



SCOTCH
COLLEGE
ADELAIDE

Year 10 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; 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)

Core subjects

English or English as an Additional Language (EAL)
History

Mathematics
Physical Education and Health

Personal Learning Plan (PLP)
Science

Elective subjects:

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

Agriculture	Design	Geography
Art	Design, Technology and Engineering – Material Solutions (Stage 1)	Global Markets and Money
Biology (Stage 1)	Drama	Music
Business Innovation	Engineering and Technology (Stage 1)	Nutrition (Stage 1)
Chinese (Background Speakers)	Film Making (Stage 1)	Psychology (Stage 1)
Chinese (Continuers)	Food Technology	Sports Science and Technology (Stage 1)
Cross-Curriculum Studies (CCS)	French	Textiles
Dance (Stage 1)		VET Options

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:

- www.sace.sa.edu.au/ (the SACE Board), and
- www.satac.edu.au/ (SATAC information for university).

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 and winemaking – trellising systems, harvesting, wine production
- Sheep – husbandry, breeding, marketing for wool production
- Soils and agricultural ecosystems – pasture enterprise

Semester 2:

- Viticulture/horticulture – pruning, propagation
- Sheep – classing, shearing, wool classing, breeds
- Cattle – marketing (steers), breeds, genetics, nutrition

The Scotch Farm provides a fruitful 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 artworks. 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, watercolour, pastel, ink, etc. Drawings from nature, the human environment and imagination will be studied. Particular focus will be on the human form.
- 3D 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 judgements informed by their understanding 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: One semester

Assessment:

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

Investigations Folio (40%):

- SHE investigation
- Design practical investigation

Skills and Applications Tasks (60%):

- Topic tests

There will be semester examinations.

Content:

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.

The topics for Stage 1 Biology are:

- Cells and microorganisms
- Infectious disease
- Applications of DNA technologies
- Biodiversity and ecosystem dynamics

Business Innovation

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:

Students further 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.

Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. 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.

The key questions for this subject area are:

- How is the performance of an economy measured?
- Why do variations in economic performance in different economies exist?
- What strategies do governments use to manage economic performance?
- How do governments, businesses and individuals respond to changing economic conditions?



Chinese (Background Speakers)

Learning Area: Languages

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 semester examination.

Content:

This course uses the Australian Curriculum; the strand being Communicating and Understanding. It aims to continue developing students' bilingual and bicultural identity in the Australian community. Chinese at Background Speakers level is organised around a number of contemporary topics. These topics enable students to continue developing their communication skills in Chinese (speaking, listening, reading & writing), and an understanding of Chinese language systems as well as enhancing intercultural understanding.

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; and reflect on the ways in which culture influences communication.

Chinese (Continuers)

SACE Credits: 20

Learning Area: Languages

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 semester examination.

Content:

This course uses the Australian Curriculum; the strand being Communicating and Understanding. Through the course, students will continue developing their communication skills in Chinese (speaking, listening, reading & writing) with increasing autonomy, and developing their understanding of Chinese language as a system and enhancing intercultural understanding.

Cross-Curriculum Studies (CCS)

This subject can only be chosen after consultation with the Learning Strategies Coordinator.

Course Length: One or two semesters

Assessment:

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

Content:

The aims of the course are to assist students to develop literacy, numeracy, study and executive functioning 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.

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.

Topics covered include:

- Digital graphic design
- Product design
- Architecture and model making
- Interior design

Visual Study:

This unit will help in the development of language and writing skills for the understanding and appreciation, criticism and analysis of Design and the Visual Arts. 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.

Design, Technology and Engineering – Material Solutions (Stage 1)

SACE Credits: 10

Learning Area: Business Enterprise and Technology

Course Length: One semester

Assessment:

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

Assessment Type 1: Specialised Skills Tasks (20%)

- Specialised Skills Task A
- Specialised Skills Task B

Assessment Type 2: Design Process and Solution (80%)

- Part 1 – Design Development (30%)
- Part 2 – Solution Realisation (50%)

Content:

In Design, Technology and Engineering – Material Solutions, students use the design and realisation process to engineer solutions for the development of products or systems. The subject provides a flexible framework that encourages students to be creative, innovative and enterprising with a Material Solutions focus. They apply critical problem-solving skills and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. Design, Technology and Engineering – Material Solutions provides opportunities for students to apply engineering processes and use new and evolving technologies.

