

# CURRICULUM HANDBOOK

Golden Grove High School



## YEAR 10 2021



*Respect • Equality • Pride • Integrity • Resilience*



Department for Education  
T/A South Australian  
Government Schools  
CRICOS Provider No.: 00018A



Government  
of South Australia  
Department for Education

Success For All

## YEAR 10 CURRICULUM

All Year 10 subjects are based on the Australian Curriculum and also includes your first SACE subject, Personal Learning Plan (PLP). Students study 7 subjects each semester, 14 subjects for the year. All students study the Compulsory Subjects and additional choice subjects.

<b>COMPULSORY SUBJECTS FOR ALL STUDENTS</b>	
English / EALD	Full Year
Mathematics	Full Year
Science	Full Year
Health and Physical Education (Sport or Lifestyle Focus) or	Semester
Health and Physical Education (Touch – by invitation only)	Semester / (10 credits SACE Stage 1)
History	Semester
Personal Learning Plan (PLP)	Semester (10 credits SACE Stage 1)
<b>CHOICE SUBJECTS</b>	<b>MAXIMUM OF 5 UNITS FROM BELOW</b>
Students choose 5 units from this list below and cannot choose more than 3 units from any learning area. For Special Interest Dance, Music or LOTE (Spanish or Japanese), you <u>must</u> choose Full Year.	
<b>THE ARTS</b>	
Creative Art – Design (Yearbook)	Semester / (10 credits SACE Stage 1)
Dance	Semester or Full Year
Dance Special Interest	Full Year
Drama	Semester or Full Year
Media Arts	Semester
Music	Full Year
Visual Arts - Art	Semester or Full Year
Visual Arts - Design	Semester or Full Year
<b>CAPABILITIES PATHWAY</b>	
Academic Extension Semester 1/2	Semester or Full Year (10/20 credits SACE Stage 1)
Entrepreneurship (Leadership)	Semester or Full Year (10/20 credits SACE Stage 1)
Entrepreneurship (Social/Financial)	Semester or Full Year (10/20 credits SACE Stage 1)
Peer Support - Pre	Semester 2 only
SAASTA Program	Semester or Full Year
<b>CROSS DISCIPLINARY STUDIES</b>	
Entrepreneurship (Social/Financial)	Semester or Full Year (10/20 credits SACE Stage 1)
Peer Support – Integrated Learning	Semester 1 only (10 credits SACE Stage 1)
<b>HEALTH AND PHYSICAL EDUCATION</b>	
Physical Education (second semester)	Semester
Health - Female Focus	Semester
Health - Male Focus	Semester
<b>HUMANITIES</b>	
Geotourism	Semester
Law and Society	Semester
<b>LANGUAGES</b>	
Japanese	Full Year
Spanish	Full Year
<b>SCIENCE</b>	
Engineering (Shared Campus Subject)	Semester / (10 credits SACE Stage 1)
Engineering	
STEM	Semester / (10 credits SACE Stage 1)
<b>TECHNOLOGIES – DESIGN &amp; DIGITAL</b>	
CAD (Computer Aided Design – Stage 1)	Semester / (10 credits SACE Stage 1)
Electronics	Semester
Design Technology Furniture and/or Metal	Semester or Full Year
Digital Technologies	Semester or Full Year
<b>TECHNOLOGIES – HOME ECONOMICS</b>	
Child Studies	Semester
Food & Hospitality	Semester or Full Year

# Year 10 Compulsory Subjects

## English / EALD

### ENGLISH

Full Year

COST: \$10.00 for performance (compulsory)

#### ADVICE TO STUDENTS

Students will study this subject as prescribed by the Australian Curriculum.

#### CONTENT

Students will study a range of texts, both written and visual, which will include classic and contemporary literature such as novels, short stories, plays, films and poems.

They will also examine popular literature in the form of song lyrics, comics, television serials, cartoons, magazines and other similar texts.

Students will examine the language used in the media and in everyday life, using a variety of texts such as greeting cards, policies, discussions, debates, talk-back radio, newsletters and various electronic communications.

They will develop their reading, listening, speaking, writing, viewing, investigating, researching and thinking skills by finding information, analysing texts and by producing a large variety of their own texts, in oral, written and multimodal forms.

All students will participate in a Short Story Writing program in class and as part of an inter-class competition.

They will further extend their reading experience during a weekly silent, sustained reading session.

### ENGLISH ACCELERATED (Only by Selection Process)

Full Year

#### ADVICE TO STUDENTS

Students will study this subject as prescribed by the Australian Curriculum.

Students will be invited to join these classes on the basis of their performance in Year 9 English and teachers' recommendations.

Students in accelerated classes will deal with a number of texts of a more challenging nature and in greater depth than those being studied in other English classes.

#### CONTENT

Students will continue to develop their English language skills by studying a range of texts, both written and visual, which will include classic, contemporary and popular literature. At least one play by Shakespeare will be studied.

Students will also examine the language used in the media, and in everyday life, and will present personal viewpoints in discussions, debates and expository writing.

They will develop their reading, listening, speaking, writing, viewing, investigating, researching and thinking skills by analysing texts and by producing a large variety of their own texts, in oral, written and multimodal forms.

All students will participate in a Short Story Writing program in class and as part of an inter-class competition.

They will further extend their reading experience during a weekly silent, sustained reading session.

### ESSENTIAL (SUPPORT) LITERACY (YEARS 8-10)

Full Year

#### ADVICE TO STUDENTS

Students will undertake a modified program to cater for individual literacy needs. Identified students will have either a One Plan or an Individual Education Plan.

#### CONTENT

- Functional Literacy
- Spelling, Grammar
- Creative Writing
- Reading a variety of texts
- Report Writing
- Resume Writing
- Application Writing

Students will build on their existing knowledge, skills and experience to improve their English skills.

Assessment will be based on the completion of a range of tasks, assignments, investigations and projects.

**ESSENTIAL ENGLISH  
(Only by recommendation)**

Full Year

**ADVICE TO STUDENTS**

Students will study this subject as prescribed by the Australian Curriculum. Students will be recommended to join these classes based on their performance in Year 9 English and teachers' recommendations.

This course is designed to improve the literacy skills of students who are below benchmark in NAPLAN or PATR testing. Students will undertake work that is explicitly designed to improve writing skills and reading comprehension skills. Students will have the opportunity to progress into mainstream English classes if their results show they have improved beyond required benchmarks.

Assessment will be based on a range of written tasks.

This course leads on to Essential English at Stage 1 level.

**ENGLISH AS AN ADDITIONAL LANGUAGE  
OR DIALECT (EALD)**

Full Year

**ADVICE TO STUDENTS**

This course is available to students previously identified as learning English as an Additional Language or Dialect.

