



**ALL SAINTS'
COLLEGE**
Maitland

**Year 10
Curriculum Handbook**



Dear Parents and Students in Year 10,

This booklet contains general information relating to all courses, details regarding assessment in each subject and a sample of forms to be completed if Assessment Tasks are late or students are absent for an Assessment Task. If you have any questions about assessment procedures throughout the year, please ask your subject teacher, the relevant Leader of Learning for the subject or the Assistant Principal – Learning.

The Leaders of Learning or Assistant Leader of Learning for each subject area are:

KLA	Leader of Learning	Assistant Leader of Learning
Religious Studies	Mrs Scott	Ms Pantaleo
Creative Arts	Mrs Frize	Mrs Gibson
English	Ms Nowalinski	Miss Hartcher
Mathematics	Mrs Wright	Mr McDonald
Science	Mrs Rainima	Mrs Berman / Ms Tully
HSIE	Mr Hopson	Miss Payne (Mrs Buffier acting)
PDHPE	Mr Whereat	Mrs Stock
TAS	Mr Koen	Mr Rolfe
Diverse Learning	Mr Whiting	

Mrs Abela can assist with Learning Technology.

The purpose of providing you with this booklet is to assist you in preparing for each of your assessment tasks to the best of your ability.

Assessment tasks will be available to students via Compass Class NewsFeed and the Assessment Calendar and Assessment Schedules will be placed on the Student SharePoint.

Students undertaking a Year 11 class as an accelerated subject must familiarise themselves with the Stage 6 Assessment Policy as senior policies and protocols will be applicable to these subjects. This can be found on the College website and via the Student SharePoint.

Yours sincerely,

Sharon Hibbert

Assistant Principal - Learning



Vision Statement

Together, we serve as faith-filled learners, seeking an authentic connection with Christ.

Mission Statement

At All Saints' College we:

Connect with

- the heritage of our First Nations Peoples and the Catholic traditions of All Saints' College
- our community to create a sense of belonging and inclusivity at the heart of Maitland
- the diversity of the world we live in by exploring possibilities

Seek to

- demonstrate integrity through words and actions
- create a more just and hope-filled world
- recognise and celebrate the achievements of all

Learn through

- pursuing opportunities for excellence
- developing skills as reflective and agile learners
- cultivating resilience by embracing challenge

Serve by

- being active stewards of creation
- acting with compassion and respect
- engaging in the prayer-life of the College



Glossary of Terms

Using the Glossary will help students understand what is expected in response to assessment tasks

Account	Account for: state reasons for, report on. Give an account of, narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use in a different, new or unfamiliar situation
Appreciate	Make a judgement about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Use interpretation and reasoning to assess a range of evidence and make judgements based on detailed analysis Add a degree or level of accuracy, knowledge and understanding, logic, questioning, reflection and quality to evaluate
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Record of School Achievement (RoSA) Requirements

Requirements for the Award of the RoSA

The Record of School Achievement (RoSA) is the credential for all students which recognises school achievement for students who leave school before receiving the Higher School Certificate (HSC). The RoSA grades will be determined by teachers, using established guidelines and processes to ensure consistency of judgement, at the end of Year 10.

Satisfactory course completion requirements

For the satisfactory completion of a course, it is the student's responsibility to:

- Follow the course developed or endorsed by NSW Education Standards Authority (NESA);
- apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, among other things, by your attendance and level of involvement in class, the assignments, homework, and other tasks completed and your level of achievement.

If the Principal determines that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course.

If you are deemed not to have completed a course, you will receive an 'N' determination. The course will be listed as 'Not Completed' on your Record of School Achievement (RoSA).

You have the right to appeal against an 'N' determination. The appropriate form can be obtained from the Assistant Principal - Learning. Appeals against 'N' determinations should be lodged with the Principal, who will advise you of the date by which your appeal must be submitted. If you are dissatisfied with the result of the school review of your appeal, you should advise the Principal that you wish the appeal to be referred to the NSW Education Standards Authority (NESA).

General Information

Students are required to both understand and comply with the School Assessment Policy, as detailed in the following pages.

Consistent effort throughout the year will be necessary to obtain the highest possible grades. Teachers will make every effort to ensure that students reach their full potential and the support of parents would be sought to ensure that effective homework/study patterns are being followed.

The Grading System

Students will receive a grade from A to E in all courses. Each student will receive a grade based on his/her achievement in the school's assessment program and the performance descriptors provided by the NSW Education Authority Standards.

Teachers determine each student's level of achievement at the end of Year 10, relative to a set of General Performance Descriptors, provided by the NSW Education Standards Authority. Teachers will evaluate the student's achievement and use the performance descriptor which best matches that achievement, to allocate the grade.

Notes:

- There is no predetermined percentage of students who will receive particular grades.
- The grades are based on evidence of student achievement, related to knowledge and skills, not attitudes, values and interest.

To avoid a conflict of interest or a perceived conflict of interest when allocating grades, the College will make every effort to:

- avoid a teacher who is a parent/carer or close relative, from taking their child's class.
- avoid having that teacher, who is a parent/carer or close relative, teaching on that cohort.

Where this is not possible, the College will make arrangements to ensure tasks from the student (who is a child of the teacher/carer or close relative) are double marked by a different teacher to ensure equity and fairness to all students.

General performance descriptors

The general performance descriptors describe performance at each of five grade levels.

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 a basic 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.
N	<i>Where "N" appears in place of an A to E grade this indicates the student has failed to meet one or more of the above requirements.</i>

'N –DETERMINATIONS'

The NSW Educational Standards Authority (NESA) has delegated to Principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by the Board. The Principal therefore will determine if there is sufficient evidence that each student has applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

While NESA does not stipulate attendance requirements, the Principal may determine that, as a result of absence, the course completion criteria may not be met. Absences will be regarded seriously by the Principal who will give students early warning of the consequences of such absences.

