do so in blocks of time outside our timetable. This might mean that a student attends his VCE VET Class on a Wednesday afternoon from 1.30pm to 5.00pm. It will often mean that classes are missed at CBC and the student must complete the missed work in his own time. This is in addition to the other elements of some VET courses, such as Work Placement or extra modules conducted in vacations and out of school hours.

Most VCE VET courses are offered through the Inner Melbourne VET Cluster in order to keep costs to families to a minimum. If students request to attend a course at another institution, they must understand that the costs will be higher.

Full details of all VCE VET Studies available through the Inner Melbourne VET Cluster are published in the 2020 IMVC VET HANDBOOK.

Final applications for VET courses close on Wednesday, September 11th, 2019. Students and parents will be required to attend Compulsory Information Sessions (listed in the IMVC VET Handbook) in October/November 2019 before any enrolment can be confirmed.

Please note: the arrangements and course outlines for VET are subject to change. Students will be notified of changes prior to course commencement. Students will also gain detailed information when they attend the Orientation Sessions in Term 4. For details, applicants should contact the VET Coordinator.

How to apply for VET studies

Students who are considering including a VCE VET subject in their VCE program must:

1. Get a Unique Student Identifier (USI) from the government website before applying
2. Express your intention via the CBC Subject Selection Portal
3. Apply Online at www.imvc.com.au (See 2020 IMVC VET HANDBOOK for details)
4. Hand in the paper Application Form from the back of the IMVC Handbook to Student Reception by the September 11
5. Attend an interview with Careers Counsellor/VET Coordinator (if required)
6. Attend the VET Orientation Session for the course applied for
7. Pay a \$100 (refundable) deposit to CBC with the application

Year 10 Subject Courses

Faculty Area	Subjects Offered at Year 10	Person to Contact
Religious Education	Religion and Society Unit 1	Mrs Kate Johnston
English	Semester 1 – English Core Semester 2 – choose one <ul style="list-style-type: none"> • Creating a Classic • The Comedy of Life • The Fiction of Science 	Ms Judy Vandrine
Digital Technologies	Semester 1 and/or 2 Elective <ul style="list-style-type: none"> • Gaming in the Real World 	Ms Sylvia Pastore
Health and Physical Education	Semester 1 – HPE Core Semester 2 – choose one <ul style="list-style-type: none"> • Coaching Science • Sports Science • Exercise Science • Outdoor Recreation 	Ms Lucy McKeown
Humanities	Semester 1 – History Core Semester 2 – choose one <ul style="list-style-type: none"> • Geography • Commerce • Teenagers and the Law • The World Around Us • Industry and Business 	Ms Judy Vandrine
Languages other Than English (LOTE)	Full Year Elective Italian Japanese	Mr Rosario Genovese
Mathematics	Maths 10 Maths 10A Foundation Maths	Ms Cathryn Quigley
Science	Semester 1 – Science Core Semester 2 – choose one <ul style="list-style-type: none"> • Biology • Chemistry • Physics • Psychology 	Ms Peggy Blassis
Visual and Performing Arts (VAPA)	Semester 1 and/or 2 Elective <ul style="list-style-type: none"> • Design & Technology • Media • Music Performance • Photography • Study of Art • Visual Communication Design 	Mr Raoul Chapman
VCE Studies	Units 1/2 Subjects	Ms Sylvia Pastore
VET Studies	Units 1/2 Subjects	Mrs Mandy Ellwood

Subject Selection Process

Careers Expo

- 23 July 2019
- 4:30pm - 6:30pm
- Plaza, Westbury Campus

Subject Selection Information Evening

- 23 July 2019
- 6:00 pm - 6:30pm
- Logue Hall, Westbury Campus

Online Selection

- Enter Choices
- Apply for acceleration/VET
- Closes 16 August 2019

Sign Forms

- Print forms
- Parents sign forms
- Hand to Home Room Teacher

Religion and Society Unit 1

In 2020 all Year 10 students will continue their Religious Education studies through the VCE subject, Religion and Society Unit 1- The Role of Religion in Society. This Unit of study is carried out across the whole year.