**CONTENT**

This course will develop communicative competence in written and spoken English, particularly in preparation for senior school and future employment opportunities.

Students will learn to search for, extract and analyse information from a wide range of text types. Students will read widely and write extensively for different purposes and audiences and present ideas and opinions on various issues in group discussion and extended talks.

Assessment will be based on the completion of a range of tasks, assignments, investigations and projects.

# Year 10 Compulsory Subjects

## Mathematics

### PRE - GENERAL MATHEMATICS

Full Year

#### ADVICE TO STUDENTS

Students will be placed into this course based on performance and achievement in Year 9, as well as teacher recommendations.

Students require a scientific calculator (the Casio fx 82 AU PLUS is recommended \$22.00 GST incl).

Assessment tasks include tests, assignments and investigations.

#### CONTENT

Topics will include:

- Money and Financial Mathematics
- Patterns and Algebra
- Using Units of Measurement
- Linear and Non-linear Relationships
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance
- Data Representation and Interpretation

### PRE - MATHEMATICAL METHODS

Full Year

COST: Students require a scientific calculator (the Casio fx 82 AU PLUS is recommended \$22.00 GST incl).

#### ADVICE TO STUDENTS

Students will be placed into this course based on performance and achievement in Year 9, as well as teacher recommendations.

Assessment tasks include tests, assignments and investigations.

#### CONTENT

Topics will include:

- Patterns and Algebra
- Using Units of Measurement
- Linear and Non-linear Relationships
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance
- Data Representation and Interpretation
- Real Numbers

### PRE - NUMERACY

Full Year

COST: Students require a scientific calculator (the Casio fx 82 AU PLUS is recommended \$22.00 GST incl).

#### ADVICE TO STUDENTS

Students will be placed into this course based on performance and achievement in Year 9, as well as teacher recommendations.

Assessment tasks include tests, assignments and investigations.

#### CONTENT

Topics will include:

- Money and Financial Mathematics
- Using Units of Measurement
- Linear Relationships
- Pythagoras and Trigonometry
- Geometric Reasoning
- Data Representation & Interpretation
- Chance

## **NUMERACY (One Plan)**

Full Year (10 credits SACE Stage 1)

### ADVICE TO STUDENTS

Students who complete the Year 9 Numeracy program will undertake this course in Year 10.

This course does not lead to any further study in Mathematics. Successful students will achieve 10 credits towards the SACE and satisfy the compulsory SACE Numeracy requirement.

### CONTENT

Students will extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts.

Students will study the following topics:

- Calculations, Time and Ratio
- Earning and Spending
- Measurement

### ASSESSMENT

Skills and Application Tasks	50%
Mathematical Investigations	50%

## **NUMERACY**

Full Year (10 credits SACE Stage 1)

### ADVICE TO STUDENTS

This course will be offered to a cohort of students based on teacher recommendations.

This course does not lead to any further study in Mathematics. Successful students will achieve 10 credits towards the SACE and satisfy the compulsory SACE Numeracy requirement.

### CONTENT

Students will extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts.

Students will study the following topics:

- Calculations, Time and Ratio
- Earning and Spending
- Measurement

### ASSESSMENT

Skills and Application Tasks	50%
Mathematical Investigations	50%

# Year 10 Compulsory Subjects

## Science

### SCIENCE

Full Year

#### ADVICE TO STUDENTS

Year 10 Science exposes students to many concepts and content from the various science disciplines. It is a mixture of theory, group work and practical lessons in the STEM Centre.

#### CONTENT

Topics will include:

##### **Genetics:**

Students describe the role of DNA and use models to represent the relationship between DNA, genes and chromosomes. They investigate mutations in DNA, as well as learn how to represent patterns of inheritance in dominant/recessive characteristics.

##### **The Periodic Table:**

Students learn how to recognise which elements have the same properties and therefore are able to describe the structure of atoms in terms of electron shells. They explain how the electronic structure of an atom determines its position in the periodic table, as well as its properties.

##### **Motion:**

Students use data to analyse everyday motions produced by forces. They investigate distance, time, speed, mass and acceleration. Students also learn about Newton's three laws.

##### **Evolution:**

Students learn about the processes involved in natural selection. They describe biodiversity and relate genetic characteristics to survival and reproductive rates.

##### **Reactions:**

Students investigate how chemistry can be used to create and produce useful substances such as fuels, metals and pharmaceuticals. They learn how to predict products in chemical reactions, how to use words and symbols to represent these reactions, and what speeds them up.

##### **Energy:**

Students learn about the Law of Conservation of Energy and explain how it is maintained in energy transfer and transformation. They learn about energy efficiency and use models to describe how energy is transferred and transformed within systems.

#### ASSESSMENT

Assessment tasks will include end of topic tests, science as a human endeavour tasks and investigations.

# Year 10 Compulsory Subjects

## Health and Physical Education

**All students will study one compulsory semester of Health and Physical Education at Year 10. Students may choose ONE of either HPE (Sport Focus) or HPE (Lifestyle Focus) to satisfy the requirements of the Australian Curriculum.**

### HEALTH and PHYSICAL EDUCATION (SPORT FOCUS)

#### Semester

#### ADVICE TO STUDENTS

Students studying Health and Physical Education will engage in learning in an experiential environment that is contemporary, relevant and actively engaging. The practical component of this course will provide a focus on lifestyle-based activities that provides an alternative to 'traditional' sports. This course will promote the knowledge, skills and understanding necessary for students to pursue lifelong physical activity.

In the theory component of this course, students will study a range of relevant health topics, building upon knowledge gained in previous years. Students will delve deeper into a wide range of issues, proposing initiative and practices that can be used to improve their own health and that of the community.

#### CONTENT

##### *Practical Topics:*

- Touch Football
- Badminton
- Netball
- Archery
- Choice topic

##### *Theory Topics:*

Relationships and Sexuality - Students investigate what makes a healthy vs unhealthy relationship and explore a range of issues related to this (eg. power, abuse, consent etc.). They also investigate the role that stereotypes can have on individuals and the community and ways in which these can be broken down.

Health Benefits of Physical Activity - Students investigate the benefits of an active lifestyle at an individual, community and national level and investigate strategies to involve themselves and promote active lifestyles within the community.

### HEALTH and PHYSICAL EDUCATION (LIFESTYLE FOCUS)

#### Semester

**COST:** Excursions will attract an extra cost – approximately \$50.

#### ADVICE TO STUDENTS

The practical component of this course will provide a focus on lifestyle-based activities that provides an alternative to 'traditional' sports. This course will promote the knowledge, skills and understanding necessary for students to pursue lifelong physical activity.

