

2019 Year 10 Curriculum

This is the first year that students choose subjects for the internationally recognised South Australian Certificate of Education (SACE). When selecting subjects it is important to consider the following: the courses at university or TAFE that you are interested in, the subjects you like and are good at, and your personal interests.

For students to gain their SACE they will need a minimum of 200 credits and complete the following compulsory subjects with a 'C-' grade or better:

- Personal Learning Plan (10 credits – Year 10)
- English (20 credits – Year 11)
- Mathematics (10 credits – Year 11)
- Research Project (10 credits – Year 11)

Students in Year 10 at Scotch College will complete the Personal Learning Program (PLP), where students identify their strengths and options based on individual interests and aspirations. Career identification programs, service learning opportunities and work experience visits are conducted throughout the year. Year 10 students move towards independent learning and achieving their personal best in preparation for Year 12 and life beyond secondary school.

For further information please visit:

- <http://www.sace.sa.edu.au/> (the SACE Board) and
- <http://www.satac.edu.au/> (SATAC information for university).

In Year 10 all students will study the following core subjects:

English or English as an Additional Language (EAL) Personal Learning Plan (PLP)

History Physical Education and Health

Mathematics Science

Students will select FOUR additional elective semester subjects chosen from the following:

Agriculture	Design	Global Markets and Money
Art	Design and Technology (Stage 1)	Japanese
Biology (Stage 1)	Drama	Music
Business and Economics	Engineering and Technology	Nutrition (Stage 1)
Chinese Background Speakers	Film Making (Stage 1)	Psychology (Stage 1)
Creative Arts-Musical (Stage 1)	French	Sport Science and Technology (Stage 1)
Cross Curriculum Studies	Food Technology	Textiles
Cross Curriculum Studies	Geography	
Dance (Stage 1)		

Agriculture

Learning Area: Science

Course Length: One or two semesters

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

Content:

The course aims to expand on the knowledge gained from Year 9 Agriculture.

It demonstrates the application of scientific principles, sustainable practices and technology to farm management.

Semester 1

- Viticulture – trellising systems, harvesting
- Sheep - husbandry, breeding, marketing
- Cattle - breeds, breeding, husbandry
- Soils and agricultural ecosystems.

Semester 2

- Viticulture/horticulture - pruning, propagation
- Sheep - classing, shearing, wool classing, breeds
- Cattle – marketing (steers)
- Farm mechanics and OHWS in the workplace.

The Scotch Farm, vineyard and aquacultural facility provide a pleasant environment in which students will actively work with farm animals and agricultural crops.

Major projects in the areas of sheep, cattle and animal production will be undertaken throughout the course.

Art

Learning Area: The Arts

Course Length: One semester

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

Content:

Visual Art enables students to explore and learn through a wide range of practical and appreciation topics, to solve problems in creative divergent ways and to express personal ideas, thoughts and feelings through visual arts works. The focus capabilities for this subject are communication and personal development.

Topics may include:

- Drawing and painting: drawing skills in the exploration of form, tone, line, colour, and composition with the use of pencil, water colour, pastel, ink, etc. Drawings from nature, the human environment and imagination will be studied. Particular focus will be on the human form
- 3-D Studies: develop 3D forms from 2D studies
- Art Appreciation: development of language, writing and research skills necessary for the understanding, expression, appreciation, criticism and analysis of art. This course will follow aspects of European and Australian Art.

Students develop a personal aesthetic through their art making. They refine technical and conceptual properties in their work and critically reflect on their own and others' visual arts practices. They research and analyse characteristics and constraints of materials and processes across a range of forms, styles and contexts. They present artworks to an audience and use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners.

Using materials, media and technologies to make visual artworks students develop autonomy in a range of forms and can make judgments informed by their understandings of traditional and emerging visual art practices. They identify and discuss characteristics and restraints in the techniques and processes of art making and develop innovative and challenging approaches to art making. They investigate the way techniques and processes are embedded in contemporary and traditional visual arts practice. They apply their understanding of aspects of practice to critical and historical interpretations of art. They identify and explain how artists and audiences interpret artworks through explorations of different viewpoints.

Biology (Stage 1)

SACE Credits: 10

Learning Area: Science

Course Length: Semester 2 only

In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, society, and the environment. Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies. The focus capabilities for this subject are communication and learning.

Content:

The topics for Stage 1 Biology are:

- Cells and Microorganisms
- Infectious Disease
- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics

Assessment:

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

Investigations Folio (40%)

- Practical Investigation
- Science as a Human Endeavour Investigation

Skills and Applications Tasks (60%)

There will be semester examinations.

