Senior School Year 10

Subject offerings

King's Baptist
Grammar School

VISIO FIDEI

2023

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Key Senior School Staff

The following staff will be key contacts as you work through subject selection choices with your child:

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Year 10 at King's

In Years 6-9, students have completed a wide range of study across the eight Learning Areas of the Australian Curriculum (English, Mathematics, Science, Languages, Humanities and Social Sciences, Health and Physical Education, The Arts, Technologies). In Year 10, compulsory study continues in some of these areas and in other learning areas, students have choice about the subjects they study.

In addition to the Australian Curriculum, King's offers a number of courses for students to choose from in Year 10 and all students will undertake the first course of study towards their SACE, the Personal Learning Plan (PLP).

At King's, students undertake 12 semester subjects across the year – 6 each semester. The number of subjects is negotiable and flexible depending on the outside of school studies or the learning requirements of the student. Some students will study variations of Vocational Education Training (VET) competencies and/or Community Learning that is recognised by the SACE Board. These are negotiated with Mrs Footer, Leader of Student Futures.

Students' also select a range of other subjects to suit their individual needs and future pathways. We understand that it is important for students to have more choice, as such, at King's we offer a range of flexible options in order to support our students to design a program of learning to meet their individual needs.

In the final years of school, your child should choose subjects that:

- enable them to work from their strengths
- challenge them to make the most of their capabilities
- provide them with the required learning (or pre-requisites) they need to pursue their ambitions after school
- are enjoyable while they study
- offer a range of study that is manageable, with a balance between theoretical and practical subjects
- provide life skills
- are their choice and not the choice of others

Students and families should carefully read the course descriptors for each of the subjects they are considering choosing.

Please note:

Subjects will only run if there are sufficient students to form a class. This is also dependent on staffing and timetable constraints.

Information about content in subject outlines is to be considered as a guide only. Individual staff members reserve the right to tailor courses to students' and their interests.

Subjects

In Year 10, students continue to learn through the Australian Curriculum. All students will study English, Mathematics and Science for a full year. Students will also study History for at least one semester and Health and Physical Education for at least one semester.
Students commence Stage 1 of their SACE through completion of their Personal Learning Plan.

English
All students study English for a full year. Most students will complete **English**, however some students that have selected a flexible SACE pathway may choose **Work Ready English**.

Mathematics
All students study Mathematics for a full year. Most students will complete either **General Mathematics** or **Mathematical Methods**, however some students that have selected a flexible SACE pathway may choose **Work Ready Mathematics**. In addition, some students are invited to begin **Stage 1 Mathematical Methods** at Year 10 level.

Science
All students study Science for a full year. All Students will complete general **Science** in the first semester. For Semester Two, students will be able to select a specific Science Pathway based on their interests and capabilities. Students must select at least one Science from the options below (but may select an additional Science as one of their electives):

STEM – Aquaponics
Engineering – Physics & Chemistry
Biomedical Science – Biology & Chemistry
Health Science – Biology & Psychology
Scientific Inquiry

Compulsory Choices
Students will study each of the following subjects in either Semester One or Two depending on the timetable.

Personal Learning Plan (PLP)
Health and Physical Education
History (or a language – The Content Language Integrated Learning (CLIL) approach is used within the full year language subjects to ensure students are exposed to historical content and skills.)

Electives
Students select an additional 4 subjects for study from the following:

Child Studies*
Creative Arts (Musical Theatre) *
Dance *
Design - Digital Photography and Graphic Design *
Design – Graphic and Environmental *
Drama *
Entrepreneurial Thinking *
Food and Hospitality *
Furniture Construction *
Game Design *
Geography *
German ◆
Global Citizenship (Stage 1 Integrated Learning)*
Japanese ◆
Modern History *
Music ⅄
Outdoor Education #
Racing and Engineering #
Specialist Physical Education #
StudyRight (invite only)
Visual Art – 2D/3D *

◆ *To be studied for a full year – both Semester One and Two*
⅄ *We strongly encourage students wishing to continue their music studies in SACE, to undertake 2 semesters of Music.*
\# *Can be studied for either Semester One or Semester Two or both.*
* *Can only be studied for 1 semester.*

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Pathways at King's

At King's, our Senior School students are encouraged to continue to learn about who they are, what their interests and abilities are and what they might like to do beyond school. Whatever the answer to these questions, we want our students to leave King's understanding that they are lifelong learners with much to offer in the areas they wish to pursue.

King's seeks to provide curriculum opportunities to build students' general capabilities, support their interests and aspirations, and encourage them to make informed decisions about their subject choices and pathways.

We want our students to see links between curriculum and their future; feeling engaged and motivated about what their future holds. By learning about themselves and setting goals, students will be able to make informed choices about their learning and their next steps in order to construct a career pathway.

Career Education and Development is fostered at King's in two ways. Firstly, career education opportunities are provided for students to experience different industries, areas and learning environments throughout the year. Secondly, career guidance is provided to assist individuals make choices about possible pathways. At subject selection time, we encourage families to come in for a pathway discussion with key leaders in the Senior School.

We would encourage all students and parents to visit our King's Career Hub website as this is the portal of all information related to career development and post-school options for students.

For any further questions please contact Robyn Footer, Leader of Student Futures, on

robyn.footer@kingsbaptist.sa.edu.au

www.kingscareerhub.com

KING'S

Career Hub

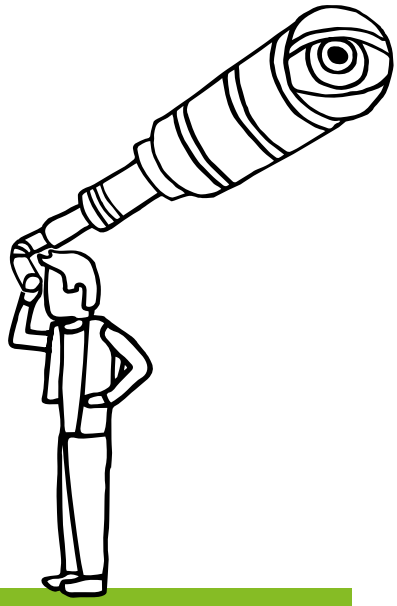
Welcome to the SACE

The South Australian Certificate of Education (SACE) is a modern, internationally-recognised secondary school qualification designed to equip your child with skills, knowledge, and personal capabilities to successfully participate in our fast-paced global society.

How it has changed

The SACE has evolved to provide your child with **more flexibility** to choose subjects that reflect their interests, skills, and career goals, using a combination of SACE subjects, vocational education and training (VET), community learning, university, and TAFE studies.

SACE subjects are made up of investigations, performances, and other assessment tasks to demonstrate students' skills, knowledge, and personal capabilities throughout the year. Some subjects will have an end-of-year exam **worth a maximum of 30%** of the overall grade.



Your child's SACE journey

To complete the qualification, your child will need to attain **200 credits** from a selection of Stage 1 and Stage 2 subjects. A 10-credit subject is usually one semester of study, and a 20-credit subject is usually over two semesters. **Here's how it works.**

COMPULSORY SUBJECTS

50 credits

- The Personal Learning Plan (PLP) *(10 credits)*
- Literacy requirement *(20 credits)* demonstrated from a range of English subjects at Stage 1 or Stage 2
- Numeracy requirement *(10 credits)* demonstrated from a range of Mathematics subjects at Stage 1 or Stage 2
- The Research Project *(10 credits)*

STUDENT SELECTED SUBJECTS

90 credits

Your child chooses and successfully completes a selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning.

60 credits

Your child chooses and successfully completes a selection of Stage 2 or VET subjects worth at least 60 credits in total.

Stage 2 subjects are externally assessed by the SACE Board of South Australia.

The SACE is flexible and students' schedules may differ depending on their school. The majority of students in South Australia will start their journey with the **Personal Learning Plan in Year 10**, their selection of **Stage 1 subjects in Year 11** (including the compulsory Maths and English choices), and their selection of **Stage 2 subjects in Year 12** (including the Research Project). To view all subjects offered by SACE visit **sace.sa.edu.au**

EXAMPLE OF ACHIEVING A MINIMUM OF 200 CREDITS

50 credits - compulsory

Personal Learning Plan *(10 credits)*
Stage 1 General Mathematics *(10 credits – one semester)*
Stage 1 Essential English *(20 credits)*
Stage 2 Research Project *(10 credits)*

Min. 90 credits

Stage 1 Biology *(20 credits)*
Stage 1 Italian continuers *(20 credits)*
Stage 1 Food and Hospitality *(20 credits)*
Stage 2 Food and Hospitality *(20 credits)*
Stage 1 VET: Certificate II in Food Processing *(min. 40 credits)*

Min. 60 credits

Stage 2 Biology *(20 credits)*
Stage 2 Italian continuers *(20 credits)*
Stage 2 Essential English *(20 credits)*

How to get an ATAR?

A student is eligible for an Australian Tertiary Admissions Rank (ATAR) if they achieve 90 credits in Stage 2 (see above example). **The South Australian Tertiary Admissions Centre (SATAC) has responsibility for calculating the ATAR**. For more information about the ATAR (including scaling), go to **satac.edu.au**

What kind of learner is your child?

The SACE caters for practical and theory, hands-on and action-based learning both in and outside school.

Your child is encouraged to choose subjects that suit them and will open doors to a range of careers within their area of interest.

Your child will have the opportunity to explore their interests, strengths, subject choices, and style of learning during the **Personal Learning Plan** at the beginning of their SACE journey.

VET options are available at both Stage 1 and Stage 2 and include a wide range of industry areas, including construction, automotive, electrotechnology, hospitality, community services, health and information technology.

In negotiation with your school, your child can choose to combine study and part-time work, a traineeship, or school-based apprenticeship.

The SACE Board offers **Modified Subjects** at both Stage 1 and 2 for eligible students with identified significant disabilities.

Making sure it's fair

Your child's work is assessed against the performance standards outlined for each subject.

Teachers and assessors use these standards to determine how well a student has demonstrated their learning, and apply a grade:

From A to E for Stage 1 (C or higher to pass)
From A+ to E- for Stage 2 (C- or higher to pass)

To ensure your child's work is marked fairly, thousands of samples of student work are reviewed to ensure that assessment decisions are consistent with the performance standards for the subject across the state. These processes are called **marking** and **moderation**.

If something happens during your child's journey

If your child's learning is significantly disrupted, special provisions may be granted by your school, on a short-term or long-term basis, to allow for adjustments in assessment so they can demonstrate the required knowledge and performance standards to complete the subject.

The SACE Board and schools work in partnership to ensure **special provisions** are available for exceptional circumstances.

Your child will learn at the pace of change with 7 capabilities that equip them to live and work successfully in the 21st century.

- LITERACY
- NUMERACY
- INFORMATION AND COMMUNICATION TECHNOLOGY
- CRITICAL AND CREATIVE THINKING
- PERSONAL AND SOCIAL
- ETHICAL UNDERSTANDING
- INTERCULTURAL UNDERSTANDING

Need more information?

The SACE Board provides detailed information on subjects, assessment, modified subjects, special provisions, and results. Visit **sace.sa.edu.au** for more information.

Your school's SACE coordinator and other school leaders can offer advice and information on subjects being offered that best suit your child's interests and their plans for further education and training.