Where a student fails to complete an assessment task without satisfactory explanation a mark of zero will be given to the task after 5 days. In such a situation, students and parents will be notified in writing by the subject teacher via an N determination letter.

Students will be given TWO formal warning letters per task so they have ample opportunity to redeem the task against the course requirements. A minimum of 15 calendar days will exist between warning letters. However, students may receive further warning letters for the same subjects for other tasks not completed satisfactorily. All warning letters will be recorded on a register at school and information as to whether the task was redeemed or not will be included. At the end of the course, the Assistant Principal - Learning and the Leader of Curriculum and Assessment will examine the register and make recommendations to the Principal regarding course completion. Should a student receive an N determination for a subject, students have the right to appeal within 4 days of the N determination being officially advised.

Assessment Procedures

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment for learning, *assessment as learning* and *assessment of learning* are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.

Assessment for learning (sometimes referred to as *formative assessment*) involves teachers using evidence about student's knowledge, understanding and skills to inform their teaching. *Assessment as learning* occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning. *Assessment of learning* (sometimes referred to as *summative assessment*) assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Advice on Assessment, NSW Education Standards Authority.

Evidence of achievement is based on assessment as learning, assessment for learning during the teaching and learning cycle and/or assessment of learning activities. Ongoing assessment may take the form of observations, questioning, class based tasks and work samples. Planned assessment is a formal task given across the course specifically designed to assess achievement at a particular point in time.

At key times throughout the year teachers use their professional judgement from evidence collected during *assessment for learning*, *assessment as learning* and *assessment of learning* to inform parents and students of their progress.

Compass Calendar

All Assessment Tasks will appear in Compass in the calendar icon. The assessment will appear on the due date in the calendar. School events particular to your year group will also appear in the Compass calendar.

Notification of Assessment

Notification of an Assessment Task will be given out as early as possible (at least two weeks prior to the task). The notification will be placed on the Compass Class Newsfeed for each subject. The Curriculum Handbooks are also placed on MNConnect>Student Documents and the College website.

Variation from Published Assessment Program

Should it become necessary to change the date of a planned Assessment Task, the Leader of Learning will publish the amended date to Compass Class NewsFeed and it will be changed on the Compass Year 10 Assessment Calendar.

Submission of Planned Assessment Tasks

Hand-in tasks are to be submitted on the due date. Hand-in tasks are to be handed personally to the class teacher who will keep a record that the task has been submitted. ***It is each student's responsibility to submit an assessment task on time.***

If an assessment task requires a personal presentation, e.g. performance, speech, seminar etc., the whole task is considered due on the *first day of presentations at the specified time (if stated)*.

Digital/electronic submission is the responsibility of the student to ensure they submit by the

due date and time (if specified). They are strongly advised to keep a copy of their work and not to leave their submission to the last minute in case of a technical issue.

Tasks are to be submitted electronically by 9am on the due date. If students have issues submitting, they should contact their class teacher before the due time and date if feasible.

Non-Submission of a Task

Students who do not attend or submit a task on the date specified will see a percentage reduction in marks culminating in a zero mark awarded after the task is more than 5 days late. When this happens the student may appeal this outcome by collecting an Illness/Misadventure form from Student Services.

A penalty of 20% of the available total mark will be calculated for each day a task is overdue, i.e. Day 1 - 20%, Day 2 - 40%, Day 3 - 60%, Day 4 - 80%, Day 5 - 100% (Please note: Each day of the weekend will be included in the calculation of 'days late for submission').

- E.g.: If I receive 18/20 for a task that I handed in 1 day late I will only to be eligible to receive 14/20 (loss of 4 marks – 20%)
 - 2 days late – 10/20 (loss of 8 marks – 40%)
 - 3 days late – 6/20 (loss of 12 marks – 60%)
 - 4 days late – 2/20 (loss of 16 marks – 80%)
 - 5 days late – 0/20 (loss of all marks – 100%)

At All Saints' College, we aim to create a Culture of Learning for all students and are committed to working with each student to ensure their best educational outcomes are achieved.

An Illness/Misadventure Form accompanied by independent supportive evidence that explains that the reason for not completing, attempting or submitting the task on time was beyond the student's control. This must be done as soon as possible after the task submission date.

Illness/Misadventure Forms not submitted within seven calendar days will not be accepted, unless extenuating circumstances are proven.

This is then considered by the relevant Leader of Learning for recommendation and passed to the Assistant Principal – Learning or Delegate for a final decision.

Illness/Misadventure Appeals must relate to illness or misadventure suffered immediately before or during the task(s) that has affected the student's performance. Appeals may be in respect of:

- Illness – that is illness or physical injuries, suffered directly by the student which affects the student's performance in the task(s) (eg. Influenza, an asthma attack, personal injury) which can be supported by a Doctor's Certificate.
- Misadventure – that is, any other event beyond the student's control which affects the student's performance in the task(s) eg death of a friend or family member, accident

In all cases, the school requires independent evidence that clearly identifies the disadvantage experienced while the student was attempting the task.

The Leader of Learning will recommend one of the following:

- the task is to be submitted and accepted with no penalty

- an alternative task is to be administered by the course teacher on a specified date; this may be
 - an extension of time with no penalty be granted by the Leader of Learning to a specified date
 - an estimated mark based on an alternate task be authorised by the Assistant Principal – Learning at the end of the course
 - a zero mark be recorded for this task by the relevant KLA Leader of Learning.

Illness or Misadventure on the day of a task

Parents/Caregivers are required to notify the College if the student is unable to complete/submit a task in the morning, stating the students name, year level and subject.