Business and Economics

Learning Area: Humanities and Social Science

Course Length: One semester

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

Content:

The curriculum gives students the opportunity to develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living.

The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies at a local and national scale. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. Students are taught the content through contemporary issues, events and case studies.

Chinese (Background Speakers)

Learning Area: Languages

Course Length: One year

Chinese at background speakers level is organised around four prescribed themes and a number of prescribed contemporary issues. These themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity. The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

Content:

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

- interact with others to exchange and explain information, opinions, and ideas in Chinese
- create texts in Chinese to express ideas, opinions, and perspectives on contemporary issues
- analyse, evaluate, and respond to texts that are in Chinese
- examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Assessment

The following assessment types enable students to demonstrate their learning in locally assessed languages at background speakers level:

- Folio
- In-Depth Study

There will be semester examinations.

Cross Curriculum Studies

This subject can only be chosen after consultation with the Special Programs Coordinator.

Course Length: One or two semesters

Assessment:

There is no formal assessment. However, students do receive an effort rating based on use of class time and support.

Content:

The aims of the course are to assist students to develop literacy, numeracy, study and organisational skills within the context of their academic curriculum. Specific skills that may be supported include: skimming and scanning, research techniques, assignment planning, writing structures (genres), proofreading, reading comprehension, test and examination preparation and ICT skills.

Students will receive support with work from across the curriculum.

Creative Arts - Musical (Stage 1)

SACE Credits: 10

Learning Area: Arts

Course Length: One semester

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Folio
- Interaction Study
- Product.

Content:

In Creative Arts - Musical, students have opportunities for specialised study within and across the following areas of the musical - acting (performer), music (orchestra) and technical theatre.

Focused study of the work of creative arts practitioners provides students with in-depth knowledge of the nature of the musical and their roles and responsibilities within the creative arts.

By analysing and evaluating creative arts products in different contexts and from various perspectives, students gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities. All students will be involved in the school musical and will have to attend an additional theory class. This course will be offered to students as part of their program on Thursday nights.

Students move towards independent learning and achieving their personal best in preparation for Year 11 and Year 12

Dance (Stage 1)

SACE Credits: 20

Learning Area: The Arts

Course Length: One year

Subject Prerequisites:

Completion of Year 8 and 9 dance is desired. Selection is by audition and interview.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Technique
- Composition
- Performance
- Response.

Content:

Through the study of Dance students develop a creative, technical, and physical understanding and appreciation of dance as an art form.

They develop self-discipline, self-esteem, and confidence. Through dance training, students improve their technical and physical skills, and develop a diverse range of movement. Students study technique, composition, choreography, performance, and critical analysis.

Through the analysis of dance theatre performance students learn about the choreography of local and international dance artists. They have the opportunity to explore a range of global dance traditions, influences, and perspectives.

Design

Learning Area: The Arts

Course Length: One semester

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

Content:

The course provides a basis for exploring creativity and the design process. This Visual Arts course reflects a curriculum rich in creative thinking and practical application. Students develop a personal aesthetic through their art making. They refine technical and conceptual properties in their work and critically reflect on their own and others' visual arts practices. They research and analyse characteristics and constraints of materials and processes across a range of forms, styles and contexts. They present artworks to an audience and use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners. Students use materials, media and technologies to make visual artworks.

Visual Study:

This unit will help in the development of language and writing skills necessary for the understanding and of the appreciation, criticism and analysis of Design and the Visual Arts. The course includes historical and contemporary topics. Students will be expected to research and analyse information, develop practical work in response to the topics and report on their findings.

Practical:

Students are introduced to problem-solving, planning and invention as these may be applied to product design, fashion design, graphic communication and environmental design. By the end of Year 10, students competently conceptualise ideas in their art making. They demonstrate refined skills in manipulating materials, processes and techniques as they complete artworks. They knowledgeably discuss characteristics and constraints identified in the process of art making.

Semester 1:

Digital graphic design, Product design, Architecture and model making.

Semester 2:

Digital graphic design and Interior design.

Design and Technology (Stage 1)

SACE Credits: 10

Learning Area: Business Enterprise and Technology

Course Length: One semester

Assessment:

Formative and summative for both practical and theory components and end of semester examinations.

The weighting of each component is between 10% and 50%. Weighting given to assessment components will reflect the emphasis given in the teaching and learning program.