In the theory component of this course, students will study a range of relevant health topics, building upon knowledge gained in previous years. Students will delve deeper into a wide range of issues, proposing initiative and practices that can be used to improve their own health and that of the community.

#### CONTENT

##### *Practical Topics:*

Group Dynamics - Students participate in a range of active challenges that improve their communication, collaboration and teamwork skills.

Outdoor Fitness Pursuits - Students engage in a range of outdoor recreational activities (eg bushwalking), exploring ways they can be physically active within the greater outdoors.

Recreational Activities - Students individually participate in 2 x 3 week blocks of activities that can be played socially and recreationally as well as competitively (eg archery).

Fitness Activities - Students participate in a wide range of personal fitness activities which link to local community-based activities and develop plans to improve their own and others' fitness.

##### *Theory Topics:*

Relationships and Sexuality - Students investigate what makes a healthy vs unhealthy relationship and explore a range of issues related to this (eg. power, abuse, consent etc.). They also investigate the role that stereotypes can have on individuals and the community and ways in which these can be broken down.

Health Benefits of Physical Activity - Students investigate the benefits of an active lifestyle at an individual, community and national level and investigate strategies to involve themselves and promote active lifestyles within the community.



**PHYSICAL EDUCATION –  
SPECIAL FOCUS TOUCH**

**(by invitation only)**

Year 10/11 Class – Semester One Only

10 CREDITS

**ADVICE TO STUDENTS**

Students are required to have successfully participated in previous Touch Football focus classes and have displayed a positive approach to the practical program and the related theoretical concepts. Students are expected to wear the correct GGHS sports uniform for all practical activities.

**CONTENT**

Students study concepts relating to exercise physiology and apply them to their own and others' participation in Touch Football practical-based lessons. Students also use a range of methods to collect and analyse data (including heart rate monitors, GPS units, taking of game statistics etc.) relating to their participation in sport or physical activity and utilise their knowledge of theoretical concepts to draw conclusions about specific activities and evaluate their own strengths and weaknesses.

**THEORY TOPICS**

- Application of energy sources affecting physical performance
- Application of the effects of training on physical performance
- The effect of training on the body
- Physiological barriers and enablers to physical activity

**ASSESSMENT**

- Type 1: Performance Improvement Task 66%
- Type 2: Physical Activity Investigation 34%

# Year 10 Compulsory Subjects

## History

### HISTORY

1 Semester

#### CONTENT

This course will follow the Australian Curriculum and be assessed against the Year 10 Achievement Standards. It aims to immerse students in a range of engaging learning activities to get them to reflect on how the past has shaped their own lives, thoughts and perspectives. It will also develop the skills needed to allow students to continue on to senior History courses.

The course provides a study of the history of the modern world and Australia from 1918 to the present.

The course consists of:

- World War II – The causes and course of the war, including significant events such as the Holocaust, Kokoda and the use of the atomic bombs.
  - Rights and Freedoms – How human rights and freedoms have been ignored, demanded and achieved in Australia and in a broader world context.
  - The Environmental Movement – Exploring the intensification of environmental effects in the 20<sup>th</sup> century, including the concept of sustainability, and how people and governments have responded to environmental threats.
- OR
- Popular Culture – Exploring the changing nature of the music, film and television industry in Australia during the post-war period and beyond, including the influence of overseas developments.

## Personal Learning Plan

### PERSONAL LEARNING PLAN (PLP)

COMPULSORY SACE SUBJECT

10 Credits Stage 1 SACE

**COST:** Students may be involved in excursions for which additional costs may be incurred.

#### ADVICE TO STUDENTS

The Personal Learning Plan (PLP) is a **compulsory** subject which all Year 10 Students will study as part of the SACE.

The PLP will help students to plan their SACE studies, map out their future, and identify goals needed to achieve progress towards work, training or higher education.

The PLP will assist students to make responsible decisions about their course selection for 2022 in Stage 1 (Year 11) and for 2023 in Stage 2 (Year 12).

Work Experience is a compulsory part of the course. Students will be expected to organise their own placement for five days, date to be confirmed.

Students must pass PLP with an A, B, or C grade to fulfill the requirements of the SACE (South Australian Certificate of Education).

#### CONTENT

- Personal Development focusing on skills, learning and aspirations.
- SACE Capabilities and Graduate Qualities and Capabilities exploration and understanding.
- Career Investigation: in-depth investigation into an occupation.
- Work Experience and Portfolio: includes organisation, preparation and reflection of work experience and preparation of a resumé and cover letter.

# Year 10 Choice Subjects

## The Arts

### **CREATIVE ART - DESIGN**

#### **(Yearbook)**

Semester, 10 Stage 1 SACE Credits

#### **ADVICE TO STUDENTS**

The school yearbook is produced by students enrolled in this semester course. There are limited places available, which may result in a selection process being used to identify those students most suited.

#### **CONTENT**

Students will develop their graphic design skills through the collecting, collating and production of the school yearbook. This is a student-driven project with the class involved in every aspect of management and production including theme development, layout, photography, editing and proofing to produce a print ready product.

While this course has a strong practical component, students will also expand their knowledge of graphic design theory. They will develop an understanding about how visual conventions are used to convey meaning and create aesthetic value. Students will also evaluate the effect of culture/time and place on graphic design and be able to understand the purpose of design work.

### **DANCE**

Semester or Full Year

#### **ADVICE TO STUDENTS**

The performance component will require evening attendance. Appropriate dance wear is essential.

#### **CONTENT**

This course is designed to build fundamental skills in the areas of technique, composition and performance. Students are also exposed to the history of dance, stagecraft skills, safe dance practices and varying dance styles.

### **DANCE**

#### **SPECIAL INTEREST DANCE**

Full Year

#### **ADVICE TO STUDENTS**

The performance component will require attendance during the evening. Appropriate dance wear is essential.

#### **CONTENT**

This course is designed for students with established skills. Core subjects are classical and modern technique, theory, performance and composition with extension topics in stagecraft, jazz technique and anatomy.

Students currently in Year 9 Special Interest Dance have the option of continuing with Special Interest

Dance at Year 10 level, or changing to general Year 10 Dance. If sufficient places are available general students who have studied Dance privately, may audition for a place in the Special Interest class.

### **DRAMA (with a Focus on Technical Theatre)**

Semester or Full Year

#### **ADVICE TO STUDENTS**

Students will view at least one live production, which could be a production performed by Golden Grove High School Performing Arts classes or an external professional production. Some costs may be involved for viewing live performances or attending events. Some out of hours commitment may be required.

Students will be required to take part in Production Week where they will miss scheduled lessons to prepare for the production.