On the first day back at school, students must:

- Collect and complete out an *Application for Illness/Misadventure/Extension* form from Student Services (or download one from the school portal)
- Attach any evidence, which may be a letter of explanation or a medical certificate, to the form.
- Hand the form and letter from home to Student Services **within 3 days of the return to school.**

Following the submission of the *Application for Illness/Misadventure/Extension* form either of the following will take place:

- It is approved - normal marking and reporting procedures will take place. If the Application is declined, contact will be made with the parents/caregivers by the Leader of Learning.
- If the task remains incomplete/not submitted after 5 days AND an *Application for Illness/Misadventure/Extension* form is **NOT** submitted OR there is no supporting evidence, it is assumed that there is not a legitimate reason for the task not being submitted/completed with the cohort, the student may need to complete this task during the breaks under teacher supervision. In this instance a penalty of 100% will be imposed (see *Penalties for Late Submission* below) and contact will be made by the Leader of Learning to the parents outlining the task that was not submitted/completed and informing the parents that an *Application for Illness/Misadventure/Extension* form was not provided. This may also be reflected by a comment on the Semester Report.

If a student is on a school-based activity/excursion when a hand in assessment task is due to be submitted, **they are still required to submit the task on or prior to the due date.** If a student is on a school-based activity/excursion when an in-class assessment task is completed, they are required to complete the task either prior to going or on the next available day at the discretion of the Leader of Learning.

In the event of a student being **absent from school for a semester exam** during the exam block, the student is to report to the relevant Leader of Learning on the first day back at school where arrangements will be made for the completion of the exam paper. If a student misses an exam, it is expected that he/she will complete this task or a substitute task at the first available time slot. ***On the first day back at school, the student must complete an Application for Illness/Misadventure/Extension form and submit it to Student Services.***

If a student is on a school-based activity/excursion when a hand in assessment task is due to be submitted, **they are still required to submit the task on or prior to the due date.** If a student is on a school-based activity/excursion when an in-class assessment task is completed they are required to complete the task prior to the activity excursion if possible, or on the next available day, at the discretion of the Leader of Learning.

STEPS THAT MUST BE FOLLOWED WHEN RETURNING TO SCHOOL AFTER MISSING AN ASSESSMENT TASK

On the FIRST day back at school...



Bring in evidence to support your claim for Illness/Misadventure from home. This may be a signed a signed letter of explanation from home and/or a medical certificate.



**Get an *Application for Illness/Misadventure* from Student Services.
Complete this and return this with your evidence to Student Services.**



Check Compass to see when your task will be completed (see your Leader of Learning to confirm this and check Compass).



Ensure you attend to complete the task and return the task to the librarian.

Application for Extension of Time

If a student has grounds for an extension of time that they need submit or complete an assessment task, they need to apply for this at least 3 days before the due date. They need to collect an *Application for Illness/Misadventure/Extension* form from Student Services. They will need to apply to their class teacher and the extension must be approved by the relevant KLA Leader of Learning.

Unacceptable Behaviour

If students are continually misbehaving or disturbing others or found to be cheating in a class test or formal examination, in consultation with the Leader of Learning & Assistant Principal – Learning, they will be awarded a ZERO mark and parents will be notified. Plagiarism is also considered malpractice and will result in a penalty of some or all marks depending on the extent of the plagiarism.

Appeals against a School Result

If a student wishes to appeal against the result of an Assessment Task, within 3 school days of receiving the result, the student needs to:

- Discuss the result with their classroom teacher and if no agreement can be reached,
- The student may submit a written appeal together with evidence to the relevant Leader of Learning.
- The Leader of Learning may arrange for the task to be reviewed by another teacher by double marking the task.
- The Leader of Learning will discuss the result with the student.
- If the student remains dissatisfied with the review, the student should advise the Assistant Principal – Learning who may organise a meeting of the student, Leader of Learning and Assistant Principal – Learning.
- The Assistant Principal – Learning will ensure the appeals process has been followed fairly and inform the student of the final outcome.

Exceptional Circumstances

In exceptional and unforeseen circumstances, the school may require the student to do alternative tasks for missed assessments. These will form the basis of an estimate and will, where possible, reflect the nature of the missed task type and cover the same outcomes. This is covered under the Principal's delegated authority.

Plagiarism & Malpractice

It is not acceptable to cheat in an Assessment task and it is not acceptable to know that cheating occurs and do nothing about it. All students have completed the 'All My Own Work' Program and have registered to indicate their understanding and acceptance of its contents.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. Engaging in malpractice will result in loss of marks and heavy penalties (normally a zero mark and disciplinary action). Malpractice includes, but is not limited to:

- taking time off school prior to a task's due date
- copying someone else's work in part or in whole, and presenting it as their own (that is, plagiarism)
- using material (printed or otherwise) without reference to the source (also plagiarism)
- building on the ideas of another person without acknowledgement
- using AI (artificial intelligence) platforms to complete part/all of the work
- buying, stealing or borrowing any portion of another's work and presenting it as their own
- submitting work to which another person e.g. parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules (that is, cheating in exams)
- using non-approved aides during assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice, for example lending your work to another
- having any notation written on the body, clothing or any object brought into an assessment room, communicating with any person other than a supervisor during a task, e.g. speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.

Cheating during written tasks will usually result in the cancellation of the paper in whole or part and a zero-mark awarded for the paper or part. Proven dishonesty in relation to other assessment tasks will result in a zero mark.

Plagiarism is a form of proven dishonesty. Plagiarism from the Internet, other educational computer programs or any other information source is not acceptable. When using such sources always reference them in the Bibliography and acknowledge direct quotes using appropriate referencing procedures. Plagiarism will result in zero marks for part or whole of the Assessment task. Teachers will bring cases of suspected plagiarism to the attention of the Leader of Learning for determination of penalties.

It is recommended you develop your literacy skills and write answers using your own language/style. If there are any doubts about plagiarism, students are advised to consult with the class teacher.

Equipment taken into the venue for an Assessment Task must be allowed in that subject and it may be checked by the supervising teacher.