Components are:

- Product Analysis
- Design and Communication Task
- Product Realisation and Evaluation
- Specialised Skills Task

Content:

The focus area consists of:

- Material Products or
- Systems and Control Products.

These areas are practically-based and emphasise the development of skills and understanding in critiquing, designing, and making of technological products, processes, and systems, relating to the focus area chosen. Within each area a context for the unit or units is chosen.

Systems and control products can include:

- mechanical systems
- energy
- robotics
- computer/CNC/CADCAM.

Material Products can include, for example, the following contexts:

- building and construction
- design product.

Drama

Learning Area: The Arts

Course Length: One or two semesters

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

Content:

The course develops a working performance and design vocabulary and involves acting, voice, movement, design, relaxation techniques, play making and other skills of the theatre. Students are expected to accomplish a high degree of expertise in their chosen craft areas and to contribute with co-operation and creativity to group workshops and performances.

Semester 1:

Shakespeare and comedy. Each area is studied by acting workshops, analytical discussion, assignments, essays, media and advertising and culminates in a costumed and rehearsed group performance or film to demonstrate the period and style.

Semester 2:

Presentational and representational drama. Students are taught to take notes from primary and secondary sources. Each class presents a short play to an audience through film or live theatre.

Students are given the opportunity to explore realistic teenage social stereotypes through comic and or realistic techniques and film transcripts.

Engineering and Technology

Learning Area: Science and Mathematics

Course Length: One semester

Assessment:

Formative and summative assessment using the Achievement standards as specified by the Australian Curriculum – Mathematics, Science and Technologies.

Assessment tasks are all project based with a problem set and students develop their own solutions in different formats such as infographic, investigations and projects

Pre-requisite: Students who choose this subject will need to have A or B grades in both Science and Mathematics at Year 9

Content:

Engineering and Technology is a STEM based subject to prepare students for further study in the fields of science, technology, engineering, and mathematics (STEM). In addition to subject-specific learning, the aim is to foster inquiring minds, logical reasoning, and collaboration skills.

This interdisciplinary subject will cover topics such as:

- Mechatronics
- IT Design
- 3D Modelling
- Computer Science
- 3D Printing

English

Learning Area: English

Course Length: One year

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum. There will be an end of year examination.

Content:

Students interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts. Literary texts that support and extend students in Year 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes.

These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Students study a Shakespeare play and attend an actors' workshop. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews. By the end of Year 10 students listen to, read and view a range of spoken, written and multimodal texts, identifying and explaining values, attitudes and assumptions. They select appropriate textual evidence to support interpretations, recognising what is stated explicitly in the text and what is implied. They compare and contrast structural features and key ideas in oral, visual and written texts, and synthesise information from various sources to reach considered conclusions. They analyse and debate others' interpretations, and evaluate the evidence used to support these interpretations. They offer reasoned explanations of the varied impact and influence of language choices in oral and written texts on audience responses. They identify and evaluate strategies used by speakers to respond to and influence audience expectations. Students create a wide range of coherent and sustained written, spoken and multimodal texts to articulate complex ideas and to explore social issues of global and local concern. They engage in discussions that build on others' ideas, solve problems, justify opinions and develop and expand arguments in novel ways.

They choose appropriate language to establish relationships with different audiences in a variety of contexts. They take into account the demands of purpose and audience in constructing imaginative texts and cohesive and logical arguments that address different viewpoints, attitudes and perspectives.

English as an Additional Language (EAL)

Learning Area: English

Course Length: One year

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum. There will be an end of year examination

Content:

Oral, aural and written English are the basis of this course. There is continuous focus on grammatical accuracy and extension of vocabulary. There are listening and written comprehensions, exercises on letter writing and interpreting statistics and both formal and informal oral presentations. In preparation for Stage 1 SACE the students have some scaled down exercises, such as an Investigative Study and listening comprehensions.

Film Making (Stage 1)

SACE Credits: 10

Learning Area: The Arts

Course Length: One semester

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Folio – Investigation and skills extension
- Product – Film projects

Content:

The course aims to develop skills relating to the creation and use of a range of digital media and technologies. Particular areas of focus are in advanced camera operation, sound recording, lighting, managing digital media, advanced video and sound editing.

Students investigate and analyse the work of other film makers, learning to recognise and respond to the various techniques and devices used before putting these into practice in a series of hands on skill developing activities. They then complete two major film projects, one being a group task and the other an individual project. While much of their work can be completed on their own laptops, they will also have access to computer systems with professional video and audio production software. The focus capabilities for this subject are communication and learning.

