Year 10

2026 CURRICULUM

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:

- Exploring Identities and Futures (10 credits-Year 10)
- English (20 credits – Year 11)
- Mathematics (10 credits – Year 11)
- Activating Identities and Futures (10 credits – Year 11)

Students in Year 10 at Scotch College will complete the Exploring Identities and Futures (EIF), 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).

Core subjects:

- English or English as an Additional Language (EAL)
- Exploring Identities & Futures (EIF) (Stage 1)
- Health and Physical Education
- History
- Integrated Learning (Stage 1)
- Mathematics - Methods, General or Essential
- Science
- Wellbeing

Elective subjects: Select FOUR additional elective semester subjects chosen from the following:

- Agriculture
- Art
- Business Innovation
- Chinese (First Language)
- Chinese (Second Language)
- Cross-Curriculum Studies (CCS)
- Dance (Stage 1)
- Design
- Design Technology & Engineering - Timber and/or Metal
- Digital Technologies (Stage 1)
- Drama
- Film Making
- Food Technology
- French
- Geography (Stage 1)
- Global Markets & Money
- Music
- Music Technology
- Photography
- Science & Engineering (Stage 1)
- Sports Science and Technology (Scientific Studies)
- Textiles

Extension Options: Students will need to receive an A grade in Year 9 Science to study these subjects. A maxiumum of two Stage 1 elective subjects can be selected in Year 10.

- Biology (Stage 1)
- Nutrition (Stage 1)
- Psychology (Stage 1)

**Cross Curriculum Studies may be available to students with an identified individual learning plan and can only be chosen in consultation with the Head of Inclusivity and Learning Enhancement.*

AGRICULTURE

Learning Area: Science

Course Length: One or two semesters

Content:

Year 10 Agriculture builds on the foundational knowledge developed in Year 9, offering students the opportunity to apply scientific principles, explore sustainable farming practices, and engage with emerging technologies in agricultural management. The course provides flexibility across the academic year, with units of study selected from a range of key agricultural topics, which may include:

- The Red Meat Industry – including beef, sheep, goats, and the associated supply chains
- The Dairy Industry
- Soils and Agricultural Ecosystems
- Viticulture and Horticulture
- Agricultural Innovation and Technology
- Global Agricultural Business

Learning takes place in both classroom and practical settings, with the Scotch Farm serving as a dynamic, hands-on environment where students work directly with livestock and cropping enterprises. Major practical projects, particularly in sheep and cattle production, provide students with the opportunity to deepen their understanding of animal husbandry, production systems, and farm operations.

In addition to the core curriculum, students have the opportunity to participate in the co-curricular Led Steer Show Team, where they can develop advanced cattle handling skills and represent the school at the Royal Adelaide Show. This experience fosters teamwork, responsibility, and a deeper appreciation of the livestock industry.

This course encourages problem-solving, critical thinking, and an appreciation of the complexities of modern agricultural systems.

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:

- Agriculture Reports
- Application Tasks

ART

Learning Area: The Arts

Course Length: One semester

Content:

This course offers students opportunities to investigate a wide range of a wide range of Visual Art mediums and techniques and is designed for all levels of student ability in the Visual Arts. Students will be presented with a variety of creative projects to develop, expand and refine their knowledge and skills as innovative artists in their own right. Students will respond to themes that explore both Realism and Abstraction and will develop their personal aesthetic using new combinations of materials and techniques.

Students will develop and refine their expressive and analytical vocabulary and engage in creative problem solving in order to create artworks that resolve their intentions. Learning will connect with local, regional and international artists, designers and industry professionals, and provide students with contemporary and meaningful learning opportunities and industry connections. Students will conclude the semester with an Art folio and resolved practical work that is exhibition ready.

This subject aims to:

- Explore, develop and refine each students' individual Art aesthetic
- Develop and refine students' knowledge and skills in Art history and contemporary practice
- Expose students to a wide range of styles, Art movements and artists
- Develop a clear understanding of safe work practices, professional industry ethics and copyright policies

Students will be given the opportunity to acquire the following knowledge and skills:

- Fundamental research and critical analysis skills
- Art appreciation and the ability to develop ideas through experimentation
- Knowledge and understanding of traditional and contemporary art practices
- Skills developed through experimentation and self-directed learning

ASSESSMENT:

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

BIOLOGY (STAGE 1)

SACE Credits: 10

Learning Area: Science

Course Length: One semester

Precluded Combination: Biology, Nutrition and Psychology - student can only study two of the above subjects but not all three at Year 10.