#### **CONTENT**

This course focuses on skill development in performance, stagecraft, the history of Drama and writing for Drama. Some students might begin to study and specialise in technical and design aspects of theatre. Students will be involved in individual and small group performances and full class performances. Performances will be devised to reflect and encompass a range of target audiences.

Focus in all areas will be on the student as a performer and/or designer and as a spectator. The course will culminate in a group production each semester.

Written assessment includes review and script writing, research and design projects, and a report on the major group production. Practical assessment includes skills learned, individual and group work, and the student's role in the class production.

## MEDIA ARTS (formerly Digital Imaging)

Semester

### ADVICE TO STUDENTS

In this course, students develop practical digital skills whilst exploring, manipulating and integrating various forms of media including images, text, video and basic animation.

### CONTENT

This course has a strong practical component.

Students design and create media artworks using digital media technologies. This includes producing a series of Photoshop images in response to given design briefs, creating animated gifs and video production.

This subject leads to Stage 1 and 2 Digital Multimedia and Music Technology as well as Creative Art – Design (Yearbook Production).

## MUSIC

Full Year

COST: There is a \$120 fee per semester for hire of instrument if required.

### ADVICE TO STUDENTS

Students **must** have satisfactorily completed Year 9 Music (or equivalent) to select this subject. This subject must be studied as a Full Year (2 unit) course. Students will have Music classroom lessons and instrumental lessons for the whole year.

Instrumental tuition is provided at the school with group lessons provided by the Education Department music instructors at no cost.

Students have the option of individual lessons with a private provider outside of school.

Please note that keyboard, vocal and guitar lessons are not available at school.

### CONTENT

Students:

- undertake instrumental lessons
- participate in class ensemble and solo performances
- study aural, theory and analysis
- learn arranging techniques on computers
- study Music in its historical and social context

## VISUAL ART - ART

Semester or Full Year

COST: \$10 per semester

### ADVICE TO STUDENTS

It is recommended that students have completed at least one semester of Art in the Middle School.

### CONTENT

Students further refine practical skills including drawing, painting, sculpture and design to represent ideas and subject matter. Development of original ideas and justifying a purpose for their work is emphasised.

Students continue to analyse connections between art pieces within movements and understand how visual conventions are used to convey meaning and create aesthetic value. They will also evaluate the effect culture, time and place have on art work.

## VISUAL ART - DESIGN

Semester or Full Year

### ADVICE FOR STUDENTS

It is recommended that students have completed at least one semester of Art in the Middle School.

### CONTENT

Students develop and refine practical skills used in graphic, environmental and product design industries including software techniques, publishing and prototype production. The development and use of a design brief assists students in justifying a purpose for their work.

Students will analyse connections between design pieces within movements and understand how visual conventions are used to convey meaning and create aesthetic value. They will also evaluate the effect culture, time and place have on design work.

# Year 10 Choice Subjects

## Capabilities Pathway

### ACADEMIC EXTENSION

#### SEMESTER ONE

This is a cross-disciplinary extension course, which may be completed initially as a SACE Stage 1 Integrated Learning Unit, receiving 10 SACE Credits.

**NOTE:** Students may do this course more than once, since the challenges that are set change every year, so upon successful completion of *this* SACE Stage 1 Unit, Year 10-12 students may choose to complete *this* course at SACE Stage 2 level.

Students compete in teams in the World Scholars' Cup and the Ethics Olympiad. Then students pursue their own chosen Personal Venture/s.

#### ADVICE TO STUDENTS

An application form must be completed, as places for this course are limited.

#### CONTENT

This course aims to develop the general capabilities in the Australian Curriculum:

1. Critical and Creative Thinking
2. Personal and Social Capability
3. Ethical Understanding
4. Intercultural Understanding
5. Literacy
6. ICT Capability
7. Numeracy

#### World Scholars' Cup

Students develop their Critical and Creative Thinking skills by preparing for the World Scholars' Cup. Teams of three compete for individual and team medals in this two-day interschool team competition, which is based on six subjects: Art and Music, History, Literature and Media, Science and Technology, Social Studies and a different Special Area each year.

Students participate in four events:

1. Team Quiz (analytical/multi-media challenges)
2. Collaborative Writing (on one of the six subjects)
3. Multiple-choice Test (awarding each subject)
4. Secret Topic Debates (behind closed doors).

#### Ethics Olympiad (Semester One)

Students develop both their Ethical Understanding and their Critical Thinking Skills in the Ethics Olympiad: an eight-case challenge for teams of five students. They must demonstrate their reasoning skills by applying the ethical theories they have learnt to current real-world ethical dilemmas, in an attempt to answer the question: "*What is the right thing to do in this situation, and why?*" Students may be selected

to represent GGHS in the annual interschool Senior School Ethics Olympiad and the annual Philosothon.

#### Personal Venture

Students choose their own Personal Venture/s, e.g.

- **Critical and Creative Thinking:** Debating
- **Ethical Understanding:** Philosothon
- **ICT Capability:** Bebras/CAT/OUCC Competitions
- **Intercultural Understanding:** Geography, History and Evatt Diplomacy Competitions, UN Youth's State Conference and Forums
- **Literacy:** Poetry/Play/Story-Writing Competitions
- **Numeracy:** MASA Maths Competition
- **Personal and Social Capability:** Legacy/Rostrum Public Speaking Competitions, YMCA Parliament.

#### SACE STAGE 1 ASSESSMENT

Students demonstrate the development of their Capabilities through these three assessment types:

- Practical Exploration (World Scholars' Cup) 35%
- Connections (Ethics Olympiad Teams): 35%
- Personal Venture (Choose your own.) 30%

#### SACE STAGE 2 ASSESSMENT

Students demonstrate the development of their Capabilities through these four assessment types:

- Practical Exploration (World Scholars' Cup) 25%
- Connections (Ethics Olympiad Teams) 25%
- Personal Venture 1 (Choose your own.) 25%
- Personal Venture 2 (Choose your own.) 25%

### ACADEMIC EXTENSION

#### SEMESTER TWO

This is a cross-disciplinary extension course, which may be completed as a SACE Stage 1 Integrated Learning Unit, receiving 10 SACE Credits.

**NOTE:** Students may do this course more than once, since the challenges that are set change every year, so upon successful completion of *this* SACE Stage 1 Unit, Year 10-12 students may choose to complete *this* course at SACE Stage 2 level.

Year 8-10 students compete in teams in the Tournament of Minds and the Ethics Olympiad. Then students pursue their own chosen Personal Venture/s.

#### ADVICE TO STUDENTS

An application form must be completed, as places for this course are limited.

