



Year 10

Elective Subjects 2027

All students in Year 10 study the following core subjects:

English	History (1 Semester)	Personal Development, Health & Physical Education
Mathematics	Geography (1 Semester)	Religious Education
Science		

In Year 10, students also choose TWO electives from the following:

Commerce	Drama	Chinese (Mandarin)	Music
Computing Technology	Global and Environmental Studies	French	Visual Arts
Design and Technology	Elective History	Latin	

It must be noted that:

- at least ONE elective must be studied continuously throughout Years 9 & 10 (i.e. for 4 semesters)
- Visual Arts, Design and Technology, Drama, Computing Technology, Elective History, Global and Environmental Studies and Commerce can be studied in either or both of Years 9 & 10
- Languages and Music must be studied continuously as the skills and content are cumulative

Students intending to proceed to Years 11 and 12 should ensure that they have adequate preparation in a sufficient range of subjects for senior study. Girls wishing to study Chinese, French or Latin in Year 11 **must** have studied that subject in all four semesters over Years 9 & 10, or they must have reached an equivalent standard. For Design and Technology and Visual Arts, two or more semesters are desirable though not essential.

All courses are offered for selection, however, if there are insufficient students selecting a course, it may not be offered.

Record of School Achievement

The Record of School Achievement is the credential awarded by the NSW Education Standards Authority (NESA) to students who leave school after Year 10 and before they receive their Higher School Certificate. It has been designed to record and credential all secondary school students' academic results up until the HSC. Grades will be awarded to students for each course completed in Year 10 (as well as any Elective course studied only in Year 9) and for each Year 11 Preliminary course completed. The formal Record of School Achievement credential will not be provided to students at the end of Year 10, unless they are leaving school. However, all students will have access to their results electronically via the NESA *Schools Online* website. When students receive their HSC, they will also receive their Stage 5 and Preliminary grades on their final Record of School Achievement.

Reporting of Student Achievement

The grades that students receive as a part of their Record of School Achievement will be determined on their performance in each subject, including the core subjects (except Religious Education). This will be an A-E Grade, based on the Course Performance Descriptors for each subject. In general, these grades represent:

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has an elementary knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills

There is no predetermined number of students achieving each grade across the state. The skills identified and reported in our school reports reflect those skills which contribute to the final Year 10 grades for the Record of School Achievement.

COMMERCE

Commerce may be studied in Year 9 or Year 10, or both years.

Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.

Central to all themes is the study of current issues and events. Commerce utilises a practical approach to learning that allows students to apply theory to real life situations. Students develop critical thinking, reflective learning and the opportunity to participate in the community. Students have the opportunity to develop values and attitudes that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.

YEAR 10

The Year 10 Commerce course is comprised of a range of contemporary topics, including both core and options, taken from the Commerce syllabus. Content covered provides an excellent basis for progression into Business Studies and Economics, although it is not a prerequisite for these Stage 6 courses.

- **The economic environment**

Students are exposed to the foundations of economic thinking and economic models. They explore the nature of economic growth and the performance of the Australian economy. The role the government plays in implementing economic policies is also investigated, along with international trade.

- **The business environment and Market Day**

Students are introduced to the nature of business, entrepreneurship and the four key business functions: operations, marketing, human resources and finance. They will actively engage in an entrepreneurial activity by operating their own school simulated business for Market Day.

- **The work environment**

Students investigate the contribution of work to the individual and society and the changing nature of work. They examine how individuals may derive an income, and the changing rights and responsibilities of workplace participants. Students explore methods of getting paid and paying taxation

- **Investing**

Students explore the range of investment options available and analyse information and data to make informed investment decisions. They will examine the role and responsibilities of the financial services industry as well as the share market

COMPUTING TECHNOLOGY

Computing Technology (CT) may be studied in Year 9 or Year 10, or both years.

The concepts taught in CT can be transferred and adapted to support learning in many other areas of learning and careers of the future.

Course Description

Careers of tomorrow require highly developed levels of computing and technology literacy. Students, therefore, need to be aware of the scope, limitations and implications of computing technologies.

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and an understanding of how technology works are important aspects of the course as is an appreciation of the impact that technology has upon our lives.