Content:

In Biology, students learn about the cellular and overall structures and functions of a range of organisms. Students explore various levels of living organisms, from cells to complex ecosystems, studying structures and functions of biological systems, infectious diseases, DNA, and biodiversity, to gain a comprehensive understanding of life and its complexities.

Students can 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 topics are:

- Cells and micro-organisms
- Infectious disease
- Body systems
- Biodiversity and ecosystem dynamics

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 Application Tasks (60%):

- Topic tests
- Semester examination (contributing 20%)

BUSINESS INNOVATION

Learning Area: Humanities and Social Sciences

Course Length: One semester

Content:

Students further develop their understanding of economics and business concepts by considering how firms and households interact and the way in which this impacts Australia's economic performance and standard of living.

Using design thinking and assumption-based planning processes to anticipate, find, and solve problems, students will investigate the key operational functions of a business and the role of marketing in influencing consumer behaviour. Students 'learn through doing' in the collection and creation of authentic business intelligence to analyse markets, competitors and customers.

The way governments manage economic performance to improve living standards is also explored, along with the reasons why economic performance and living standards differ within and between economies. 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 can we identify and solve customer-centric problems and needs with the use of digital and emerging technologies?
- How do businesses utilise business intelligence as a tool for innovation, project management and decision making?
- How is the performance of an economy measured?
- Why do variations in economic performance in different economies exist?
- How do governments, businesses and individuals respond to changing economic conditions?

ASSESSMENT:

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

CHINESE (FIRST LANGUAGE)

Learning Area: Languages

Course Length: One year

Content:

Chinese at the First Language level is organised around a range of contemporary topics. These topics are selected to enhance students' communication skills in Chinese, covering speaking, listening, reading and writing. In addition, they enable students to deepen their understanding of Chinese language systems and intercultural dynamics.

The course aligns with the Australian Curriculum and is designed to:

- Exchange information: Facilitate discussions where students share and explain ideas and opinions in Chinese.
- Express perspectives: Allow students to create texts that articulate their views on current issues.
- Evaluate content: Provide opportunities to analyze and respond to texts, gaining deeper insights.
- Explore cultural dynamics: Help students examine how language, culture, and identity are interconnected and reflect on these relationships.

ASSESSMENT:

Assessment includes formative and summative assessment tasks using the Achievement Standards as specified by the Australian Curriculum.

The following assessment types enable students to demonstrate their learning in Chinese at the First Language level:

- Interaction
- Text Analysis
- Text Production
- Research Project

There will be end of semester examinations.

CHINESE (SECOND LANGUAGE)

Learning Area: Languages

Course Length: One year

Subject Prerequisites: Satisfactory completion of Year 9 Chinese.

Content:

Our Year 10 Chinese program follows the Australian Curriculum, focusing on the strand of Communicating and Understanding. This course aims to further develop students' bilingual and bicultural identity within the Australian community.

Key Focus Areas:

- Language Proficiency: The course is designed to deepen students' proficiency in Chinese, encompassing speaking, listening, reading, and writing skills. Topics are centered around contemporary themes that facilitate continued development in these areas.
- Understanding Chinese Language Systems: Students will continue to explore and understand the structures and systems of the Chinese language, enhancing their linguistic competence.
- Intercultural Understanding: Emphasis is placed on fostering intercultural understanding through the exploration of Chinese culture, traditions, and contemporary issues. Students will apply their linguistic and intercultural knowledge to interact effectively in Chinese-speaking contexts.

Learning Objectives:

- Communication Skills: Students will develop the ability to exchange and explain information, opinions, and ideas in Chinese.
- Text Creation: They will create texts in Chinese to express their ideas, opinions, and perspectives on contemporary issues.
- Text Analysis: Students will analyze, evaluate, and respond to texts in Chinese, reflecting on how culture influences language and communication.

Educational Approach:

- Interactive Learning: The curriculum promotes interactive learning activities that engage students in real-world language use and cultural exploration.
- Critical Thinking: Students are encouraged to critically reflect on cultural influences and how they shape communication in Chinese.

Our Goals:

Our goal is to provide students with a comprehensive learning experience that enhances their proficiency in Chinese language skills, deepens their understanding of Chinese culture, and prepares them to engage meaningfully in a globalized world.