In this unit students explore the origins of religion and its role in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students consider the following interrelated aspects when investigating a selected religious tradition or denomination and religion in general: Beliefs, Sacred Stories, Spaces, Places, Times and Artefacts, Texts, Rituals, Symbols, Social Structures, Ethics and Spiritual Experiences.

Area of Study	Description
1. The nature and purpose of religion	In this area of study students are introduced to the nature and purpose of religion in general, exploring the role of religion in shaping and giving expression to spiritual experience. They identify the aspects common to religious traditions, explore the interrelation of these aspects generally and explain why these aspects are common to all religious traditions studied. They also explore how these aspects may vary between religious traditions.
2. Religion through the ages	In this area of study students investigate how society and religion influence each other, and the roles of religion in society. They consider the factors that influence these roles and the effect that developments in society might have on religion. Spirituality and religion have been an integral part of the development of human societies as cultural knowledge and understanding is passed from generation to generation through a process of socialisation. As people spread across the globe they encountered and exchanged religious and cultural ideas. Over time, religious traditions have encountered challenging philosophical and spiritual movements, political regimes, legal structures, scientific ideas, colonisation, national myths, globalisation, secularisation, technological developments and historical events. These encounters have led to religious traditions taking various roles to initiate, endorse, modify or resist the spread of ideas and movements in society. At times in history some religious traditions have lost the authority and power to explain crises for their society and have been abandoned; other religious traditions have adapted and been resilient or were re-established in a different form. Some religious traditions have been able to adopt and adapt beliefs, ideas and practices from other religious traditions while retaining their distinctiveness.
3. Religion in Australia	In this area of study students consider religion in Australia, past and present, and the influences on Australian religious composition, in particular from migration and secularisation. They explore how the communities and later institutions of these religious traditions perceived themselves and expressed their collective identity in Australia. This expression of collective identity may have been cohesive or diverse, with different religious communities and their distinctive identities contributing to the whole identity of the religious tradition. Students also examine the influence of religion on the personal identity of members. They explore the influence of religious traditions on the development of social infrastructure in Australia and consider factors such as the laws governing the provision of education and welfare. This exploration should include the interfaith and ecumenical initiatives between and within religious traditions in Australia.

English

To assist in the transition of students from the Year 9 Quest program to Year 10, students select from a variety of electives in Semester One. This selection process builds on the Literature Circles program at Year 9, allowing students to choose the genre that they would like to study. In second semester students move into a core English program that starts building and preparing them for VCE English. Students 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, as well as texts 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 intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

Assessment

Assessment tasks include analytical and creative responses to texts, reviews, writing in various types and forms, presentation of issues analysis, participation in discussion groups and oral presentations.

Electives – Semester One

Creating a Classic (CAC)	Creating a Classic is an English subject based around the classic novels 'To Kill a Mockingbird' and 'Of Mice and Men'. It is an introduction especially for those students who are considering studying Literature in VCE. It explores the elements and styles of writing used by the authors to convey rich and powerful messages. Students also look at how these stories are just as well received today as they were when they were first written.
Comedy of Life (COL)	Comedy of Life is a real perspective of humour through a person's journey. Looking at the different styles of comedy, visual and written this course explores what it is that the audience finds funny and connects with. Students also explore visual humour looking at the difference in film making techniques, from slapstick to grotesque.
The Fiction of Science (FOS)	The Fiction of Science encompasses the genre of science fiction. Students who love the 'world and beyond' scope of reading will enjoy this subject. Students read Fahrenheit 451 and explore the development of science fiction films. Students explore the use of futuristic language that is a common element of the science fiction genre.

Core English – Semester Two

Students will undertake a core English in Semester Two of Year 10. They will cover two areas of study Comparative Texts and Analysis of Argument and Persuasive Language.

The foundations of Year 10 English have been developed around the belief that it is a perfect ground to transition them from Year 9 at the commencement of the year to VCE at the end. For those students who are choosing a pathway into VCAL or beyond CBC their literacy skills will continue to be built with a focus on those areas.