Students must not use a mobile phone or be in possession of unauthorised notes or electronic devices such as earphones or AirPods, or a programmable watch (smart watch), during a task or access any other source of information unless instruction or permission is specifically given by the teacher. Zero marks will be awarded for a breach of this requirement.

Malpractice in assessment tasks may incur an N Determination letter being issued.

Teacher discretion will be used in cases of malpractice; however, a guideline how both similarity, plagiarism and the use of artificial intelligence will be treated is as follows:

- 0-24% - is generally an acceptable amount, although correct referencing should be maintained.
- 25-49% - content will be excluded from the marking process; a penalty letter will be issued
- 50-100% - this is considered a non-serious attempt and a result of zero will be recorded. A N warning will be issued and the student will need to resubmit. Year 12 students will be placed on the malpractice register with NESAs.

To avoid issues, students are advised to ensure the principles of All My Own Work are followed, keep drafts of their work, ensure they have correctly referenced their work. Where possible, students should also submit work drafts to Turnitin before the due date.

Consequences:

Any work NOT referenced/acknowledged will be disregarded in the marking of the task.

If more than 50% of the work is deemed not original, then the student may be required to resubmit the task and a N warning letter may be issued. Repeat occurrences may lead to further consequences.

A result of ZERO may be awarded for a significant breach of assessment protocols and policies.

Referencing

What is referencing?

Referencing allows you to acknowledge the work of others you use when completing an assignment. You need to cite your information sources when you directly quote the words or ideas of someone else. This is known as an **in-text citation**. If you include in-text citations in your assignment you need to include a **reference** list at the end of your assignment. A **bibliography** is another form of referencing. It is a list of not only the sources cited in your assignment but also any other material you may have read or viewed when completing your research task.

How do I reference?

When you reference it is important to follow a particular referencing style or method so that your teacher can easily interpret where you found your information. At All Saints College, students use the *American Psychological Association (APA)* method. This method has guidelines for all types of information formats, including books, websites, maps, encyclopedias, teacher's notes, etc. For example, see below the APA method for referencing a single-author book:

Quoting in the body of your work:

Format: **(Author's Last Name, Year of publication, Page number)**
Australia is in "the top three nations for critically endangered animals"
(Pearson, 2021, p.34).

Bibliographies are written in alphabetical order according to the author's last name:

Format: **Author's Last Name, Initials. (Year of publication). Title of work. Publisher.**
Pearson, E. (2021). *Saving Australia's Endangered Animals*.
Oxford Press.

Using a referencing generator to create your bibliography.

All students have **free access** to the **SLASA** referencing generator via the Junior Campus Library homepage: **(Compass/★ Favourites/Library)**:

<https://mncatholic.softlinkhosting.com.au/oliver/home/news>



For any assistance with this referencing generator, please see Library staff members.

Online Referencing Generator

APA Referencing: Author-date system as outlined in the American Psychological Association *Publication Manual*, 7th ed.



Home Junior Middle School Senior All Saints College - Maitland (St Mary's Campus)

Junior Level

- Basic selection of sources.
- Reference list examples.
- Guide on how to create a reference list.
- Example of a reference list.

Let's begin

Middle School Level

- Wide range of source examples.
- Rollover function describing elements of a reference.
- Reference list examples.
- Guide for setting out a reference list.
- Sample reference list.
- Reference list compared to a bibliography.

Let's begin

Senior Level

- Comprehensive range of sources.
- Rollover function describing elements of a reference.
- In-text citation examples.
- Notes for tricky citations.
- Reference list examples.
- Guide for setting out a reference list.
- Difference between a bibliography and a reference list.

Let's begin

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The **Middle School Level** is recommended for Year 7 students, but you can access the **Senior Level** to find the appropriate forms for your information sources. For example, the form for referencing teachers' notes is found at the **Senior Level**.

Additional information if you wish to add it:

To create references, simply select the appropriate information source format from the lists provided and fill in the given form with the details of your source. Click on the *Create* button, then *select*, *copy*, and *paste* the reference into your bibliography.

Book with one author

Reference list example

Shuckburg, E. (2014). *Polar scientist*. Raintree.

Fill in the following fields. Use the examples given as a guide.

Author's last name

Author's initials

Year of publication

Title

Publisher

Create Reference

The referencing generator icon is



Learning Organiser

Set aside time each night, Monday to Friday, for the following tasks. It will help if you make it the same time every day. During this time, you will only do school tasks so make sure that it fits in with everything else in your life. Complete the following tasks in order.

Check your notes and work from today

- Read what you have written
- Paste in any sheets
- Complete any unfinished questions or activities
- Underline the headings
- Put an * next to anything that do not understand (10 - 15 minutes in total)

Homework

- Complete tasks set by your teacher for that night. Do it in the order it was given eg. Period 1 work before Period 5.
- Take time to work as accurately as possible.
- Attempt all questions. This means you will have something to discuss with your teachers about those questions you have difficulty with.

Assignments

- Keep your diary up to date or your Assessment Calendar.
- Divide your assignments into workable “chunks”. Your teachers will show you how to do it when the assignment is given.
- Be realistic about how much you can do at any one time.

Revision

- Read through all the notes and exercises for the Unit of Work that you are currently studying
- Write out formulas, key words and definitions
- Copy important diagrams
- Try doing some questions and activities a second time, especially those that you got wrong or had difficulty with.

Reading

- Children should make a habit of reading both fiction and non-fiction books to develop their general literacy skills. This helps them across all subjects to access the curriculum.

Religious Studies

Overview

Our Religious Studies classrooms provide a holistic approach that honours all learners irrespective of faith stance or religious identity, while creating a space which is shaped by a Catholic understanding. We aim to develop student knowledge and understanding of Christianity in the light of Jesus and the Gospel, and its unfolding story and diversity within contemporary Australian and global society.