Chinese at the First Language level is organized around several contemporary topics. These topics help you enhance your communication skills in Chinese, covering speaking, listening, reading, and writing. Additionally, you'll deepen your understanding of Chinese language systems and intercultural dynamics.

ASSESSMENT:

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

CROSS-CURRICULUM STUDIES (CCS)

Cross Curriculum Studies may be available to students with an identified individual learning plan and can only be chosen in consultation with the Head of Inclusivity and Learning Enhancement.

Course Length: One or two semesters

Content:

The aim of the Cross-Curriculum Studies course is to provide students with identified learning needs time to consolidate their learning from all curriculum areas. Additionally, they will receive support to develop their literacy, numeracy and executive functioning.

Students are expected to consolidate time management and organisational techniques explicitly taught in prior Cross-Curricular Classes.

ASSESSMENT:

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

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 for students accelerating to Stage 1 Dance. Approval from Coordinator of Dance is required

Course Requirements:

Each student is to take part in one Contemporary Dance class and one Ballet Class within the after-school Dance@Scotch program.

Content:

In Stage 1 Dance students develop aesthetic and kinaesthetic intelligence, using the body as an instrument for the expression and communication of ideas. Through the development of practical movement skills and choreographic and performance skills as an artist and experiencing performance as part of an audience, students explore and celebrate the human condition.

Dance prepares young people for participation in the 21st century by equipping them with transferable skills, including critical and creative thinking skills, personal and social skills, and inter cultural understanding.

The study of Stage 1 Dance establishes a basis for continuing to study Stage 2 Dance and for further education and employment across many fields, including the art and culture industries.

ASSESSMENT:

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

- Skills Development
- Creative Explorations
- Dance Contexts

DESIGN

Learning Area: The Arts

Course Length: One semester

Content:

This course gives students the opportunity to explore the core areas of architecture, product design and graphic design. It is suitable for both beginners and those with previous design experience. Students will learn a wide range of creative and technical skills using professional tools and real world design processes.

Throughout the course, students will complete a series of creative projects that encourage experimentation, skill development and personal expression. Each task is designed to build confidence and help students develop their own unique design style. They will be guided through every stage of the design process, from researching target audiences to sketching and modelling ideas, and refining designs using digital software.

Students will learn how to discuss and present their ideas using visual language, and build their ability to solve problems creatively. Projects are connected to real world themes and often reference the work of local, national and international designers and architects, helping students understand the relevance of design in everyday life.

By the end of the semester, students will produce a professional design portfolio that showcases their skills, creativity and progress as young designers.

This subject aims to:

- Support students in developing their own creative approach to architecture, product and graphic design
- Build practical skills and knowledge in core design areas
- Introduce a wide range of design styles, movements and influential designers and architects
- Promote safe working practices and understanding of professional expectations and copyright principles

Students will gain skills in:

- Research and critical thinking
- Understanding and responding to design briefs
- Analysing and appreciating different design practices
- Experimenting with materials, processes and digital tools

ASSESSMENT:

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

DESIGN, TECHNOLOGY AND ENGINEERING - TIMBER AND/OR METAL

Learning Area: Technologies

Course Length: One semester (one option) or full year (both options)

Content:

In Design, Technology and Engineering (Timber or Metal Solutions), students will reverse engineer an existing product using industry standard 3D CAD software. They will develop a deeper understanding of how the design realisation and Advanced Manufacturing process is used to engineer solutions for the development of products or systems. The subject provides a framework that encourages students apply critical problem-solving skills and incorporate technologies to re design and refine existing products.

This subject incorporates one term of Engineering design principles, where students will explore the use of advanced manufacturing processes including 3D printing, CNC manufacturing (Plasma/Router) and Laser cutting. They will have the opportunity to then utilise these skills throughout their own workshop project. These interdisciplinary skills and knowledge promote individualised and inquiry-based learning outcome. The student's solution will be a combination of these different processes to manufacture a final product.

Students learn to create technical drawings with opportunities for AR (Augmented Reality) previews of their outcomes. They will continue to build on CAD modelling skills specific to their chosen discipline. They will develop skills in practical construction and embellishment techniques while implementing safe work practices throughout the creation of the solution.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum where students demonstrate their learning through the following assessments:

- CAD (Computer Aided Design) Engineering Principles
- Advanced Manufacturing processes
- Solution Realisation process
- Evaluation

DIGITAL TECHNOLOGIES

SACE Credits: 10

Learning Area: Business, Enterprise and Technology

In Digital Technologies students create practical, innovative solutions to problems of interest.

