



# Year 10

## 2027 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](http://www.sace.sa.edu.au) (the SACE Board), and [www.satac.edu.au](http://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
- Argadells in Action
- Art
- Business Innovation
- Chinese
- Cross-Curriculum Studies (CCS)
- Design
- Design Technology & Engineering – Timber and/or Metal
- Drama
- Film & Photography (Studio Connect)
- Food Technology
- French
- Global Markets & Money
- Music
- Music Technology
- Science & Engineering
- Textiles

**Accelerated Learning:** Students may study the following subjects if they meet the eligibility requirements outlined in the Student Eligibility and Approval for Accelerated Learning on Page 19. A maximum of 2 choices / 2 semesters of accelerated learning can be selected.

- Biology (Stage 1)
- Chinese (Continuers & Background Speakers) (Stage 1)
- Dance (Stage 1)
- Digital Technologies (Stage 1)
- French (Stage 1)
- Music (Stage 1)
- Nutrition (Stage 1)
- Psychology (Stage 1)
- Sports Science and Technology (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

## ARGADELLS IN ACTION

**Learning Area:** Humanities and Social Science

**Course Length:** One semester

### Content:

Students further develop their understanding of economics and business concepts through hands on experience in managing the day to day operations an existing business.

Students 'learn through doing' in the collection and creation of authentic business intelligence to learn how to maintain successful business operations and use data to make decisions in improving business models.

The course offers the chance for students visit the Argadells property to gain real world hands on experience in all aspects of the business including; asset and property management, stocktake and financial processes, marketing and management of bookings and customer relations.

Based on their experience and data collected students examine the consequences of decisions and the responses of business to changing economic conditions. Using this information students will make recommendations for ways in which the business can grow, justifying the opportunity cost and impacts for stakeholders.

The key questions for this subject area are:

- What methods do businesses use to collect business intelligence in order to maintain and develop their business model?
- How do businesses utilise business intelligence as a tool for innovation, project management and decision making?
- How do successful businesses manage assets and plan for future growth.
- What are the key factors in the development and planning process for businesses?
- How are strategies/ tools and management systems implemented to insured strategic direction is wholistic and feasible?.

### ASSESSMENT:

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



## 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.



## 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

**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 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.

### 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 who meet the criteria and have an identified individual education plan (IEP). This may only be chosen after 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.

## DESIGN

**Learning Area:** The Arts

**Course Length:** One semester

### Content:

This course gives students the opportunity to explore architecture, product design, and graphic design through hands on projects and real world design challenges. Students build creative thinking, practical design skills, and their own unique style while discovering how design shapes the world around us.

Through a range of creative projects, students experiment with ideas, materials, and digital technologies while developing confidence in the design process. From concept sketches and modelling to digital design and presentation, students learn how to research, develop, refine, and communicate their ideas using professional design methods and industry standard software.

Students explore the work of influential designers and architects while developing their own creative approach to design. The course encourages innovation, problem solving, and experimentation, supporting both beginners and students with previous experience.

By the end of the course, students will produce a portfolio that showcases their creativity, technical skills, and growth as emerging designers.

**This subject aims to:**

- Develop students' creative thinking and personal design style
- Build practical and technical skills across architecture, product, and graphic design
- Introduce students to influential designers, architects, and design movements
- Encourage innovation, experimentation, and professional design practices

**Students will gain skills in:**

- Research and creative problem solving
- Understanding and responding to design briefs
- Sketching, modelling, and digital design processes
- Analysing and evaluating design practices
- Presenting and refining ideas using professional techniques

### 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 replicate and reproduce 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

## DRAMA

**Learning Area:** The Arts

**Course Length:** One semester

### **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, cultural significance and interpersonal relationships.

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 & PHOTOGRAPHY (STUDIO CONNECT)

**Learning Area:** The Arts

**Course Length:** One semester

### **Content:**

Create. Collaborate. Produce.

Studio Connect is an advanced creative media course where students work in production crews to create films, photography projects, documentaries, podcasts, sports promos, and digital media productions.

Students develop skills in filmmaking, photography, lighting, editing, sound design, studio production, animation, green screen production, and visual storytelling using industry standard equipment and software. The course also explores emerging creative technologies including AI assisted media and virtual production techniques.

Throughout the semester, students complete a major project in an area of personal interest while also collaborating on industry style creative briefs inspired by advertising campaigns, tourism media, documentary storytelling, sports productions, and commercial photography.

