



Years 10

# **CURRICULUM HANDBOOK 2023**

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## PRINCIPAL'S WELCOME



Dear Students

As you select subjects for 2023 that will prepare you for your future beyond Tatachilla, please remember you are the author of your own destiny. The role of your parents/caregivers and teachers is to assist you to aspire to a destiny which is full of hope. Careful choosing of your subjects will assist you to live life to the fullest now and into the ubiquitous 21st Century. The 21st Century requires you to be well-rounded and multi-skilled individual who is:

- Spiritual and just
- Deeply caring of others and the planet
- Innovative thinkers and problem solvers
- Team players, collaborators and creators
- Resilient and happy
- Good communicators who are solution orientated
- System thinkers
- Confident in the real-world context
- Able to know and record evidence of design engineering thinking
- Confident in trial and error
- Employable

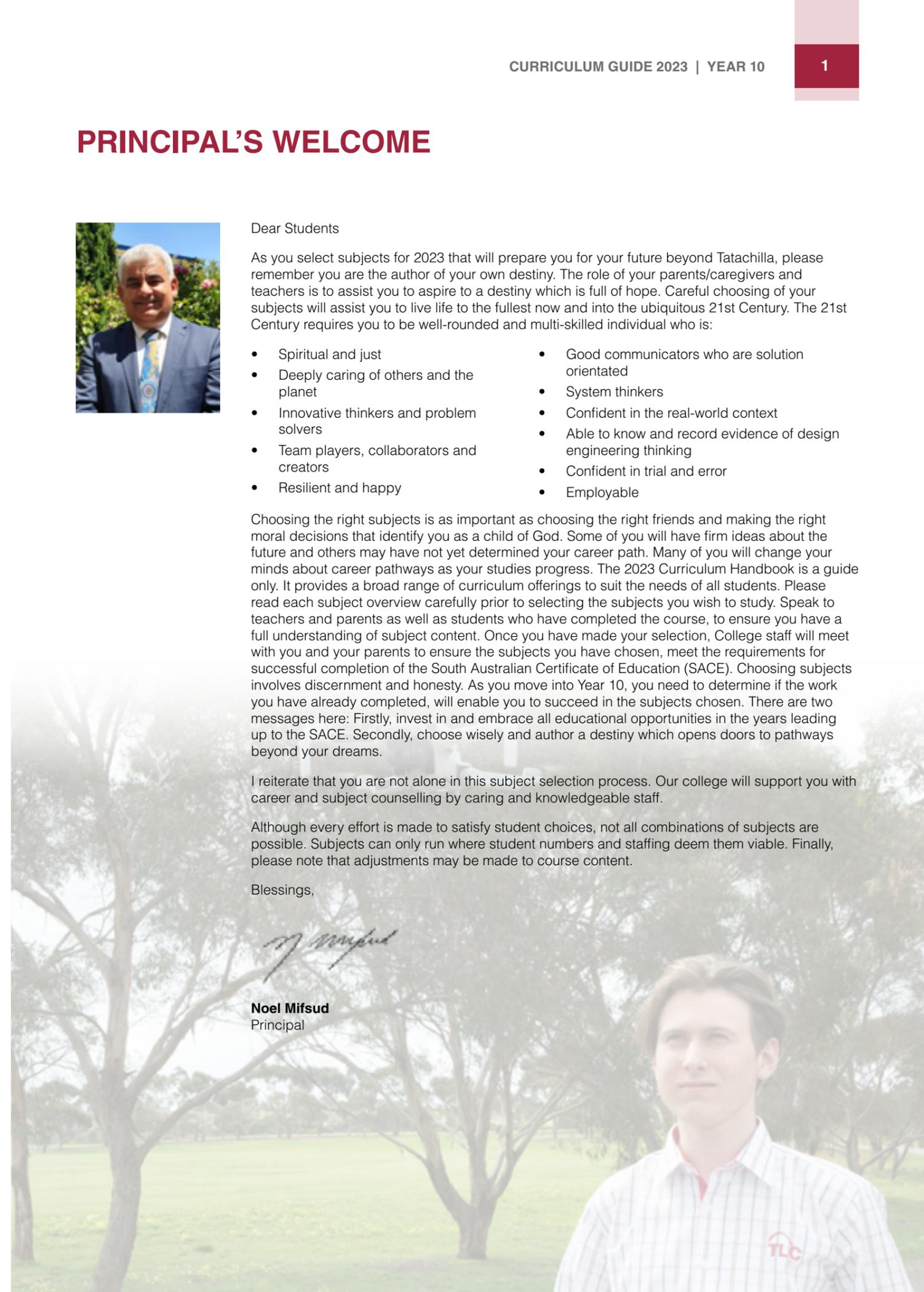
Choosing the right subjects is as important as choosing the right friends and making the right moral decisions that identify you as a child of God. Some of you will have firm ideas about the future and others may have not yet determined your career path. Many of you will change your minds about career pathways as your studies progress. The 2023 Curriculum Handbook is a guide only. It provides a broad range of curriculum offerings to suit the needs of all students. Please read each subject overview carefully prior to selecting the subjects you wish to study. Speak to teachers and parents as well as students who have completed the course, to ensure you have a full understanding of subject content. Once you have made your selection, College staff will meet with you and your parents to ensure the subjects you have chosen, meet the requirements for successful completion of the South Australian Certificate of Education (SACE). Choosing subjects involves discernment and honesty. As you move into Year 10, you need to determine if the work you have already completed, will enable you to succeed in the subjects chosen. There are two messages here: Firstly, invest in and embrace all educational opportunities in the years leading up to the SACE. Secondly, choose wisely and author a destiny which opens doors to pathways beyond your dreams.

I reiterate that you are not alone in this subject selection process. Our college will support you with career and subject counselling by caring and knowledgeable staff.

Although every effort is made to satisfy student choices, not all combinations of subjects are possible. Subjects can only run where student numbers and staffing deem them viable. Finally, please note that adjustments may be made to course content.

Blessings,

**Noel Mifsud**  
Principal





## LEARNING EXCELLENCE

Tatachilla Lutheran College values excellence and creativity in teaching and learning for all community members. A culture of challenge and support nurtures enthusiastic, independent learners, committed to lifelong learning. Excellence in teaching and learning focuses on improving student outcomes, including spiritual, intellectual, physical, emotional, cultural and social dimensions. All learners access quality learning experiences that develop their God-given abilities so they may enrich the world. Excellence and high expectations are established through reflective practice, collaborative planning, monitoring, providing timely feedback and reporting on learning. Evidence is gathered across the college to develop and implement improvement plans and policies for the continuous development of highly effective teaching and learning, and to grow students as lifelong learners.