Students advance their computing skills across technical knowledge, social and cultural awareness, project management and thinking skills. They are able to transfer knowledge to new situations, building on technical skills and experiences. Students improve their project-management skills through planning, collaboration, communicating ideas, engaging in processes and designing solutions.

Students become increasingly confident, creative, efficient and discerning when using and developing a range of digital products/solutions. They expand their understanding of related work environments while developing skills to equip them for further education, vocational pathways, and personal interests.

What will students learn about?

The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to engage with contemporary and advancing technologies that improve access and participation in society. Students explore the impact of innovations in computing technology on society and the environment. They develop skills using a range of hardware and software applications, including multimedia, digital media, virtual and augmented realities, gaming, graphical data and visualisations.

The option topics to be studied within this course include:

- Enterprise information systems: Designing for user experience
- Software development: Developing apps and web software
- Enterprise information systems: Analysing data
- Software development: Building mechatronic and automated systems
- Software development: Creating games and simulations
- Software development: Building mechatronic and automated systems

What will students learn to do?

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.

Course Structure

During Years 9 and 10, students undertake units of work in class as well as a number of projects. Assessment will be through a combination of assignments, projects, tests/examinations. Project information and progressive assessment tasks will be placed on the SCEGGS “Cognito” System. Projects should be carried out predominately at school during lesson time. Homework is given as required to complete work and to reinforce concepts developed in class. To supplement the assessment tasks, students sit for a 1-hour examination each semester.

DESIGN and TECHNOLOGY

Design and Technology may be studied in Year 9 or Year 10, or both years.

Course Description

Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations. The design and development of quality projects gives students the opportunity to engage in practical experiences through project-based learning. The projects are adapted from the core context areas, such as Digital Technologies, Engineered systems, Information & Communication Technologies and Material Technologies. Through each project students learn about design process and the core activity of designers.

What will students learn about?

All students will learn about the design, production and evaluation of quality designed solutions. They will learn to use and apply a Design process to the design challenges presented. Students will study the interrelationship of design with other areas of study and the activity of designers over time, across a range of areas. They will develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

What will students learn to do?

Students undertaking Design and Technology will learn to be creative and innovative in the development and communication of solutions to problems relating to design and designing. Students will learn to identify, analyse and respond to needs through research and experimentation, leading to the development of quality design projects. They will learn to access, manage and safely use a range of technologies to aid in the development of design projects, and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects.

Each project will be documented in a folio style presentation that reflects the stages of the Design Process as follows:

Investigate & Analysis – Developing Ideas – Realisation – Evaluate

Course Structure

In **Year 10** students undertake a creative, critical thinking program examining how to develop a concept and pitch a technique through research and insight followed by a design-based project in the second semester exploring a range of materials and techniques.

Project work should be carried out predominately at school during lesson time. Students are expected to spend home time on activities related to the development of the project and the folio documentation, as well as involving family members in simple tasks such as surveys and evaluation. To supplement the assessment tasks, students sit for a 1-hour examination each semester.

DRAMA

Drama can be studied in Year 9 or Year 10, or both years.

The course introduces students to a range of skills, abilities and knowledge of performance and theatrical traditions and forms. The units in both years use Playbuilding and Scripted Drama for experiential learning. An emphasis is on practical performance; however, students also complete theoretical work and explore the elements of production.

The course aims to develop skills in acting, stagecraft and design, as well as promoting self-confidence, communication, problem-solving and collaboration in students.

YEAR 10

Semester 1

- Shakespeare in Performance
- Physical Theatre with Laban Effort Actions
- Melodrama & The Soap Opera genre
- Theatre Review

Semester 2

- Absurdist Theatre
- Australian Drama – scene work
- The Drama Essay
- Stand-up Comedy

GLOBAL & ENVIRONMENTAL STUDIES

Global & Environmental Studies may be studied in Year 9 or Year 10, or both years.

The aim of these exciting and very contemporary courses is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales and contemporary geographical issues in order to become informed, responsible and active citizens. In doing so, students develop the ability to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning.

Integrated within both courses is the ongoing development of key geographical concepts, skills, and tools that complement and enrich mandatory studies in Geography. Learning via fieldwork opportunities, collaborative class activities, community links and student driven investigation, all form an integral part of the Global & Environmental Studies courses.