Selected works are published through the Studio Connect Hub, an online platform where student films, photography, and media projects are shared with the wider school community and potential global partners.

### **ASSESSMENT:**

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



## 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
- 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 Curriculum for Languages and focuses on communicating in French and understanding French language and French-speaking communities.

**Key focus areas:**

- **Language Skills Development:** The course continues to prioritize oral proficiency in spoken French through 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 and films.

**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.



## 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.



## 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

**Learning Area:** The Arts

**Course Length:** One semester

**Subject Prerequisites:** Students must have one-on-one vocal or instrumental lessons on a chosen instrument to undertake this subject.

**Content:** This course focuses on students as active, collaborative music makers, with a strong emphasis on performance and ensemble playing. Students regularly rehearse and perform as soloists and in duos, trios and small bands, developing their ability to work musically with others while refining technical control, confidence and expressive skills on their instrument or voice.

Students engage in a practical, hands-on program that reflects real-world music making, including jamming, group rehearsal and live performance, with a focus on building tight ensemble skills and musical communication. They explore and analyse a range of influential artists and styles, applying these concepts to their own performances and creative work. Students will:

- Rehearse and perform regularly in small groups and bands across a range of musical styles
- Develop ensemble, listening and improvisation skills through practical music-making
- Explore and analyse music including contemporary styles and musical theatre
- Arrange, compose and develop original music through songwriting, notation and music creation software
- Build their musicianship through aural, theory and listening skills to support performance and creativity

All students are expected to actively participate on one or more instruments as part of the rehearsal and performance process.

### 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.



## 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:

Year 10 Science provides a comprehensive and advanced study of scientific concepts, challenging students to integrate and apply their knowledge with increasing independence. The course emphasises the importance of scientific literacy in understanding contemporary global issues, particularly those that involve ethical considerations and informed decision-making.

Within the Science Understanding strand, students explore advanced topics including DNA and inheritance, evolution, the universe and Big Bang theory, climate change, forces and motion, the periodic table, and chemical reactions and their rates.

Through the Science as a Human Endeavour strand, students develop a deeper appreciation of how scientific knowledge is constructed, tested, and refined over time. They investigate the ways in which science both influences and is influenced by social, environmental, and technological factors. This encourages students to critically evaluate the role of science in addressing global challenges and to consider the ethical implications of scientific innovation.

Science Inquiry Skills are further refined as students demonstrate increased autonomy in designing investigations, analysing and interpreting complex data, and evaluating the validity and reliability of evidence. They communicate their findings using appropriate scientific language and conventions, preparing them for senior secondary studies. The Year 10 program equips students with the critical thinking, problem-solving, and analytical skills necessary to engage confidently with science in both academic and everyday contexts.

## 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

**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

## 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.



# Student Eligibility and Approval for Accelerated Learning



## OVERVIEW

### Purpose

Some students at Scotch College have a level of a subject knowledge that is more advanced than their peers and opportunities are provided for them to access accelerated learning

### Application

Students are extended to engage with curriculum content at an advanced level, incorporating increased complexity, abstraction, and independence.

### Responsibilities

Students have a responsibility to demonstrate readiness for, and success with, more advanced content. They will need to manage the academic and practical demands associated with accelerated senior study with responsibility and maturity. Eligibility to study at a higher level is dependent on meeting the criteria for the subject, as outlined within each subject area below. Final approval is granted by the Head of Faculty in consultation with the Head of Teaching and Learning.

### Review

This procedure must be reviewed at least every two years or when associated policy or regulations change (if relevant).

## PROCEDURE

Students who meet the specific subject eligibility requirements will have visibility of higher-level subjects during the subject selection process.

As studying a subject at a higher level requires a greater level of commitment, we strongly recommend that students discuss their choices with their Careers Counsellor, Head of House, or Head of Faculty before making their selections.

Once subject selections have been submitted, the Head of Faculty and the Head of Teaching and Learning will review class sizes and all applications for higher-level study.

In some instances, it may not be possible for students to undertake a particular combination of subjects, as it is not feasible to offer every combination. Timetabling, subject groupings, and class sizes are determined by student demand, and students may be required to modify their subject selections accordingly.

If a student does not meet eligibility for accelerated subjects, then all subjects are available to be studied when the student is in Year 11.

Students may select a maximum of 20 Stage 1 credit electives (two semesters), subject to eligibility.