Our college has a commitment to a concept-driven curriculum. The development of understanding through concepts and significant ideas results in more meaningful, powerful and connected learning, enabling learners to see patterns, make connections and apply their understandings to new contexts. Content therefore becomes the medium through which these concepts are developed, explored and understood. Spiral revisiting of concepts through a range of varied content and experiences, and by questioning and adding to prior knowledge, assists students to deepen their understanding and make sense of their world. A concept-driven curriculum also helps learners construct meaning through improved critical thinking and the transfer of knowledge.

Our extensive outdoor learning spaces and indoor specialised learning environments promote active engagement, risk taking and motivation for learning which, when coupled with strong learner voices and parent partnerships, enable us to provide excellence in education for all students. The Tatachilla learning community strives to shape effective lifelong learner dispositions to enable students to strive for whatever excellence looks like for them. Our students R-12 need to develop crucial twenty-first century skills that include leadership, flexibility, critical thinking, problem-solving, conflict management, teamwork, work ethic and emotional intelligence.

Working together with students and families, we can assist your child to open as many doors as possible with the tools to navigate a worthwhile life in a rapidly evolving landscape.

### **Mrs Ali Thacker**

Director of Teaching and Learning

## CURRICULUM

The College delivers the Australian Curriculum and the South Australian Certificate of Education (SACE). The rationale for the Australian Curriculum centres on improving the quality, equity and transparency of Australia's education system. The Australian Curriculum sets the expectations for what all Australians should be taught, regardless of where they live or their background. Reception to Year 10 students have access to the same content, and their achievement is judged against consistent national standards. The Australian Curriculum, for each subject, specifies content and achievement standards. The content describes the knowledge, understanding and skills that are to be taught and learned within a given subject. The **achievement standards** describe the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students who have studied the content for the subject.

**GENERAL CAPABILITIES:** These make up one of the three dimensions of the Australian Curriculum. They describe key understandings, skills and dispositions important for young Australians to live and work successfully now and in the future. The general capabilities are not stand-alone subjects but are taught through the learning area content in the Australian Curriculum.

The F–10 Australian Curriculum includes seven general capabilities:

- Literacy
- Numeracy
- Critical and Creative Thinking
- Digital Literacy (formerly Information and Communication Technology (ICT) capability)
- Personal and Social capability
- Ethical Understanding
- Inter-cultural Understanding.

**FOUNDATION - YEAR 10 AUSTRALIAN CURRICULUM:** requires the following learning areas to be undertaken: English, Languages, Health & Physical Education, Mathematics, Science, Humanities & Social Sciences, Technologies and The Arts. At Tatachilla Lutheran College, the language offered is Japanese and all our students study Christian Studies to Year 12.

**YR 10 SACE STAGE 1 SUBJECTS:** The Personal Learning Plan (10 credits) is completed in Year 10.

Through the delivery of our extensive subject offering across learning areas, Tatachilla Lutheran College fosters the development of a common set of learner capabilities enabling all students, whatever their learning journey, to develop and demonstrate the knowledge, skills, and understandings for success in the SACE and beyond.



## SACE PATTERN INFORMATION

### WHAT IS THE SACE?

The South Australian Certificate of Education (SACE) is an internationally recognised qualification awarded to students who complete their senior secondary education (Years 10, 11 and 12). It paves the way for young people to move from school to work or further training and study.

The SACE is designed to help students develop the skills and knowledge they need to succeed – whether they choose to pursue further education, training, or an apprenticeship.

The certificate is based on two stages of achievement: Stage 1 (usually completed in Year 11) and Stage 2 (usually completed in Year 12). Students can study a wide range of subjects and courses as part of the SACE.

### HOW DO STUDENTS GET THE SACE?

Each subject or course completed earns “credits” towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Students receive a grade from A to E for each subject at Stage 1. Students receive a grade from A+ to E- at Stage 2.

For the Stage 1 compulsory subjects, students need to achieve a final moderated grade of a C or better. For compulsory Stage 2 subjects, students need to achieve a final moderated grade of C- or better.

The compulsory subjects are:

- Literacy – at least 2 units or 20 credits from a range of English subjects at Stage 1.
- Numeracy – at least 1 unit or 10 credits from a range of Mathematics subjects at Stage 1.
- **Personal Learning Plan (PLP) – 10 credits (usually studied in Year 10)**
- Research Project – 10 credits (usually studied in Year 11)
- Stage 2 subjects – totalling at least 60 credits
- The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board recognised courses or VET courses.

**Stage 1 Personal Learning Plan**  
compulsory subject at a C-grade or better

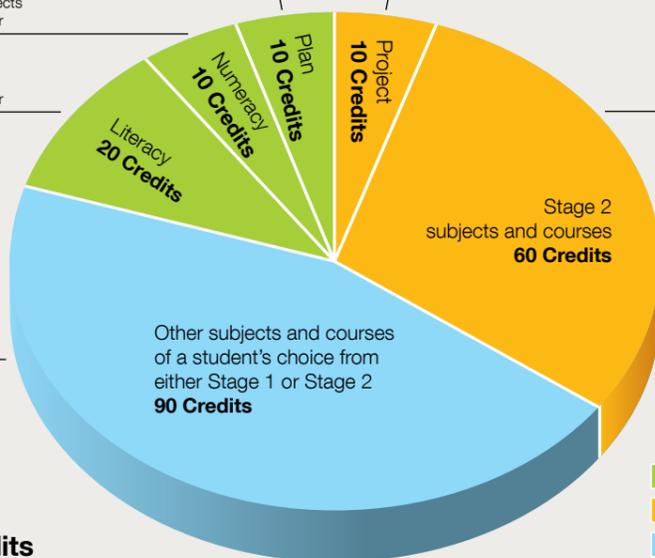
**Numeracy**  
from a range of Mathematics subjects and courses at a C-grade or better