Religious Studies expands students' spiritual awareness and religious identity, fostering their capacities and skills of discerning, interpreting, thinking critically, seeking truth and making meaning. It challenges and inspires their service to others and engagement in the Church and the world.

Sequence of Modules

- God & the Search for Human Meaning
- Finding God in Human Experience
- Growing in Loving Relationships
- The Spiritual Life

Planned Assessment

In Religious Studies we endeavour to further develop the knowledge and skills of the students in achieving the various outcomes through the integration of the four areas of Faith, Story, Witness and Wisdom in each module and by using summative and formative assessment. In addition, the common tasks are varied to provide plenty of scope for success in the learning situation and prepare students for the learning continuum of Stage 6 at All Saints' College.

Grades in Religious Studies will be awarded using the Diocesan Common Grade Scale as assessed by teachers through student performance in all aspects of **class work** and **assessment tasks**, utilizing both formal and informal tasks designed to provide opportunities for students to demonstrate their learning.

All students will participate in the mandatory **Year 10 Diocesan Religious Literacy Task in Term 3** based on the first three modules of study in Year 10.

Supplementary Information

In addition to the teaching and learning in the Religious Studies classroom: **exercise book**, **student's device** and **OneNote Religious Studies Folder** are crucial in the organisation of student work and the need to create **a sense of stillness and reflection** through a variety of activities.

The modules studied in Year 10 are important in providing background and prior learning for either the **Studies in Catholic Thought (non-ATAR)** courses or the **Studies of Religion (1 and 2 Unit ATAR)** courses which are both offered at All Saints College. It would be prudent for students to save their Year 10 Religious Studies One Note and Exercise book as a resource for Stage 6 work.

Commerce

Overview

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way.

In Stage 5, students who elect this course are required to complete 200 hours in the Human Society and Its Environment (HSIE) Key Learning Area (KLA). In Year 10, students at All Saint's College complete 100 hours.

Sequence of Units/Skills/Topics

In Year 10 students will cover the following units of work:

- Law, Society and Political Involvement
- Law in Action
- The Economic and Business Environment
- Investing
- Running a Business

Planned Assessment

Throughout the study of this course, students are required to complete a number of formative and summative assessment tasks. These tasks are completed by all students studying Commerce in Year 10 and provide opportunities for students to further demonstrate their level of achievement.

Supplementary Information

Please note that as a part of the Commerce course students may complete fieldwork activities in the local Maitland area within walking distance from the junior campus. During the year, Year 10 Commerce students will also be visiting NSW Parliament as part of the Law, Society and Political Involvement topic.

Drama

Overview

Drama encourages a co-operative approach to exploring the world through enactment. The collaborative nature of this art form engages students in a creative process of sharing, developing and expressing emotions and ideas. It is a form of action in which students take on a role as a means of exploring both familiar and unfamiliar aspects of their world. They portray aspects of human experience while exploring the ways people react and respond to different situations, issues and ideas.

Students will develop knowledge, understanding and skills, individually and collaboratively, through making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment, performing devised and scripted drama. Students will be using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience, and appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.

Sequence of Units/skills/Topics

- TheatreSports
- Monologue - Realism
- Playbuilding – community theatre
- Scripted Drama

Planned Assessment

T a s k	Description	Date
1	TheatreSports improvisation and logbook	Term 1
2	Individual performance	Term 2
3	Group Playbuilding Performance and time capsule	Term 3
4	Film or Scripted Performance TBC	Term 4

Supplementary Information

Students will be expected to perform and participate in school performances, for example the school opening night and information evenings. Students will be expected to attend and participate in an excursion to Sydney and TheatreSports competition.

Each student is required to wear the school sport uniform to class. Hair is to be tied back.

It is encouraged that all students are part of running the Drama club and help provide positive experiences for students in Years 7 and 8. It is expected that each student keeps a drama logbook and makes weekly entries as part of ongoing homework and assessment.

English

Overview

Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In English K–10, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected.

Students engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections. By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics.

Students develop foundational literacy skills in the early years and progressively build on these skills. This enables them to learn about and control language in a range of increasingly sophisticated contexts.

Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

Sequence of Units/Skills/Topics

Unit	Focus Areas
Fake News: Documentary Film + a range of digital and non-fiction texts	Reading, viewing and listening to texts; Understanding and responding to texts A; Understanding and responding to texts B; Expressing ideas and composing texts A
Close Study: <i>Macbeth</i> by William Shakespeare	Reading, viewing and listening to texts; Understanding and responding to texts A; Understanding and responding to texts B; Understanding and responding to texts C; Expressing ideas and composing texts A; Expressing ideas and composing texts B
Poetry Study: Metaphysics to Romantics or The Power of Poetry	Reading, viewing and listening to texts; Understanding and responding to texts A; Understanding and responding to texts B; Understanding and responding to texts C; Expressing ideas and composing texts A
Page to Screen: Extended prose + Film	Reading, viewing and listening to texts; Understanding and responding to texts A; Understanding and responding to texts B; Understanding and responding to texts C; Expressing ideas and composing texts A; Expressing ideas and composing texts B

Supplementary Information

In Stage 5 there is one English course. All students are assessed on the same outcomes and can progress to any course in Stage 6. Classes are ungraded except one class in each block which will provide extra challenge for students who consistently achieve the outcomes at a high level and one class for students who have shown a need for extra support in English.

Public Speaking and **Debating** are offered as an optional activity. ASC St. Peter's competes successfully in a number of external competitions.

Food Technology

Overview

The aim of the Food Technology syllabus is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status, and the quality of life. Students will develop confidence and proficiency in their practical interactions with, and decisions regarding food.

Sequence of Units/Skills/Topics

- Unit 1: Food in Australia
- Unit 2: Food Trends
- Unit 3: Food Service and Catering

Supplementary Information

A component of this course will include weekly practical assessment where students' skills are demonstrated during class time. Marks will be awarded according to a rubric given to the students at the beginning of each semester. Accumulated marks will be awarded and recorded on reports.