## 1 Dance

Students who demonstrate dance technique, performance ability and theoretical understanding beyond that of their peers due to prior training, sustained co-curricular involvement or a strong aptitude for dance. For selected students, acceleration into Stage 1 Dance in Year 10 can provide an appropriate academic and creative challenge. This opportunity is intended for students with the practical skill and academic readiness required to successfully meet the demands of the SACE Dance course.

**Criteria:** Multiple factors are taken into consideration when selecting students for acceleration into Stage 1 Dance.

These include but are not limited to:

- Excellent Effort rating for Year 9 Dance
- Achieving in the A band in Year 9 Dance
- Consistent attendance in both curriculum and co-curricular dance
- Must maintain an A-band grade in Stage 1 to progress to Stage 2
- Intention to continue Dance into Stage 2 the following year



## 2 Digital Technologies

Students who demonstrate a greater capability in Digital Technologies (e.g. coding courses or robotics programs), strong problem-solving skills or engagement with emerging technology outside of the classroom space and those who show exceptional interest and talent in areas such as programming, data analysis or cybersecurity.

Providing these students with the opportunity to begin Stage 1 Digital Technologies in Year 10 allows them to extend their skills earlier, engage with more complex concepts and provide a more direct pathway from year 9 in the digital technologies space. The Technologies and Visual Arts faculty believes that this will increase student engagement and retention within digital technologies.

**Criteria:** Multiple factors are considered when selecting students for acceleration in Digital Technologies. These include, but are not limited to:

- Excellent Effort rating for Game Design in Year 9
- A- grade or higher for Game Design in Year 9
- Must maintain an A-band grade in Stage 1 to progress to Stage 2
- Intention to continue Digital Technologies into Stage 2 the following year

## 3 Languages

Students with background in French or Chinese language have the option to accelerate their study of language as a Year 10 student. Completion of Stage 1 as a Year 10 will potentially enable them to pursue the same Stage 2 subject when in Year 11.

**Criteria:** Multiple factors are taken into consideration when selecting students for acceleration of French or Chinese. These include but are not limited to:

- Excellent Effort rating for language course in Year 9 Semester 1
- A- grade or higher for language course in Year 9 Semester 1
- Must maintain an A-band grade in Stage 1 to progress to Stage 2
- Intention to continue their language study into Stage 2 the following year

## 4 Music

Students possessing an advanced musical proficiency as a result of sustained instrumental study, ensemble participation, formal examination pathways, or extensive musical engagement beyond the classroom. The Music faculty also identify students with strong musical aptitude and commitment for whom accelerating by one year provides an appropriate and beneficial level of challenge.

Offering selected students the opportunity to commence Stage 1 Music as Year 10 students supports continued musical development and positive retention into Stage 2 Music.

**Criteria:** Multiple factors are taken into consideration when selecting students for acceleration in Music. These include but are not limited to:

- Excellent Effort rating for the Year 9 Music course in Semester 1
- A grade or higher for the Year 9 Music course in Semester 1
- Demonstrated strength across performance, aural and theoretical components
- Consistent commitment to music learning within and beyond the classroom
- Intention to continue Music into Stage 2 in the following year
- Maintain a Stage 1 A-band grade to be eligible for progression
- Demonstrate consistent practice habits and engagement in performance and ensemble opportunities

Students entering Accelerated Stage 1 Music are expected to be performing at a minimum of Grade 5 AMEB standard (or equivalent) on their principal instrument at the commencement of the course.

It is strongly recommended that students undertake a full year of Music (two semesters) in the year immediately prior to the acceleration year. This prior study provides essential grounding in key musical concepts and skills required for success in an accelerated senior curriculum.

## 5 Sciences (Biology, Nutrition, Psychology & Sport Science)

For students who have an aptitude for science learning we recognise that accelerating their studies by one year would broaden their subject choice when in Stage 2. The science faculty believes that offering selected students the opportunity to study a semester of selected Stage 1 Science subjects (Biology, Nutrition, Psychology or Sports Science) as Year 10s, will potentially enable them to pursue the same Stage 2 subject when in Year 11.

**Criteria:** Multiple factors are taken into consideration when selecting students for acceleration of Science subjects. These include but are not limited to:

- Excellent Effort rating for science in Year 9 Semester 1
- A- grade or higher for science in Year 9 Semester 1
- Must maintain an A band grade in Stage 1 to progress to Stage 2



## 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%)

## 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



## CHINESE (BACKGROUND SPEAKERS) (STAGE 1)

**Credits:** 20

**Learning Area:** Languages

### Are you interested in:

A global career, Tourism, Foreign Language Teaching, International Trade, Finance and Commerce, Diplomacy and Defence, Translating Services, International Development, Studying at Chinese University.