#### CONTENT

This course aims to develop the general capabilities in the Australian Curriculum:

1. Critical and Creative Thinking
2. Ethical Understanding
3. ICT Capability
4. Intercultural Understanding
5. Literacy
6. Numeracy
7. Personal and Social Capability

### Tournament of Minds (TOM)

Students develop their Creative Thinking Skills in the Tournament of Minds: a six-week challenge for teams of seven Year 8-10 students. There is a *Long-term Challenge* in either the Arts, Language/Literature, Social Sciences or STEM (Science, Technology, Engineering, Maths) and a *Spontaneous Challenge*.

For the *Long-term Challenge*, each team must create: their own play addressing the challenge criteria, their script, and all sets, props and costumes (on a limited budget). Then they present their play at Flinders University one Sunday in September. The unseen *Spontaneous Challenge* on Tournament Day requires the rapid interchange of ideas, the ability to think creatively and great group work skills.

### Ethics Olympiad (Semester Two)

Students develop both their Ethical Understanding and their Critical Thinking Skills in the Ethics Olympiad: an eight-case challenge for teams of five students. They must demonstrate their reasoning skills by applying the ethical theories they have learnt to current real-world ethical dilemmas, in an attempt to answer the question: “*What is the right thing to do in this situation, and why?*” Students may be selected to represent GGHS in the annual interschool Senior School Ethics Olympiad and the annual Philosothon.

### Personal Venture

Students choose their own Personal Venture/s, e.g.

- **Critical and Creative Thinking:** Debating, ICAS Science, Poetry Magazine Cover Art Competition
- **Ethical Understanding:** Philosothon
- **ICT Capability:** Bebras and ICAS Competitions
- **Intercultural Understanding:** UN Youth’s ‘Voice’ Public Speaking Competition and Forums
- **Literacy:** ICAS English, Spring Poetry and Eden Prize Essay Competition
- **Numeracy:** ICAS Maths Competition
- **Personal and Social Capability:** First Aid Training, Leadership Conference, Legacy’s Plain English Speaking Award, YMCA Parliament

### SACE STAGE 1 ASSESSMENT

Students demonstrate the development of their Capabilities through these three assessment types:

- Practical Exploration (Tournament of Minds) 35%
- Connections (Ethics Olympiad Teams) 35%
- Personal Venture (Choose your own.) 30%

### SACE STAGE 2 ASSESSMENT

Students demonstrate the development of their Capabilities through these four assessment types:

- Practical Exploration (Tournament of Minds) 25%
- Connections (Ethics Olympiad Teams) 25%
- Personal Venture 1 (Choose your own.) 25%
- Personal Venture 2 (Choose your own.) 25%

## ENTREPRENEURSHIP (Self-Directed Leadership)

10/20 CREDITS (Self Directed Program)

### ADVICE TO STUDENTS

This ‘subject’ may be undertaken as part of the Student Voice, Peer Support, Club Sport – coaching, leadership in the workforce /sports or social club.

Using a real world, self-directed learning model, students will undertake an inquiry to determine a solution, idea or issue that aligns with their leadership area of interest.

Students will undertake the design process where they will work independently and collaboratively, undertake peer and self-review and explore and examine different contexts and applications of entrepreneurial skills sets and dispositions. Students will demonstrate their learning through an evidence folio and interview.

Depending on the focus of their leadership interest, students will engage with critical and creative thinking, problem solving and personal development.

This subject is well suited for students who are interested in leadership, are part of a social enterprise or are a volunteer and want to build their organisational, presentation and collaborative skills.

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

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

NOTE: this subject may be undertaken 'off line' by negotiation with the teacher.

#### ASSESSMENT CRITERIA

- Knowledge and Application
- Reflection and Critical Thinking

Students will be assessed against predetermined Essential Requirements and Indicators.

Students need to submit an application form and attend an interview with their teacher to have their self-directed community learning recognised as part of their SACE Stage 1 as either 10 or 20 credits.

[Recognition application — Self-directed Community Learning Form](#)

### **ENTREPRENEURSHIP (Social/Financial)**

10/20 CREDITS (Self Directed Program)

#### ADVICE TO STUDENTS

Using a real world, self-directed learning model, students will undertake an individualised inquiry to determine a product, solution, idea or issue that aligns with their area of interest.

Students will undertake the design process where they will work independently and collaboratively, undertake peer and self-review and explore and examine different contexts and applications of entrepreneurial skills sets and dispositions. Students will demonstrate their learning through an evidence folio and interview.

Depending on the focus of their venture (social or financial), students will engage with critical and creative thinking, problem solving and personal development. This subject is well suited for students who are interested in setting up a business, are looking at designing a product, interested in the STEM design thinking process or shaping an idea and want to build their organisational, presentation and collaborative skills

NOTE: this subject may be undertaken 'off line' by negotiation with the teacher.

#### ASSESSMENT CRITERIA

- Knowledge and Application
- Reflection and Critical Thinking

Students will be assessed against predetermined Essential Requirements and Indicators.

Students need to submit an application form and attend an interview with their teacher to have their self-directed community learning recognised as part of their SACE Stage 1 as either 10 or 20 credits.

[Recognition application — Self-directed Community Learning Form](#)

### **PEER SUPPORT - PRE**

Semester 2 only

This course is via an application process and will lead to SACE Stage 1 Integrated Learning in 2022 for Semester 1.

#### ADVICE TO STUDENTS

Students will be actively involved in the Year 7/8 Transition Program for 2021 and 2022. This will include Primary School visits, Parent Information Night, School Tours and Transition Days to build strong connections and relationships with our Primary School students prior to them beginning.

#### CONTENT

Working closely with Year 7/8 teachers, students will be supported to act as mentors to our Year 6/7 students. They will learn a range of skills around leadership, communication, conflict resolution and problem solving. Students will develop a deeper knowledge and understanding of our school values and processes and induct the Year 6/7 students into our school.

#### ASSESSMENT

- Practical involvement in the Transition Program
- Training Book Exercises

### **STEM**

1 Semester

10 CREDITS SACE STAGE 1

#### CONTENT

Skills and knowledge will be drawn from Science, Technologies, Mathematics and the Engineering design processes. There will be integration from different disciplines into a unified curriculum offering that prepares students for a rapidly changing world. Electives will be thematic, rather than content driven, Industry focused, solutions based, underpinned by sustainability and shaped by student. Students draw on their mathematical and scientific knowledge and use design thinking/engineering processes to individually, or collaboratively create innovative and imaginative design solutions to real world problems in a Makerspace.

Investigation is an integral part of the learning and understanding of concepts, using scientific methods and/or engineering design processes to test ideas and develop new knowledge, with the possible inclusion of scientific methods used by other cultures. Practical investigations will involve a range of both individual and collaborative activities, during which students extend their inquiry skills to think critically, collaborate with others, and solve real world problems.