**Literacy**  
from a range of English subjects and courses at a C-grade or better

**Other**  
Stage 1 or Stage 2 subjects and courses

**Stage 2 Research Project**  
compulsory subject at a C-grade or better

**Stage 2**  
from a range of subjects and courses at C-grade or better



**SACE = 200 Credits**

## SUBJECT PATHWAY YEARS 10-12

YEAR 10	YEAR 11	YEAR 12
<b>Christian Studies</b>	Spiritualities, Religion and Meaning VET Christian Ministry	Christian Studies Seminar Program
<b>English</b>	English Literary Studies English Essential English	English Literary Studies English Essential English
<b>Humanities</b>	Modern History Business Innovation Legal Studies	Modern History Business Innovation Legal Studies
<b>Mathematics</b> (Advanced & Essential Mathematics by interview only)	Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics	Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics
<b>Personal Learning Plan</b> (Stage 1 SACE)	Research Project Integrated Learning Leadership	
<b>Science</b> Electives: - Agricultural Science	Physics Chemistry Biology Psychology	Physics Chemistry Biology Psychology Nutrition
<b>Health &amp; PE</b> Electives: - Outdoor Ed-Aquatics - Outdoor Ed-Bushwalking - Physical Education Pre-SACE - Advanced Athlete Academy	Advanced Athlete Academy Outdoor Ed Physical Ed	Outdoor Ed Physical Ed
<b>Technologies</b> Electives: - Design Technologies Industry & Entrepreneurial solutions - Design Technologies: Metal - Design Technologies: Wood - Design Technologies: Food - Design Technologies: Textiles	Digital Communication Solutions: Digital photography Food and Hospitality Industry and Entrepreneurial solutions Material Solutions: Metal Material Solutions: Wood	Food and Hospitality Industry and Entrepreneurial solutions Material Solutions
<b>Arts</b> Electives: - Dance - Drama - Media Arts - Music - Visual Arts	Dance Drama Media Studies Music Visual Art	Dance Drama Media Studies Music Visual Art
<b>Japanese</b> Elective: Full Year	Japanese Continuers	Japanese Continuers
	VET courses	VET courses Work Place Practices

## CURRICULUM LEADERS CONTACT DETAILS

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7-12 Teaching & Learning Leader	Margaret Naylor <a href="mailto:margaret.naylor@tatachilla.sa.edu.au">margaret.naylor@tatachilla.sa.edu.au</a>
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7-12 Science Learning Leader	Kristy Simpson <a href="mailto:kristy.simpson@tatachilla.sa.edu.au">kristy.simpson@tatachilla.sa.edu.au</a>
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7-12 Health & PE Learning Leader	Ben Woodhouse <a href="mailto:ben.woodhouse@tatachilla.sa.edu.au">ben.woodhouse@tatachilla.sa.edu.au</a>
7-12 English Learning Leader	Richard Rowe <a href="mailto:richard.rowe@tatachilla.sa.edu.au">richard.rowe@tatachilla.sa.edu.au</a>
7-12 Digital Technology Learning Leader	Eric Thiel <a href="mailto:eric.theil@tatachilla.sa.edu.au">eric.theil@tatachilla.sa.edu.au</a>
7-12 Arts Learning Leader	Elizabeth Bentley <a href="mailto:elizabeth.bentley@tatachilla.sa.edu.au">elizabeth.bentley@tatachilla.sa.edu.au</a>
R-12 Humanities Learning Leader	Minka Lock <a href="mailto:minka.lock@tatachilla.sa.edu.au">minka.lock@tatachilla.sa.edu.au</a>
8-12 Learning Enhancement Coordinator	Robyn Phillips <a href="mailto:robyn.phillips@tatachilla.sa.edu.au">robyn.phillips@tatachilla.sa.edu.au</a>
R-12 Director of Music	Peter Jewitt <a href="mailto:peter.jewitt@tatachilla.sa.edu.au">peter.jewitt@tatachilla.sa.edu.au</a>

## SUBJECT SELECTION YEAR 10 OVERVIEW

Students in Year 10 move from the Middle Years to the Senior Years with a focus on preparing for the South Australian Certificate of Education (SACE). Our Year 10 students study the following Core and Elective subjects from the Australian Curriculum areas of learning, Christian Studies and from the SACE.

### CORE SUBJECTS:

- Christian Studies
- English
- Mathematics
- Science
- Health & PE
- History
- Personal Learning Plan (Stage 1 SACE)

### ELECTIVE SUBJECTS:

#### Students select either:

- 2 full year subjects or
- 1 full year subject and 2 semester subjects or
- 4 semester subjects

### FULL YEAR ELECTIVES

- Japanese
- Senior Advanced Athletes Academy

### SEMESTER ELECTIVES

#### Semester Electives to be taken in either Semester 1 and/or Semester 2.

- Agricultural Science (single unit)
- Agricultural Science (second unit)
- Dance (single unit)
- Dance (second unit)
- Drama (single unit)
- Drama (second unit)
- Design Technologies: Industry & Entrepreneurial Solutions
- Design Technologies: Metal
- Design Technologies: Wood
- Design Technologies: Food
- Design Technologies: Textiles
- Media Arts (single unit)
- Media Arts 3D Animation (single unit)
- Music (single unit)
- Music (second unit)
- Outdoor Education – Aquatics
- Outdoor Education - Bushwalking
- Physical Education (Pre-SACE)
- Visual Arts (single unit)
- Visual Arts (second unit)



## YEAR 10 SUBJECTS

Advanced Athlete Academy	9
Agricultural Science	10
Christian Studies	10
Dance	11
Digital Technologies: Industry & Entrepreneurial Solutions	11
Design Technologies: Food	12
Design Technologies: Metal	12
Design Technologies: Textiles	13
Design Technologies: Wood	13
Drama	14
English	14
Health & PE (compulsory)	15
History (compulsory)	15
Japanese (elective)	16
Mathematics	16
Mathematics Advanced	17
Media Arts	17
Media Arts 3D Animation	18
Music	18
Outdoor Education - Coastal Care & Aquatics	19
Outdoor Education - National Parks & Bush-Walking	19
Physical Education (pre-sace)	20
Science	20
Visual Arts	21
Personal Learning Plan	21

### ADVANCED ATHLETE ACADEMY

<b>Learning Area</b>	Health & PE
<b>Length</b>	Full Year (20 unit course)
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Annual Application process and successful completion of Year 9 Advanced Athlete Academy

Topics that will be studied in the full year subject include:

- Coaching and Officiating
- Strength and Conditioning
- Nutrition
- Sports injury and Rehabilitation
- Training principles and methods
- Practical sports - transferable skills, and sports psychology.

Students will also be given an individual athlete plan and develop goal setting skills.

Through a connections task, students complete a sideline help and sports injury / taping course, provided by SASMA.

Students will also have an individual strength and conditioning program designed specifically to enhance their individual sports pathway, and will have the option to attain an Introductory Level Coaching certificate in their chosen sport through the SACE Integrated Learning Stage 1 course.