Government of South Australia

South Australian Certificate of Education

Vocational Education and Training (VET)

VET stands for Vocational Education and Training, and gives students skills for work, particularly in the traditional and non-traditional areas of industry. Students are able to build pathways in the SACE through VET, and students are encouraged to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

Students that identify a trade or technical pathway and wish to pursue a VET course should make this clear when choosing their subjects. All students will choose a "full load" of subjects at subject selection and once VET arrangements are confirmed, students will be able to negotiate a study line or a modified subject load to suit their pathway. Most VET courses will begin in Year 11, but it is important to identify pathways early as there may be opportunity for 'taster' courses to be provided.

VET learning should not be seen as an 'easy' alternative. It requires commitment to the course as well as on-the job structured work placement. It also comes with a financial cost, as all VET courses have out-of-pocket expenses paid for in addition to regular school fees. Good time management is essential so that subjects at school are still successfully completed along with the training requirements. Students may be out of school one day per week or for one-week blocks of time and they may also be required to use some of the school holidays for their workplace learning. This should all be considered if contemplating VET learning as an option.

There are many different VET providers with different locations, requirements, qualifications and costs. Each VET qualification will be recognised as equivalent credits at Stage 1 or 2 level. To determine what credits a course might be worth, students should check the VET recognition register.
https://www.sace.sa.edu.au/web/vet/vet-coordinators/vet-recognition-register

Community Learning

Community learning includes community-developed programs or self-directed programs approved by the SACE Board.

What is a community-developed program?

Organisations such as those listed below develop and accredit their own programs that are eligible for recognition towards the SACE. For a list of approved programs, see Recognised community-developed programs.

- Defence Cadets (Air Force, Army etc)
- Music Examinations (AMEB, IMEBA, SCSM, ABRSM, TCL)
- Dance Examinations (ATD, Cecchetti, CSTD, RAD)
- Coaching (Netball Australia Foundation Coach, SANFL umpire)
- Duke of Edinburgh Award
- Equestrian Australia
- Microsoft Certification Program
- Royal Life Saving Eg.Bronze medallion, lifeguard etc.
- SA Country Fire Service
- St John Ambulance Cadets

If the program is listed in the document, students can apply for recognition towards their SACE by bringing in a copy of their certificate or evidence of completion to Mrs Footer who will lodge this with the SACE board.

What is a self-directed program?

Individual students can participate in activities that are not formally accredited. Examples of this type of learning include:

- creating media productions (e.g. films, websites) outside school
- performing in sport at an elite level or officiating at sporting events
- planning and coordinating community events
- taking a leadership role in community groups
- taking a leadership role in the workplace
- taking responsibility for the care of an older adult or person with a disability
- teaching others specialised skills (e.g. dance).

Students need to submit an application form and attend an interview at their school to have their self-directed community learning recognised as part of their SACE. Students that wish to discuss their ideas around gaining recognition for a self directed program should discuss this with Mrs Footer, Leader of Student Futures.

For more information on all community learning programs, please visit:
https://www.sace.sa.edu.au/studying/recognised-learning/community-learning

Faith Studies and Pastoral Care

Students are supported in their personal and social development to demonstrate actions which support the FISHER principles of King's – Fairness, Integrity, Service, Humility, Excellence, Respect and Responsibility. Students learn how to regulate emotions and develop empathy for others. They are supported to establish and build positive relationships, make responsible decisions, work effectively in teams, handle challenging situations constructively and develop leadership skills.

The Pastoral Teacher supports students in developing these skills and attributes and reports twice per year to parents, the extent to which students demonstrate these actions by providing an indicator against the following actions:

- Treats others fairly
- Demonstrates integrity and honesty
- Serves and shows empathy toward others
- Demonstrates humility
- Demonstrates a commitment to excellence and personal best
- Respects and cooperates with others
- Accepts responsibility for own actions

The image that guides us in our Senior School Faith Studies program is the Mega Adventure Park, West Beach, South Australia. It has three experiences to enjoy within its stable framework: the Skywalk, the Sky Challenge and the MegaBounce. These experiences are possible to explore because of the safety and stability of the framework they are held in.

In the Senior School, we have this image in mind as we continue to engage students in exploring God's Story. Our Story. My Story. God's Story is the strong, stable framework we do this in. God's Story is the story that we all live in … everything is encompassed in his Story, and students are encouraged to wonder, question, consider, reflect, debate … and have fun … as they consider how they live within this Framework.

In Year 10, the Year of 'Whose Story is it anyway?' students continue to understand this safe, stable, firm framework through the 7 'chapters' of God's Story … Creation … Alienation … Preparation … Incarnation … Salvation … Participation … Restoration.

In Year 11, the Year of 'The Sneaking Suspicion', students are encouraged to explore life in the safety of this Framework and consider the 'big issues' of life and faith and to consider what this might mean in their lives.

In Year 12, the Year of 'The View from the Top', students consider various World Views and are given the opportunity to express their own developing worldview, and how they live within this framework (or their own meaning of life) as they prepare for life beyond school.

Learning Area: CROSS-DISCIPLINARY STUDIES

Learning Area Leader: Ruth Denton

There are two compulsory Cross-Disciplinary Studies courses and a number of elective options. These courses are designed to develop student capabilities in a variety of key areas to assist in their development as independent learners to achieve lifelong learning and success.

The two compulsory courses for completing the SACE are the Personal Learning Plan and the Research Project. The Personal Learning Plan is designed to help students make informed decisions about their personal development, education and training. Students must also complete 10 credits of the Stage 2 Research Project with at least a C grade or better to gain their SACE. Students undertake a detailed self-directed study in an area of interest. Typically, the Research Project is undertaken in Semester Two of Year 11.

Elective Courses include Work Place Practices, which can be studied at both Stage 1 (either one or two semesters in Year 11) and Stage 2 (full year) and is ideally linked to Work Place Learning. The course enables students to explore in depth their chosen vocation. Community Studies and Integrated Learning may be offered on an individual basis and in consultation with Head of Senior School, Leader of Student Futures, and Leader of Student Diversity (where appropriate).

Stage 1 Personal Learning Plan

Length of Study: One Semester

Number of SACE Credits: 10

Subject Overview

The Personal Learning Plan is a **compulsory** South Australian Certificate of Education (SACE) subject, undertaken by all Year 10 students for the equivalent of one semester. Students are introduced to the 7 capabilities, literacy, numeracy, information and communication technology capability, creative and critical thinking, personal and social capability, ethical understanding, and intercultural understanding. These are explored in greater depth in each SACE subject studied in Year 11 and 12 at Stage 1 and Stage 2. Students identify and plan personal and academic goals and strategies about how to achieve them. Students also begin to explore vocational aspirations through class activities, excursions and presentations from guest speakers. Work preparation is completed in readiness for Work Experience when appropriate. Finally students reflect on their own progress as learners in the SACE.

Students undertake study in Year 10 Personal Learning Plan through the following topics/themes:

- The Capabilities
- Identifying Personal/Academic Goals
- Career Presentation
- Reflection Year 10

Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio (75%)

Assessment Type 2: Review (25%)

Examination

This subject does not have an Examination at the end of the semester.

Learning Area: ENGLISH

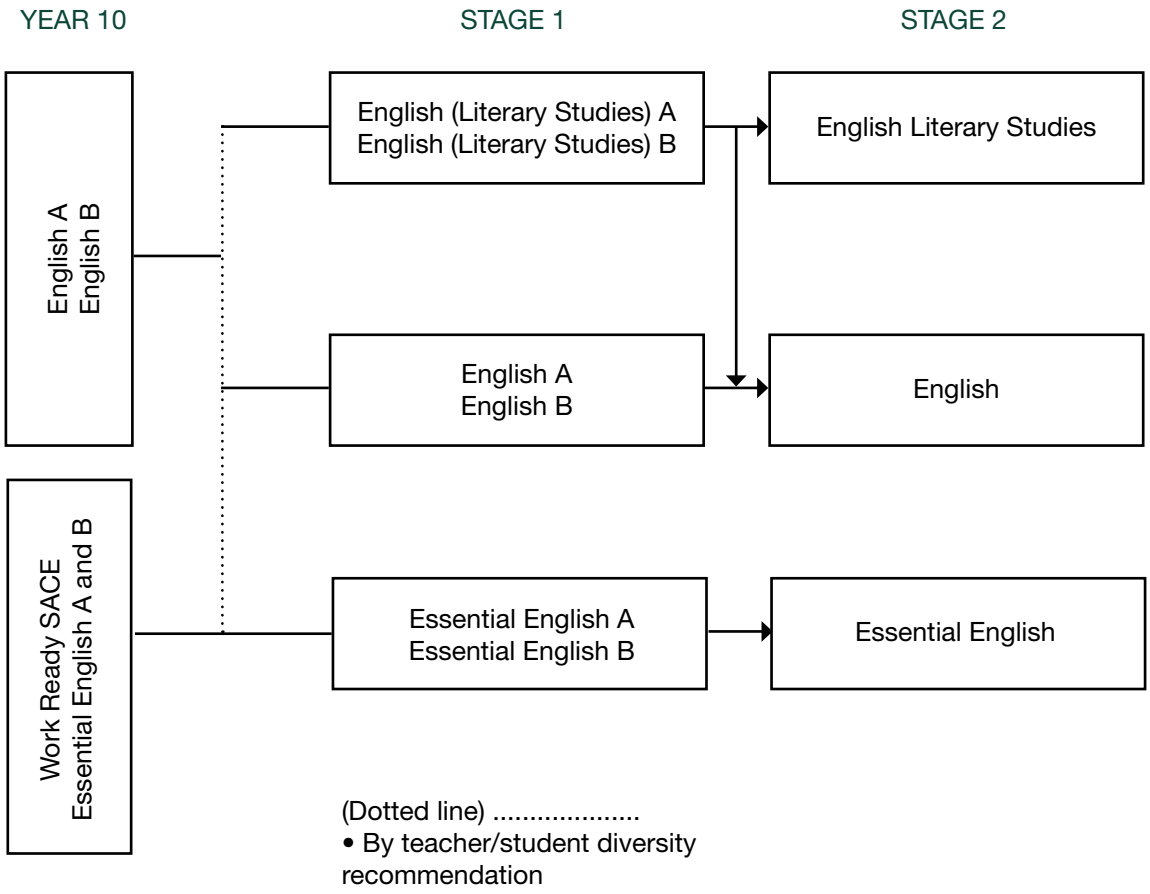
Learning Area Leader: Keryn Allan

The Australian Curriculum for English is built around the three interrelated strands of Language, Literature and Literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students are able to build on concepts, skills and processes developed in earlier years, revisiting and strengthening these as needed.

At Year 10, the range of literary texts available for study comprises Australian and classic literature as well as classic and contemporary world literature, including texts from and about Asia. All of the texts chosen for study in Year 10 explore themes of human experience and cultural significance, interpersonal relationships, and ethical or global dilemmas. They cover real-world and fictional settings and represent a variety of perspectives, including a Christian one. Students also create a range of imaginative, informative and persuasive types of texts. This may include: narratives, procedures, discussions, literary analyses, transformations of texts, reviews and media texts.

At the end of Year 10, students will opt to continue their studies in a pathway which suits their goals and abilities. English (Literary Studies) and Essential English are to be chosen based on Year 10 English teacher recommendation.