#### ASSESSMENT

Students will undertake assessments based on problems and challenges underpinned by a real world context. Through this course they will develop skills

through Science as a Human Endeavour as well as developing their Science Inquiry skills.

Assessment Type 1: Inquiry Folio

- Science Inquiry Skills Tasks
- Science as a Human Endeavour Investigation

Assessment Type 2: Collaborative Inquiry

The collaborative inquiry has two parts:

- Collaborative inquiry design
- Collaborative inquiry evaluation

## **SAASTA PROGRAM YEAR 10 & 11**

**(South Australian Aboriginal Sports Training Academy)**

### ADVICE TO STUDENTS

Students will be offsite one day a week at Mark Oliphant College. SASSTA provides Aboriginal students with the skills, opportunities and confidence to dream, believe and achieve in the areas of sport, education, employment, healthy living and connection with culture.

### CONTENT

**The Aboriginal Power Cup** subject has been developed using the SACE Aboriginal Studies & Integrated Learning frameworks and culminates in the annual Aboriginal Power Cup carnival, a three-day sporting event focusing on cultural activities, career pathways and the nine-a-side round robin AFL competition.

Leading up to the carnival, students are required to work both individually and as part of their team to complete a series of curriculum tasks specifically designed around learning about their culture.

**SAASTA Shield** has been developed using the SACE Cross Disciplinary Studies & Scientific Studies' frameworks and culminates in a two-day multi-sport event with teams competing to claim the annual SAASTA Shield.

A major focus for the curriculum is for students to gain an understanding of sports science principles through the use of the latest testing equipment such as VX trackers and Heart Rate Monitors.

Lifestyle, culture and health topics also contribute to assignment tasks.

### ASSESSMENT

Semester 1

10 CREDITS

#### **Aboriginal Power Cup**

Stage 1 Aboriginal Studies/Integrated Learning

Semester 2

10 CREDITS

#### **SAASTA SHIELD**

Stage 1 Cross Disciplinary/ Scientific Studies

[SAASTA Expression of Interest form](#)



# Year 10 Choice Subjects

## Cross-Disciplinary Studies

### ENTREPRENEURSHIP (Social/Financial)

10/20 CREDITS (Self Directed Program)

#### ADVICE TO STUDENTS

Using a real world, self-directed learning model, students will undertake an individualised inquiry to determine a product, solution, idea or issue that aligns with their area of interest.

Students will undertake the design process where they will work independently and collaboratively, undertake peer and self-review and explore and examine different contexts and applications of entrepreneurial skills sets and dispositions. Students will demonstrate their learning through an evidence folio and interview.

Depending on the focus of their venture (social or financial), students will engage with critical and creative thinking, problem solving and personal development. This subject is well suited for students who are interested in setting up a business, are looking at designing a product, interested in the STEM design thinking process or shaping an idea and want to build their organisational, presentation and collaborative skills.

NOTE: this subject may be undertaken 'off line' by negotiation with the teacher.

#### ASSESSMENT CRITERIA

- Knowledge and Application
- Reflection and Critical Thinking

Students will be assessed against predetermined Essential Requirements and Indicators.

Students need to submit an application form and attend an interview with their teacher to have their self-directed community learning recognised as part of their SACE Stage 1 as either 10 or 20 credits.

[Recognition application — Self-directed Community Learning Form](#)

### PEER SUPPORT – INTEGRATED LEARNING

Semester One only

10 CREDITS STAGE 1

COST: Compulsory Year 8 camp (subsidised amount \$190.00 GST incl)

#### ADVICE TO STUDENTS

Students will be trained to act as mentors for Year 8 students. Students will also be involved in the Year 7-8 Transition.

Entry to this subject is via a selection process involving a written application and demonstrated ability to act as a positive role model. Applicants must have a willingness to work with younger students. **A Subject Application Form must be completed.**

There will be a compulsory training day for successful applicants this year in Term 4.

Students will be placed in Year 8 Home Groups in Semester 1. All Peer Support students are expected to attend the Year 8 Camp as this is a major component of the course.

#### CONTENT

Students will study topics such as communication and conflict resolution in class, and then use their knowledge to plan activities for the younger students.

Students will:

- develop leadership and mentoring skills
- develop communication, group planning and group decision making skills
- be involved in planning and designing activities for Year 8 students
- reflect verbally and in writing on personal identity and group performance to identify strengths and weaknesses

#### ASSESSMENT OVERVIEW

- Assessment Type 1
  - Practical Exploration 40%
- Assessment Type 2 - Connections 40%
- Assessment Type 3
  - Personal Venture 20%

# Year 10 Choice Subjects

## Health and Physical Education

### PHYSICAL EDUCATION

#### Second Semester

##### ADVICE TO STUDENTS

Students studying an optional semester of Physical Education will engage in a course which will allow them to develop and build upon skills that will be necessary for future study in the field of Physical Education at SACE level. Students will participate in a range of practical and theory lessons where they will learn how to collect, interpret and analyse data in order to evaluate the quality of movement skills, patterns, concepts and strategies.

Students will use technological (GPS, HR, Video footage etc.) and manual (statistic collection, movement tracking maps etc.) methods of evidence collection to develop informed and in-depth understanding of how a wide range of concepts can impact the performance of, and participation in, physical activity. Students present their learning for each of the assessment tasks in a range of ways including written, video, oral or a combination of all of these.

##### CONTENT

SEPEP (Sport Education Physical Education Program) - Students are placed into teams for the duration of a 6-week unit and participate in a mini in-lesson competition which is completely student organised and lead. Students take on a range of coaching and administrative roles, working towards building their communication and collaboration skills in order to achieve the ultimate goal of their team winning the class premiership.

What makes an Inclusive Sport? - Students undertake learning around factors that limit and encourage people to participate in sport. They participate in practical lessons in the sports of Sofcrosse and Tchoukball and collect evidence from their participation which allows them to determine how 'inclusive' these sports really are.

Physiological Demands of AFL 9's - Students engage in learning around the different ways the body creates energy for movement (Energy Systems) and how this can affect performance in sport. They participate in the sport of AFL 9's and collect data which allows them to evaluate their own performance and use of energy systems within the game.

### HEALTH - Female Focus

1 Semester

COST: Additional costs may be incurred to cover practical activities or excursions.

##### ADVICE TO STUDENTS

Students will engage in study around health issues specific to females. They will develop knowledge and skills relating to healthy lifestyles and decision making. There is an option for students to also investigate parenting issues using the baby simulator program.