In Stage 1, students use the design and realisation process. They learn to create a design brief that provides the basis for the development of potential solutions to design problems and review design features, processes, materials and production techniques to assist with the realisation of the solution. A solution in this subject is an outcome of the design and realisation process in relation to the Material Solutions context.

A solution could be fully realised or a model, prototype, system, part, process (i.e., procedures to output a product) or product. Students analyse influences on a product or system, including ethical, legal, economic and/or sustainability issues. They consider the practical implication of these issues on society or design solutions. Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.



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 cooperation and creativity to group workshops and performances.

Semester 1:

Comedy and popular culture: Each area is studied by acting workshops, analytical discussion, assignments, essays, media and advertising, and culminates in a live 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 play to a live 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 (Stage 1)

SACE Credits: 10

Learning Area: Science and Mathematics

Course Length: One semester

Subject Prerequisites:

Students who choose this subject will need to have A or B grades in Science at Year 9.

Assessment:

Assessment includes project-based learning, requiring problem-solving, engineering a solution and creating a working model.

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

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.

The topics for Stage 1 Engineering and Technology are:

- What is engineering?
- Renewable energy technologies
- Mechanical design – aerodynamics
- 3D printing
- Engineering design – biomimicry
- Robotics

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. These include various types of media texts, including film and digital texts, fiction, non-fiction, Shakespeare, 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. 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 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.

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 – inquiry 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 a short film production, either in a small group or independently. This will usually be in conjunction with a film festival competition. 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 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. The course has been developed with a strong focus on the development of practical skills, with 80% of the course content being delivered 'hands-on' in the kitchen. The 20% theory component reflects strongly on the planning and evaluation of the practical skill activities.

Topics covered include:

- Food production and labelling
- Coffee and cafe culture
- Food art with gingerbread
- Working with chocolate
- Pasta making by hand and machine
- Pastry making by hand and commercially manufactured products
- Food trends with industry links

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 students' 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.

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 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 multimodal tasks to achieve engagement and differentiation.

Content:

Students will acquire knowledge and understanding of political, social and economic changes that 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 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.

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:

- Number and Algebra
- Measurement and Geometry
- 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:

Investigations Folio (40%):

- SHE investigation
- Design practical investigation

Skills and Applications Tasks (60%):

- Topic tests

There will be semester examinations.

Content:

Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous and global concerns and associated issues.

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. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

The topics for Stage 1 Nutrition are:

- Nutrients
- Lipids
- Carbohydrates
- Proteins
- Vitamins
- Minerals
- Micronutrients

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
- looking at possible career choices and ideas for pathways after secondary school (including Career Education)
- analysing 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, which are 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 and Health

Learning Area: Physical Education and 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
- analyse 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:

- Party drugs
- Save a mate/CPR
- Sexuality and STIs
- Power in relationships

Physical Education:

Core activities: Volleyball, softball, squash, self-defence, flag football, archery, touch football, badminton, dance, snorkelling and netball.



Psychology (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:

Investigations Folio (40%):

- SHE investigation
- Design practical investigation

Skills and Applications Tasks (60%):

- Topic tests

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

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.

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 on practical design and implementation, research skills, group-work, knowledge and understanding, problem-solving and communication.

Types of assessment tasks include:

- topic 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

Sports Science and Technology (Stage 1)

SACE Credits: 10

Learning Area: Science

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%)

Content:

The topics for Stage 1 Sports Science and Technology are:

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

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

Each semester has one of the focus topics in Sports 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.

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 Design and Realisation process through illustrations, mood boards and garments.

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

Students will experience problem-solving in textiles technology and fashion design projects utilising the Design and Realisation process. Students will also investigate sustainability and ethical issues in textiles technology and 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) Options (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?

- Follow 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 difficult for most students as it affects their other subjects.
- The location of courses can often cause transport and logistical 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 equal in commitment to a Year 12 subject and require significant investment in time and effort to complete.

What courses are Scotch students 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); Certificate 2 in Retail Cosmetics (full day or two afternoons after school)
- Certificate 3 in Make Up (full day or two afternoons after school)
- Certificate 3 in Rural Operations (coursework 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 coursework)
- 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 other courses are available?

Please explore the 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 \$1500.
- 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 Textiles from Year 10 to Stage 2, so do not fund fashion courses as this pathway is possible within the school.

For any further questions about possibilities in VET, please contact:

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