### What we study:

- China and the World
- Modernisation and Social Change
- The Overseas Chinese-speaking Communities
- Language in Use in Contemporary China

### ASSESSMENT:

Assessment is school based. Students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

1. Interact with others to exchange and explain information, opinions, and ideas in Chinese
2. Create texts in Chinese to express ideas, opinions, and perspectives on contemporary issues
3. Analyse, evaluate, and respond to texts that are in Chinese
4. Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication
5. Sitting a semester examination reflecting this skill development

## CHINESE (CONTINUERS) (STAGE 1)

**Credits:** 20

**Learning Area:** Languages

### Eligibility:

Students must not have completed more than one year of education (from the age of 5) in a country where Chinese is a major language of communication. An eligibility form must be submitted prior to enrolment.

### Are you interested in:

A global career, Tourism, Foreign Language Teaching, International Trade, Finance and Commerce, Diplomacy and Defence, Translating Services, International Development.

### What we study:

Personal Identity, Education and Aspirations, Recreation and Leisure, Travel Experiences, History and Culture, Schooling, Lifestyles, Geography, Youth Issues, The World of Work, Tourism and Hospitality.

### ASSESSMENT:

Assessment at Stage 1 is school based. Students develop and apply linguistic and intercultural knowledge, understanding, and skills by:

1. Interacting with others to exchange information, ideas, opinions, and experiences in Chinese
2. Creating texts in Chinese for specific audiences, purposes, and contexts to express information, feelings, ideas, and opinions
3. Analysing a range of texts in Chinese to interpret meaning
4. Examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication.
5. Sitting a semester examination that reflects the development of these skills



## DIGITAL TECHNOLOGIES (STAGE 1)

**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%

## FRENCH (CONTINUERS) (STAGE 1)

**Credits:** 20

**Learning Area:** Languages

### Subject Prerequisites:

Achievement of at least a sound 'C' grade overall in Year 10 French. The continuers' level French is designed for students who have studied the language for approximately 300 hours by the time they have completed Year 10, or who have an equivalent level of knowledge.

### Are you interested in:

A global career, Tourism, Foreign Language Teaching, International Trade, Finance and Commerce, Diplomacy and Defence, Translating Services, International Development.

### What we study:

Personal Identity, Relationships, School Life and Aspirations, Leisure and Interests, Daily life or Lifestyles of the French-speaking communities, Historical Influences on Modern-day Life, the Arts and Entertainment, the World of Work, Current Issues, A Young Person's World.

### ASSESSMENT:

Assessment at Stage 1 is school based. Students develop and apply linguistic and intercultural knowledge, understanding, and skills by:

1. Interacting with others to exchange information, ideas, opinions, and experiences in French
2. Creating texts in French for specific audiences, purposes, and contexts to express information, feelings, ideas, and opinions
3. Analysing a range of texts in French to interpret meaning
4. Examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication
5. Sitting a semester examination that reflects the development of these skills



## NUTRITION (STAGE 1)

**Credits:** 10

**Learning Area:** Science

**Are you interested in:**

Nutrition, Dietetics, Health Nutrition, Food Science, Sports Science, Wellness, Health Coaching.

**What we study:**

Study nutrition to understand the role of nutrients in the body, explore connections between food, health, and diet-related diseases, consider factors influencing food choices, reflect on local, national, Indigenous, and global concerns, study food production and distribution methods and their impact on food quality and health, and learn to optimise diets and lifestyle habits for better health outcomes.

**Content:**

The topics for Stage 1 Nutrition are:

### 1. Macronutrients and diet-related disorders

- Australian Dietary Guidelines
- Macronutrients: proteins, lipids, carbohydrates
- Diet-related disorders: obesity, cardiovascular disease, type 2 diabetes, diverticulitis
- Sports nutrition

### 2. Micronutrients and nutrition through the lifespan

- Water-soluble and fat-soluble vitamins
- Vitamins
- Nutritional requirements of infants, children, adolescents, pregnancy, lactation, elderly

**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%)

## 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:**

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, 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%)



## SPORTS SCIENCE AND TECHNOLOGY (STAGE 1)

**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