Pathways



Year 10 English A

Length of Study: One Semester

(It is compulsory for all students to study English for the full year in Year 10)

Subject Overview

In Semester One of Year 10 English, students study a shared novel and analyse the ways that the author uses a variety of language techniques to present ideas and perspectives to the reader. They also transfer these analytical skills into another medium and respond to the techniques used by a director of a film text. Students build upon the creative, imaginative writing skills established in previous years by writing an original narrative of a specified genre and creating a digital instructional clip. The Australian Curriculum areas of learning include: Language variation and change; Text structure and organisation; Responding to literature; Examining literature; Creating literature; Texts in context; Interpreting, analysing, evaluating; and Creating texts, with a focus on digital technologies.

Students undertake study in Year 10 English through the following topics:

- Analysis of a Shared Novel
- Narrative Writing
- Instructional Clip
- Intertextual Study
- Critical Reading

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Receptive Mode - Responding to Texts (45%)

Assessment Type 2: Productive Mode - Creating Texts (40%)

Assessment Type 3: Examination (15%)

Examination

This subject has a 60 minute examination at the end of the semester.

Year 10 English B

Length of Study: One Semester

(It is compulsory for all students to study English for the full year in Year 10)

Subject Overview

In Semester Two of Year 10 English, students study a selection of poetry and learn skills in analysis and comparison to demonstrate an understanding of how poets use techniques to convey a particular theme. They also transfer these analytical skills into another medium and respond to the techniques used by an author of a play text. There is a focus on visual literacy and poetic techniques as students apply their understanding through the creation of an original visual poem. The Australian Curriculum areas of learning include: Language for interaction; Text structure and organisation; Responding to literature; Literature in context; Expressing and developing ideas; Examining literature; Texts in context; Interpreting, analysing, evaluating; and Creating texts.

Students undertake study in Year 10 English through the following topics:

- Play Study
- Poetry Analysis
- Film Study
- Visual Poetry
- Independent Reading

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Receptive Mode - Responding to Texts (45%)

Assessment Type 2: Productive Mode - Creating Texts (40%)

Assessment Type 3: Examination (15%)

Examination

This subject has a 60 minute examination at the end of the semester.

Year 10 Work Ready SACE Essential English A

Length of Study: One Semester

Number of SACE Credits: 10

Pre-requisite Information: By Year 9 English teacher or Student Diversity recommendation.

Subject Overview

Year 10 WorkReady SACE Stage 1 Essential English is designed for those who are seeking to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways, and those intending to continue their study of English. In Essential English, students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. There is an emphasis on communication, comprehension, analysis, and text creation.

In Semester One, students respond to a film and a website, where they demonstrate their analytical skills along with their understanding of language and structural conventions. They also create a magazine cover, along with an explanation to raise awareness for a current issue.

Students undertake study in Stage 1 Essential English through the following topics:

- Print Media Study
- Explanation
- Website analysis
- Film Study

Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Responding To Texts (50%)

Assessment Type 2: Creating Texts (50%)

Examination

This subject does not have an examination at the end of the semester.

Year 10 Work Ready SACE Essential English B

Length of Study: One Semester

Number of SACE Credits: 10

Pre-requisite Information: By Year 9/10 English teacher or Student Diversity recommendation.

Subject Overview

Year 10 WorkReady SACE Stage 1 Essential English is designed for those who are seeking to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways, and those intending to continue their study of English. In Essential English, students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. There is an emphasis on communication, comprehension, analysis, and text creation.

In Semester Two, students create and respond to texts, and focus on how creators of texts use visual and written language features to make meaning for a target audience. Students study language conventions used in news broadcasts, persuasive texts, documentaries and recounts. They also examine and create formal job applications.

Students undertake study in Stage 1 Essential English through the following topics:

- Survival Story Analysis
- Famous Speech Study
- Documentary Recount
- Job Video Applications

Assessment

Stage 1 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Responding To Texts (50%)

Assessment Type 2: Creating Texts (50%)

Examination

This subject does not have an examination at the end of the semester.

Learning Area: LANGUAGES

Learning Area Leader: Keryn Allan

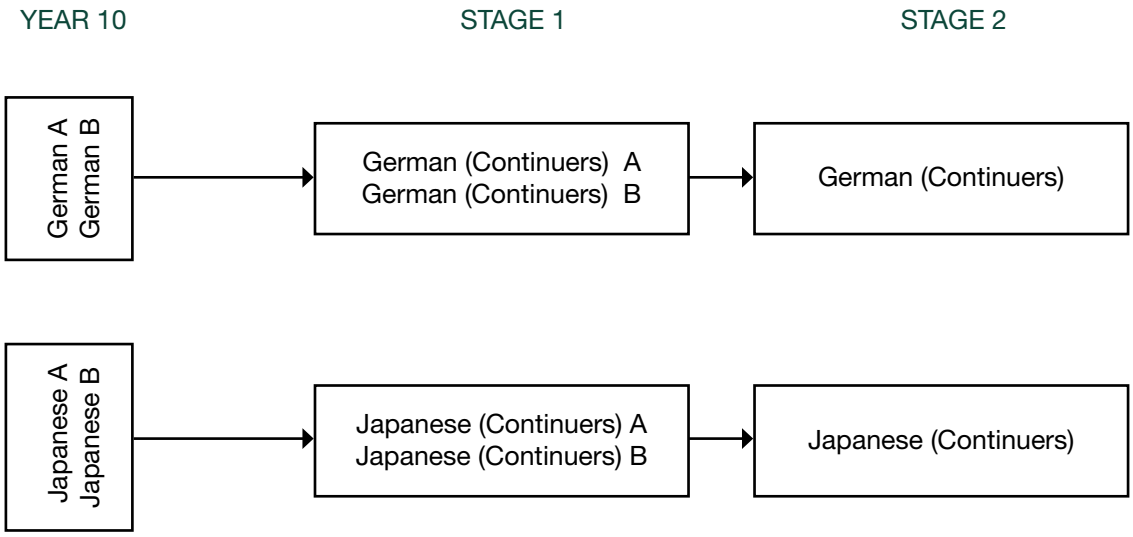
At King's Baptist Grammar School, there are two languages offered for study: German and Japanese. By Year 10, most students will have completed Year 6-9 German or Japanese.

King's has two important and exciting exchange opportunities for Senior School students: Sonobe High School, near Kyoto, in Japan; and Dietrich-Bonhoeffer-Gymnasium in Bergisch Gladbach near Cologne, Germany. The exchange trips operate every alternate year, with students enjoying many aspects and opportunities that these language and cultural trips provide.

Future trips are at the discretion of the Principal and subject to the Covid-19 situation at the time.

Through learning languages, students acquire communication skills in the language being learnt and an understanding of the role of language and culture in communication. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world. It also broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents.

Pathways



Year 10 German A

Length of Study: One Semester

(As part of a full year course)

Pre-requisite Information: Essential Knowledge:
At least a C grade in Year 9 German.

Subject Overview

This subject focuses on using German to communicate in everyday situations along with developing an understanding of German culture. Students develop their written, spoken, listening and reading for understanding skills through a variety of tasks. The Australian Curriculum areas of learning in Semester One include: Socialising; Informing; Creating; Translating; Reflecting; Systems of language; Language variation and change; and Role of language and culture. Students learn how to write different text types; use language techniques and specific vocabulary to improve their sentence structure in German; improve their text analysis skills; and participate in oral tasks.

Students undertake study in Year 10 German through the following topics:

- Illness
- Holidays
- Dream Country

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Interaction (28.3%)

Assessment Type 2: Text Production (28.3%)

Assessment Type 3: Text Analysis (28.3%)

Assessment Type 4: Exam (15%)

Examination

This subject has an 80 minute examination at the end of the semester.

Year 10 German B

Length of Study: One Semester

(As part of a full year course)

Pre-requisite Information: Essential Knowledge:
At least a C grade in Semester One, Year 10 German.

Subject Overview

In Semester Two of Year 10 German, students expand their vocabulary knowledge and experiment with a wider range of modes and contexts of communication. They show greater control and fluency in their use of German and are able to initiate, sustain and extend their interactions in both spoken and written forms. Topics covered allow them to reflect on intercultural perspectives. The Australian Curriculum areas of learning in Semester Two include: Reflecting; Creating; and Systems of language. Students learn multiple language and grammatical concepts, continue to develop their writing skills in German along with improving their oral and listening skills. They also learn about WW2 History through CLIL (Content Language Integrated Learning) which involves learning History content through the German language.

Students undertake study in Year 10 German through the following topics:

- The ‘Case’ is Important!
- Story Writing
- CLIL History (WW2)

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Interaction (28.3%)

Assessment Type 2: Text Production (28.3%)

Assessment Type 3: Text Analysis (28.3%)

Assessment Type 4: Exam (15%)

Examination

This subject has an 80 minute examination at the end of the semester.

Year 10 Japanese A

Length of Study: One Semester

(As part of a full year course)

Pre-requisite Information: Essential Knowledge: At least a C grade in Year 9 Japanese.

Subject Overview

This subject focuses on using Japanese to communicate in everyday situations and on developing an understanding of Japanese culture. Students develop their written, spoken, listening and reading for understanding skills through a variety of tasks. The Australian Curriculum areas of learning in Semester One include: Socialising; Informing; Translating; Reflecting; Systems of language; and Role of language and culture. Topics covered also allow students to reflect on intercultural perspectives. Students learn how to write different text types; use language techniques and specific vocabulary to improve their sentence structure in Japanese; improve their text analysis skills; and participate in oral tasks.

Students undertake study in Year 10 Japanese through the following topics:

- Restaurants
- Describing People
- Japanese Exchange
- Directions

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Interaction (25%)

Assessment Type 2: Text Production (25%)

Assessment Type 3: Investigation (35%)

Assessment Type 4: Exam (15%)

Examination

This subject has an 80 minute examination at the end of the semester.

Year 10 Japanese B

Length of Study: One Semester

(As part of a full year course)

Pre-requisite Information: Essential Knowledge: At least a C grade in Semester One, Year 10 Japanese.

Subject Overview

In Semester Two of Year 10 Japanese, students expand their vocabulary knowledge and experiment with a wider range of modes and contexts of communication. They show greater control and fluency in their use of Japanese and are able to initiate, sustain and extend their interactions in both spoken and written forms. Topics covered allow them to reflect on intercultural perspectives. The Australian Curriculum areas of learning in Semester Two include: Socialising; Creating; Reflecting; Systems of language; and Language variation and change. Students learn multiple language and grammatical concepts, continue to develop their writing skills in Japanese along with improving their oral and listening skills. They also learn about WW2 History through CLIL (Content Language Integrated Learning) which involves learning History content through the Japanese language.

Students undertake study in Year 10 Japanese through the following topics:

- Japanese Athletes
- Part-time Work
- Cool Japan
- CLIL History (WW2)

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Interaction (30%)

Assessment Type 2: Text Production (30%)

Assessment Type 3: Text Analysis (25%)

Assessment Type 4: Exam (15%)

Examination

This subject has an 80 minute examination at the end of the semester.