DT – Gaming in the Real World

This unit will enable students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving. The curriculum has been designed to provide practical opportunities for students to explore the capacity of information systems to systematically and innovatively transform data into digital solutions through the application of computational, design and systems thinking. The curriculum also encourages students to be discerning decision makers by considering different ways of managing the interactions between digital systems, people, data and processes (information systems). Students will be exposed to a range of software tools and investigate the impact of computer gaming on society. They will learn how to develop games using the problem-solving methodology.

Learning focus

Digital Technologies comprises of three related strands:

Digital Systems – focuses on the hardware, software and network components of digital systems.

Data and Information – focuses on the properties of data, how it is collected and represented, and how it is interpreted in context to produce information.

Creating Digital Solutions – students engage in the four processes of analysing, designing, developing and evaluating. Creating Digital Solutions requires skills in using digital systems and computational, design and systems thinking, and interacting safely by using appropriate technical and social protocols.

Assessment

- Folio of programming tasks using a range of software tools
- Investigation of Impact of Games in Society
- Project – Development of a Game using software tool of choice and following the Problem-Solving Methodology

Health and Physical Education

The Physical Education programs follow a semester by semester approach. All students complete Core Physical Education and electives are selected so that students can pursue their interests in depth. Both Semester Core PE and Semester Electives have practical, swimming and theoretical elements, with a specific focus. There is cross over between each strand in sporting activities and some theoretical content. There are 6 lessons per cycle divided between 'health, practice and swimming'.

Core PE Overview

This Core PE program allows all students to meet the requirements of the Victorian Curriculum.

The practical component focuses on the themes of 'Sport versus Recreation' and 'Personal Exercise Plans.' Students will be expected to participate in many different roles and activities. Health (theory classes) focuses on 'First aid and Risk Management' and 'Enablers and Barriers to healthy communities'. The swimming element examines 'Objects in water and air' this includes humans and other objects. There is an end of semester exam.

Electives Overview

Students should select the option which suits their own personal interests and experiences. Participation is required in all 3 elements of 'health, practice and swimming'. Each elective has content linked to VCE Physical Education and VCE style tasks such as laboratory reports will be undertaken. All electives examine sequence development through diving, swimming, triathlon and synchronized swimming.

Health and Physical Education – Sports Science

The primary objective of this elective is sporting performance and athletes. This elective has a practical focus on sporting ethics and personal performance analysis. Health focuses on fundamental anatomy and physiology along with nutritional strategies for athletes.

Health and Physical Education – Exercise Science

The primary focus for this elective is the science behind maximizing performance. Its practical focus lies in analysis of activity levels at population levels and sporting ethics. In health, the focus is on the energy systems and performance enhancing drugs.

Health and Physical Education – Coaching Science

This elective is for the budding coach, examining the psychology of performance and skill acquisition in health. On the practical side the focus is on coaching techniques and analysis of themselves and others as coaches, and sporting ethics.

Health and Physical Education – VET Certificate II in Outdoor Recreation

This option will involve the optional completion of the VET Certificate II in Outdoor Recreation., this nationally accredited qualification will incur a fee. Students complete units of competency from the National Training Package that includes 2 units of VCE study. All students will be involved in on-site and off-site activities, including day trips and compulsory camps. Students will need a keen sense of adventure and be committed to challenging themselves physically and mentally.

Humanities

History – Core (one semester – compulsory)

The Modern World and Australia

This course provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Key areas of learning include:

- An overview of the causes and course of World War II
- Rights and Freedoms (1945-present)
- Migration Experiences (1945-present)

Assessment

End of semester exam, tests, essays, class activities and assignments.