Food Technology

Learning Area: Technologies

Course Length: One semester

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum including written and practical food assignments.

Content:

In this course students' skills in the principles of food preparation are developed further whilst focusing on food as a product and the relationship between the food handler and the customer who will receive it.

Topics covered can include:

- Food production and labelling
- Cafe culture
- Food art
- Food in celebrations
- Coffee
- Chocolate
- Bread and yeast cookery
- Pasta
- Pastry making
- Food preservation

French

Learning Area: Languages

Course Length: One year

Subject Prerequisites: Satisfactory completion of Year 9 French.

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum. There will be an end of semester examination

Content:

This course uses the Australian Languages Curriculum; the strand being Communicating and Understanding. The oral emphasis of spoken French continues with students using computer-based oral/aural activities produced to aid learning of vocabulary and pronunciation, but the proportion of formal writing increases, so that the student's understanding and use of the grammatical and idiomatic framework of the language is strengthened. Studying songs, seeing videos and films as well as working with computer programs, extend the elementary study of the geography, culture and history of French speaking countries.

Geography

Learning Area: Humanities and Social Sciences

Course Length: One semester

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum. There will be an end of semester examination

Content:

There are two units of study in the Year 10 curriculum for Geography: 'Environmental change and management' and 'Geographies of human wellbeing'.

- 'Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.
- 'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world.

Global Markets and Money

Learning Area: Humanities and Social Science

Course Length: One semester

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

Content:

This course enables students to explore economic and business concepts by considering differences between a variety of systems from around the globe including western capitalism and command economies. It covers strategies used by national governments and international bodies to manage economic performance. The role of significant individuals is evaluated. It explores the consequences of different systems for improving living standards and traces the movement of money around the planet. Students are taught the content through contemporary issues, events and case studies.

History

Learning Area: Humanities and Social Sciences

Course Length: One year

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum with a range of written, oral and multi-modal tasks to achieve engagement and differentiation.

Content:

Students will acquire knowledge and understanding of political, social and economic changes which have shaped our modern world. The course explores the 20th Century in detail, to understand the paradox that it was, both the most violent and the most socially enhancing time in world history. The course compares and contrasts developments in Australia with overseas examples as it looks at the origins and consequences of the World War II. We then move to unpack the complexities of struggles for rights and freedoms in the USA and Australia. The nature of contemporary Australia is further explored through a study of migration and popular culture. This course is not taught in a traditional classroom method. Students are presented with a lecture mode which is supported by breakout sessions for smaller group discussion.

A major thrust is collaborative learning through empathetic exercises many of which use real-time feedback techniques. By the end of the course we aim for the students to have a good understanding of social issues, social activism and how to be fully engaged members of our democracy.

Japanese

Learning Area: Languages

Course Length: One year

Subject Prerequisites: Satisfactory completion of Year 9 Japanese.

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum. There will be an end of semester examination.

Content:

This course uses the Australian Languages Curriculum; the strand being Communicating and Understanding. The course introduces students to a wide range of vocabulary and begins complex sentence structures. Kanji are used extensively and emphasis is placed on developing sound oral skills with opportunities for frequent practice. Written skills will be enhanced through exercises focusing on grammatical accuracy and the use of different text types.

Topics include:

- Self
- Family
- Arranging
- Home and neighbourhood
- Hobbies and interests
- Daily life
- Memorable occasions

Mathematics

Learning Area: Mathematics

Course Length: One year

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum. Mathematical investigations and skills applications tasks form part of the assessment

There will be an end of semester examination.

Content:

The Mathematics curriculum provides students with essential mathematical skills and knowledge. It aims to ensure that students are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations encountered. It develops the numeracy capabilities that all students need in their daily life, and provides the fundamentals required of mathematical specialists and professionals.

Content Strands:

The content strands are: Number and algebra, Measurement and geometry, and Statistics and probability.

Content Descriptions:

Number and algebra: Real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships.

Measurement and geometry: Using units of measurement, geometric reasoning, Pythagoras' theorem and trigonometry.

Statistics and probability: Chance, data representation and interpretation.

Set 1 classes follow the mainstream course and cover topics in greater depth. Set 2 classes consolidate concepts of the mainstream course. General Mathematics provides a tailored course in preparation for entry into Stage 1 General Mathematics.

Music

Learning Area: The Arts

Course Length: One or two semesters

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

There will be an end of semester examination.

Content:

This course focuses on more detailed aspects of music literacy, arranging concepts, notation and audio composition using computers, aural skills, music in context studies, group singing, instrumental performance and improvisation.