Students must have Personal Protective Equipment (PPE) for every practical lesson. Not having an apron, leather shoes or proper hair restraint will exclude them from practical lessons, impacting their learning.

HSIE

Geography Overview:

Geography is the study of people, cultures, societies and environments in different places and at different times. It is a rich and complex discipline that integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students develop knowledge and understanding about diverse societies, local and global environments and events, and relationships between these environments and society.

Year 10 students will complete an intensive block of Geography study in Semester 2.

Sequence of Units/Skills/Topics

In Year 10 students will cover the following units of work:

- Environmental Change and Management
- Human Wellbeing

Planned Assessment

Throughout the study of this course, students are required to complete several formative and summative assessment tasks. These tasks are completed by all students in Year 10 and provide opportunities for students to demonstrate their level of achievement

Supplementary Information

The NSW Education Standards Authority (NESA) states that “fieldwork is an essential part of the study of Geography” and “students will undertake at least one significant Fieldwork Task in Stage 5”. Students in Year 10 Geography will be involved in a number of fieldwork activities within the grounds of the junior campus as well as sites within walking distance of the junior campus. All students will be expected to attend the fieldwork excursion as part of the first topic in Geography. Details of the arrangements for the day will be sent home closer to the date of the fieldtrip.

History Overview:

History is a process of inquiry into questions of human affairs in their time and place. It explores the possibilities and limits of comparing past to present and present to past. It allows students to develop their critical thinking skills and to grasp the superiority of thinking and evaluation over an impulsive and uninformed rush to judgement and decision. It allows students to gain historical knowledge and skills, and to evaluate competing versions of the past within a rational framework of inquiry. Through an investigation of history, students learn about the differences in human experience, allowing them to compare their lives with those of people of other times, places and circumstances and, in turn, to learn to know themselves.

Year 10 students will complete an intensive block of History study in Semester 1.

Sequence of Units/Skills/Topics

In Year 10 students will cover the following units of work:

- The Modern World & Australia Overview

- Mandatory Study – Rights & Freedoms
- The Globalising World – Popular Culture
- School Developed Topic – Australia in the Vietnam War Era

Planned Assessment

Throughout the study of this course, students are required to complete a number of formative and summative assessment tasks. These tasks are completed by all students in Year 10 and provide opportunities for students to demonstrate their level of achievement.

Graphics Technology

Overview

Graphics is a universal language and an important tool for thinking and communicating. Graphics Technology enables students to practice logical thought and decision making while developing both manual and computer-based forms of image generation in a variety of contexts. The students will use 3D printers and Laser Cutter to produce items they have produced via computer aided drawing.

Sequence of Units/Skills/Topics

Option modules

Option modules allow students to develop knowledge, understanding and skills in specific graphics-related fields. These fields may be selected to provide experiences appropriate to individuals' abilities while catering for their special interests.

Option Modules include:

- Engineering Drawing
- Architectural Drawing
- Australian Architecture
- Computer-Aided Design (CAD)

Supplementary Information

A major component of this course will include students completing drawings on a weekly basis, as well as a set of Architectural drawing and associated model linked to Module 1.

Industrial Technology – Metal

Overview

The Metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries. Through practical projects and research topics using core modules, students will develop knowledge and skills in the safe use of materials, tools and techniques related to metal. In Year 10 students will do a 'skills project' initially while planning for their major 'free choice' project.

Sequence of Units / Projects

- Engineer's Vice
- Major Project
- End of course exam

Supplementary Information

Students must have Personal Protective Equipment (PPE) each lesson within the workshop. Not having correct (PPE) will exclude students from practical lessons.

Industrial Technology – Timber

Overview

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. Through practical projects and research topics using core modules, students will develop knowledge and skills in the safe use of materials, tools and techniques related to timber. In Year 10 students will do a 'skills project' initially while planning for their major 'free choice' project.

Sequence of Units/Skills/Topics

- Skills Project/ Dining Chair
- Major Project from a limited selection of project options

Supplementary Information

Students must have Personal Protective Equipment (PPE) each lesson within the workshop. Not having correct (PPE) will exclude students from practical lessons.

Information & Software Technology

Overview

The study of Information and Software Technology assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experiential and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions. Creative, critical and meta-cognitive thinking skills are developed through students' practical involvement in projects.

Through practical projects and research and integrating core modules, students will develop knowledge, skills and understanding of the role that information technology takes in modern society.

Sequence of Units/Skills/Topics

Units are based on the options however students will cover all the core content elements over the period of study. These include: Projects, Hardware, Software, Data Handling, Past, Current and Emerging Technologies, People and Issues

The Options which have been selected for Year 10 will be:

- Enterprise information systems: Analysing data (UI Application)
- Software Development: Creating Games and Simulations
- Enterprise information systems: Designing for user experience (VR)

Planned Assessment

Some option topics have an associated focus project that will be handed in at the end of the topic. A major part of the assessment of the project will be the associated documentation, which describes the development of their solution. The final assessment task will be an end of year exam.

Supplementary Information

Students should be able to complete all the necessary assessment work during allocated class time.

Industrial Technology - Engineering

Overview

Industrial Technology Engineering is fundamental to shaping the future of Australia. This subject provides enabling skills and knowledge that increasingly underpin many professions and trades and the skills of a technologically based workforce. The Engineering program utilises these knowledge sources in application to Skills, Technology, Engineering and Mechanics.

This course is aimed at those students who enjoy problem solving, creating, investigating and pursuing their own ideas and are perhaps considering a career in the Technological, Scientific or Engineering fields.

A major aim of the course is to stimulate interest in the STEM fields in the hope that the student continues to pursue subjects in the area in senior high and, hopefully, tertiary study.