Electives (one semester - students must choose one)

Commerce This course aims to introduce students to some of the main areas of Commerce. Key areas of learning include: <ul style="list-style-type: none">• Personal Finance• Business Ownership and Management• Our Economy and Global Links• Civics and Citizenship.	The World Around Us This unit of study incorporates Geography and Popular Culture. Key areas include: <ul style="list-style-type: none">• Environmental change and management.• Geographies of Human Wellbeing.• The nature and development of popular culture in Australia after World War II.• How Australian music, film and television industries have changed.• Australia's contributions to international popular culture.
Teenagers and The Law This unit of study introduces students to legal concepts by focussing on the Victorian and Australian Legal System. Key areas of learning include: <ul style="list-style-type: none">• Criminal and civil law• Types of civil disputes• The Court System• Alternative methods of dispute resolution	Industry and Business This unit of study is aimed at students who are considering a trade and study in TAFE Institute. Key areas include: <ul style="list-style-type: none">• Business skills• The business environment• Learning about Occupational Health and Safety issues in the workplace• Investigating the range of Personal Protection Equipment available in industry.• Understanding Risk and Hazard Assessment and setting controls for safety.• Developing an appreciation of the range of avenues for employment in Business and Industry.

LOTE – Japanese

Prerequisites

A minimum C+ average at Year 9 level

Course

This subject is an enjoyable and challenging year-long course that continues to develop the four language skills of speaking, listening, reading and writing. All units of work are set in an authentic cultural setting and include topics such as: School, The Past and the Future, Family, Hobbies and Modern Day Japan.

There will be a greater emphasis in this unit on the acquiring of more complex understanding and usage of past and future tenses in all discourse forms. The writing of Kanji will become more prominent.

Consistency of effort and strong work ethic are crucial to successfully completing Year 10 Japanese.

Students studying a LOTE will have the opportunity to participate in a Study Tour to Japan which takes place every two years.

Learning Focus

The learning focus for this course is to develop the students' language base and enabling them to deepen their ability to communicate in Japanese in both oral and written forms.

Assessment

Assessment consists of tasks throughout each Semester which include a variety of discourse forms.

Tasks will include

- Writing and responding,
- Reading and responding,
- Speaking and responding,
- Listening and responding.

All tasks will be taken from the units studied.

LOTE – Italian

Prerequisites

A minimum C+ average at Year 9 level.

Course

This subject is an enjoyable and challenging year-long course that continues to develop the four language skills of speaking, listening, reading and writing. All units of work are set in an authentic cultural setting and include topics such as: School, The Past and the Future, Family, Hobbies and Modern Day Italy.

There will be a greater emphasis in this unit on the acquiring of more complex understanding and usage of past and future tenses in all discourse forms.

Consistency of effort and strong work ethic are crucial to successfully completing Year 10 Italian.

Students studying a LOTE will have the opportunity to participate in a Study Tour to Italy which takes place every two years.

Learning Focus

The learning focus for this course is developing the students' language base and enabling them to deepen their ability to communicate in Italian in both oral and written forms.

Assessment

Assessment consists of tasks throughout each Semester which include a variety of discourse forms.

Tasks will include

- Writing and responding,
- Reading and responding,
- Speaking
- Listening and responding.

All tasks will be taken from the units studied.

Mathematics

Mathematics at Year 10 is designed to introduce students to their senior pathway in Mathematics. Students may choose a mathematics option from Year 10 Mathematics, Year 10A Mathematics or Foundation Mathematics. These will adequately prepare students for programs of study to be undertaken in Year 11. The pathway to be taken by students uses teachers' recommendations and is also based on performance in Years 7 – 9. Once a pathway has been entered, it is still possible to move between classes based on performance. Students who have experienced real difficulties with Mathematics have the option to choose VCE Foundation Maths. There is also an option for students to study Mathematical Methods in Year 10. This is via recommendation only from the Year 9 Mathematics teachers and after extensive conversation with families.

Learning Focus

Foundation Mathematics

Foundation Mathematics provides the continuing mathematical development of students who do not intend to undertake VCE Mathematics. This course is also suitable for students who are intending to complete VCAL as their Senior Secondary pathway. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'.

10 Mathematics

This subject is designed for students who demonstrate good mathematical knowledge and understanding at the expected standard during Year 9 and are intending to continue to VCE General Mathematics. Students must successfully have completed Year 9 Mathematics. Areas of study include: Money and financial mathematics; Patterns and algebra; Linear and non-linear relationships; Using units of measurement; Geometric reasoning; Pythagoras and trigonometry; Chance; and Data representation and interpretation.