##### CONTENT

Focus issues include:

- Women's history
- Gender and sexuality
- Relationships
- Sexual health
- Body image and self-esteem
- Physical and mental wellbeing

Assessment tasks may include worksheets, oral presentations, interviews, research assignments and group/collaborative work.

### HEALTH - Male Focus (Formerly Personal Development for Boys)

1 Semester

##### CONTENT

Programs include:

- 'Men of Honour' program
- 'Rock & Water'

Students develop knowledge and skills to make responsible decisions related to sexuality, relationships and other health issues.

There is also the option to look at parenting issues in adolescence using the Baby Simulator program.

Weight training is also undertaken as part of the course.

Assessment tasks may include worksheets, oral presentations, interviews, research assignments and group/collaborative work.

### STAGE 1 SPECIAL FOCUS TOUCH

Students can be selected to study Special Focus Touch based on participation in the Year 9 course. Please see the Year 11 Curriculum Handbook for details of this course.

# Year 10 Choice Subjects

## Humanities

### GEOTOURISM

1 Semester

COST: \$14 – Compulsory field trip excursion.

#### ADVICE TO STUDENTS

This subject is designed to give students the knowledge and skills needed to study Tourism in their senior years. Students will be given the opportunity to participate in field work and there is a compulsory field trip excursion. This will likely be to Glenelg to explore the impact of tourism on coastal areas.

#### CONTENT

This elective course will follow the Australian Geography Curriculum and be assessed against the Year 10 Achievement Standards.

Geotourism has an emphasis on human interaction with our environment. The effects of this and how we maintain environmental integrity is the focus of the topics, particularly within the field of tourism.

Topics include:

- Environmental change and management
- Geographies of human wellbeing

Environmental change and management allows students to investigate specific environments such as the coast. They look at the impact and management of human activities such as development, tourism and pollution in Australia and around the world.

Geographies of human wellbeing focuses on the influence of tourism on human wellbeing at the global, national and local scale. Students will investigate issues such as cultural sustainability and ethical tourism.

### LAW AND SOCIETY

1 Semester

#### ADVICE TO STUDENTS

This subject is designed to give students the knowledge and skills needed to study Society and Culture and/or Legal Studies in their senior years.

#### CONTENT

This course is in line with the Australian Curriculum Civics and Citizenship subject outline.

Students will gain an understanding of Australia's system of government through comparison with other systems of government such as Communism and dictatorships. They will study the role of the United Nations, including Australia's roles and responsibilities within an international context. Students will also learn about Australia's legal system, including the role of the High Court.

Students will also explore contemporary issues in Australian society. This will include the media's stereotypical portrayal of certain groups in society and how to make Australian society more cohesive.

Students will get the opportunity to participate in mock court trials and parliament debates and will visit the SA courts and Parliament House to cement their learning about Australia's government and legal system.

# Year 10 Choice Subjects

## Languages

### JAPANESE

Full Year

#### ADVICE TO STUDENTS

This course assumes successful completion of Japanese in Year 9. This subject must be studied as a full year course.

Students will have prior experience of learning Japanese and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They will expand the range and nature of their learning experiences and of the contexts within which they communicate with others. They continue to develop a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They will consider future pathways and prospects, including how Japanese may feature in these.

#### CONTENT

This course further develops an understanding of the language and culture while focusing on communication skills in writing, speaking, listening and reading Japanese.

Topics may include:

- Growing up
- Nationalities
- Famous Japanese people
- Popular fast food in Australia and Japan
- Shopping
- Making plans with friends
- City and country living
- Giving directions

Students studying Japanese have the opportunity to participate in a biannual immersion trip to Japan including attending a Japanese school. This is an exciting opportunity for students to deepen their understanding of Japanese culture and society as they improve their fluency and confidence in speaking, reading and writing Japanese.

### SPANISH

Full Year

#### ADVICE TO STUDENTS

This course assumes successful completion of Year 9 Spanish. This subject must be studied as a full year course.

Students will have prior experience of learning Spanish and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They will continue to expand the range and nature of their learning experiences and of the contexts within which they communicate with others. They will continue to develop a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They will consider future pathways and prospects, including how Spanish may feature in these.

#### CONTENT

This course develops an understanding of the language and culture while focusing on communication skills in writing, speaking, listening and reading in Spanish.

The ability to speak fluently and with confidence is developed through school-based practice and shared learning with other schools, such as a visit to Flinders University. This course provides a solid base in preparation for Spanish at SACE level.

Topics may include:

- Personal Experiences
- Future plans and future tense
- Holidays
- Health
- Films, music, TV and novels including a visit to the Spanish Film Festival
- Giving opinions
- Social and environmental issues including visits to local primary school
- Visit to Flinders University

### ACCELERATION

An accelerated program is available in Year 10 for high achievers. Students are required to take an exam to assess knowledge and skill level.

Successful students are accelerated to a Year 11 SACE class. This provides an opportunity for more academic students to be extended. For further information, please contact the Languages Learning Area Leader.

# Year 10 Choice Subjects

## Science

### ENGINEERING

#### (Year 10 Shared Campus Subject)

1 Semester

(Potential to be completed as a Stage 1 Scientific Studies Unit receiving 10 SACE Credits)

**\*\*This is a shared campus subject and will have students from Gleeson College, Golden Grove High School and Pedare Christian College. \*\***

This subject is particularly useful for students hoping to undertake Physics and or Chemistry at Stage 1.

#### ADVICE TO STUDENTS

This course is designed for Year 10 students with an interest in a career in Engineering. To secure a place in this class students must be passing Year 10 Mathematics and Science.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

#### OVERVIEW

The study of Scientific Studies (Engineering) includes an overview of the matter that makes up materials, and the properties, uses, means of production and reactions of these materials as well as the study of motion in two dimensions.

Students work in small groups as an Engineering team whilst studying the elements of Chemistry, Physics and Mathematics to design and make a sports shoe. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective and critical thinkers.

The focus **capabilities** for this subject are communication and learning.

#### CONTENT

The design and content of the program is determined at the school level. Examples of areas of learning and topics include:

Area of Study	Topics
Carbon Chemistry	Hydrocarbons Organic nomenclature Materials
Two-dimensional Motion	Forces Movement in 2D
Skills	Experimental design Graphing

#### ASSESSMENT

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

- Investigations Folio
- Skills and Application Tasks

#### STEM

1 Semester

10 CREDITS SACE STAGE 1

#### CONTENT

Skills and knowledge will be drawn from Science, Technologies, Mathematics and the Engineering design processes. There will be integration from different disciplines into a unified curriculum offering that prepares students for a rapidly changing world. Electives will be thematic, rather than content driven, Industry focused, solutions based, underpinned by sustainability and shaped by student. Students draw on their mathematical and scientific knowledge and use design thinking/engineering processes to individually, or collaboratively create innovative and imaginative design solutions to real world problems in a Makerspace.