By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. Digital technologies have changed the ways that people think, work, and live. The application of digital technologies can lead to discoveries, new learning, and innovative approaches to understanding and solving problems.

The subject consists of the following focus areas:

- Programming
- Advanced programming
- Exploring innovations

Content:

Students use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to them. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Through the study of Digital Technologies, students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including the basic constructs involved in coding, array processing, and modularisation.

At Stage 1, students develop and apply their skills in computational thinking and in program design. They follow agile practices and/or iterative engineering design processes. Innovative technologies are further used within the classroom environment to extend these ideas and keep up to date with technologies that are constantly emerging.

ASSESSMENT:

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

Project Skills – 60%

- Exploring Innovations – Research
- Exploring Innovations – Design
- Advanced Programming Skills – Development

Digital Solution – 40%

DRAMA

Learning Area: The Arts

Course Length: One or two semesters

Content:

The course develops a working performance and design vocabulary and involves acting, voice, movement, design and play making. 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: Realism, Surrealism and Magic Realism: Each area is studied by acting workshops, analytical discussion, assignments, essays 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.

Learning Outcomes:

By the end of the Year 10 Drama course, students will have developed:

- A comprehensive understanding and application of performance and design terminology in both practical and theoretical contexts.
- Characters effectively through acting workshops, showing proficiency in voice, movement, and characterisation.
- An ability to understand and depict various styles and genres.
- Works in the styles of Surrealism, Realism and Magic Realism, demonstrating their grasp of the thematic and stylistic elements of these movements.
- Collaboration effectively in group settings to create and present polished performances, exhibiting strong teamwork and creative problem-solving skills.
- Differentiation between presentational and representational techniques in their performances, reflecting a nuanced understanding of styles within both areas.
- Engagement in critical discussions and analytical writing about drama, demonstrating their ability to analyse primary and secondary sources and apply these insights to their work.

ASSESSMENT:

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

ENGLISH

Learning Area: English

Course Length: One year

Content:

Students interpret, create, evaluate and, discuss a wide range of literary texts. These include various types of media texts, including 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. 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.

ASSESSMENT:

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

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Learning Area: English

Course Length: One year

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.

ASSESSMENT:

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

ESSENTIAL MATHEMATICS

Learning Area: Mathematics

Course Length: One year

Essential Mathematics provides a tailored course in preparation for entry into Stage 1 Essential Mathematics.

Content:

Mathematics provides students with essential mathematical knowledge, skills, procedures and processes within six interrelated strands - number, algebra, measurement, space, statistics and probability.

It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The curriculum provides students with learning opportunities to develop mathematical proficiency, including a sound understanding of and fluency with the concepts, skills, procedures and processes needed to interpret contexts, choose ways to approach situations using mathematics, and to reason and solve problems arising from these situations.

General capabilities

Numeracy development is core to the mathematics curriculum and, in addition, the general capabilities of most relevance and application to mathematics are Critical and Creative Thinking, Digital Literacy and Ethical Understanding.

Essential Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice.

Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Strands:

Number, Algebra, Measurement, Space, Statistics and Probability.

Topics include:

Real numbers and problem solving, rounding, scientific form, money and financial mathematics, percentage and decimal conversions, budgeting, profit and loss, discounts, GST, share market, buying and selling shares, dividends, linear graphs, units of measurement, conversions, perimeter, area, surface area, volumes, right angle trigonometry, data types and representations, measures of centre

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum that includes mathematical investigations and skills applications tasks as well as semester examinations.

EXPLORING IDENTITIES AND FUTURES (EIF) (STAGE 1)

SACE Credits: 10

Learning Area: Cross Disciplinary Studies

Content:

Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

EIF represents a shift away from viewing students as participants in learning, to empowered co-designers of their own learning. Students will be responsible for exploring learning opportunities, exercising their agency, and building connections with others.

In this subject, students:

- Develop agency by exploring their identity, interests, strengths, skills, capabilities and or values; and making choices about their learning.
- Demonstrate self-efficacy through planning and implementing actions to develop their capabilities and connecting with future aspirations.
- Apply self-regulation skills by contributing to activities to achieve goals, seeking feedback, and making decisions.
- Develop their communication skills through interaction, collaboration, sharing evidence of their learning progress and developing connections with others.