Students complete core units of study as well as a range of 'choice' units of study. These units provide extension learning opportunities and acknowledgment for students with advancing musical skills and interest.

All students are expected to play one or more instruments as part of the practical rehearsal and performance aspects of the course. Students also have the opportunity to participate in Graded Music Theory examinations (Level 1-4) provided by the Australian Music Examination Board.

Students are also expected to participate in the co-curricular ensemble program as required by the Head of Music.

Nutrition (Stage 1)

SACE Credits: 10

Learning Area: Science

Course Length: One semester

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio
- Skills and Applications Tasks.

There will be an end of semester examination

Content:

Good nutrition is integral to a healthy and active life, and it is important that accurate information on nutrition is made available to individuals and communities. Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as on social and environmental issues related to nutrition.

Students 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 and communities.

Students work individually and collaboratively to reflect on the nature of work in research sciences and, in particular, the field of nutrition. The study of Nutrition encourages students to think about the role of nutrition in their own futures and, more broadly, about its importance in social, economic, and cultural development in Australia and the rest of the world.

Personal Learning Plan (PLP)

SACE Credits: 10

Learning Area: Cross Disciplinary Studies

Assessment:

Assessment at Stage 1 is school based.

Teachers design a set of assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the PLP. Teachers use performance standards to decide how well each student has demonstrated his or her learning, based on the evidence provided through the set of assessments.

Content:

Students provide evidence of their learning through a set of four to five assessments.

The Personal Learning Plan (PLP) is a compulsory 10-credit SACE subject. The PLP helps students plan for their future by:

- helping them to make informed decisions about the subjects they will study in Years 11 and 12, and any course outside of school, with an awareness of tertiary prerequisite requirements
- possible career choices and ideas for pathways after secondary school (including Career Education)
- analyzing the effectiveness of their study habits and organisational strategies
- developing their skills in setting goals and optimising plans to achieve them
- Workplace Learning, Service Learning and the Goose Island expedition are also included in the PLP for Year 10 students

Students must achieve a 'C-' grade or better to successfully complete the PLP, and they have opportunities to add further evidence of learning at any stage during their SACE studies.

Physical Education & Health

Learning Area: Physical Education & Health

Course Length: One year

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

Content:

This course aims to develop the knowledge, understanding, and skills to ensure students:

- access, synthesise and evaluate information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity across the lifespan
- develop and use personal, interpersonal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity, wellbeing and to build and maintain positive relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences, and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyze how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Health Education:

Topics include: Drugs, Safe parties, Save a mate / CPR, Sexuality and STIs, Mental health, Physical health and fitness.

Physical Education:

Core activities: Volleyball, Softball, Fitness, Squash and Self Defence, Flag Football, Archery, Softball, Touch and Netball.

Psychology (Stage 1)

SACE Credits: 10

Learning Area: Science

Course Length: Semester 2 only

The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

The focus capabilities for this subject are communication and learning.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio (40%)
- Skills and Applications Tasks (60%).

There will be semester examinations.

Content:

Introduction to Psychology and two other topics from the following:

- Social behaviour
- Intelligence
- Cognition
- Brain and behaviour
- Human psychological development
- Emotion
- Negotiated topic.

Science

Learning Area: Science

Course Length: One year with semester rotations of Biological and Chemical sciences in one semester and Earth and space and Physical sciences in the other semester.

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

Types of assessment tasks include:

- Tests
- Practical investigations
- Research investigations

Assessment is conducted against the content strands of the Australian Curriculum Science:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills.

There will be an end of semester examination.

Content:

The Australian Curriculum - Science contains the following content strands:

Science Understanding

- Biological sciences – Genetics, evolution
- Chemical sciences – Periodic table, properties of matter, chemical reactions
- Earth and Space sciences – Universe, global systems
- Physical sciences – Motion and forces, conservation of energy
- Science as a Human Endeavour
- Nature and development of science
- Use and influence of science

Science Inquiry Skills

- Questioning and predicting
- Planning and evaluating
- Processing and analysing data and information
- Evaluating
- Communicating

Science as a Human Endeavour and Science Inquiry Skills are addressed across all the topics. Science Understanding is assessed after each topic is completed.

Sports Science and Technology (Stage 1)

SACE Credits: 10

Learning Area: Science

In Sports Science and Technology students will study how the human body works and applications in different sports, and how information technology can be used in different aspects of science.