Year 10 Global & Environmental Studies

- **Production or Destruction?**

This unit includes a study of the different forms of primary production. Their global patterns, related issues, environmental, social and economic impacts, along with their future prospects are investigated. A range of relevant, contemporary case studies are explored with a focus on diamond mining, uranium mining and hydraulic fracturing.

- **Destination Adventure!**

The changing nature, types and global patterns of tourism are an exciting aspect of geography, particularly when linked to the world's biophysical regions and the changing phenomenon of globalisation. The factors influencing tourism, impacts of tourism on cultures and environments and the future direction of tourism are investigated.

- **Let's get Physical!**

This topic provides a greater understanding of the geomorphic and climatic processes shaping the environment in which we live and function. Case studies are drawn from limestone topography and earthquake-prone environments to investigate associated processes and human interactions.

- **Powerplay**

In this political geography topic, ideologies, causes and effects of political tensions and the roles of individuals, groups and governments in conflict resolution are explored. Interesting case studies are drawn from a variety of locations such as North Korea, East Timor or wherever global current events are profiled. The functioning and role of the United Nations in Peace Keeping around the world is also a focus of this topic.

HISTORY ELECTIVE

Elective History may be studied in Year 9 or Year 10, or both years.

YEAR 10 - Full Year Course

Semester 1: Women Who Dared

This thematic unit investigates significant women in History from the Ancient World through to the Modern Era. This study includes an investigation into the lives of Cleopatra, Agrippina the Younger and Marie Antoinette. Students explore the lives and representations of these women in their historical context, thereby gaining a fascinating insight into Greek rule of Egypt, Ancient Rome and pre-Revolutionary France. Students will examine specific issues relevant to each of the women studied, such as Cleopatra's relationships with Caesar and Mark Antony, Agrippina's death on the orders of her son, Nero, and Marie Antoinette's contested refrain of "Let Them Eat Cake." Alongside this, students will have the opportunity to explore issues concerning gender throughout history, focusing on key concepts related to historical change and continuity.

Term 3 – Witch hunts in the early modern era

In this topic, students will examine the origins, causes and nature of witch hunts and trials in the early modern era. After an overview of witch hunts and witch trials in early modern Europe, students will have the opportunity for an in-depth study of the Salem witch trials, where they will learn about the sequence of key events and the role of individuals, groups, ideas and developments in late 17th century colonial Massachusetts. Throughout the topic, students will evaluate a range of historical sources and explore the construction of the Salem witch trials through popular history and culture.

Term 4 – Thematic investigation into the past

Term 4 provides students with the opportunity to work collaboratively with their teacher to take a thematic approach to investigating the past. Options that could be explored include Piracy through the Ages, Crime and Punishment, and studies in Peace and Conflict.

LANGUAGES

Stephen Wurm, former member of United Nations Assembly: "Multilingual people have access to a much larger volume of knowledge and, being used to switching languages, they have more flexible minds. They are less rigid in their attitudes and tend to be more tolerant, less hostile to the unknown and more inclined to regard other people's cultural practices as acceptable and to be respected. They also have a greater ability than monolinguals to learn something entirely new, to fit into novel situations without trauma, and to understand different sides of a problem."

Learning a second language has direct benefits in the following areas:

- communication and literacy skills
- travel
- pleasure and leisure
- careers and education
- trade and diplomacy
- learning how to learn any other language
- awareness of how language in general works
- knowledge of one's own language
- learning skills, thinking skills and creativity
- cultural knowledge and insights

CHINESE (MANDARIN)

The Year 9-10 Chinese course extends and develops further students' skills and knowledge acquired in Year 8. It aims, through the study of a range of topics, to enable students to:

- understand everyday Chinese spoken at almost normal speed
- speak Chinese and communicate effectively and at ever more complex levels in real life and simulated situations
- develop their capacity to read and understand Chinese text written for students
- write in Chinese script in a range of text types such as messages, emails and letters
- gain greater precision in their use of Chinese in both speech and writing
- acquire a broad and rich knowledge of vocabulary
- gain an understanding of the Chinese culture through their study of the language, and also an understanding of the interdependence of language and culture, thereby increasing their capacity to reflect on their own cultural heritage
- increase their awareness of the nature of language
- make linguistic connections, particularly between English and Chinese, and use this as a tool to facilitate their language learning
- develop their thinking skills and creativity

The course is designed to provide a solid foundation in the four skills of listening, speaking, reading and writing. As well as learning the grammatical structures and vocabulary of the language, the study of the language introduces students to various aspects of Chinese culture and lifestyle, as well as the cultural contexts in which language is used correctly. The *Nihao* course provides an excellent resource for the study of Chinese at this level. In the context of a range of topics, students learn the key structural patterns of Chinese.