Learning Area: MATHEMATICS

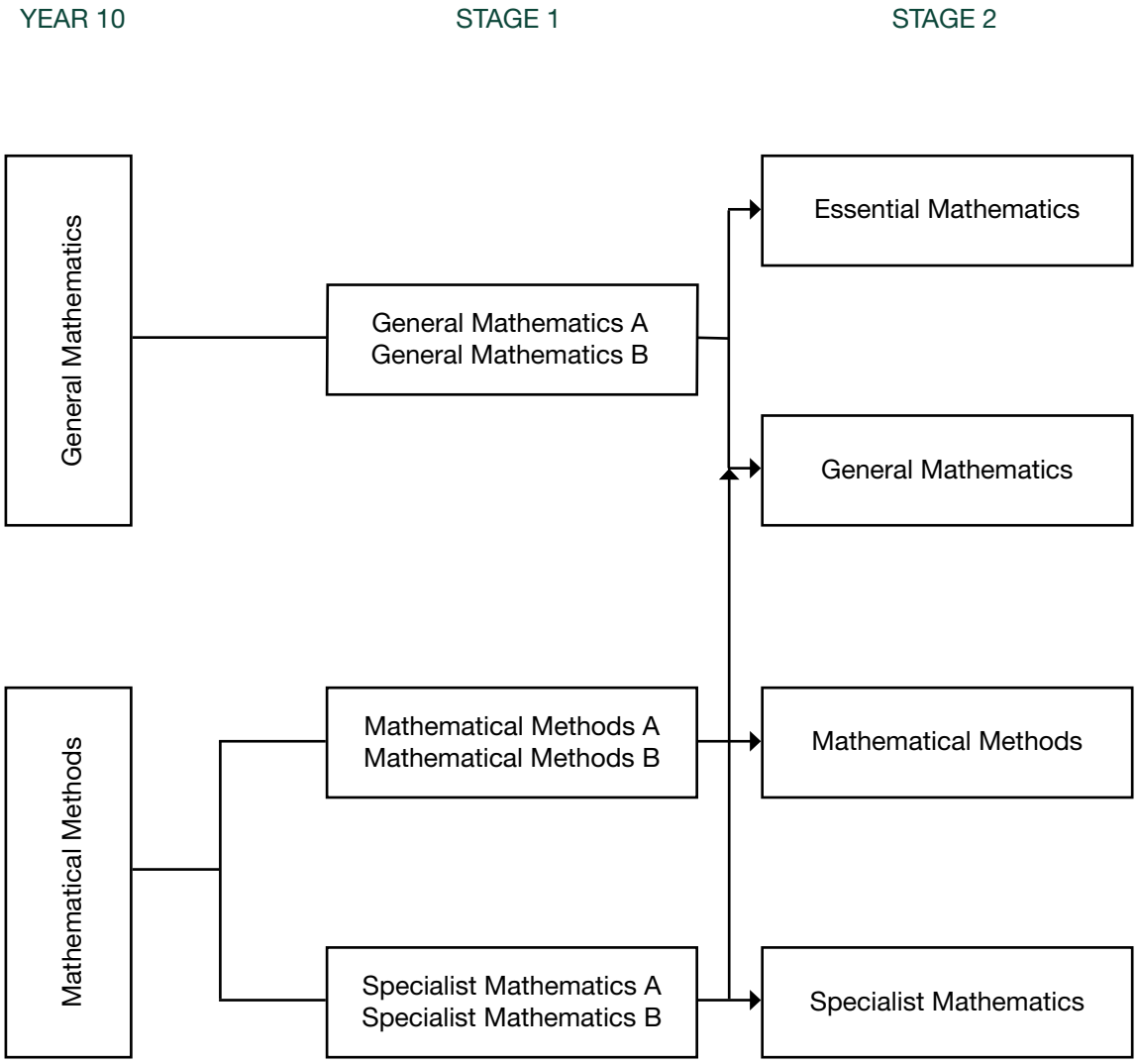
Learning Area Leader: Chris Archer

Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

It is compulsory for students in Year 10 to study Mathematics for the whole year.

Students who chose to study General Mathematics will be equipped to study Stage 1 General Mathematics. Students who study Mathematical Methods will be equipped to study Stage 1 Mathematical Methods and Specialist Mathematics. Stage 1 Specialist Mathematics is designed to be studied in conjunction with Stage 1 Mathematical Methods.

Pathways



Year 10 General Mathematics A

Length of Study: Semester One

Subject Overview

In Semester One students develop their fluency, problem-solving and reasoning skills. The topics aim to develop students' understanding in the strands of Number and Algebra, Geometry and Measurement and Statistics and Probability. Students use triangle and angle properties to prove congruence and similarity and make connections to trigonometric properties. They use trigonometry to calculate unknown angles in right-angled triangles. Students develop their understanding in Coordinate Geometry to graph and solve linear equations and inequalities and recognise the relationships between parallel and perpendicular lines. Students investigate how working with linear functions enables them to describe the statistical relationship between two variables. They compare data sets by referring to the shapes of the various data displays and calculate quartiles and inter quartile ranges to support conclusions about data. Students recognise and explore the connection between simple and compound interest.

Students undertake study in Year 10 Mathematics through the following topics:

- Right Angled Trigonometry
- Linear Functions
- Statistics
- Financial Models

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Investigation (15%)

Assessment Type 2: Skills and Application Tasks (70%)

Assessment Type 3: Exam (15%)

Examination

This subject has a 90 minute Examination at the end of the semester.

Year 10 General Mathematics B

Length of Study: Semester Two

Subject Overview

In Semester Two students develop their fluency, problem-solving and reasoning skills. The topics aim to develop students' understanding in the strands of Number and Algebra as well as Statistics and Probability. They solve pairs of simultaneous equations and simple quadratic equations as well as expanding and factorising quadratic expressions. Students explore the connection between non - linear relationships and their graphs. They explore ways of representing outcomes and list outcomes for multi-step chance experiments and assign probabilities for these experiments.

Students undertake study in Year 10 Mathematics through the following topics:

- Algebra
- Probability
- Simultaneous Equations
- Quadratics

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Investigation (15%)

Assessment Type 2: Skills and Application Tasks (70%)

Assessment Type 3: Exam (15%)

Examination

This subject has a 90 minute Examination at the end of the semester.

Year 10 Mathematical Methods A

Length of Study: Semester One

Subject Overview

In Semester One students develop their fluency, problem-solving and reasoning skills. The topics aim to develop students' understanding in the strands of Number and Algebra, Geometry and Measurement and Statistics and Probability. Students use triangle and angle properties to prove congruence and similarity and make connections to trigonometric properties. They use trigonometry to calculate unknown angles in right-angled triangles and explore how trigonometric formulas can be developed and applied to non - right angled triangles. They apply Trigonometry in three - dimensional shapes. Students develop their understanding in Coordinate Geometry to graph and solve linear equations and inequalities and recognise the relationships between parallel and perpendicular lines. Students investigate how working with linear functions enables them to describe the statistical relationship between two variables. They compare data sets by referring to the shapes of the various data displays and calculate quartiles and inter-quartile ranges to support conclusions about data. Students recognise and explore the connection between simple and compound interest.

Topics to be covered:

- Right Angled and Non - Right Angled Trigonometry
- Linear Functions
- Statistics
- Financial Models

Additional topics may be added dependent on the interest of the class.

Assessment

Assessment Type 1: Investigation (15%)

Assessment Type 2: Skills and Application Tasks (70%)

Assessment Type 3: Exam (15%)

Examination

This subject has an 90 minute Examination at the end of the semester.

Year 10 Mathematical Methods B

Length of Study: Semester Two

Subject Overview

In Semester Two students develop their fluency, problem-solving and reasoning skills through the strands of Number and Algebra as well as Statistics and Probability. Students further develop skills in algebraic manipulation through solving algebraic fractions and working with index laws and surds. Students explore the connection between logarithms and index laws and apply laws of logarithms to evaluate expressions and solve equations. They explore the connection between non - linear relationships and their graphs. They solve pairs of simultaneous equations and use a range of methods to solve quadratic equations as well as expanding and factorising quadratic expressions.

Topics to be covered:

- Advanced Algebra
- Exponential Functions
- Simultaneous Equations
- Advanced Quadratics

Assessment

Assessment Type 1: Investigation (15%)

Assessment Type 2: Skills and Application Tasks (70%)

Assessment Type 3: Exam (15%)

Examination

This subject has an 90 minute Examination at the end of the semester.

Year 10 Work Ready SACE Essential Mathematics A

Length of Study: Semester One

Number of SACE Credits: 10

Pre-requisite Information: By Year 9 Mathematics Teacher recommendation

Subject Overview

Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

Students undertake study in Year 10 Essential Mathematics through 3 of the following topics:

- Calculations. Time and Ratios
- Shapes and Angle Geometry
- Earning and Spending
- Measurement
- Investing
- Data in Context

Topics are dependent on the interest of the class.

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Skills and Applications Tasks (50%)

Assessment Type 2: Folio Tasks (50%)

Examination

This subject does not have an Examination at the end of the semester.

Year 10 Work Ready SACE Essential Mathematics B

Length of Study: Semester Two

Number of SACE Credits: 10

Pre-requisite Information: By Year 9/10 Mathematics Teacher recommendation

Subject Overview

Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

Students undertake study in Year 10 Essential Mathematics through 3 of the following topics:

- Calculations. Time and Ratios
- Shapes and Angle Geometry
- Earning and Spending
- Measurement
- Investing
- Data in Context

Topics are dependent on the interest of the class.

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Skills and Applications Tasks (50%)

Assessment Type 2: Folio Tasks (50%)