ASSESSMENT:

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

- Exploring me and who I want to be
- Taking action and showcasing my capabilities

FILM MAKING

Learning Area: The Arts

Course Length: One semester

Content:

This course explores alternative techniques and possibilities in the realm of film making. It delves into the evolving landscape of the film industry, focusing on non-traditional yet increasingly popular methods of film production including animation, virtual production, and AI-assisted film making.

The first part of the course covers animation, including styles such as 2D, 3D, and stop motion. Students will learn about the technical and narrative aspects of animation, and create their own short animation project.

The second section focuses on virtual production, where students will explore techniques like green screen technology, motion capture, and pre-visualization. They will then implement these techniques in a short film project.

In the final part of the course, students will explore the cutting-edge field of AI-assisted film making. They'll understand the capabilities of AI in scriptwriting, editing, and more. A project will be undertaken where students use AI tools to produce a short film.

While students can complete much of their work on their personal laptops, they will also have access to computer systems equipped with professional video and audio production software required for advanced animation, virtual production, and AI-assisted film making.

ASSESSMENT:

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

- Portfolio - Inquiry and skills extension: This includes reflections, presentations, quizzes, and storyboards.
- Product - Film Projects: This includes short animation project, virtual production project, AI-assisted film making project, and the final project.

FOOD TECHNOLOGY

Learning Area: Technologies

Course Length: One semester

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
- Food Art with gingerbread
- Pasta making by hand and machine
- Pastry making by hand and commercially manufactured products
- Food trends with industry links
- Meal Kits
- Surplus Food and meal planning using Ai

ASSESSMENT:

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

FRENCH

Learning Area: Languages

Course Length: One year

Subject Prerequisites:

Satisfactory completion of Year 9 French.

Content:

Our Year 10 French program aligns with the Australian Languages Curriculum, focusing on the strands of Communicating and Understanding. This course emphasizes both oral proficiency and formal writing skills in French.

Key focus areas:

- **Language Skills Development:** The course continues to prioritize oral proficiency in spoken French through computer-based oral and aural activities designed to enhance vocabulary learning and pronunciation.
- **Formal Writing Skills:** There is an increased emphasis on formal writing to strengthen students' understanding and use of the grammatical and idiomatic framework of the French language.
- **Cultural Exploration:** Students will study French-speaking countries' geography, culture, and history through various mediums, including songs, videos, films, and computer programs.

Learning activities:

- **Oral and Aural Activities:** Students will engage in computer-based activities to improve their oral and aural skills, focusing on vocabulary acquisition and correct pronunciation.
- **Formal Writing:** Students will practice writing in French to develop their ability to use grammatical structures and idiomatic expressions effectively.
- **Cultural Studies:** Exploration of French-speaking countries' geography, culture, and history through multimedia resources will broaden students' understanding and appreciation of Francophone cultures.

Educational approach:

- **Interactive Learning:** The curriculum promotes interactive learning activities that simulate real-life language use and cultural exploration.
- **Integration of Technology:** Technology plays a significant role in enhancing language learning through computer-based activities and multimedia resources.

Our goals:

Our goal is to provide students with a comprehensive learning experience that enhances their proficiency in French language skills, deepens their understanding of Francophone cultures, and prepares them for effective communication in French-speaking contexts.

ASSESSMENT:

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

GENERAL MATHEMATICS

Learning Area: Mathematics

Course Length: One year

General Mathematics provides a tailored course in preparation for entry into Stage 1 General Mathematics.

Students achieving a 'B' grade or better, with teacher recommendation, have the necessary background to proceed to Stage 1 General Mathematics. Students may also proceed to Stage 1 Essential Mathematics.

Content:

Mathematics provides students with essential mathematical knowledge, skills, procedures and processes within six interrelated strands – number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The curriculum provides students with learning opportunities to develop mathematical proficiency, including a sound understanding of and fluency with the concepts, skills, procedures and processes needed to interpret contexts, choose ways to approach situations using mathematics, and to reason and solve problems arising from these situations. Numeracy development is core to the mathematics curriculum and, in addition, the general capabilities of most relevance and application to mathematics are Critical and Creative Thinking, Digital Literacy and Ethical Understanding.

General Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice.

Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Strands:

Number, Algebra, Measurement, Space, Statistics and Probability

Topics include:

Linear equations, linear graphs inequalities, simultaneous equations, indices, exponential equations and graphs, simple and compound interest, savings and borrowing, Pythagoras' theorem, right angle and non-right angle trigonometry, scientific notation and significant figures, limits of accuracy, graphs of linear equations, data representation and interpretation, summary statistics, box plots; probability, Venn diagrams, tree diagrams, independent events

ASSESSMENT:

Formative and summative assessment using the Achievement Standards that includes mathematical investigations and skills and applications tasks as well as semester examinations.

GEOGRAPHY (STAGE 1)

SACE Credits: 10

Learning Area: Humanities and Social Sciences

Course Length: One semester or two semesters

Content:

In a world that is globally interconnected more than ever before, understanding that world is critical to the wellbeing and sustainability of people and society.

Geography empowers students to shape change for a socially just and sustainable future and 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.

Geographers look at issues and problems at a local, national, and global scale and then formulate solutions to those problems.

Some of the fastest growing careers use Geography. From civil engineers, environmental and urban planners through to security/defence intelligence analysts, politicians, and law makers; to climate change assessment and planning, meteorologists, architecture, and farming.

Students engage in geographical inquiry by using geographical methods and skills. They pose geographical questions, seek answers, and evaluate responses, using a range of fieldwork and spatial technology skills. Fieldwork, in all its various forms, is central to the study of Geography, as it enables students to develop their understanding of the world through direct experience.

Students focus on two units: Environmental change and management and Geographies of Human Wellbeing.

Students undertake two of the following units: Natural Hazards (and disaster resilience); Biological and Human Induced Hazards; Global Issues – including Geographies of Human Wellbeing; Local Issues – Sustainable Environments.

ASSESSMENT:

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

- Geographical Skills and Applications
- Fieldwork

There will be semester examinations.

GLOBAL MARKETS & MONEY

Learning Area: Humanities and Social Sciences

Course Length: One semester

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 ways in which wealth, poverty, and inequality are measured, and how individuals, institutions, and governments can develop effective solutions to the problem. Students explore the consequences of different systems for improving living standards and trace the movement of money around the planet. Students are taught the content through contemporary scenarios relating to issues and events currently unfolding around the globe.

Examples include:

- The impact of technological advancements and automation on income disparities.
- Systemic factors such as unequal access to opportunities perpetuate wealth gaps.
- The effects of government policies or social welfare programs on reducing income disparities and promoting social equity.

ASSESSMENT:

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

HEALTH AND PHYSICAL EDUCATION

Learning Area: Health and Physical Education

Course Length: One year

Content:

Students are involved in creating inclusive learning environments with high student agency to improve performance, participation and Health outcomes.

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: Alcohol and Drug Education, Relationships, Identity and Consent Education, Fitness and Exercise physiology.

Physical Education:

Core activities: Striking and fielding, Court dived sports, Movement & Space, Modified Football, Target recreation sports.

ASSESSMENT:

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

HISTORY

Learning Area: Humanities and Social Sciences

Course Length: One year

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 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 in the building of modern Australia. The nature of contemporary Australia is further explored through a study of Australia's changing place in a globalising world. 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.

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.

INTEGRATED LEARNING (STAGE 1)

SACE Credits: 10

Learning Area: Cross Disciplinary Studies

Content:

Integrated Learning is a subject framework that enables students to make links between aspects of their lives and their learning. The program focus is on students' sense of agency and independence. Students identify their own and community values, explore how they express those values through their actions, and go out into their communities to contribute to solving real-world problems.

Students create teams, collaborate over a period, to achieve a shared purpose which align to their interests. Through the lens of the program focus students develop their learning about a real-world community issue, aligned to the Sustainable Development Goals and our shared responsibility to achieving these Global Goals. Students make meaning from experiences to recognize themselves as confident and creative individuals, critical and evaluative thinkers with the necessary life skills to contribute to society as active and informed citizens.

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. Underpinning the design of Integrated Learning is an emphasis on students making links between their learning and their capabilities – within and beyond the classroom.

Teachers and students use performance standards to assess how well each student has demonstrated their learning, based on the evidence provided through the set of assessments. In addition, teachers will recognise students' skills, knowledge and purposefully developed capabilities - Collective Engagement, Quality Thinking, Self-motivated Learning, Personal Enterprise and Principled Action.