Students who enrol at SCEGGS in Year 9 or 10 should ensure they have studied what has been covered in Year 8 from *Nihao 1 Textbook & Workbook set*. In Year 8, students have learnt the Chinese phonetic system, *Pinyin*, they also learnt to write approximately 150 Chinese characters and read more than 300 words. They have learnt basic introductions, festivals, numbers, identifying stationary and their owners, talking about family and pets, nationalities, sports, facial features, food as well as their likes and dislikes.

In Year 9 and Year 10, the following topics will be covered:

- dates & times
- prepositions & housing
- clothing & shopping
- making phone calls
- eating out
- the weather
- school life
- directions & modes of transport
- describing people
- travel & holiday
- illness
- celebrations

By the end of these topics, students should be able to read over 1000 common words and phrases in Chinese and write more than 400 Chinese characters.

The teacher:

- presents the language through spoken and written texts that are authentically based on the Chinese culture
- provides learning activities that allow purposeful communication in Chinese, for example pair-work, interviews, role-plays and games
- fosters a stimulating and positive classroom environment where students are encouraged to support each other in their language learning, to take responsibility for their own learning and to challenge and extend themselves at all times

The Year 9-10 course caters for the needs of students wishing to acquire a good working knowledge of everyday Chinese as well as provides a solid basis for students wishing to continue their study of the language in the senior school. A high level of achievement is attainable by students who work as advised by their teacher and who take advantage of opportunities offered for enhancement of their language skills.

FRENCH

The Year 9-10 French course extends and develops further students' skills and knowledge acquired in Years 7 and 8. It aims, through the study of a range of topics, to enable students to:

- understand everyday French spoken at normal speed
- speak French and communicate effectively and at ever more complex levels in real life and simulated situations
- develop their capacity to read and understand French text of increasing complexity
- write in French in a range of text types such as messages, e-mails and letters
- gain greater precision in their use of French in both speech and writing
- acquire a broad and rich knowledge of vocabulary and idiom
- gain an understanding of French speaking cultures through their study of the language, and also an understanding of the interdependence of language and culture, thereby increasing their capacity to reflect on their own cultural heritage
- increase their awareness of the nature of language
- make linguistic connections, particularly between English and French, and use this as a tool to facilitate their language learning
- develop their general literacy skills, thinking skills and creativity

The course is designed to provide a solid foundation in the four skills of listening, speaking, reading and writing. As well as learning the vocabulary of the language and the grammatical structures, the study of the language introduces students to various aspects of French-speaking culture and lifestyle and as well as the cultural contexts in which language is used correctly. The *Quoi de Neuf* course provides an excellent resource for the study of French at this level. In the context of a range of topics, students learn the key structures of French.

Quoi de Neuf 1, 2, 3 and 4 are the major resources for the French programme. The resources of the course books are supplemented by a range of materials such as French language magazines, resources on the Internet, songs and films. Students who enrol at SCEGGS in Year 9 or 10 should ensure they catch up to the level of the units *from Quoi de Neuf 1 and 2* that have been covered. At the end of Year 8 students have covered all units from *Quoi de Neuf 1 and 2*. In Year 9, students complete units of *Quoi de Neuf 3*. Year 10 study units of *Quoi de Neuf 4*. The programme for every unit can be given to new students, upon request, to assist in their preparation for the course at SCEGGS.

The teacher:

- presents the language through spoken and written texts that are authentically based in French speaking cultures
- provides learning activities that allow purposeful communication in French, for example pair-work, interviews, role-plays and games
- fosters a stimulating and positive classroom environment where students are encouraged to support each other in their language learning, to take responsibility for their own learning and to challenge and extend themselves at all times.

The Year 9-10 course caters for the needs of students wishing to acquire a good working knowledge of everyday French as well as provides a solid basis for students wishing to continue their study of the language in the senior school. A high level of achievement is attainable by students who work as advised by their teacher and who take advantage of opportunities offered for enhancement of their language skills.