Examination

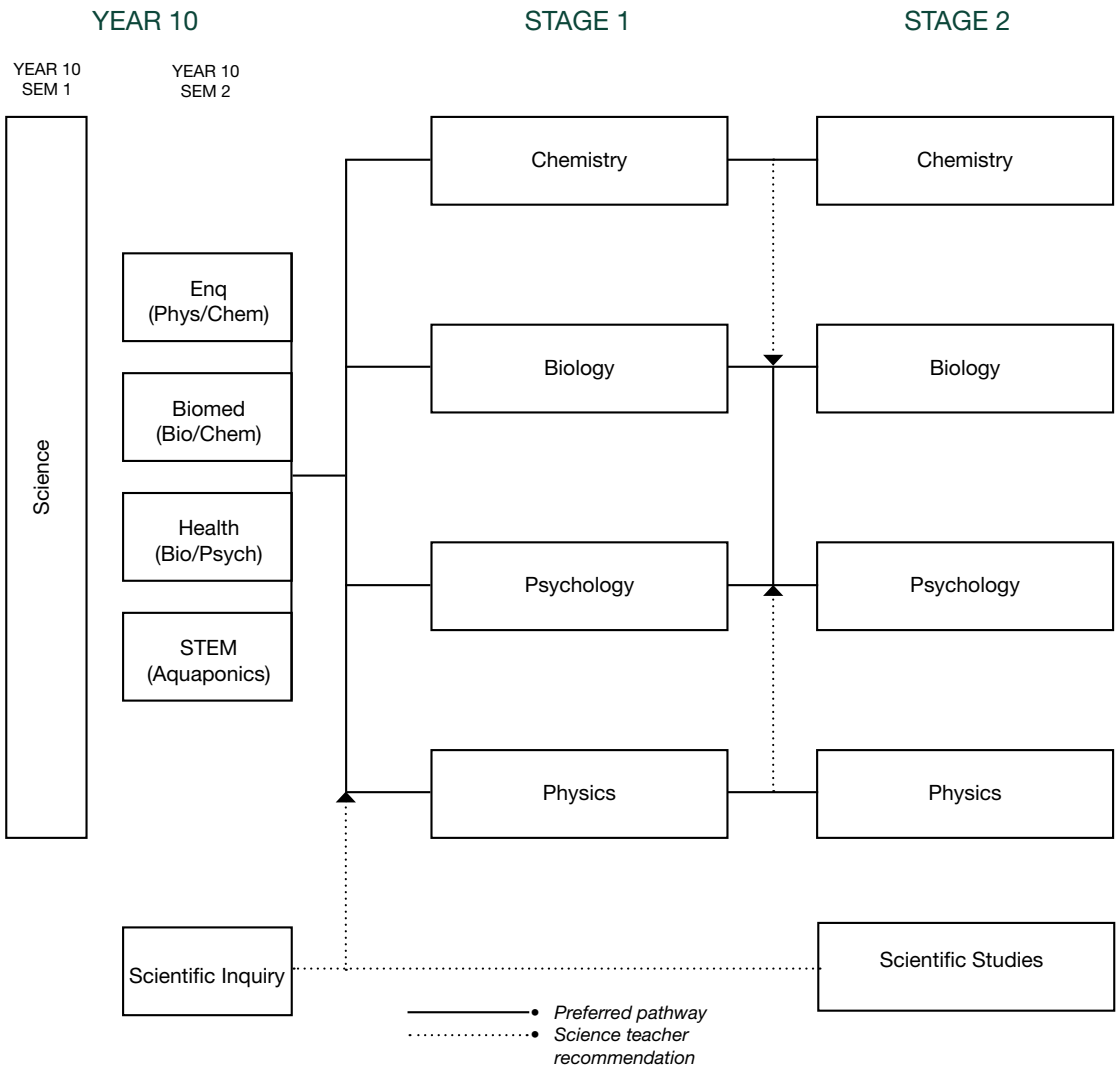
This subject does not have an Examination at the end of the semester.

Learning Area: SCIENCE

Learning Area Leader: Daniel Markey

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, its applications in our lives. It provides an understanding of scientific inquiry methods, a foundation of knowledge across the disciplines of science, develops an ability to communicate scientific understanding, use evidence to solve problems and make evidence-based decisions. In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. The curriculum supports students to develop their scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Pathways



In Semester Two of Year 10, students undertake a Science course of their choice. There are five to choose from and students may study more than one. The options include:

- Engineering (Physics and Chemistry)
- Biomedical Science (Biology and Chemistry)
- Health Science (Biology and Psychology)
- STEM – Aquaponics
- Scientific Inquiry

Regardless of the option students choose, they are able to select any of the Sciences at Stage 1. However, students are strongly encouraged to consider their future pathways and select a Semester Two course that aligns with their interests, pathways and strengths.

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Year 10 Science

Length of Study: One Semester

(Compulsory)

Subject Overview

In Semester One of Year 10 Science, students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. Students explore the biological, chemical, geological and physical evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They learn that transmission of heritable characteristics from one generation to the next involves DNA and genes and use this to explain the processes that underpin heredity and evolution. They develop their scientific skills which include manipulative, observational, scientific writing, report writing, lateral thinking and communication skills. They also have the opportunity to develop their own opinions and express their thoughts and feelings.

Students undertake study in Year 10 Science through the following topics:

- Genetics
- Chemical Interactions
- Evolution/Origin of the Universe/Global Systems
- Energy transfer and motion

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Skills and Applications Tasks (35%)

Assessment Type 2: Folio (50%)

Examination

This subject has an 80 minute Examination at the end of the semester. (15%)

Year 10 STEM - Aquaponics

Length of Study: Semester Two

(In Semester Two, Year 10 students select at least one Science subject)

Subject Overview

This program seeks to engage students in a STEM related pathway of learning. It is hoped that students will identify the connection between each element of STEM, thus stimulate their interests and passion for learning, be active learners, engage their creativity, and develop their career pathways.

Three branches will be:

1. Aquaponics – this will allow for some short term experiments to be conducted.
2. Data Analysis and Technology – students will be able to identify and discuss trends, in obtained data, also making inferences, conclusions and suggestions for further testing or improvements.
3. Design – Students will be given an opportunity to design a small scale aquaponics system (primarily a grow bed).
4. SHE - Science as a Human Endeavour Investigation

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Skills and Applications Tasks (35%)

Assessment Type 2: Folio (50%

Examination

This subject has an 80 minute Examination at the end of the semester. (15%)

Year 10 Engineering (Physics and Chemistry)

Length of Study: Semester Two

(In Semester Two, Year 10 students select at least one Science subject)

Subject Overview

Engineering is the application of scientific, economic, social and practical knowledge in order to design, build and maintain structures, machines, devices, systems, materials and processes.

In this course, students will have an opportunity to use the laws of physics to describe and predict how forces affect movement. They will investigate how chemistry is used to produce a range of useful substances such as fuels. They will predict the products of different types of chemical reactions and use word and symbol equations to represent these. They will investigate the factors that affect the rate of chemical reactions.

Students will use the Law of Conversation of energy to explain how energy is transferred and transformed within systems. Students will be given opportunities to design, build and maintain systems to investigate an aspect of engineering.

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Skills and Applications Tasks (35%)

Assessment Type 2: Folio (50%)

Examination

This subject has an 80 minute Examination at the end of the semester. (15%)

Year 10 Biomedical Science (Biology and Chemistry)

Length of Study: Semester Two

(In Semester Two, Year 10 students select at least one Science subject)

Subject Overview

Biomedical Science combines scientific and laboratory research to support diagnosis and treatment of human ailments.

In this course, students will investigate the chemical and biological concepts relevant to the work of a Biomedical Scientist. Students expand their understanding of body systems and associated diseases to see the overall effect on individuals. Practical activities will support students to develop a deep understanding of how this can be used to advise nurses and medical practitioners, in determining the best course of action for their patients.

Students will investigate concepts such as, but not limited to: blood typing; stem cells; electrophoresis; chromatography; artificial limbs; x-rays; MRIs; ultrasounds and pacemakers; the importance of human senses and implications of system breakdown.

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Skills and Applications Tasks (35%)

Assessment Type 2: Folio (50%)

Examination

This subject has an 80 minute Examination at the end of the semester.(15%)

Year 10 Health Science (Biology and Psychology)

Length of Study: Semester Two

(In Semester Two, Year 10 students select at least one Science subject)

Subject Overview

Health Science is the study of biological, psychological and behavioural processes in the human body. It is concerned with understanding how psychological, behavioural social and cultural factors contribute to physical and mental health.

In this course, students will investigate the structure, function and organisation of the brain and nervous systems. Students will explore the effects of various types of aquired injuries on the function of the brain and body.

The ethics surrounding the use of animals in Science will be researched and argued from multiple perspectives.

Students will also investigate factors that lead to positive and negative mental health. Coping strategies, treatments and therapies that promote resilience and recovery will be explored and discussed. Helpful strategies for developing a healthy mind will be researched and practiced, emphasising the importance of reducing the stigma that surrounds mental health in society today.

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Skills and Applications Tasks (50%)

Assessment Type 2: Folio (50%)

Examination

This subject has an 80 minute Examination at the end of the semester.

Year 10 Scientific Inquiry

Length of Study: Semester Two

(In Semester Two, Year 10 students select at least one Science subject).

By invitation, recommendation or as an option for students who enjoy science but do not wish to study biology, chemistry or physics beyond Year 10.

Subject Overview

Students apply inquiry-based approaches to design, plan, and undertake investigations on a short term or more extended scale, responding to local or global situations. Both collaboratively, and individually, they employ a scientific approach to collecting, representing, interpreting and analysing data using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions. Scientific Inquiry provides a powerful platform for students to develop their capabilities, in particular to think creatively, work collaboratively, and be innovative.

Assessment

Year 10 Scientific Inquiry assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Skills & application task on scientific methods & design (25%)

Assessment Type 2: Inquiry folio (75%)

Examination

This subject does not have an Examination at the end of the semester.

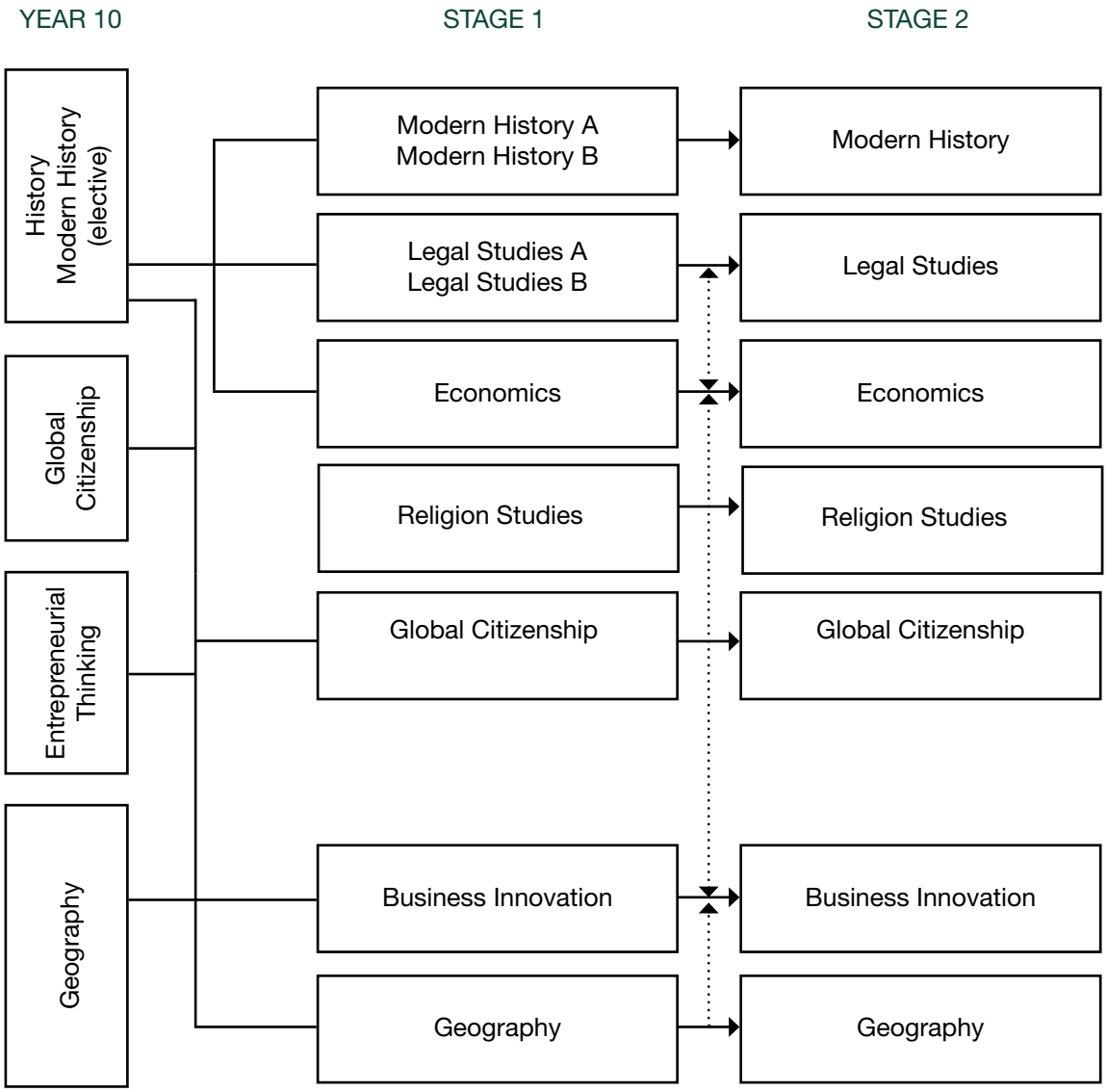
Learning Area: HUMANITIES

Learning Area Leader: Ruth Denton

In a world that is increasingly culturally diverse and dynamically interconnected, it is important that students come to understand their world, past and present, and develop a capacity to respond to challenges, now and in the future, in innovative, informed, personal and collective ways. The study of Humanities and Social Sciences plays an important role in harnessing students' curiosity and imagination about the world they live in and empowers them to actively shape their lives; make reflective, informed decisions; value their belonging in a diverse and dynamic society; and positively contribute locally, nationally, regionally and globally. Thinking about and responding to issues requires an understanding of different perspectives; the key historical, geographical, political, economic and societal factors involved; and how these different factors interrelate.