In this subject, students are expected to:

- Develop and apply knowledge, concepts, and/or skills for a purpose
- Develop, extend, and apply one or more capabilities
- Identify and explore information, concepts, and ideas
- Work collaboratively with others
- Communicate ideas and informed opinions
- Develop self-awareness to reflect on progress in learning.

#### ASSESSMENT

- Practical Exploration (at least 2 tasks)
- Connections (at least 2 tasks)
- Personal Venture (at least 1 task)

**Additional costs:** \$250

Includes but not limited to:

- Personalised Athlete Training top
- Guest presenters to support with individual Sports Psychology Development
- Level 1 Sports Trainer Course & Provide Care First Aid Course through their connections task & development of Personal & Social Capability
- Sports Management, Coaching and Officiating course/experience

#### Further Information

7-12 Health & Physical Education / Outdoor Ed Learning Leader

## AGRICULTURAL SCIENCE

<b>Learning Area</b>	Science
<b>Length</b>	Semester or Full Year
<b>Prerequisites</b>	Nil

Through this course students will develop knowledge and understanding about Viticulture and Wine making and develop the ability to respond to emerging opportunities in the industry. They develop knowledge and skills in the management of plant and animal enterprises, the technology associated with these enterprises and their marketing methods. Students develop the ability to solve problems, plan and conduct scientific investigations, research and organise information, work as a member of a team and communicate information to a variety of audiences. Students investigate and discuss the impact of Agricultural Practices on Natural Resources such as soil, air and water and explore the concept of Organics, Biodiversity and Regenerative Agriculture. Students are provided with the opportunity to make responsible decisions about the appropriate use of Agricultural Technologies and demonstrate safe working practices.

### ASSESSMENT

Report and Application Tasks (Practical reports and Science as a Human Endeavour Research tasks). These will be presented in a variety of formats such as scientific reports, question and answers, and research assignments.

### Further Information

7-12 Science Learning Leader



## CHRISTIAN STUDIES

<b>Learning Area</b>	Christian Studies
<b>Length</b>	Full Year
<b>Prerequisites</b>	Nil

Christian Studies as a subject is guided by the Lutheran 'Christian Studies Curriculum Framework' and informed by ACARA's General Capabilities and Cross Curriculum Priorities.

Year 10s focus on perception and world-views and how these realities act as lenses through which we both read and respond to the world.

Having established the role of world-views as a foundational motivator, students make connections with ethical decision making. Students also develop skills through a 'Community of Inquiry' discussion and engage in the development of philosophical questioning and sustained student led discussions.

Term 2 explores the question, 'Would it matter if Jesus was not a historical figure?' presenting a range of sources outlining historical evidence. Students consider the persecution of the early followers of Jesus and formulate ideas as to why Christianity survived.

The Term 3 unit requires students to develop empathy by interviewing resident's of an aged care facility to discover their life story. Students are then tasked to make a care package of the resident's life.

In Term 4, students consider how we keep and maintain relationships. This is a specific look at the inevitability of conflict and the necessity of forgiveness in different relationships.

### ASSESSMENT

Students are assessed both during and at the end of each unit in order to develop individual and collective skills.

Summative assignments gauge students' comprehension of key concepts and skills.

All assessments are differentiated to allow for different abilities within the class.

### Further Information

7-12 Christian Studies Learning Leader

## DANCE

<b>Learning Area</b>	The Arts
<b>Length</b>	Semester or Full Year
<b>Prerequisites</b>	Nil - Yr 9 Dance recommended

In Year 10, students can choose to engage in a semester or full year learning experience.

In Dance 10A, students develop their analytical, creative, technical, and physical understanding, and appreciation of dance as an art form and their development as holistic dance artists. Dance focusses on contemporary techniques, dance making, performance skills and the role of a choreographic intention in Dance creation. An investigation into first nations cultures with a focus specifically on Bangarra Dance Theatre completes the semester.

In Dance 10B, students build on these foundational skills to extend their understanding of Contemporary Dance Technique and Performance, Dance making and analysis. With a focus on Dance film and as well as their own individual growth and development as Dance artists, the students engage with technology and track their growth and development over the course of the semester. The course is taught through the combination of technique classes, group composition assignments, public performances, spectator-ship, research and written or multi-modal responses.

**Attendance at out of hours rehearsals and performances is compulsory.**

### ASSESSMENT

- Whole class performance work
- Group choreographic works
- Individual theory tasks

**Additional costs:** \$50.00 per semester

### Further Information

7-12 Arts Learning Leader



## DESIGN TECHNOLOGIES: INDUSTRY AND ENTREPRENEURIAL SOLUTIONS

<b>Learning Area</b>	Technologies
<b>Length</b>	Semester
<b>Prerequisites</b>	Nil

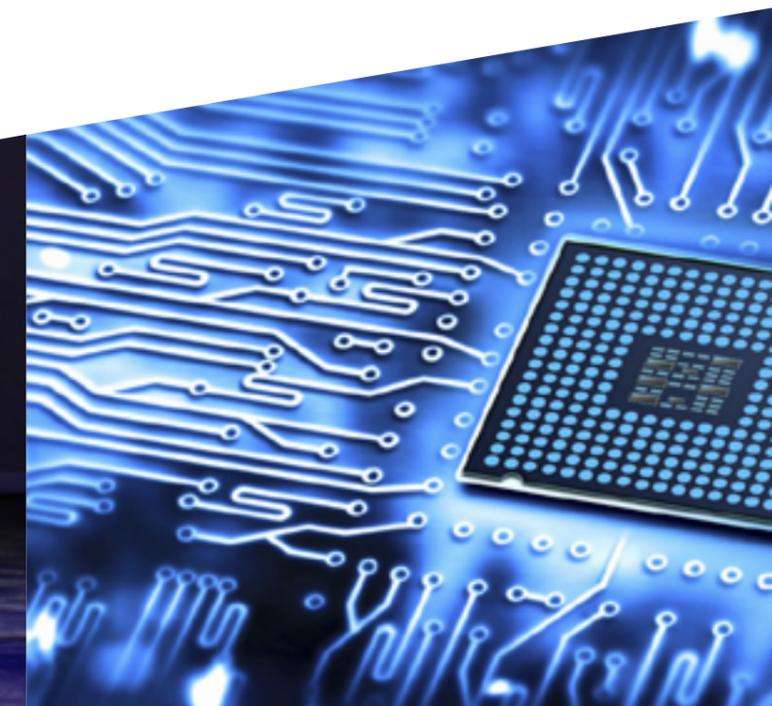
The Year 10 Industry and Entrepreneurial Solutions course provides students with a strong foundation for defining and solving everyday issues. The unique context for this course is electronics and music. Students will have the opportunity to produce a simple music-making, electronic circuit and its associated housing. They will learn basic tool and component identification. Specialised software will be used to design an electronic circuit. A printed circuit board (PCB) will be manufactured, and various electronic components will be soldered into place to create a simple music maker. CAD software will be used to design each of the main internal parts and the external housing. 3D-printing, laser-cutting and/or traditional production methods will be used to create the housing. The design and production process will be evaluated at the completion of the project.