MATHEMATICAL METHODS

Learning Area: Mathematics

Course Length: One year

Content:

Mathematical Methods provides a tailored course in preparation for entry into Stage 1 Mathematical Methods. Students achieving a 'B' grade or better, with teacher recommendation, have the necessary background to proceed to Stage 1 Mathematical Methods. Stage 1 Specialist Mathematics may also be an additional mathematical course for these students. Students may also proceed to Stage 1 General Mathematics.

Mathematics provides students with essential mathematical knowledge, skills, procedures and processes within six interrelated strands – number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The curriculum provides students with learning opportunities to develop mathematical proficiency, including a sound understanding of and fluency with the concepts, skills, procedures and processes needed to interpret contexts, choose ways to approach situations using mathematics, and to reason and solve problems arising from these situations.

Numeracy development is core to the mathematics curriculum and, in addition, the general capabilities of most relevance and application to mathematics are Critical and Creative Thinking, Digital Literacy and Ethical Understanding. Mathematical Methods builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice.

Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Strands:

Number, Algebra, Measurement, Space, Statistics and Probability

Topics include:

Linear equations and inequalities, linear graphs, perpendicular and parallel lines, length and midpoint of line segments, simultaneous equations, surds, indices, exponential equations and graphs, growth and decay, solving quadratic equations using factorising, quadratic formula, completing the square and technology, quadratic graphs, Pythagoras' theorem, right angle and non-right angle trigonometry, area of triangles, summary statistics, box plots, linear regression, probability, conditional probability, Venn diagrams, tree diagrams, independent events

ASSESSMENT:

Formative and summative assessment using the Achievement Standards that includes mathematical investigations and skills and applications tasks as well as semester examinations.

MUSIC

Subject Prerequisites:

Satisfactory completion of Year 9 Music, minimum 1 year instrumental experience or by negotiation with the Head of Music. Students must have one-on-one vocal or instrumental lessons on a chosen instrument to undertake this subject.

Learning Area: The Arts

Course Length: One or two semesters

Content:

This course focuses upon students as active music makers. Students will rehearse and perform as soloists and ensemble members with the aim of refining technical and expressive skills on instruments and/or voice. Students will explore and analyse inspirational music and artists and apply concepts to their own work. Students will arrange and compose their own music through song writing, notation and music technology activities. All students are expected to play one or more instruments as part of the practical rehearsal and performance aspects of the course.

ASSESSMENT:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including;

- Solo and ensemble performances
- Musicianship (aural and theory)
- Listening/score analysis
- Composition/arranging
- Songwriting & Recording

MUSIC TECHNOLOGY

Learning Area: The Arts

Course Length: One semester

Subject Prerequisites: None

Content:

Music Technology is a subject catered to students who want to learn to make hip-hop, electronic, dance, pop and other modern genres of music using specialised digital music software and equipment. No prior instrument experience is required, as students will learn to edit and manipulate audio files, loops and samples and develop skills on the MIDI keyboard to create and compose with.

Students will learn to:

- Use advanced sampling techniques to create new compositions in different genres.
- Explore EDM, Trap & Hip Hop genres and the technical effects and processes used in creating music in these styles.
- Use drum samples to create advanced patterns and type beats.
- Perform electronic music loops and clips using MIDI controllers such as Launchpads.
- Record, edit and manipulate vocal parts and apply to digital music genres.

Students will learn to navigate industry level digital audio workstations (DAWs), including the use of the industry standard production software, Ableton Live, mastering the essentials of recording, editing, and mixing audio tracks. The course also covers MIDI sequencing, sampling, and sound synthesis, allowing students to create and manipulate their own musical compositions. Through hands-on projects and collaborative assignments, students will develop a portfolio of work that showcases their technical skills and creative talents.

ASSESSMENT:

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

NUTRITION (STAGE 1)

SACE Credits: 10

Learning Area: Science

Course Length: One semester

Precluded Combination: Biology, Nutrition and Psychology - student can only study two of the above subjects but not all three at Year 10.