It is compulsory for all students to study one semester of History at year 10.

Pathways



Year 10 History

Length of Study: One Semester (Compulsory)

Subject Overview

The Australian Curriculum for History provides students the opportunity to deepen discipline-specific knowledge, understandings and skills. The content is organised into two strands: knowledge and understanding, and inquiry and skills. These strands provide opportunities for students to develop historical understanding through key concepts including; evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. In Year 10 History the area of learning this semester included the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

Students undertake study in Year 10 History through the following topics:

- The Modern World and Australia
- Rights and Freedoms
- World War Two
- Pop Culture

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Skills and Applications Tasks (50%)

Assessment Type 2: Folio (50%)

Examination

This subject has an 80 minute Examination at the end of the semester.

Year 10 Modern History

Length of Study: One Semester

Subject Overview

The Australian Curriculum for History provides students with the opportunity to deepen discipline-specific knowledge, understandings and skills. The content is organised into two strands: knowledge and understanding, and inquiry and skills. These strands provide opportunities for students to develop historical understanding through key concepts including; evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

In Year 10 Modern History the area of learning this semester included the history of the modern world and Australia from 1900 to the present, with an emphasis on Australia in its global context.

Students undertake study in Year 10 Modern History through the following topics:

- Pop Culture
- World War II – The Pacific War and the Home Front

Assessment

Year 10 assessment is comprised of 100% school-based assessment.

Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Skills and Applications Tasks (50%)

Assessment Type 2: Folio - Museum Exhibition (50%)

Examination

This subject has an 80 minute Examination at the end of the semester.

Year 10 Geography

Length of Study: One Semester

Subject Overview

The Australian Curriculum for Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world. Geography teaches students to respond to questions in a geographically distinctive way. Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. Geography identifies the concepts of place, space, environment, interconnection, sustainability, scale and change, as integral to the development of geographical understanding.

Students undertake study in Year 10 Geography through the following topics:

- Environmental Change and Management
- Geographies of Human Wellbeing

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Source Analysis (35%)

Assessment Type 2: investigations (65%)

Examination

This subject has an 80 minute Examination at the end of the semester.

Stage 1 Global Citizenship (Integrated Learning)

Length of Study: One Semester

Number of SACE Credits: 10

Subject Overview

Intercultural understanding is an essential part of living with others in the diverse world of the twenty-first century. It assists young people to become responsible local and global citizens, equipped through their education for living and working together in an interconnected world. In Global Citizenship students are encouraged to make connections between their own worlds and the worlds of others, to build on shared interests and commonalities, and to negotiate or mediate difference. It develops students' abilities to communicate and empathise with others and to analyse intercultural experiences critically. Students will investigate these concepts in relation to both the Cambodian and Indigenous Australian cultures.

Global Citizenship stimulates students' interest in the lives of others. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect and responsibility, open-mindedness and critical awareness, and supports new and positive intercultural behaviours. Of particular focus will be the developments of empathy, demonstration of respect and acceptance of responsibility.

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Practical Exploration (40%)

Assessment Type 2: Connections (20%)

Assessment Type 3: Personal Venture (40%)

Examination

This subject does not have an Examination at the end of the semester.

Year 10 Entrepreneurial Thinking

Length of Study: One Semester

Number of SACE Credits: 10

Subject Overview

The concept of entrepreneurial thinking encompasses much more than the basics of building and maintaining a business. Throughout this course students will be given the opportunity to develop skills in critical thinking, collaboration, problem solving and creativity, and understand the importance of these skills in business. Students will implement these skills into a variety of activities and tasks that aim to expand their understanding of how entrepreneurial thinking skills can be used to solve real world problems.

Students will participate in the Australian Business Week, the In-school program is a one week learning program. In the course of the week, students run their company over a simulated two-year period in competition against other student companies. Satisfactory completion of the Australias Business Week activities enables a students to obtain 10 SACE credits. Students will be introduced to business, legal, economic and financial concepts and is excellent preparation for Business Innovation, Economics and/or Legal Studies at Stage 1.

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Australian Business Week (50%)

Assessment Type 2: Inquiry (50%)

Examination

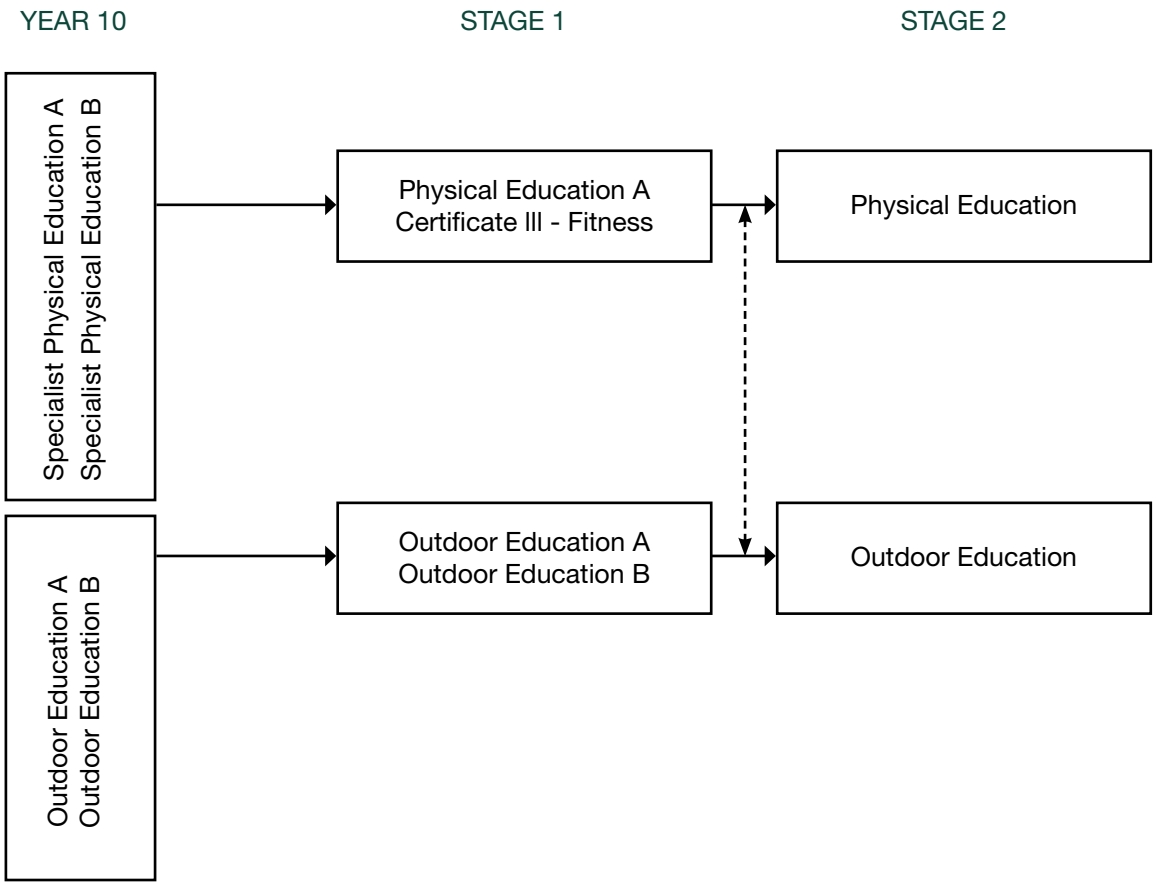
This subject does not have an Examination at the end of the semester.

Learning Area: HEALTH AND PHYSICAL EDUCATION

Learning Area Leader: Adrian McDonald

Health and Physical Education develops the knowledge, skills and understanding that promotes an appreciation of movement and encourages healthy decision making. Students access, evaluate and synthesise information to take positive action for their own and others' health, wellbeing, safety and physical activity participation across their lifespan. Students use critical inquiry process to analyse, apply and appraise knowledge in health and movement fields. The curriculum is underpinned by the school's FISHER principles which students develop and use to enhance a range of personal and social skills and behaviours that contribute to health and wellbeing. Core Health and Physical Education is studied across the year with 5 lessons across the 2 semesters. Specialist Physical Education can be chosen as a semester course or for a full year.

Pathways



Year 10 Health and Physical Education

Length of Study: One semester (Compulsory)

Subject Overview

Students learn to critically analyse and apply information to implement healthy habits. This information is used to implement a variety of health strategies for maintaining a positive mental and relational outlook and evaluating behavioural expectations in different leisure, social and online situations. Recreational Sport and Fitness Training units facilitate application and evaluation of more specialised movement skills, complex movement strategies and concepts in different environments. Students have the opportunity to refine and consolidate personal and social skills by demonstrating leadership, teamwork and collaboration in varied physical activities including management of school sporting events.

Students undertake study in Year 10 Physical Education through the following topics:

- Leadership and Collaboration
- Invasion Games
- Healthy Choices
- Lifelong health and fitness

Assessment

Year 10 assessment is comprised of 100% school-based assessment.

The Australian Curriculum Achievement Standards shape the outcomes for this course with both theoretical and practical knowledge and application assessed.

Assessment 1: Practical Court Invasion (20%)

Assessment 2: Leadership and Coaching (20%)

Assessment 3: Healthy Choices (20%)

Assessment 4: SEPEP Field Invasions (20%)

Assessment 5: Net Divided Games (20%)

Examination

This subject does not have an Examination at the end of the semester.

Year 10 Specialist Physical Education A

Length of Study: Semester One

Subject Overview

Year 10 Specialist Physical Education provides students with the opportunity to apply specialised movement skills and complex movement strategies and concepts in a range of practical contexts. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identity, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities. Assessment criteria is derived from SACE outcomes to provide students with familiarity with the expectations of Stage 1 and 2 Health and Physical Education

Students undertake study in Year 10 Elective Physical Education through the following topics:

- Umpiring
- Coaching and skill Learning
- Sport-based performance improvement

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment 1: Exercise Physiology 40%) Body Systems Contribution of energy systems. Role of nutrition for optimal performance

Assessment 2. Badminton or Volleyball analysis Unit (30%) Tactical/technical analysis to improve individual & team performance

Assessment 3. Coaching and Skill Learning (30%) Classification of skills, feedback cycles and effective coaching

Examination

This subject does not have an Examination at the end of the semester.