### ASSESSMENT

- Electronics basics test
- PCB design
- PCB production
- Housing design
- Housing production
- Evaluation

### Further Information

7-12 Technologies Learning Leader



**DESIGN TECHNOLOGIES: FOOD**

<b>Learning Area</b>	Technologies
<b>Length</b>	Semester
<b>Prerequisites</b>	Nil

Food Technology consolidates knowledge in basic nutrition and furthers student confidence in the use of current kitchen technologies.

Students will have opportunities to participate in practical food activities and develop skills in food preparation. Food Technology encourages students to think critically and solve problems relating to individual, family and community issues.

Opportunities exist to demonstrate and evaluate their applied knowledge and understanding of food preparation. There will be significant and minor catering enterprises throughout the course and students will work in teams during these exercises.

**ASSESSMENT**

- Practical Work
- Research and Evaluations

**Further Information**

7-12 Technologies Learning Leader

**DESIGN TECHNOLOGIES: METAL**

<b>Learning Area</b>	Technologies
<b>Length</b>	Semester
<b>Prerequisites</b>	Nil

The Year 10 Metal Technology course is a practically based subject within which students will investigate and apply Gas Metal Arc Welding and Metal Fabrication. Students will engage in skill development tasks related to the Minor project (Metal Sign) and Major project (Metal Vice).

Students will investigate, design, and fabricate their projects using workshop equipment and machines. They will use specialised skills such as cutting, drilling, bending, scrolling, MIG welding and Metal Lathe work to complete two projects.

**ASSESSMENT**

- Skills Tasks
- Folio
- Minor Project (Metal Sign)
- Major Project (Metal Vice)

**Further Information**

7-12 Technologies Learning Leader

**DESIGN TECHNOLOGIES: TEXTILES**

<b>Learning Area</b>	Technologies
<b>Length</b>	Semester
<b>Prerequisites</b>	Nil

Fashion Design and Technology enables students to develop knowledge of fibres and textiles, which leads to students developing an understanding of the myriad of ways fibres are used within society.

The course includes researching to gain an understanding of natural and synthetic fibres, how fibres are manufactured to produce fabrics, and the unique properties and characteristics of different fibres.

This knowledge empowers consumers to make informed and appropriate decisions about fabric choices. During the course, students will develop basic sewing skills and construct simple articles and garments incorporating a variety of sewing techniques, as well as develop skills in reading and understanding patterns.

Students will learn to use a variety of textile specific machines such as a basic sewing machine, an overlocker, a cover-stitch machine, an embroidery machine and the Brother™ Scan'n'Cut machine.

**ASSESSMENT**

- Practical Work
- Research and Evaluations

**Additional costs:** Materials identified in students designs.

**Further Information**

7-12 Technologies Learning Leader

**DESIGN TECHNOLOGIES: WOOD**

<b>Learning Area</b>	Technologies
<b>Length</b>	Semester
<b>Prerequisites</b>	Nil

This course will focus on the use of solid timber in the production of a small occasional table of their choice.

Students will engage in various skills tasks utilising the tools and equipment required for traditional and modern timber joint manufacture.

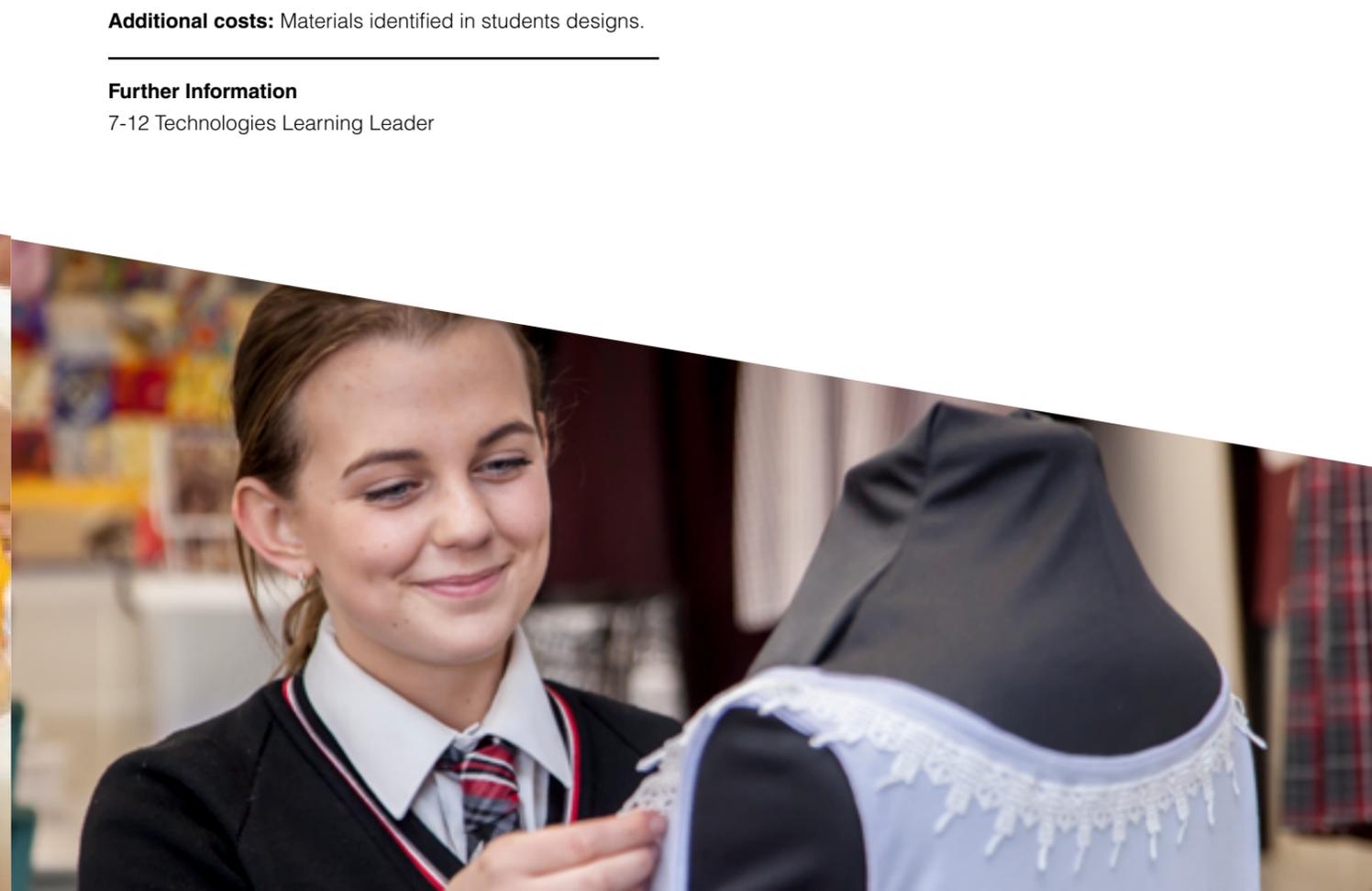
Students will produce a folio reflecting their investigations and design of their product using CAD software within the required subject constraints.