Investigation is an integral part of the learning and understanding of concepts, using scientific methods and/or engineering design processes to test ideas and develop new knowledge, with the possible inclusion of scientific methods used by other cultures. Practical investigations will involve a range of both individual and collaborative activities, during which students extend their inquiry skills to think critically, collaborate with others, and solve real world problems.

#### ASSESSMENT

Students will undertake assessments based on problems and challenges underpinned by a real world context. Through this course they will develop skills through Science as a Human Endeavour as well as developing their Science Inquiry skills.

Assessment Type 1: Inquiry Folio

- Science Inquiry Skills Tasks
- Science as a Human Endeavour Investigation

Assessment Type 2: Collaborative Inquiry

The collaborative inquiry has two parts:

- Collaborative inquiry design
- Collaborative inquiry evaluation

# Year 10 Choice Subjects

## Technologies – Design & Digital

### CAD (Computer Aided Design)

10 CREDITS SACE STAGE 1

#### ADVICE TO STUDENTS

It is recommended that you have an enthusiastic approach to being challenged in your learning and that you are confident in using CAD Software programs. This course is a Stage 1 SACE Course and on successful completion will give you credits towards your SACE certificate. 3D printers and 3D printing will be used through this course.

#### CONTENT

This subject provides a flexible framework that encourages students to be creative and innovative and to apply critical problem-solving skills and incorporate technologies to address problems and challenges that may occur while designing and making a computer designed product.

#### ASSESSMENT

##### Specialised Skills Task

Students develop knowledge and skills then apply these to inform their design development in their seconded assessment.

##### Design Process and Product

Students work through a design process to develop a plan for a product that they will create showcasing the skills and knowledge that they currently have as well as the skills learned in the first task. Students will need to keep a record of their learning that showcases their investigating, designing, planning, producing and evaluating of a product.

### ELECTRONICS

1 Semester

#### ADVICE FOR STUDENTS

This course suits students who are considering a career or further study in electro technology or who have an interest in the design and manufacture of electronic equipment. Confidence in researching, writing and performing mathematical calculations is advantageous for this course.

#### CONTENT

Students are introduced to theory concepts, electrical components and calculations for circuit design activities using manual and software-based prototyping methods.

Practical tasks may include circuit board manufacture using a CNC engraver, solder-based assembly techniques and introductory programming of microprocessors.

Tasks will be assessed against the Australian Curriculum Achievement standard for Design and Technologies.

### DESIGN TECHNOLOGY

#### Furniture Design and Manufacture

1 Semester or Full Year

#### ADVICE TO STUDENTS

This course will enable students to extend skills in the subject of Design and Technology; it allows for guided creativity and a flexible framework for learning. Students will have to use CAD programs to help aid in their manufacture of a product through guided design.

#### CONTENT

This course builds students' skills in using tools and begins the process of advancing them in machinery throughout the room. This course is centered on the development of an understanding of joining timber using framing and/or carcass joints in a small project. Safe working practices and technological issues related to the use wood and associated tools and equipment are covered.

Assessment tasks include exercises to demonstrate skill development, a Design Folio and a written reflective component. A CAD (Computer Assisted Design) component may also be offered. Assessment will be theory and practical based tasks.

## DESIGN TECHNOLOGY

### Metal Design and Manufacture

1 Semester or Full Year

#### ADVICE TO STUDENTS

This course will enable students to extend skills in the subject of Design and Technology, it allows for guided creativity and a flexible framework for learning. Students will have to use CAD programs to help aid in their manufacture of a product through guided design.

#### CONTENT

This course builds students' skills in using tools and begins the process of advancing them in machinery and welding throughout the room. This course is centered on the development of an understanding of machining and welding metal in a small project. Safe working practices and technological issues related to the use of metals and associated tools and equipment are covered.

Assessment tasks include exercises to demonstrate skill development, a Design Folio and a written reflective component. A CAD (Computer Assisted Design) component may also be offered. Assessment will be theory and practical based tasks.

## DIGITAL TECHNOLOGIES

1 Semester or Full Year

#### ADVICE TO STUDENTS

Digital Technologies provide students an opportunity to extend their understanding in using programming language to solve problems. Students use different software packages to create digital solutions to practice and improve their computational thinking skills. Students have to work collaboratively through the course.

Students may explore how data can be secured through various methods such as access controls, virus checking, encryption, backups, data masking, and data erasure. Students examine malicious code such as computer viruses, malware, adware, Trojans and spyware that are used to commit cyber-attacks. Students explore how to manage data, store data and retrieve data efficiently by using database. Students use a programming language to solve real world problems. Students discover the ways that Augmented Reality impact on modern life.

Internet credits are required through the course. It is essential to have access to the internet outside class time.

#### CONTENT THAT MAY BE COVERED

- Excel
- Adobe Flash
- Using Social Media for Collaboration & Engagement
- Augmented Reality
- Website Programming
- Programming

# Year 10 Choice Subjects

## Technologies – Home Economics

### CHILD STUDIES

Semester

**COST:** Students are advised that there are additional costs involved of \$60.00 per semester which are related to practical activities. This may be subject to change.

#### CONTENT

This is an introductory course which will lead into both Stage 1 and Stage 2 Child Studies. The course is designed for students interested in working with children 0-8 years. It aims to introduce students to the knowledge and skills required to care for children. It also focuses on local and global issues relating to children in the home and the wider community.

Students will investigate, plan and design activities that can be used with young children to reduce and replace screen time. Students will also create toys that aid in reducing and eliminating screen time for young children. Students will also investigate and create their own nutritional meals suitable for young children with a focus on ‘fussy eaters’.

### FOOD AND HOSPITALITY

Semester or Full Year

**COST:** Students are advised that there are additional costs involved of \$60 per semester which are related to practical activities. This may be subject to change.

#### CONTENT

Students will work individually and collaboratively to formulate a design brief – designing, making and critiquing. The collaborative task will see students invite family members to the school to take part in a morning tea or afternoon tea type setting to showcase skills gained throughout the course. They will learn a range of principles and methods of cookery, culinary skills and knowledge including pastry making, precision cutting, cake decorating, industry standards, food styling and garnishing.

An emphasis will be placed on a futures’ focused program including sustainability and nutrition, where students will investigate and create meals and snacks that are sustainable and nutritional. Students will explore dietary disorders and plan create and make a meal for a particular disorder, food allergy or intolerance.

Students will need to actively organise themselves, engage in effective planning, time-management, budgeting, food preparation and service of a product with a focus on presentation.