10A Mathematics

Students wishing to pursue Mathematical Methods (CAS) in VCE need to take 10A Mathematics. It covers all material in 10 Mathematics and extends many of the concepts as prescribed in the Victorian Curriculum.

Students undertaking 10 and 10A Mathematics will be expected to purchase a TI-Nspire CX CAS Calculator.

Assessment

Each Mathematics unit will be assessed by a combination of the following:

1. Topic tests
2. Problem-solving projects
3. Application tasks
4. ICT based assessment
5. Examinations

Pathways Options for Mathematics Year 10 - 12

	Yr 10 Semester 1	Yr 10 Semester 2	Year 11	Year 12
Accelerated	Mathematical Methods Unit 1	Mathematical Methods Unit 2	Mathematical Methods 3/4 and/or Further Maths 3/4 and/or Specialist Mathematics Choose only 2	Specialist Mathematics and/or Further Maths (if not completed in year 11) and/or Mathematical Methods 3/4
Higher	10A Mathematics	10A Mathematics	Mathematical Methods 1 & 2 and/or General Mathematics or Specialist Mathematics 1 & 2	Mathematical Methods 3/4 (with or without Specialist Maths/Further Maths)
Standard	10 Mathematics	10 Mathematics	General Maths 1 & 2 or No Mathematics	Further Mathematics 3/4 or No Mathematics
Foundation	Foundation Mathematics Unit 1	Foundation Mathematics Unit 2	VCAL Intermediate Numeracy	VCAL Senior Numeracy

Science

Core Science will cover the following key scientific areas: Biological Sciences, Chemical Sciences, Physical Sciences and Earth and Space Sciences. The Semester 2 Preparation Elective that is selected by the students is from the following:

- Biology
- Chemistry
- Physics
- Psychology

Learning Focus

The Core Science course will focus on the following key concepts:

- Biological Science
 - Evolution
 - Genetics
- Chemical Science
 - Atomic Structure & Bonding Models
 - Chemical Reactions
- Earth Science
 - Global systems: biosphere, lithosphere
- Physical Science
 - Energy conservation and transformation
 - Forces and Motion

Assessment

1. Text questions
2. Practical reports based on experiments
3. Research assignments
4. Topic tests
5. Activities using scientific secondary data
6. Semester Examination

VAPA – Media

This Unit focuses on the study of codes and conventions in film and television and the production of film-making combining both analytical and practical work.

Students study aspects of film, television, documentaries, advertising and music videos. They are required to complete a number of analytical and skill-based exercises and use this knowledge to promote their own campaign, using Pre-production, Production and Post-Production processes. They learn how directors use production and story elements to create meaning in film. Practical exercises include - directing, producing, storyboarding, video camera operation, acting and editing. The unit culminates in students planning, producing, and presenting their own group short films.

Learning Focus

Explore and Represent Ideas

Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text

Media Arts Practices

Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes

Present and Perform

Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues

Respond and Interpret

Analyse and evaluate a range of media artworks from contemporary and past times, to explore differing viewpoints and enrich their media arts making

Students will learn how to use production and story elements to create their own media campaign and draw meaning from advertising, film and television. They will be required to work co-operatively in groups to plan, film, edit and present two different short films, promotional material and photography. They will also be required to complete a number of analytical exercises and film studies in their visual diary.

Assessment

1. Visual Diary – record of Pre-Production tasks and developmental ideas, solutions and reflections
2. Advertising Campaign – students look at demographics and use various media to promote a product.
3. Film Analysis – students analyse a set film
4. Film Production – students produce and direct a short film
5. End of Semester Exam – Knowledge gained in all areas of study is assessed

VAPA – Design and Technology

In this unit students will investigate the process of product design. The emphasis of this unit is the investigation of how some of the everyday things we use are made. Students will use material such as wood and metal and study traditional fabrication techniques. They will produce a folio of both two- and three-dimensional applications. A comprehensive journal will also demonstrate learning in areas of sustainability, safe work practices and the Design Process. Following this investigation students will produce items which may include products such as a Cutting Board, passive iPhone speaker and a piece of jewellery.