Each semester has one of the focus of topics in Sport Science or Technology. Students will develop an understanding of key scientific concepts in different contexts. Students will investigate and apply their understanding of these concepts through the science inquiry skills and connections to science as a human endeavour. There will be a focus on science and engineering, supported through the application of technology, design, and mathematical (STEM) thinking.

Content:

The topics for Stage 1 Sport Science and Technology are:

- Health and injuries
- Running technology
- Pollution and exercise
- Biomechanical analysis of movement
- Artificial intelligence and globalization
- Bioinformatics
- Digital learning and virtual reality

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

Inquiry Folio (75%)

- Practical Investigations x 2
- Science as a Human Endeavour Investigation
- Collaborative Inquiry (25%)
- Collaborative inquiry project

There will be semester examinations.

Textiles

Learning Area: Technologies

Course Length: One semester

Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum including written and practical assignments.

Content:

The purpose of this course is to further develop design and sewing skills with a specific focus on fashion design. The Sewing Studio is equipped with a range of sewing machines and overlockers suitable for use with a variety of textiles used in garment construction.

Students will continue to develop an understanding of the principles and processes of fashion design including general sewing knowledge and practical and decorative sewing skills. They will continue to develop skills in the design, presentation and construction of their ideas as they communicate through the investigate, design, plan, manage, create and evaluate process through illustrations, mood boards and garments.

Complementing the practical process, students will produce a skills and applications folio, documenting their progress as they explore individual interests, build on their knowledge and skills in fashion design, and garment construction.

Students will experience problem solving in fabric technology and fashion design projects utilising the investigating, design, plan, manage, create and evaluate process. Students will also investigate sustainability and ethical issues in fashion design from a global perspective.

Topics Covered include:

- Advanced sewing machine, overlocker and hand sewing techniques
- Dye sublimation, image transfer and screen printing techniques on fabric
- Jacket design and construction
- Adobe Illustrator skills and techniques
- Fashion Illustration techniques
- The impact of fabrics on the environment

Vocational Education Training VET (External)

VET stands for Vocational Education Training and is offered to secondary school students to expand their opportunities and pathways post school.

Why study VET?

- Following a passion or explore a specific area of interest not offered at Scotch.
- Potential for VET to count towards SACE completion. Students receive points at Stage 1 or 2 depending on the training units covered in the course.
- Often practically based and focused on vocational outcomes
- Some courses can lead specifically to entry pathways into apprenticeships
- Broader experience within the community through work placements.
- Work experience placements add to learning and valuable practical experience employers seek
- Challenges when studying a VET Course
- Some VET courses are offered after school and others are run during the school day. Missing full days of school for a whole year is very difficult for most students as it effects their other subjects.
- The location of courses can often cause transport and logistic difficulties compared with attending school.
- Some courses require placements on top of course work ranging from 25 – 120 hours making additional time demands.
- Certificate 3 courses are the equal in commitment to a Year 12 subject and require significant investment in time and effort to complete.

What courses Scotch students are enrolled in?

- Certificate 3 in Fitness (after school - two courses one through Foundation Education at Mitcham and the other Sport SA at Next Generation both Wednesday 4 – 7pm)
- We also have 3 students completing this course online.
- Certificate 2 in Retail Cosmetics (full day or 2 afternoons after school)
- Certificate 3 in Make Up (full day or 2 afternoons after school)
- Certificate 3 in Rural Operations (course work and full day workshops – own transport required)
- Certificate 3 in Early Childhood Education and Care (one evening a week plus coursework)

- Certificate 2 & 3 in Retail Operations (work placements and course work)
- Certificate 2 in Automotive Servicing Technology (full day x 6 semesters)
- Certificate 2 in Agriculture (full day)
- Certificate 2 in Scientific Studies – Aviation (Thursday afternoons)
- Certificate 2 in IT (Thursday afternoon)

What are other courses available?

Please explore the links below for the most common courses.

Inner South Curriculum Alliance

Media Make Up

Foundation Education (please note: Only the Certificate 3 in Fitness is offered in SA)

East Adelaide Cluster

There are other VET courses available all over Adelaide and these can be considered on application.

Costs

- The average cost of VET courses is about \$1500.
- From 2019 onwards, Scotch will go into partnership with families on the cost, 50/50 on enrolment to a maximum of \$1500 per course. When the course is completed the family will be refunded their contribution in full.
- Scotch do not fund VET courses that are similar to subjects already offered at the College. For example, Scotch offers Fashion from Year 10 to Stage 2, so do not fund fashion courses as this pathway is possible within the school.