**ASSESSMENT**

- Issues written task
- Folio
- Skills Tasks
- Product and Evaluation

**Further Information**

7-12 Technologies Learning Leader



**DRAMA**

<b>Learning Area</b>	Arts
<b>Length</b>	Semester or Full Year
<b>Prerequisites</b>	Nil

Year 10 Drama is about the evolution of storytelling. Through practical explorations of texts, students come to understand theatre history, and the role of the innovators who have influenced changing styles in theatre.

Students may explore Shakespeare, Stanislavsky, Brecht, Beckett, physical theatre practitioners and other innovators. The influence of Indigenous storytellers and storytellers across the Asia-Pacific region will also be explored. In the 'Performers Tool-kit' section of the course, students investigate the use of their physical and vocal skills to work in a choral performance mode.

Students also learn about off-stage roles in a theatre company and are introduced to the innovative use of technology in performance.

**Attendance at out of hours rehearsals and performances is compulsory.**

**ASSESSMENT**

- Four assignments per semester including at least one task for each of the following categories:
  - Responding to Texts (analysis)
  - Creating Texts (creative writing)
- Examination

**Further Information**

7-12 Arts Learning Leader

**ENGLISH**

<b>Learning Area</b>	English
<b>Length</b>	Full Year
<b>Prerequisites</b>	Nil

Students begin their Senior School English journey in Year 10 by picking up all the academic tools needed to prepare them for SACE in Year 11/12.

All students will encounter a novel and a film, as well as a range of other texts which could include poetry, a play, short stories, academic articles, depending on the direction decided by the teacher.

Students will learn how to construct essays at a Senior School level and develop greater mastery of language and sophistication to construct intriguing creative pieces.

In Semester 2, students engage in an Independent Reading Journal, which requires them to read a novel of their choice, take notes and then construct an independent essay with teacher guidance.

There is an exam at the end of each semester which assesses comprehension and academic perception.

**ASSESSMENT**

- Issues written task
- Folio
- Skills Tasks
- Product and Evaluation
- Examination

**Further Information**

7-12 English Learning Leader

**HEALTH & PE (COMPULSORY)**

<b>Learning Area</b>	Health & Physical Education
<b>Length</b>	Full Year
<b>Prerequisites</b>	Nil

Health and Physical Education is designed to give students experience and learning in Health theory and active Physical Education tasks.

The subject incorporates two strands:

- Health – focussing on personal, social and community health
- Physical Education – focussing on practical 'movement based' experiences related to moving our body and learning through movement.

This course enables students to critically analyse health information, demonstrate leadership, fair play and work collaboratively to design and apply solutions to movement challenges.

Health and Physical Education is a course designed to get students participating in physical activity and understanding various aspects of Health and Well-being.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and well-being. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

**Assessment**

Students will be assessed on the following tasks:

Health

- Road Safety & Awareness Program - Test
- Sports Nutrition Task
- Consumer Health Investigation
- Physical Movement Guidelines Analysis

Physical Education

- Sports Education Unit (SEPEP) – Student performance & reflection
- Courts Sports – Korfball, Netball & Basketball
- Football Codes – Touch, Soccer, AFL
- Target Games
- Net & Wall Games

**Further Information**

7-12 Health & Physical Education / Outdoor Ed Learning Leader

**HISTORY (COMPULSORY)**

<b>Learning Area</b>	Humanities - HASS
<b>Length</b>	Full Year
<b>Prerequisites</b>	Nil

In this year long History course, students explore the historically significant period between 1918 and the early 21st century.

In Semester 1, students learn about the lead up and significant events during World War II, as well as the post-war world. Students use the inquiry process to develop texts that explain the causes and effects of events both globally and in Australia. Additionally, we study the globalising world, focusing on the migration experiences of people, particularly to Australia following significant events, such as the Vietnam war. Students analyse and use a range of primary and secondary sources in their assessment tasks and develop their referencing skills.

In Semester 2, we focus on the changes and continuities of rights and freedoms around the world, and particularly in Australia for First Nations Peoples. Students explore and evaluate the role of significant individuals and events, especially regarding the Civil Rights Movement, and the influences on Australian and global history.

Throughout the entire year, we study the social, cultural, economic and political aspects of history in the 20th century and the impact this has on present society.

**ASSESSMENT**

- Written and multi-modal assessment tasks (eg. essays, source analysis and presentations)
- Semester examination
- Examination

**Further Information**

R-12 HASS / Japanese Learning Leader



## JAPANESE (ELECTIVE)

<b>Learning Area</b>	Languages
<b>Length</b>	Full Year
<b>Prerequisites</b>	Nil - Year 9 Japanese recommended

Year 10 Japanese is a period of language exploration and vocabulary expansion. Students' increasing control of language structures and systems builds their confidence and interest in communicating in a wider range of contexts.