Learning Focus

Materials and Technologies Specialisations: Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions

Creating Designed Solutions: Students will work follow the design process required to develop products starting from their investigations through to generating, producing, evaluating and planning and managing their final solutions.

Generating: Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication

Producing: Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions

Evaluating: Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability

Planning and managing: Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes

Assessment

1. Design Process – A folio that demonstrates research, development and production and follows all stages of the design process from start to finish
2. Safe use of tools and equipment – Observation and test
3. Sustainability Research Project – Investigation of sustainability as a necessary consideration in contemporary design solutions
4. Materials and Processes Project – Investigation of the appropriate use of materials and processes required to produce pieces of Product Design Technology.
5. End-of-unit examination – Testing knowledge attained across all areas studied in the unit.

VAPA – Music Performance

As there is an emphasis on music performance it is expected all students electing this subject play a musical instrument, have some singing skills, or are willing to commence private instrumental/vocal tuition. The college offers tuition on most woodwind and brass instruments plus: piano, drums, electric bass, guitar and voice. Enrolment forms may be obtained from the Director of Music.

In this course students develop their knowledge and practice of music by focusing on performance skills. Students perform in a class ensemble and present solo pieces of their own choice for assessment. Music theory is developed through the study of scales and chords using worksheets and computer music technology. Students are introduced to the music software programs: 'Sibelius' for composing and arranging and 'Auralia' for ear training. They research the history and development of popular genres including the musical, political and socio-economic influences on the creation of these styles of music. Students listen to recordings of various music styles and write responses to questions about these tracks.

Learning Focus

Music Practices

Create, practise and rehearse music to interpret a variety of performance repertoire with increasing technical and expressive skill and awareness of stylistic conventions

1. Performance skill development – solo, ensemble and technical

Respond and Interpret

Analyse a range of music from contemporary and past times including, the music of aboriginal and Torres Strait Islander People to explore differing viewpoints, enrich their music making and develop understanding of music practice in local, national and international contexts

2. History and Styles – history and development of popular genres of music and indigenous music

Explore and Express Ideas

Manipulate combinations of the elements of music using technology and notation to communicate music ideas and intentions

3. Music language – theory knowledge, aural and listening skills

Assessment

1. Performance: Solo and Group Performance
2. Performance: Technical
3. Music Language: Theory & Aural Comprehension.
4. History and Styles: Worksheets and multiple-choice tests
5. Examination – End of semester 1 and 2

VAPA – Study of Art

The focus of this course is the exploration of the theme of identity through a focus on mixed media and printmaking techniques. Students will be introduced to a range of printing techniques that include; lino printing, etching, stenciling and silk screen printing. They will maintain a visual diary in which they will document their techniques and conceptual development. They will explore the application of various mediums including; water-based inks, coloured pencils and acrylic paints to enhance their designs. They will experiment with collage techniques and further develop ideas through digital processes. Students will manipulate materials and experiment with techniques and processes to develop, refine and represent ideas and subject matter as part of their investigation.

Throughout their studies students will have the opportunity to build on skills & knowledge obtained at junior levels and to develop an understanding of new and creative art-making techniques, processes and ideas. They will investigate art styles to gain a greater appreciation of the art of different cultures & historical periods. Students will develop final artworks that are the product of a well explored artistic process and that express their own personal style.

Throughout the course students will build their knowledge of art language and analysis skills. They will be introduced to a range of contemporary artists and learn about their working practices

Learning Focus

Visual Arts Practices

- Students select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes
- Students conceptualise, plan and design art works that express ideas, concepts and artistic intentions

Respond and interpret

- Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences
- Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts, including artworks by Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints

Assessment

Visual Diary – Students will complete an annotated visual diary with a record of their research, investigations and development work.

Folio – The folio will include all studies and refined artworks.

Research Presentation – Students will complete a research presentation on a selected artist and discuss examples of their work.