Year 10 Specialist Physical Education B

Length of Study: Semester Two

Subject Overview

Year 10 Specialist Physical Education provides students with the opportunity to apply specialised movement skills and complex movement strategies and concepts in a range of practical contexts. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identity, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities. Assessment criteria is derived from SACE outcomes to provide students with familiarity with the expectations of Stage 1 and 2 Health and Physical Education

Students undertake study in Year 10 Elective Physical Education through the following topics:

- Umpiring
- Coaching and skill Learning
- Sport-based performance improvement

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment 1: Football Umpiring Unit (30% Collaboration & Communication focus – umpiring SACSA football carnivals

Assessment 2: Volleyball or Badminton Analysis Unit (30%) Tactical/technical analysis to improve individual & team performance

Assessment 3: Training Unit (40%) Focus on resistance training. Introduction to programming

Examination

This subject does not have an Examination at the end of the semester.

Year 10
Outdoor Education A

Length of Study: Semester One

Subject Overview

Outdoor Education provide students the opportunity to develop their sense of self-reliance and build relationships with people and natural environments. Students develop an awareness of environmental issues through observation and evaluation. By participating in outdoor activities, students develop knowledge and skills and reflect on their personal, group and social development. Through outdoor journeys, students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety and minimising environmental impacts for sustainable futures. The focus capabilities for this subject are communication, citizenship and personal development

Students undertake study in Year 10 Outdoor Education through the following topics:

- Rock Climbing
- Bushwalking
- Health and Wellbeing
- Conservation and Sustainability

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Experience in Natural Environment

Assessment Type 2: About Natural Environments

This subject does not have an Examination at the end of the semester.

Please note: this subject incurs a resource fee $350.

Year 10
Outdoor Education B

Length of Study: Semester Two

Subject Overview

Subject Overview

Outdoor Education provide students the opportunity to develop their sense of self-reliance and build relationships with people and natural environments. Students develop an awareness of environmental issues through observation and evaluation. By participating in outdoor activities, students develop knowledge and skills and reflect on their personal, group and social development. Through outdoor journeys, students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety and minimising environmental impacts for sustainable futures. The focus capabilities for this subject are critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

Students undertake study in Year 10 Outdoor Education through the following topics:

- Canoeing
- Rock Climbing
- Orienteering
- Ecosystems
- Leadership and Group Dynamics

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Experience in Natural Environment

Assessment Type 2: About Natural Environment

This subject does not have an Examination at the end of the semester.

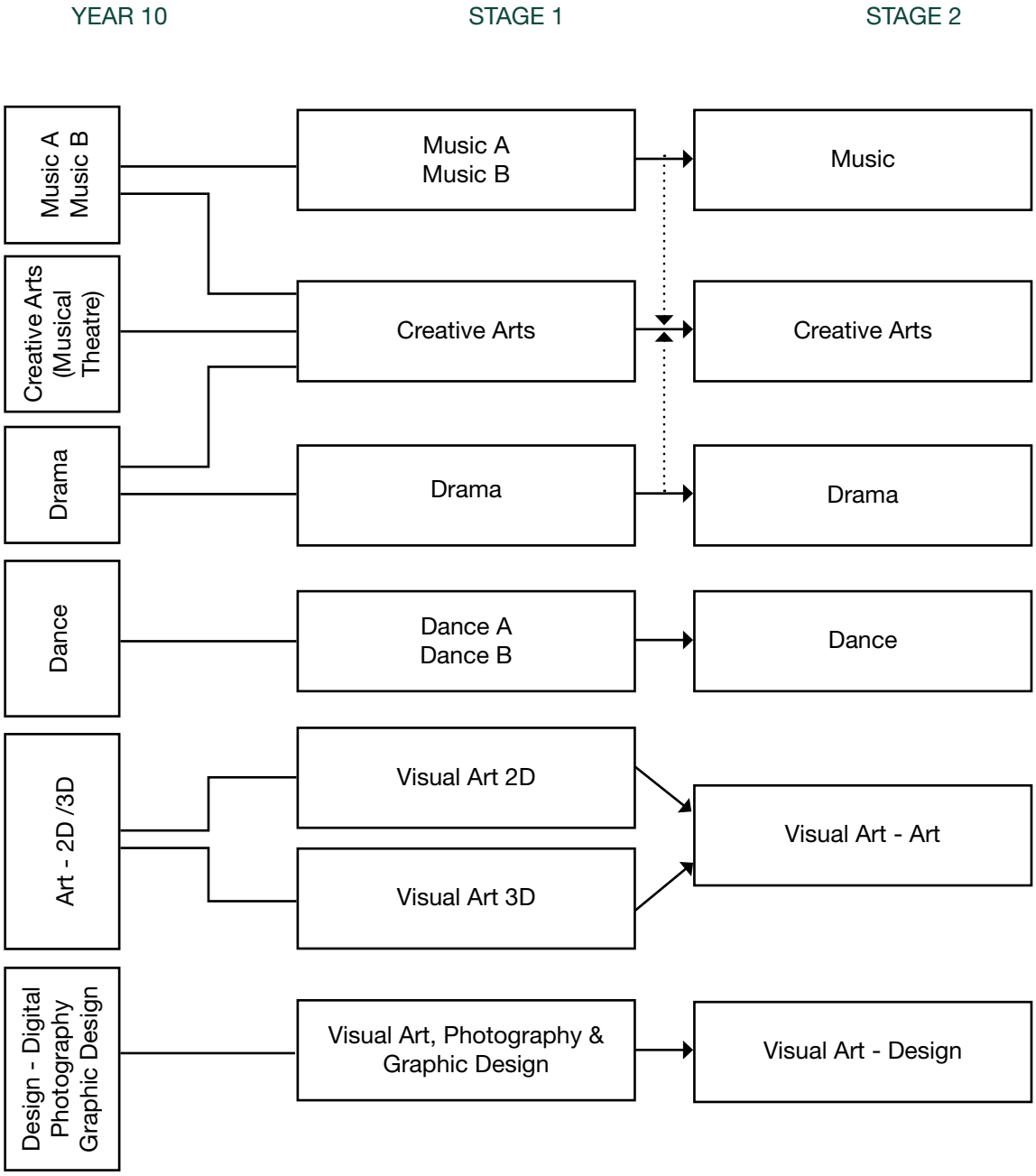
Please note: this subject incurs a resource fee $350.

Learning Area: THE ARTS

Learning Area Leader: Sue Horton

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The Arts entertain, challenge, provoke responses and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in The Arts encourages students to be critical thinkers, develop creative solutions in a rapidly changing world and empathy for the viewpoints of others - whilst providing a multitude of opportunities for students to develop talents and skills in areas they are passionate about. It is essential that students practice the required techniques and processes to ensure the successful improvement of their practical skills.

Pathways



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Year 10 Design – Digital Photography & Graphic Design

Length of Study: One Semester

Subject Overview

In Year 10 Photography and Graphic Design students explore the manipulation of materials, techniques and processes used in the creations of artworks, the exploration of visual ideas form various historic, contemporary and cultural references, and the analysis of artworks, styles and visual conventions used in the process of developing and constructing artworks. This course includes the development and refinement of visual ideas through the techniques of digital photography, digital manipulation, digital graphic design and mixed media artistic photography. Research and analysis reinforces the knowledge of visual art processes. Through the engagement in these activities, students consider the qualities and properties of materials, techniques, technologies and processes and combine these to create artworks of a photographic and graphic design nature. They extend their thinking, understanding and use of conceptual skills and continue to use and apply appropriate visual language and conventions.

Students undertake study in Year 10 Digital Photography & Graphic Design through the following topics:

- Analysis
- Photographic techniques
- Graphic design techniques
- Creative Photographic artworks

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Theory/Analysis (20%)

Assessment Type 2: Folio/Development (45%)

Assessment Type 3: Practical/Resolved Artworks (35%)

Examination

This subject has does not have an Examination at the end of the semester.

Year 10 Visual Art - 2D/3D

Length of Study: One Semester

Subject Overview

In Year 10 Visual Art students build on their awareness and respond to the development of artists' ideas through different visual representations, practices, processes and viewpoints from a range of cultures, times and locations. They extend their thinking, understanding and use of conceptual skills and continue to use and apply appropriate visual language and conventions. Through engagement in these activities, students consider the qualities and properties of materials, techniques, technologies and processes and combine these to create artworks of a 2 dimensional or 3 dimensional nature. Students explore the areas of art appreciation, drawing, printmaking and painting.

Students undertake study in Year 10 2D Art through the following topics:

- Theory/Analysis
- Drawing
- Printmaking
- Painting
- Construction
- Ceramics

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Theory/Analysis (20%)

Assessment Type 2: Folio/Development (45%)

Assessment Type 3: Practical/Resolved Artworks (35%)

Examination

This subject does not have an Examination at the end of the semester.

Year 10 Dance

Length of Study: One Semester

Subject Overview

Dance has its own specific language, processes and techniques that students learn in theory and practice through technique, choreography, performance and dance appreciation and analysis. Dance offers opportunities for the development of students' self-discipline, self-esteem, imagination and confidence. This is achieved through activities that encourage collaboration and problem-solving, the acquisition of skills and knowledge, and the development of aesthetic awareness. Students participate in dance excursions to view live performance and respond to these as well as self-devised and performed works.

Students undertake study in Year 10 Dance through the following topics:

- Technique
- Choreography
- Performance
- Written Response

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Technique (30%)

Assessment Type 2: Performance (25%)

Assessment Type 3: Choreography (25%)

Assessment Type 4: Response (20%)

Examination

This subject does not have an Examination at the end of the semester.

Year 10 Drama

Length of Study: One Semester

Subject Overview

Students develop and sustain a variety of different roles and characters for given circumstances and intentions. They are required to work both independently and collaboratively to conceive, develop, create and interpret dramatic works. Students will also review a professional theatre performance and complete a production report. Students perform a scene or scenes from a chosen Elizabethan play, as well as explore characterisation and participate in a Group Production.

Students undertake study in Year 10 Drama through the following topics:

- Group Production
- Characterisation
- Elizabethan Theatre
- Reviewing

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Group Performance (50%)

Assessment Type 2: Drama Conventions and Styles (20%)

Assessment Type 3: Analysis and Review (30%)

Examination

This subject does not have an Examination at the end of the semester.

Year 10 Music A

Length of Study: One Semester

Subject Overview

In year 10 Music A students interpret, rehearse and perform in Solo and Ensemble Performance with technical control, expression and stylistic understanding. They analyse and evaluate the works performed by themselves and others from a diverse range of musical styles. Students identify how the elements of music are used in different styles to develop composition and songwriting skills using the music technology programs Sibelius and Mixcraft. Additionally, they explore PA systems and live sound production. Students study music making in different cultures, times and places to inform and shape interpretations and performances.

Students undertake study in Year 10 Music A through the following topics:

- Ensemble Performance Technique
- Solo Performance Technique
- Theory/Aural skills
- Songwriting
- Music in Context – Contemporary Music Study

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Performance (40%)

Assessment Type 2: Musicianship (30%)

Assessment Type 3: Songwriting (20%)

Assessment Type 4: Music in Context (10%)

Examination

This subject does not have an Examination at the end of the semester.