LATIN

The Year 9-10 Latin course extends and develops further the knowledge and skills acquired in Year 8. The course is designed to provide a solid foundation in the language skills of reading and writing. It helps to develop students' ability to think critically and analytically and is a valuable part of their general education. Not only does it give them insights into the language itself, but it affords the opportunity of contact with the society of another time and place. Each of these aspects of study helps students gain a better understanding of their own language and society, especially as our debt to the Romans is considerable.

The course aims to enable students to develop:

- the ability to read and understand Latin texts of increasing complexity
- the ability to translate Latin fluently and idiomatically
- a knowledge of vocabulary
- a knowledge of grammatical structures
- the ability to analyse language
- an awareness of the linguistic connections between Latin and English
- precision of thought and expression
- a knowledge of Roman history, culture and society
- the capacity to reflect on that history and society in relation to their own time

The Cambridge Latin course is ideally suited to these aims. The resources of the course book are supplemented by a wide range of materials aimed at developing students' knowledge and understanding of the language and culture. Students who enrol at SCEGGS in Year 9 or 10 should ensure that they have completed the equivalent of the work from the Cambridge Latin Course which has been covered. At the end of Year 8, students have covered all units from Book I (Stages 1-12). In Year 9, students complete Book II (Stages 13-20) and some of Book IIIA (Stages 21-23). In Year 10, they complete the remainder of Books IIIA and IIIB. The programme for every stage can be given to new students, upon request, to assist in their preparation for the course at SCEGGS.

The teacher:

- presents the language through written texts which are based on the language and culture of the Romans of the first Century BC
- provides learning activities which allow students to take risks with the language and to develop their ability to work with care and precision
- fosters a stimulating and positive classroom environment where students are encouraged to support each other in their language learning, to take responsibility for their own learning and to challenge and extend themselves at all times

The Year 9-10 course caters for the needs of students wishing to acquire a basic understanding of some aspects of the language and culture of the Romans, as well as provides a solid foundation for students wishing to continue their study of the language in the senior school. A high level of achievement is attainable by students who work as advised by their teacher and who take advantage of opportunities offered for enhancement of their language skills.

MUSIC

The Years 9 and 10 Elective Music courses build on knowledge, skills and understandings learnt in the Elective Music course in Year 8, as well as the ensemble program.

The music program at SCEGGS's consists of three broad areas:

1. classroom music
2. instrumental lessons
3. co-curricular ensembles.

Students will develop knowledge, understanding and skills of the concepts of music through performing, composing and listening. An integrated approach to music learning is based on Kodaly & Orff-Schulwerk pedagogies. Students learn **about** music, by being involved **with** music making (performing, composing and listening). This includes:

- Performing on your own instrument individually and in groups
- Composing with a Composer-in-Residence to create scores using software such as Sibelius and GarageBand
- Developing an understanding of score and aural analysis through the study of a wide variety styles and genres
- Attend concerts & shows

The topics explained:

Popular Music

From the Beatles to the present day, you will perform, study and arrange popular music works.

- Arrange a pop song and perform it with your friends

Classical Music

Place yourself in 18th Century Vienna, analysing the works of the time and examining how it reflected the social and cultural contexts of the time.

- Sing & play music of the time
- Create your own theme & variations on a folk song in the style of a young Mozart

Film Music

Study how music enhances storytelling in film music from across the history of film.

- Create your own soundtrack for a scene of your choice, utilising our music technology lab

Music of the 19th Century

Step into the world of legendary composers like Beethoven, Schubert, Chopin & Grieg.

- Sing & play music of the time
- Uncover the stories and techniques behind timeless masterpieces

Jazz

Take the stage with confidence!

- Form a small ensemble with classmates and create an arrangement of a Jazz standard

Australian Music

Be inspired by the natural world and compose your own piece based on an Australian native bird. You'll write for 2–3 instruments and bring your ideas to life with guidance from a practising composer.

- Develop a distinctive musical idea (*a motif*) and build it into a full composition
- Keep a digital composition journal to track your ideas, influences, and progress
- Submit a complete score and audio recording of your work

Depth Study - *Finish with Freedom and Flair*

You choose what to focus on for your final unit — showcasing your personal musical style and strengths. You might like to perform a piece; write an original song or composition; or research your favourite singer or composer.