Students will learn to:

- Develop the capacity to consider their own cultural practices through the eyes of others, and to communicate in inter-culturally appropriate ways
- Develop increasing autonomy as language learners/users and to self-monitor and adjust language in response to their experience in different context
- Write and speak Japanese to interact with other speakers of the language in immediate and local contexts, and also interact with other Japanese speakers through online environments
- Initiate and sustain interactions with other speakers of Japanese in spoken and written modes, using familiar language patterns as a foundation for generating increasingly original language in the contexts of their physical and social environments
- Develop broader knowledge of vocabulary and grammar to produce more sophisticated language for a variety of audiences
- Compare, analyse and reflect on their understanding of Japanese language and culture and of their own language/s and culture/s, and question their preconceived ideas about Western and Japanese values
- Draw on modelled examples to understand and use more complex structures, and be engaged in drafting and editing their texts to clarify meaning
- Gain more control of grammatical and textual elements, and to use expressive and descriptive language to discuss feelings, opinions and experiences

### ASSESSMENT

- Text Production
- Listening Assessments
- Speaking Assessments
- Text Analysis Assessments
- Vocabulary Tests (1 per topic)
- Kanji Tests (1 per topic)
- Written examination

**Additional costs:** \$37.99 textbook

### Further Information

R-12 HASS / Japanese Learning Leader

## MATHEMATICS

<b>Learning Area</b>	Mathematics
<b>Length</b>	Full Year
<b>Prerequisites</b>	Year 9 Mathematics

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. At this year level:

- **Understanding** includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments
- **Fluency** includes factorising and expanding algebraic expressions, using a range of strategies to solve equations, and using calculations to investigate the shape of data sets
- **Problem-solving** includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events
- **Reasoning** includes formulating geometric proofs involving congruence and similarity, interpreting, and evaluating media statements and interpreting and comparing data sets.

### ASSESSMENT

- Skills and application tasks
- Folio tasks
- Semester examination

**Additional costs:** All Year 10 students are required to purchase a *Casio Graphics Calculator* (Model fx-CG50 AU). Available on the Year 10 Booklist and are compulsory. Older models of this calculator may be appropriate for Year 10; please confirm with the Learning Leader for Mathematics. (It is highly recommended that alternative brands are not purchased.)

### Further Information

7-12 Mathematics Learning Leader

## MATHEMATICS ADVANCED

<b>Learning Area</b>	Mathematics
<b>Length</b>	Full Year
<b>Prerequisites</b>	Invitation from the Mathematics Learning Leader

The students will complete the same core work as the Mathematics course (see the Mathematics Course Description) and they will also study elements of the Australian Curriculum 10A Mathematics program.

The 10A content descriptions are intended for students who require additional content to enrich and extend their mathematical study whilst completing the core Year 10 curriculum. This course would be advantageous for those intending to pursue Mathematical Methods (Course C) or Specialist Mathematics (Course D) in the senior secondary years. Students will be invited to participate in this course based on data collected on students from their mathematics learning in previous years.

### ASSESSMENT

- Skills and application tasks
- Folio tasks
- Semester examination

**Additional costs:** All Year 10 students are required to purchase a *Casio Graphics Calculator* (Model fx-CG50 AU). Available on the Year 10 Booklist and are compulsory. Older models of this calculator may be appropriate for Year 10; please confirm with the Learning Leader for Mathematics. (It is highly recommended that alternative brands are not purchased.)

### Further Information

7-12 Mathematics Learning Leader

## MEDIA ARTS

<b>Learning Area</b>	The Arts
<b>Length</b>	Semester
<b>Prerequisites</b>	Nil

The media forms one of the most powerful cultural influences in modern society. People interact, manipulate, and contribute to media through conventional and non-conventional means. The development of an ability to creatively analyse the messages presented on various platforms is essential.

This program is offered in the hope that students will become challengers of media codes and conventions as well as producers and presenters of media. Students are exposed to a range of texts, genres, software applications and presentational tools throughout to course.

### ASSESSMENT

Students are assessed under the following school-based assessment types:

- Analysis
- Production

### Further Information

7-12 Arts Learning Leader



## MEDIA ARTS 3D ANIMATION

<b>Learning Area</b>	The Arts
<b>Length</b>	Semester
<b>Prerequisites</b>	Nil

Whether you want to work in film, TV, game development or just have a passion for 3D, this 3D animation course for beginners covers all the essentials you need to get started, including character design, modelling, texturing, lighting, animation and rendering.

You'll finish the course with a solid foundation in 3D animation, a portfolio piece, analytical skills and confidence using Maya animation software.

Students are exposed to a range of industry standard applications including: Autodesk Maya, Adobe Photoshop, and Adobe Premiere Pro.

### ASSESSMENT

Students are assessed under the following school-based assessment types:

- Analysis
- Production

### Further Information

7-12 Arts Learning Leader

## MUSIC

<b>Learning Area</b>	The Arts
<b>Length</b>	Semester or Full Year
<b>Prerequisites</b>	(Instrumental lessons are advised and/or successful completion of the year 9 course.

Students experience music as performers, composers and historians. The course provides expansive opportunities for students to develop their skills. We celebrate the importance and vitality of music and tailor our courses to the needs of the individual. We are committed to ensuring that each student thrives in our course. Students learn practical music and performance-based skills (e.g. piano techniques, slide guitar, finger picking) through solo and ensemble performance opportunities. Students will develop arranging and compositional techniques utilizing traditional and non-traditional forms of notation on industry-level software such as *Ableton* and *Logic*. Students will enhance their musicianship through a tailored Music Theory course using *Musition*. This state-of-the-art music software enables students to work and learn independently. They develop their conceptual understanding with the elements of music; pitch, duration, texture, tone-colour, structure and dynamics and expressive techniques and general music theory and aural skills.

### ASSESSMENT

- Solo Performance
- Ensemble Performance
- Music Theory - *Musition Course*
- Digital Audio Composition

### Further Information

R-12 Director of Music

## OUTDOOR EDUCATION - COASTAL CARE & AQUATICS

<b>Learning Area</b>	Health & Physical Education
<b>Length</b>	Semester
<b>Prerequisites</b>	A basic level of swimming ability is required to successfully complete the camp experience which is a compulsory part of this course

Outdoor Education consists of three interrelated focus areas:

- Focus Area 1: Environment and conservation
- Focus Area 2: Planning and management
- Focus Area 3: Personal and social growth and development

Outdoor education provides opportunities to learn about interacting with others, connecting to the environment, teamwork and leadership. The outdoors provides a valid and important environment for developing movement competence, promoting a sense of well-being, enhancing personal and social skills, and understanding the concept of risk versus challenge. Outdoor recreation is typically associated with physical activity in outdoor, natural or semi-natural settings. These activities provide opportunities to connect individually, in small groups or as a community to the outdoor environment.