Sequence of Units/Skills/Topics

- Structures
- Alternative Energy
- Control Systems
- CAD and 3D Printing
- Aerodynamics

Supplementary Information

Possible Excursions:

Defense Careers Expo

Plus, other Excursions and Competitions as required.

Mathematics

Overview

Year 10 follows the Stage 5 Mathematics syllabus and students work towards achieving outcomes from the 5.1, 5.2 and/or 5.3 pathways of the syllabus.

Classes 10Mat01 and 10Mat05 cover the 5.3 syllabus outcomes; 10Mat02, 10Mat03, 10Mat06, 10Mat07, 10Mat08 follow the 5.2 outcomes; and 10Mat04 and 10Mat09 follow the 5.1 outcomes.

Please note: the Year 10 Accelerated Mathematics students are following the Year 11 scope and sequence and assessment and reporting schedule.

Topics covered in 2023 are as below:

Measurement

Algebra and Indices

Linear and Non-Linear Relationships

Equations

Data

Geometry

Quadratics and Parabolas

Financial Mathematics

Trigonometry

Formative Tasks in Mathematics

Formative tasks after each topic in the style of DIRT (Directed, Improvement and Reflection Time) tasks, as well as other shorter check in tasks, are designed and carried out in Mathematics to support you in reflecting on your learning, identify gaps in your learning and re-teach necessary concepts *before* summative tasks are completed. It is important to put your best effort into these tasks and look at the results carefully. Keeping these tasks in your portfolio is also great for revision. Teachers will provide re-teach opportunities directly after the task.

Summative Tasks in Mathematics

Summative tasks are explained in detail on the task notification you receive two weeks before the task is due. These tasks contribute to the grade on semester reports and are completed *after* the formative tasks for the topics covered.

Please note that grades are moderated, as per NESA requirements, for the overall grade on semester reports. This grade reflects the difficulty level of the outcomes achieved in the pathways. For example, the 5.1 pathway outcomes are less challenging than the 5.2 and 5.3, so the grades are moderated accordingly. This is explained in further detail on reports.

How can I monitor my progress in Mathematics?

- Keeping your portfolio with 'I Can' statements, DIRT tasks, other formative and summative tasks help you reflect on your progress in Mathematics
- Take notice of the task feedback given by your teacher.
- Seek further feedback from your teacher when you are getting incorrect answers – make sure you understand *why* the answer is incorrect and *how* to do the correct working
- Watch the video feedback solutions for formal tasks and check answers from the textbook and other set work on your OneNote page

Where can I get support in Mathematics?

- Talk to your peers, teacher and other Mathematics teachers

- Email or speak with the Leader of Learning Mathematics
- Visit Maths Home Learning Support and get support from Mathematics teacher with homework, assessments or any Mathematics learning (second lunch break Tuesdays and Fridays – BU1)
 - Use your online subscription (CambridgeGO) to watch videos or do extra practice from your textbook or OneNote

How can I set myself up for success in Mathematics?

- Come to class prepared – every lesson you will need a pen, pencil, ruler, exercise book, charged device and calculator
- Complete unfinished class tasks at home and extra practice wherever possible.
- Seek support when concepts are difficult, ask for a challenge when tasks feel easy.
- Utilise supports – MHLS, teachers and online learning subscriptions
- Prepare for formative and summative tasks by making summary sheets and doing extra revision.

Music

Overview

“Children who study music excel in every other area, mathematical and language skills, and the like, develop faster and at a greater rate of comprehension.”

RICHARD GILL, SYDNEY MORNING HERALD 3 MAY 2005

The study of Music provides students with the opportunity to acquire the knowledge, understanding and skills necessary to active engagement and enjoyment in Performing, Composing and Listening, and to allow a range of music to have a continuing role in their lives.

Students will use Performing, Composing and Listening as a means of self-expression, interpretation, development of solo and/or ensemble techniques, creating music, problem solving and of extending aural awareness through discussion of musical concepts and communication of ideas about music in social, cultural and historical contexts. Students also develop their level of appreciation for a variety of different styles, periods and genres.

Sequence of Units/Skills/Topics

- Music of a Culture – African Music
- The Concepts of Music
- Digital Proficiency in Music (Music Technology)
- Australian Music of the 20th and 21st Century

Supplementary Information

There is an expectation that all Elective Music students should be active members of School Ensembles and School Performances.

Students will be expected to participate in excursions organised to broaden their musical experience and knowledge.

Students are also strongly encouraged to receive outside tuition on their chosen instrument/voice.

Physical Activity & Sports Studies-PASS

Overview

The Physical Activity and Sport Studies (PASS) syllabus represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyles. It includes a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games as well as individual and group physical fitness activities.

Sequence of Units/Skills/Topics

Theoretical Units

- Sports Coaching
- Technology, Participation and Performance
- Participating with Safety
- Event Management

Practical Units

- Coaching Lessons
- Ultimate Frisbee
- Fitness Classes
- Team Games
- Self Defence

Throughout the year, local sporting facilities are used to support the practical component of this course.

Note: Practical assessment is ongoing throughout each unit.

Throughout the study of this course, students are required to complete several formative and summative assessment tasks.

Supplementary Information

A school hat is a compulsory item of the sports uniform that should be worn during ALL practical lessons. At the beginning of each year all students are made aware of their responsibility to come fully prepared for practical lessons. They are also informed of the consequences if they fail to fulfill their commitment.

Personal Development, Health & Physical Education

Overview

Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practice ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts.

Sequence of Units/Skills/Topics

Personal Development and Health Units

- Road Safety
- Understanding Relationships
- Risky Business
- Nutrition

Physical Education Units

- Hybrid Games
- Softball
- Oz Tag
- Dance
- Class Challenges

Note: Practical assessment is also ongoing throughout each unit

Throughout the study of this course, students are required to complete several formative and summative assessment tasks. These tasks are completed by all students in Year 10 and provide opportunities for students to demonstrate their level of achievement

Supplementary Information

A school hat is a compulsory item of the sports uniform that should be worn during ALL practical lessons. At the beginning of each year all students are made aware of their responsibility to come fully prepared for practical lessons. They are also informed of the consequences if they fail to fulfill their commitment.