Particular course recommendations:

Students are encouraged to undertake private tuition on their instrument or voice. Students should be a member of one or more ensembles to assist in their development as musicians.

VISUAL ARTS

Visual Arts may be studied in Year 9 or Year 10, or both years.

Each semester is self-contained and based, in its widest sense, on one of four areas. These are:

YEAR 9

- **Semester 1 - "The World in 3 Dimensions"**
Practical work will be based on sculpture. Students study architecture and sculpture.
- **Semester 2 - "The Language of Painting"**
Practical work will be based on painting. Students study painting.

YEAR 10

- **Semester 1 - "Agents of Change in 20th Century Art"**
Work will be based on Modernist art practices and the move towards abstraction.
- **Semester 2 - "Agitators, provocateurs and the avant-garde"**
Work will be based on political art and Postmodern art practices.

The content of each semester, described above, is a guide and not prescriptive. This allows for creative interpretation by the teacher, adaptation to current exhibitions and events and the differentiated needs of the students and their class dynamic.

What students' study and what they make will be closely linked. The practical application of theory strengthens learning and leads students to informed and innovative ways of approaching their own work using increasingly complex ideas and technical skills.

Students will study art both critically and historically. An historical study places artwork in a specific time frame and cultural context and students examine how world events, politics, and cultural change informs art practice. With critical study students will develop their analysis and interpretation of artworks and write in an increasingly informed and articulate manner linking artwork to its cultural context. Students will approach all aspects of their studies through the **Viewpoints** - Cultural, Structural, Subjective and Contemporary, and the **Artworld Concepts** – world, artwork, artist, audience.

Students will keep a Visual Arts Process Diary (VAPD) in which they will include their theory notes, plans for artwork and self-evaluation on their progress and outcomes in their artwork. Students will be encouraged to analyse their own work and their approaches to learning, recording their successes and challenges, and learning how to gain leverage from feedback and make informed progress.

Assessment

An Assessment Calendar is published online at the beginning of the year. Assignments are published four weeks before the due date also online and students have Library lessons to develop time management, research, analytical skills and formal essay writing. Feedback is given formally on all written assignment work and assignment practical work and is used to help students identify strengths and areas to work towards improving. Feedback in class is ongoing, informal and collaborative, designed to extend students' skills, encourage reflection on their individual strengths, identify areas for growth and to support their understanding and interpretation of assessment criteria.

YEAR 10

Semester 1: Agents of Change in 20th Century Art

Subject: Modernism and the impact of 20th century culture on artmaking.

Rationale: Through an investigation of the way Modernism led to abstraction students are encouraged to explore the structural qualities and concepts behind an artwork and to make works based on their studies and their own ideas.

Students will study Modernist art movements and their role in the history of the Visual Arts, from Impressionism, Post-Impressionism, Cubism, Futurism, Surrealism, Fauvism, to Abstract Expressionism and Pop Art.

Students will make artworks based on the variety of art forms that they study. To support their studies students will visit the Art Gallery of NSW and Museum of Contemporary Art as well as commercial galleries where pertinent.

Assessment is based on 60% practical work and 40% art criticism and art history which is made up of one assignment in Term 1 and one examination in Term 2.

Semester 2: Agitators, Provocateurs, and the Avant-Garde

Subject: Political and Postmodern Art Forms

Rationale: This program aims to encourage an understanding of the purposes and application of the Visual Arts to politics, gender, race, social issues and how artists use these themes to provoke and/or challenge an audience.

The students will be encouraged to develop creative thinking, flexibility, collaboration, problem solving and initiative in the solution of set problems.

Students will study a wide range of art forms from political posters and photography to film and video, as well as art movements that use these art forms such as Dada, Pop Art, Post Modernism and Contemporary Art.

Students will make artworks based on the art forms that they study.

To support their studies, students will visit contemporary art shows such as the Biennale shows at the Art Gallery of New South Wales, Museum of Contemporary Art and the National Art School.

Assessment is based on 60% practical work and 40% art criticism and art history which is made up of one assignment in Term 3 and one examination in Term 4.

The Assessment schedule is published online at the beginning of the year. Assignments are published one month before the due date online also.

