

### Year 10 Program post exams

This is a short description of the work that will be covered in week 5 to 11 in each subject.

| Subject                    | Week                              | Content  |     |     |     |                            |                      |                              |              |              |                           |              |              |                     |              |              |                     |                         |                         |                         |                         |                         |                         |                         |                         |                         |
|----------------------------|-----------------------------------|--|-----|-----|-----|----------------------------|----------------------|------------------------------|--------------|--------------|---------------------------|--------------|--------------|---------------------|--------------|--------------|---------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| English                    | 5 - 11                            | <b>Novel Unit</b><br>In this unit of work students will be reading and critically analysing a novel. They will discuss and respond to ideas in the text demonstrating their understanding of how the author conveys those ideas to the reader.   |     |     |     |                            |                      |                              |              |              |                           |              |              |                     |              |              |                     |                         |                         |                         |                         |                         |                         |                         |                         |                         |
| Mathematics                | 5<br>6<br>7<br>8<br>9<br>10<br>11 | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">5.3</th> <th style="width: 33%;">5.2</th> <th style="width: 33%;">5.1</th> </tr> </thead> <tbody> <tr> <td>Consolidation (Non-linear)</td> <td>Consolidation (POGF)</td> <td>Consolidation (Trigonometry)</td> </tr> <tr> <td>Trigonometry</td> <td>Trigonometry</td> <td>Computation with Integers</td> </tr> <tr> <td>Trigonometry</td> <td>Trigonometry</td> <td>Linear Relationship</td> </tr> <tr> <td>Trigonometry</td> <td>Trigonometry</td> <td>Linear Relationship</td> </tr> <tr> <td>Mathematics and Driving</td> <td>Mathematics and Driving</td> <td>Non-linear Relationship</td> </tr> <tr> <td>Mathematics and Driving</td> <td>Mathematics and Driving</td> <td>Non-linear Relationship</td> </tr> <tr> <td>Mathematics and Driving</td> <td>Mathematics and Driving</td> <td>Mathematics and Driving</td> </tr> </tbody> </table> | 5.3 | 5.2 | 5.1 | Consolidation (Non-linear) | Consolidation (POGF) | Consolidation (Trigonometry) | Trigonometry | Trigonometry | Computation with Integers | Trigonometry | Trigonometry | Linear Relationship | Trigonometry | Trigonometry | Linear Relationship | Mathematics and Driving | Mathematics and Driving | Non-linear Relationship | Mathematics and Driving | Mathematics and Driving | Non-linear Relationship | Mathematics and Driving | Mathematics and Driving | Mathematics and Driving |
| 5.3                        | 5.2                               | 5.1  |     |     |     |                            |                      |                              |              |              |                           |              |              |                     |              |              |                     |                         |                         |                         |                         |                         |                         |                         |                         |                         |
| Consolidation (Non-linear) | Consolidation (POGF)              | Consolidation (Trigonometry)   |     |     |     |                            |                      |                              |              |              |                           |              |              |                     |              |              |                     |                         |                         |                         |                         |                         |                         |                         |                         |                         |
| Trigonometry               | Trigonometry                      | Computation with Integers  |     |     |     |                            |                      |                              |              |              |                           |              |              |                     |              |              |                     |                         |                         |                         |                         |                         |                         |                         |                         |                         |
| Trigonometry               | Trigonometry                      | Linear Relationship  |     |     |     |                            |                      |                              |              |              |                           |              |              |                     |              |              |                     |                         |                         |                         |                         |                         |                         |                         |                         |                         |
| Trigonometry               | Trigonometry                      | Linear Relationship  |     |     |     |                            |                      |                              |              |              |                           |              |              |                     |              |              |                     |                         |                         |                         |                         |                         |                         |                         |                         |                         |
| Mathematics and Driving    | Mathematics and Driving           | Non-linear Relationship  |     |     |     |                            |                      |                              |              |              |                           |              |              |                     |              |              |                     |                         |                         |                         |                         |                         |                         |                         |                         |                         |
| Mathematics and Driving    | Mathematics and Driving           | Non-linear Relationship  |     |     |     |                            |                      |                              |              |              |                           |              |              |                     |              |              |                     |                         |                         |                         |                         |                         |                         |                         |                         |                         |
| Mathematics and Driving    | Mathematics and Driving           | Mathematics and Driving  |     |     |     |                            |                      |                              |              |              |                           |              |              |                     |              |              |                     |                         |                         |                         |                         |                         |                         |                         |                         |                         |
| Science                    | 4 - 11                            | In week 4, the <i>Genetics</i> topic will be consolidated, looking at areas on protein synthesis and mutations. Weeks 5 and 6 will have students engaging in <i>Biotechnology</i> and how this enhances life. The remainder of the term will be focused on the physics topic, <i>Star Wars</i> . Working Scientifically Skills will be included in the above-mentioned topics.   |     |     |     |                            |                      |                              |              |              |                           |              |              |                     |              |              |                     |                         |                         |                         |                         |                         |                         |                         |                         |                         |
| Geography                  | 5 - 11                            | Through weeks 5 - 6 year 10 geography will be consolidating their understanding of the wellbeing topic. For the remainder of the term students will return to completing their "Think Global, Act Local" project that was interrupted in terms 2-3.  |     |     |     |                            |                      |                              |              |              |                           |              |              |                     |              |              |                     |                         |                         |                         |                         |                         |                         |                         |                         |                         |
| History                    | 5 - 11                            | During weeks 5 and 6, students will address the question of "How did the nature of global conflict change during the 20th century?" Their answer is assessed in week 7. Weeks 7 to 9, students will address the issue of "How was Australian Society affected by other significant global events and changes in this period?" Students are to submit their learning task addressing the answers to these questions.  |     |     |     |                            |                      |                              |              |              |                           |              |              |                     |              |              |                     |                         |                         |                         |                         |                         |                         |                         |                         |                         |
| PDHPE                      | 5- 11                             | Completing work in the Road Safety unit after consolidating work from Term 3. Students will also be completing modified team games and fitness lessons to meet practical outcomes.   |     |     |     |                            |                      |                              |              |              |                           |              |              |                     |              |              |                     |                         |                         |                         |                         |                         |                         |                         |                         |                         |
| <b>Electives</b>           |                                   |  |     |     |     |                            |                      |                              |              |              |                           |              |              |                     |              |              |                     |                         |                         |                         |                         |                         |                         |                         |                         |                         |
| PASS                       | 5 - 11                            | Continuing with the unit of work on the Components of Fitness which involves fitness testing, designing modified fitness programs and participating in modified practical lessons.   |     |     |     |                            |                      |                              |              |              |                           |              |              |                     |              |              |                     |                         |                         |                         |                         |                         |                         |                         |                         |                         |
| Elective History 100h      | 5 - 11                            | Complete their unit of study on the global implications of the Vietnam War. Causes, types of warfare, changes to war and the impact of media, protest movements and the impact of the war.   |     |     |     |                            |                      |                              |              |              |                           |              |              |                     |              |              |                     |                         |                         |                         |                         |                         |                         |                         |                         |                         |
| Elective History 200h      | 5 - 11                            | Students will complete a variety of final projects to complete their 200 hour course. Students will explore a series of case studies of a variety of historical personalities and their representation in media and pop culture.   |     |     |     |                            |                      |                              |              |              |                           |              |              |                     |              |              |                     |                         |                         |                         |                         |                         |                         |                         |                         |                         |
| Work Education             | 5 - 11                            | Work education will be completing a program where they develop and run their own business idea. They will develop practical skills focused on creating a business concept and organising themselves in groups to actively create the concept within the school environment.  |     |     |     |                            |                      |                              |              |              |                           |              |              |                     |              |              |                     |                         |                         |                         |                         |                         |                         |                         |                         |                         |
| Commerce                   | 5-11                              | Year 10 will combine all their knowledge and skills learnt in the topics 'Economic Business' and 'Workplace Environment' to develop their understanding of how marketing is a vital role in the success of a business. The topic will focus on how businesses promote their goods and services, understand the social, ethical and environmental considerations, analyse strategies used to maximise sales and understand other considerations when running a business. These concepts will help them in their major class work where they will create their own business and promote their goods or service.  |     |     |     |                            |                      |                              |              |              |                           |              |              |                     |              |              |                     |                         |                         |                         |                         |                         |                         |                         |                         |                         |