Photography and Digital Media

Overview

Photographic and Digital Media continues to develop student's skills and techniques in both digital and analogue photography. Students will learn more advance camera and darkroom techniques and continue to be exposed to a wide range of photographers.

Students are given the opportunity to develop knowledge, understanding and skills to make photographic images informed by their understanding of practice, the conceptual framework and the frames. They will also have developed skills in critically and historically interpreting photographic works informed by their understanding of practice, the conceptual framework and the frames.

Sequence of Units/Skills/Topics

- "Identity" – a unit that investigates how photographers develop meaning in their work through the use of symbols and text. Studio lighting techniques will be explored to control the mood of portraits and Photoshop skills will be used to manipulate old and new images. Darkroom techniques will focus on manipulating portrait images with double exposure, texture screens and saboteur processes.
- "A Sense of Place" – a unit that investigates how photographers have documented time and place and contributed to changing the reality of the world. The issue of truth in photography will be explored and how narratives are communicated in imagery. Time based photographic works will be explored from simple video recording of a place to manipulating reality using After Effects.

Supplementary Information

A compulsory excursion to Newcastle by train to record a range of images will occur in Term 3.

Student's work will be displayed within the school area as well part of the annual All Saints' College Visual Arts Exhibition.

Science

Overview

Year 10 is the final year of Stage 5. The aims are to develop further students' competence and creativity in applying the processes of Working Scientifically and enhance students' confidence in making evidence-based decisions about the influences of Science in their lives and to continue the development of knowledge and understanding about the Physical World, Earth and Space, Chemical World and Living World.

There is also an emphasis on developing a level of competency with scientific language and information technology to create informed, reflective citizens and outline examples of where the applications of the advances of Science, and emerging Sciences significantly affect people's lives, including generating new career opportunities.

Sequence of Units

- Chemical World
- Physical World
- Living World
- Earth and Space

Assessment

Stage 5 Science students are assessed through formal and informal assessment. Informal assessment includes activities and demonstrations of skills that occur during class time.

Supplementary Information

All students are required to have correct equipment including a charged and operating device, stationery, Science safety goggles and correct shoes for all their laboratory practical work. Students and parents need to be aware that there is a possibility of movements between classes at the end of a semester based on demonstrated ability and creating the best learning environment. Any concerns should be promptly communicated to the Science teacher.

Textiles Technology

Overview

Students will use class time in Year 10 to further develop knowledge and skills in relation to using a sewing machine and other technology related to Textiles. Students experiment with fabric coloration and decoration methods during Semester One. An exam is completed at the end of Semester One which tests the student's knowledge and understanding of the properties and performance of textiles. Students also study textile design and the significant role of textiles in society. A design, produce and evaluation process is further explored during this year.

Sequence of Units/Skills/Topics

- It's in the Bag – Colouration Unit
- Work, Work, Work – Fitted Skirt

Supplementary Information

Student workbooks are provided to students on OneNote. Students will need to purchase an A3 art book. This book will be used to contain all folios created in Textiles Technology.

Completion of an elective major work may be undertaken if students complete all assessments early. The cost of the major work is not included in Elective Fees and must be paid by the student.

Visual Arts

Overview

Visual Arts has a significant role within the curriculum through providing learning opportunities designed to encourage students to understand the visual arts, including the different kinds of creative works they, and others, make.

Students are given the opportunity to develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames, and to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.

Sequence of Units/Skills/Topics

- Dogs and Dolls: Students investigate Aboriginal art to inform the practice of structural and cultural frame in art making through a dog sculpture. Students are introduced to the conceptual framework through analysis of practice by examining Linde Ivemy and engaging in criticism.
- Painting and printmaking: Students develop and enjoy practical and conceptual autonomy in their abilities to represent ideas in the visual arts. They will learn about the art movement Impressionism. They create a research task which will be an Interview with an artist. Students will Paint a landscape in expressionist style using three-dimensional block. Students will study the work of John Wolseley. Using printmaking methods with natural materials and fibers, watercolour techniques, and mapping, graphing and text, to create a landscape artwork based on his unique practice.
- Mini Body of Work; Make a series of artwork's that expresses a concept of the students choice
- Bottled Memories: Students investigate Jenny Watsons art to inform the practice of structural, cultural and subjective frame in art making through her conceptual painting practice which spans more than four decades.

Supplementary Information

Walking excursions to the Maitland Regional Art Gallery will be organised during normal lesson time.

Student work may be selected for displayed around the school or the All Saints' College Annual Art Exhibition.

Visual Design

Overview

Visual design allows students to explore the nature of a good design in the production of their own designs. Students explore various approaches in creating their work, with a strong focus placed on computer based technology. Individuals will learn the value and meaning of visual design artworks in society and the importance of the audience as consumer.

Students are given the opportunity to develop knowledge, understanding and skills to make design artworks informed by their understanding of practice, the conceptual framework and the frames, and to critically and historically interpret design works informed by their understanding of practice, the conceptual framework and frames.

Sequence of Units/Skills/Topics

- “Limited Edition”- a unit exploring the creation of bespoke functional ceramics. Students will explore hand-building and casting techniques to produce a series of clay pieces that explore a central theme.
- “Wear it to share it” - a unit exploring how a designers can bring about social change, focusing on street art. Students will examine social commentary and propaganda, creating and printing their original designs onto marketable fabrics such as t-shirts, tea- towels and tote bags.

Supplementary Information

Compulsory excursions will be organised both locally and regionally.

Student’s work will be displayed within the school area as well as in the annual All Saints’ College Annual Art Exhibition.