Year 10 Music B

Length of Study: One Semester

Subject Overview

In year 10 Music B students interpret, rehearse and perform in Solo and Ensemble Performance with technical control, expression and stylistic understanding. They analyse and evaluate the works performed by themselves and others in a range of music styles. Students manipulate the elements of music to create and arrange works using Sibelius and other music technology programs. Additionally, they explore Music Technology through creating works using Mixcraft. Students study music making in different cultures, times and places to inform and shape interpretations, performances and compositions.

Students undertake study in Year 10 Music B through the following topics:

- Ensemble Performance
- Solo Performance
- Theory/Aural Skills
- Arranging/Composing
- Music Technology

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Performance (40%)

Assessment Type 2: Musicianship (30%)

Assessment Type 3: Arranging/Composition (20%)

Assessment Type 4: Performance Review Task (10%)

Examination

This subject does not have an Examination at the end of the semester.

Year 10 Creative Arts Stage 1

Length of Study: One Semester

Number of SACE Credits: 10

Subject Overview

Students develop the practical, production technique, research and analytical skills associated with their role in the Creative Arts Production. Students focus on improving their performance skills or production techniques and reflect on their progress; research a practitioner of their chosen field and review the performances of others. Collaboration is a major focus as students prepare elements of the production for a unified presentation through the page to stage process.

Students undertake study in Year 10 Creative Arts through the following topics:

- Creative Arts Product
- Performance Review
- Inquiry
- Skills Focus

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Product (50%)

Assessment Type 2: Folio (50%)

Examination

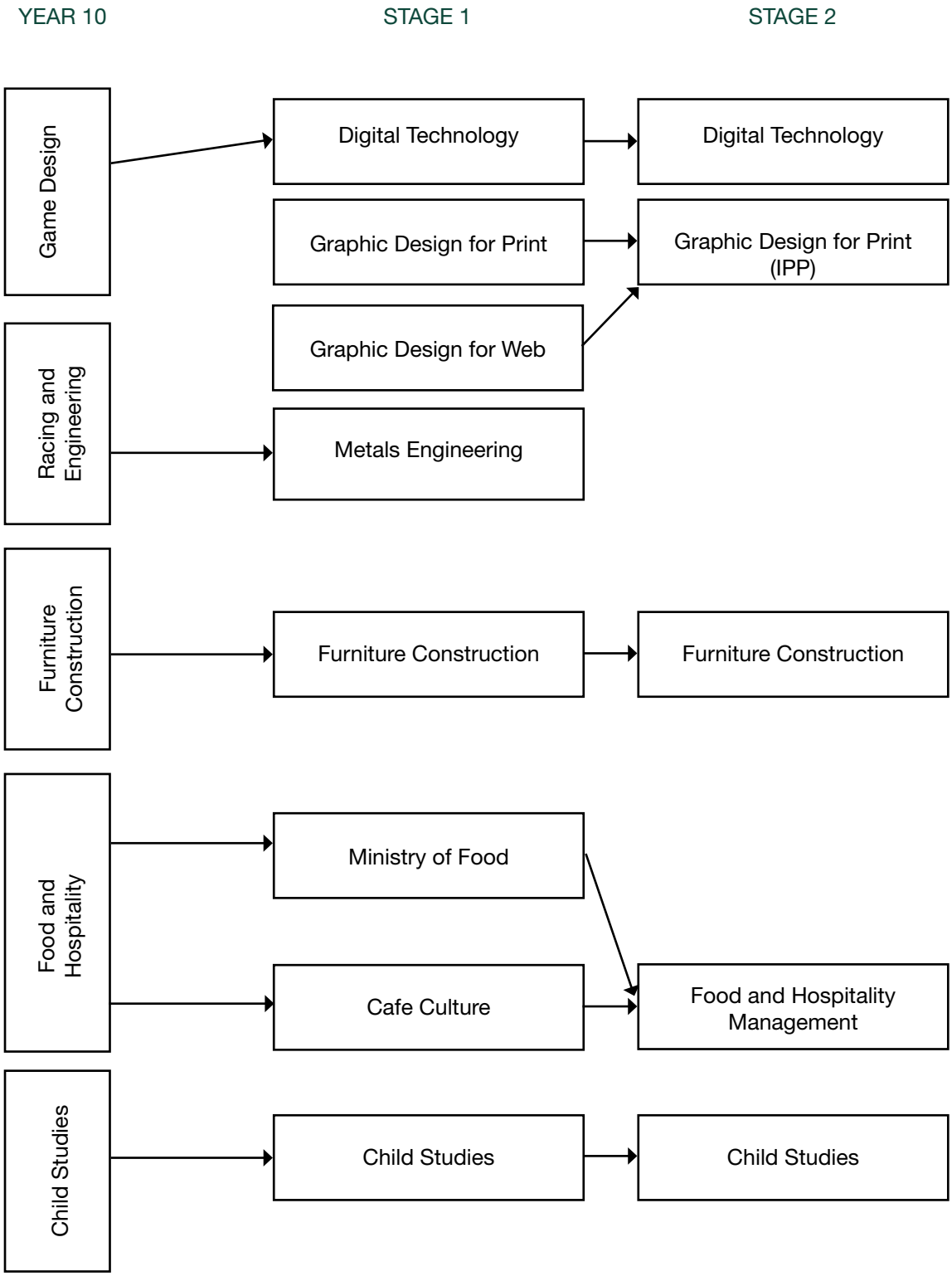
This subject does not have an Examination at the end of the semester.

Learning Area: TECHNOLOGIES

Learning Area Leader: Steve Marshall

Apart from Year 10 Pedal Prix all Year 10 courses are semester only courses.

Pathways



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Year 10 Game Design

Length of Study: One Semester

Subject Overview

This semester students will develop a game solution using Unity, and evaluate their game through peer-based feedback. Students progressively become more skilled at identifying the steps involved in planning solutions using flowcharts and pseudo code and develop detailed plans. When creating solutions, both individually and collaboratively, students comply with legal obligations, particularly with respect to the ownership of information, and when creating interactive solutions for sharing in online environments.

Students undertake study in Year 10 Digital Technology through the following topics:

- Unity Basics
- Physics and Colliders

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Folio: Essay and Report (40%)

Practical: Portfolio of practical work (60%)

Examination

This subject does not have an Examination at the end of the semester.

Year 10 Furniture Construction

Length of Study: One Semester

Subject Overview

This materials based course aims to provide a safe, practical environment where students design, make and appraise all their work. The central focus engages students in creating one major and several minor products. The study of workshop machinery, power tools, hand tools, mechanisms, various materials and computer aided drafting. A strong emphasis is placed on students safely operating machines like the circular saw, thicknesser, planer/jointer, lathe and table router. Students attained essential furniture design and construction skills that should serve them well when building larger, more detailed furniture in Years 11 and 12.

Students undertake study in Year 10 Design Technology through the following topics:

- Safe use of workshop machinery
- Timber Ecosystems
- Furniture History
- Finishes
- Timber
- CAD

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Folio: Assignments, CAD, Rendered Perspectives and Evaluations (40%)

Practical Work: Designed Product (60%)

Examination

This subject does not have an Examination at the end of the semester.

HPV Racing and Engineering A

Length of Study: One Semester

Subject Overview

This semester students have focused on Human Powered Vehicle (HPV), history, design, maintenance, modification and testing while also driving them under race conditions. They have learnt about factors influencing HPV design, the impact of emerging technologies, mechanical systems and vehicle performance. This course includes a focus on chassis design and development and race scrutineering requirements. Students have been trained in HPV maintenance and are competent in performing tasks required as pit crew for races.

Students undertake study in Year 10 Racing and Engineering through the following topics:

- Computer Aided Design
- Metals Engineering (Welding and Machining)
- Component design and construction
- Materials testing and analysis
- HPV Chassis design and construction
- Pedal Prix vehicle maintenance
- HPV racing technique
- Race telemetry and strategy
- Sustainability

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Specialised Skills Task (50%)

Assessment Types 2: Design Process and Solution (50%)

Examination

This subject does not have an Examination at the end of the semester.

HPV Racing and Engineering B

Length of Study: One Semester

Subject Overview

This semester students have focused on Human Powered Vehicle (HPV), history, design, maintenance, modification and testing while also driving them under race conditions. They have learnt about factors influencing HPV design, the impact of emerging technologies, mechanical systems and vehicle performance. This course includes a focus on aerodynamics, fairing design and development and race risk management. Students have been trained in HPV maintenance and are competent in performing in performing tasks required as pit crew for races.

Students undertake study in Year 10 Racing and Engineering through the following topics:

- Computer Aided Design
- Metals Engineering (Welding and Machining)
- HPV component design and construction
- Factors affecting aerodynamics
- HPV composite body design and construction
- Pedal Prix vehicle maintenance
- HPV racing technique
- Race telemetry and strategy
- Sustainability

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Specialised Skills Task (50%)

Assessment Types 2: Design Process and Solution (50%)

Examination

This subject does not have an Examination at the end of the semester.

Year 10 Food and Hospitality

Length of Study: One Semester

Subject Overview

The Year 10 Food & Hospitality Studies students investigate the broad concepts of 'Slow Food' and 'Fast Food', looking at healthy, sustainable food production and consumption. They critically analyze life style issues and implementation of appropriate cookery methods and food preparation processes to create design solutions. Students critically analyse factors of life style and socialization. They investigate social, ethical and sustainability considerations that impact on designed solutions for healthy food choices leading to sustained healthy outcomes. Students learn to make judgements on ethical and sustained production and marketing of food. Students investigate aspects of homelessness and the complex nutritional issues to develop design solutions. Through a catering event, students develop a range of skills to communicate and connect with the homeless.

Students undertake study in Year 10 Food and Hospitality through the following topics:

- Investigating Fast and Slow foods
- Fast and Slow food impacts
- Healthy food practical's
- Catering for the disadvantaged

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Folio: Group activity and an Investigation (50%)

Practical: Practical Activities (50%)

Examination

This subject does not have an Examination at the end of the semester.

Year 10 Child Studies

Length of Study: One Semester

Subject Overview

Child Studies encompasses both a practical and theoretical study encouraging students to explore nutrition and lifestyle choices across childhood into adolescence in a culturally diverse society. The focus being on the impact of food on the health and development of individuals, families and global health needs. Students gain an understanding of how to make informed choices about food to maximize the well-being of individuals and families as they transition between the differing phases and milestones of the human lifespan.

Students investigate ethical and sustainability considerations that impact on designed solutions for healthy food choices leading to sustained healthy outcomes. Students learn to make judgements on sustained food production, packaging and marketing of food for selected target markets

Students have the opportunity to examine factors and explore the links between food, health, and diet-related diseases. They investigate methods of food production and distribution that affect the quantity and quality of food and consider the ways in which these methods and associated technologies influence the health of individuals. This study assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

Topics Include:

- Practical Experience Journal
- Children and Books
- Children and Play
- Food Choices for Aust Children

Assessment

Year 10 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following assessment types:

Students demonstrate evidence of their learning through the following assessments:

Group collaboration 20%
Research 10%
Reflection 10%
Food practicals 50%
Action Plans 10%

Examination

This subject does not have an Examination at the end of the semester.

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better, together