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|-----------------------------------|--------|--|
| Textiles Technology               | 5 - 11 | Students have an option to make their textile item based on the term three assessment task. The new Area of Study is Exploring Cultural Perspectives - Textiles and Society. There are a number of cultures and traditional textiles techniques students will be studying and using as sources of inspiration to design and make a textile item. The focus for the rest of term four is project work with an emphasis on the practical skills component of the course.   |
| Food Technology                   | 5 - 11 | Students are working on practical outcomes for the course with a demonstration and practical lessons each week from Week 5 to Week 10.   |
| Industrial Technology Timber      | 5 - 11 | Students are focusing on practical outcomes and finalising their in class timber projects in Year 9 & 10 for either the Tool Box or the Carry tray. Upon completion students will be honing on specific skills with smaller projects to finalise the year.   |
| Industrial Technology Metal       | 5 - 11 | The focus in Industrial Technology Metal is on creating, designing and finalising metal projects through practical work for the remainder of this term.  |
| Industrial Technology Engineering | 5 - 11 | Students in this course will be looking at practical aerodynamics with a project. Year 9 will be working on a rocket design and Year 10 will be designing and creating planes to test and evaluate   |
| Industrial Technology Electronics | 5 - 10 | Students are finishing off a series of electronics projects in class to achieve some of the design and practical outcomes in the course and consolidating some of the key concepts studied in Term 3.  |
| Child Studies                     | 5 - 11 | Year 10 Child Studies will be completing a range of theory and practical activities around the theme of play. They will begin by recapping on previously learnt topics and then expanding on them by developing activities in groups for children of a targeted age group, incorporating their understanding of growth and development.  |
| Music                             | 5 - 11 | Students will complete their aural analysis assessment and focus on the topic "Music of a Culture". They will be studying the characteristics and features of different African styles and how those styles have influenced other genres around the world. Students will participate in a large ensemble performance based on the topic.   |
| Visual Arts                       | 5 - 11 | Year 10 Visual Arts will continue working on the unit of work 'The World We Live In' which they began in Semester 1. In this unit students study contemporary artists who communicate world crises through their art making practice. For the remainder of the year students will be completing their canvas paintings and extending on their previous practical tasks which were assigned during the flexible learning period.  |
| Photography                       | 5 - 11 | Students in Photography will be completing practical works for the remainder of term. The 100hr courses will be completing an introduction to Photoshop focusing on the topic of Portraiture. The 200hr course will be working on their Stop Motion Photography work where during the online period they have been working on preparatory work and familiarising with the process. Students will be finalising their Stop motion project on the theme of 'Metaphors'.  |
| Visual Design                     | 5 - 11 | Year 10 Visual Design students have been learning to understand the six structures found in nature and how humans used these natural structures in replicating and creating different objects that are useful and purposeful in daily lives. During Term 2 & 3 students have been creating logos on each structure using structural elements and conventions. For the remainder of the term students will continue to explore Australian Flora and Fauna. They will complete a practical task investigating native species by drawing, painting or creating a collage on A4 paper or fabric. |