Examination – The examination will include questions related to theory and techniques studies in class. (90 minutes)

VAPA – Visual Communication Design

'We live in a world where visual communication dominates our environment. It is an integral part of and impacts on many aspects of our everyday lives'.

Visual Communication Design examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Visual Communication Design relies on both hand-drawn and digital drawing as the primary component of visual language to support the conception and visualisation of ideas. Professional designers working in fields of graphic design, multimedia, industrial design, architecture, cartography, advertising, drafting, and fashion and designers employed by design agencies, understand the power of the visual, and they apply various methods of visual communication to express ideas, develop concepts and make a visual connection with an audience. At year 10 level students will study various ways of communicating visually.

Learning Focus

Communication Design. In this area of design students will explore both hand-drawn and digital design techniques to develop a folio of communication designs. They will follow a design process and respond to a design brief to create designs for real scenarios. Students will; complete research and annotation, explore concept development, apply design elements and principles and refine final designs for presentation. Completed tasks will include logo and poster designs.

Three-Dimensional Representation. In this area of design students will develop their understanding and application of various formal drawing systems including orthogonal, and perspective design. They will also be introduced to a range of rendering techniques to depict both form and texture for realism. Students will explore both hand-drawn and digital design methods to develop a folio of designs. As part of their design folio students will follow a design brief to complete a geometric, isometric design that will be displayed as a graphic communication on a shopping centre hoarding. Throughout the design process they will; generate ideas, develop concepts and refine their work. Following on from this task students will expand their knowledge through the exploration of product design.

Design in Context. In this area of design students will be introduced to a range of designers across the various design fields and they will develop an understanding of how designers develop and refine their ideas. They will explore design terminology and will research the work of a selected designer.

Assessment

- Communication Design Folio
- Three-Dimensional Representation Folio
- Design in Context Presentation
- End of Unit Examination

VAPA – Visual Arts Photography

“To me, photography is an art of observation. It’s about finding something interesting in an ordinary place... I’ve found it has little to do with the things you see and everything to do with the way you see them.” – Elliott Erwitt.

The focus of this course is the exploration of digital photography. Students will explore a range of themes and throughout the semester develop technical skills in camera use and editing. Students will develop skills in using a digital SLR camera to build a comprehensive folio. Through a study of camera technique, they will learn about; camera care, aperture, shutter speed, ISO, white balance, focus and lens selection. Students will also be introduced to editing techniques and will experiment with a range of editing tools to manipulate their photographs to create desired effects.

Throughout the course students will participate in several photographic shoots. These will include exploring themes of nature, close-up photography, the urban environment and experimenting with capturing selected design elements and principles in their work. Students will explore photographing found objects and recontextualising these objects to create meaningful photographic art. They will also have the opportunity to explore areas of personal interest through their work.

The main focus of the course will see the students working as photographic artists and developing work for display and presentation. Students will have the opportunity to display individual images, show works that are linked by a common theme and explore narratives in their work. They will maintain a visual diary documenting their practice. Through the diary they will document their processes and explain the thinking behind their images. Their diary will also include selected images that have influenced their work and ideas. They will explore the work of contemporary photographic artists and gain inspiration for their folio development. Along with a visual diary, students will post their photographs to an online CBC photographic group where they will be able to view and comment on the work of their classmates.

Learning Focus

Visual Arts Practices

- Students select and manipulate materials, techniques, technologies and processes through photography to express ideas, concepts and themes
- Students conceptualise, plan and design photographic artworks that express ideas, concepts and artistic intentions

Respond and interpret

- Students analyse and interpret photographic artworks to explore the different forms of expression, intentions and viewpoints of photographic artists and how they are viewed by audiences

Assessment

Visual Diary – Students will complete an annotated visual diary with a record of their research, investigations and development work. This will include screenshots of editing techniques used to manipulate imagery.

Folio – The folio will include be presented in the form of an online gallery and will include selected images printed for final presentation

Research Presentation – Students will complete a research presentation on a selected photographic artist and discuss examples of their work.

Examination – The examination will include questions related to theory and techniques studies in class