The emphases in this course include safe travel, minimum impact on the environment, group skills, and personal growth. Students use a range of skills to plan, conduct, and evaluate their 3-day outdoor journey:

- Planning (e.g. preparing water supplies and clothing, and choosing equipment and menus)
- Management practices related to camping and the care of equipment
- Risk and safety management
- Reflection on personal and group responsibilities
- Appropriate environmental behaviour

### ASSESSMENT

- Practical skills and knowledge
- Folio task – Group Presentation – Environmental Investigation & Report, Safety & Risk Assessment
- Camp report and reflection

**Additional costs:** \$150

### Further Information

7-12 Health & Physical Education / Outdoor Ed Learning Leader

## OUTDOOR EDUCATION - NATIONAL PARKS AND BUSHWALKING

<b>Learning Area</b>	Health & Physical Education
<b>Length</b>	Semester
<b>Prerequisites</b>	Nil

Outdoor Education consists of three interrelated focus areas:

- Focus Area 1 – Environment and conservation
- Focus Area 2 – Planning and management
- Focus Area 3 – Personal and social growth and development

Outdoor education provides opportunities to learn about interacting with others, connecting to the environment, teamwork and leadership. The outdoors provides a valid and important environment for developing movement competence, promoting a sense of well-being, enhancing personal and social skills, and understanding the concept of risk versus challenge. Outdoor recreation is typically associated with physical activity in outdoor, natural or semi-natural settings. These activities provide opportunities to connect individually, in small groups or as a community to the outdoor environment.

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- Planning (e.g. preparing water supplies and clothing, and choosing equipment and menus)
- Management practices related to camping and the care of equipment
- Risk and safety management
- Reflection on personal and group responsibilities
- Appropriate environmental behaviour

### ASSESSMENT

- Practical skills and knowledge
- Folio task – Group Presentation – Environmental Investigation & Report, Safety & Risk Assessment
- Camp report and reflection

**Additional costs:** \$150

### Further Information

7-12 Health & Physical Education / Outdoor Ed Learning Leader



## PHYSICAL EDUCATION (PRE-SACE)

<b>Learning Area</b>	Health & Physical Education
<b>Length</b>	Semester
<b>Prerequisites</b>	Nil

This course is designed to extend students interested in the areas of sport, health, the human body and physical activity. It will assist those students wanting to pursue Physical Education in the future.

Pre SACE Physical Education comprises:

- Group Dynamics
- Coaching
- Fitness & Training Principles,
- Skill Development and Practical Analysis
- Anatomy
- Data Analysis

Students undertake a variety of sports and/or activities as well as studying material on exercise physiology, skills acquisition and the bio-mechanics within sports. Through this, students develop sporting skills and learn new theoretical concepts related to physiology and skill development.

This course enables students to become familiar with some of the terminology and skills that are used in SACE Stage 1 and 2 Physical Education. This course is designed to increase student understanding of Physical Education in movement, through movement and about movement. It aims to extend those students who enjoy being active and learning in both a theoretical and practical manner.

### ASSESSMENT

- Practical skills and knowledge
- Skill Learning and Development task
- Inter-play of Energy Systems
- Presentation Bio-mechanical
- Analysis task

*\*A wearable device is recommended but not essential*

### Further Information

7-12 Health & Physical Education / Outdoor Ed Learning Leader

## SCIENCE

<b>Learning Area</b>	Science
<b>Length</b>	Full Year
<b>Prerequisites:</b>	Nil

Across the year, students will study:

- Biological Sciences - DNA and genetics, theory of evolution.
- Chemical Sciences - atomic structure and chemical reactions
- Earth and Space Sciences - universe and cosmology
- Physical Sciences - motions and forms of energy

Students will have an opportunity to develop and test hypotheses, design experiments and undertake investigations to further develop science inquiry skills. By doing so, students will have opportunities to engage in scientific experiments related to each area of study, for example chemical reactions, DNA extractions and pendulum investigations.

Students will explore contemporary scientific discoveries and look at the way society and science interact within the Science as a Human Endeavour (SHE) research tasks.

### ASSESSMENT

- Skills and Application tasks (tests)
- Investigation Folio tasks (practical reports)
- Science as a Human Endeavour Research tasks
- Semester Examination

### Further Information

7-12 Science Learning Leader



## VISUAL ARTS

<b>Learning Area</b>	Arts
<b>Length</b>	Semester or Full Year
<b>Prerequisites:</b>	Nil

This course is a recommended prerequisite for students intending to study Visual Art in Years 11 and 12.

Year 10 Visual Art is a foundation course for Senior Visual Art and will provide students the opportunities and experiences required for successful participation in Years 11 and 12.

Year 10 Visual Art will introduce students to key terms and concepts required for subsequent years and will introduce them to artist research, developing ideas, analysis, and the synthesis of ideas.

Students will produce folios of work across the art forms producing multimedia, 2D and 3D works.

Students will be exposed to the practice of others through artist in school opportunities, excursion, exhibition opportunities and theoretical studies.

### ASSESSMENT

Through both responding and making activities they undertake tasks including:

- |              |     |
|--------------|-----|
| • Responding | 50% |
| • Making     | 50% |

### Further Information

7-12 Arts Learning Leader

## PERSONAL LEARNING PLAN

<b>Learning Area</b>	SACE Core
<b>Length</b>	10 SACE units
<b>Prerequisites</b>	Nil

The Personal Learning Plan (PLP) is the beginning of the SACE Journey for students. It is a Compulsory Stage 1 subject taught in Year 10, which must be successfully completed (ie. 'C' Grade or above) to achieve SACE completion.

The Seven Capabilities, essential knowledge and skills that enable people to act in effective and successful ways, are introduced during this course, and students are required to identify, set goals and plan to improve in at least one capability during the Semester.

Students are guided to identify and reflect on their personal and career goals, enabling them to explore potential pathways through Senior School and beyond.

Because this subject provides the opportunity for students to explore and plan their potential career goals, it also assists with identifying Year 11 and Year 12 subjects that students may require to achieve goals in their post-school journey.

During the PLP Course, students also prepare for the 'world of work' by undertaking training in Workplace Safety, producing a resume and cover letter to suit a particular job application, participate in a Mock Job Interview, and attend a week of Work Experience.

The course consistently directs students to reflect on their goals and options and evaluate experiences in relation to their personal, learning and career aspirations.

### ASSESSMENT

Students must achieve a C grade or better to successfully complete SACE requirements.

School Assessment

- |                 |     |
|-----------------|-----|
| • 3 Folio tasks | 60% |
| • 1 Review      | 40% |

### Further Information

7-12 Teaching and Learning / SACE Coordinator



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