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

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 Application Tasks (60%):

- Topic tests
- Semester examination (contributing 20%)

PHOTOGRAPHY

Learning Area: The Arts

Course Length: One semester

Content:

This course offers students opportunities to investigate a wide range of photographic mediums and techniques and is designed for all levels of student ability. Students will be presented with a variety of creative projects and will use new combinations of materials and techniques, refine their expressive and analytical vocabulary and engage in creative problem solving to create artworks that resolve their intentions. Students explore photographic composition and manual operation with the use of traditional photographic techniques, such as cyanotypes and 35mm Film, contrasted with digital SLR cameras. Editing is taught in line with current industry standards with the use of the Adobe suite, with a focus on Photoshop. Art and design activities within this course connect with local, regional and international artists and designers, providing students with contemporary and meaningful learning opportunities and connections.

This subject aims to:

- Explore, develop, and refine each students' individual creative aesthetic
- Competently operate both manual and digital cameras
- Develop and refine students' knowledge and skills in art history and contemporary practice
- Expose students to a wide range of styles, techniques, and artists/designers
- Develop a clear understanding of safe work practices, professional industry ethics and copyright policies

Students will be given the opportunity to acquire the following knowledge and skills:

- Fundamental research and critical analysis skills
- Art and Design appreciation and the ability to develop ideas through experimentation
- Knowledge and understanding of traditional and contemporary art and design practices
- Skills developed through experimentation and self-directed learning

ASSESSMENT:

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

PSYCHOLOGY (STAGE 1)

SACE Credits: 10

Learning Area: Science

Course Length: One semester

Precluded Combination: Biology, Nutrition and Psychology - student can only study two of the above subjects but not all three at Year 10.

What we study:

In psychology students gain insight into human behaviour, learn psychological principles with practical applications, gain hands-on experience in data collection and analysis, cultivate analytical and critical thinking skills, and develop proficiency in communication and learning, positioning themselves for success in academic study and real-world occupations.

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, 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.

Content:

Introduction to Psychology and two other topics from the following:

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

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 Application Tasks (60%):

- Topic tests
- Semester examination (contributing 20%)

SCIENCE

Learning Area: Science

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

Content:

The Australian Curriculum – Science contains the following content strands:

Science Understanding:

- DNA and Inheritance
- Evolution
- Universe and Big Bang Theory
- Climate Change
- Forces and Motion
- Periodic Table
- Chemical Reactions and Rates

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

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 (10%).

SCIENCE AND ENGINEERING (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.

Content:

Science and Engineering 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 Science and Engineering are:

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

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

SPORTS SCIENCE AND TECHNOLOGY (SCIENTIFIC STUDIES)

SACE Credits: 10

Learning Area: Science

Course Length: One semester

What we study:

Students study sports science to understand human body mechanics, explore applications in various sports, utilise information technology, and integrate STEM principles to develop strategies for enhancing athletic performance, physical activity, health and wellness. Each semester has one of the focus topics in Sports Science. Students will develop an understanding of key scientific concepts in different contexts 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 Sports Science are:

- Health and injuries
- Running technology
- Pollution and exercise
- Biomechanical analysis of movement
- Artificial intelligence and globalisation
- 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 (70%):

- Practical Investigations x 2
- Science as a Human Endeavour Investigation

Collaborative Inquiry (30%):

- Collaborative Inquiry Project

TEXTILES

Learning Area: Technologies

Course Length: One semester

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 Realisation process.

Complementing the practical process, students will produce a multimodal 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 textiles technology and fashion design projects, investigating sustainability and ethical issues in textiles technology and fashion design from a global perspective.

Topics covered include:

- The World of Circular Fashion
- Fashion illustration techniques
- Advanced sewing machine, overlocker and hand-sewing techniques
- Dye sublimation, image transfer and screen-printing techniques on fabric
- Sequinning, Beading, Hand and Machine Embroidery techniques
- Denim garment design and construction from upcycled materials

ASSESSMENT:

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

WELLBEING

Course Length: One year

Content:

The Year 10 Wellbeing program is aimed at developing and supporting students social, psychological and academic fitness. The key focus areas in Year 10 are inclusion, consent and service. Each topic assist student in developing an understanding that the decisions they make can enhance outcomes for themselves and others.

The purposes of the dedicated wellbeing lesson with House peer groups and their Heads of House include:

Strengthening student connection and sense of belonging within their House and House peer group

Developing and strengthening relationships between students and their Head of House as a key wellbeing leader in the student's journey through Years 8 to 12

Engaging students in understanding and developing key wellbeing concepts that are appropriate to their age and stage

Respond pro actively and reactively to the Wellbeing opportunities and challenge faced by individual Year levels.

ASSESSMENT:

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