

YEAR 10 CURRICULUM INFORMATION

In Years 8 and 9, students have studied a compulsory core of subjects. At Year 10 students continue core subjects but also make more choices covering their areas of interest and specialisation. Even greater individual choice and specialisation will occur in Years 11 and 12 through the South Australian Certificate of Education (SACE) offerings.

As part of our commitment to implementing the Department of Education's Child Protection Curriculum all Year 10 students continue their learning in the focus areas of "The Right to be Safe" and "Relationships" within Home Group and Health Education programs.

All Year 10 students complete a week of **work experience**. Placements and lead-in activities are co-ordinated by the Home Group teacher as part of the Home Group Program.

GENERAL INFORMATION - THE SACE

What is the SACE?

The South Australian Certificate of Education (SACE) is an internationally recognised qualification awarded to students who successfully complete their Senior Secondary education (Years 11 and 12).

The SACE ensures that students gain the skills they need for the future, as citizens and employees in a rapidly changing global and technological environment. It helps students develop the skills and knowledge they need to succeed, whether they are aiming for further education and training, university, an apprenticeship or direct entry to the workforce. Students may combine study at school with other forms of training or education. These more flexible forms of study are negotiated on an individual basis and usually involve Community Learning and/or Vocational Education (VET) pathways.

The Certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12).

What are some of the features of the SACE?

As part of the SACE students:

- receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board;
- are able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken;
- receive A-E grades in every Stage 1 subject and A+E in every Stage 2 subject. These grades are based on Performance Standards;
- are expected to gain and demonstrate essential skills and knowledge for their future, focussing on SACE capabilities (Literacy, Numeracy, ICT, Social and Personal, Critical and Creative Thinking, Intercultural Understanding, Ethical Understanding);
- have 30 per cent of their work in every Stage 2 subject externally assessed. This is done in various ways, including exams, practical performances and presentations;
- have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State.

Further information is available for families from the SACE website

www.sace.sa.edu.au.



What are the requirements to achieve the SACE:

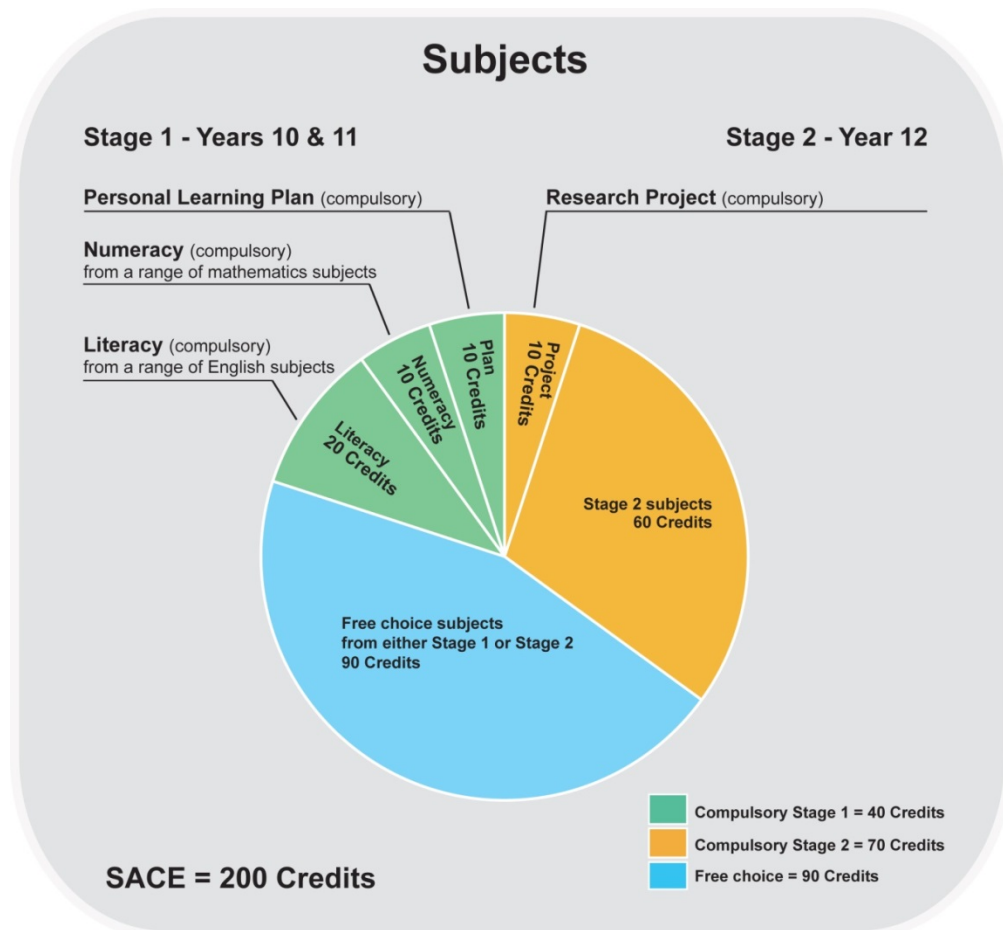
To gain the SACE students must earn 200 credits. Ten credits are equivalent to one semester or six months of study in a particular subject or course.

Some elements of the SACE are compulsory. These are:

- a Personal Learning Plan at Stage 1 (usually undertaken in Year 10 Home Group), worth 10 credits
- at least 20 credits towards literacy from a range of English/English as a Second Language studies at Stage 1
- at least 10 credits towards numeracy from a range of Mathematics Studies at Stage 1
- a major project of extended studies called the Research Project at Stage 2, worth 10 credits (undertaken in Year 11 or 12).
- completion of at least 60 additional credits in Stage 2 subjects and courses.

The importance of the compulsory elements is reflected in the requirement that students must achieve either an A, B, C or equivalent in these subjects to complete the SACE successfully.

In addition to the compulsory elements, students choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.



COMPULSORY YEAR 10 SUBJECTS

English
Health & Physical Education
HASS - Geography/History
Mathematics
Personal Learning Plan
Science

These are compulsory subjects for all Year 10 students.

ENGLISH

Subject Description: Year 10 English is a year-long course providing the opportunity for students to strengthen their literacy and language skills. Students are encouraged to explore and critically challenge literature. A Shakespearean play is studied, writing tasks of various forms for differing audiences and purpose are completed and an inter-class debating competition is held.

HEALTH AND PHYSICAL EDUCATION

Subject Description: a semester course designed to focus on Health, Fitness and Personal Development with a view to preparing students for their future lifestyle decisions.

In practical lessons students experience a range of physical activities including Archery, Lawn Bowls and Badminton. The course provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits.

Assessment consists of observation checklists for practical activities, classroom folio work, journals and student presentations.

HUMANITIES AND SOCIAL SCIENCES (HASS)

GEOGRAPHY

Subject Description: Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity

and wonder about the diversity of the world's places, peoples, cultures and environments.

Through exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Topics:

- Mapping
- Geographies of Human Well-being
- Environmental Change and Management

HISTORY

Subject Description: The modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development.

History of the Modern World and Australia gives students the opportunity to make sense of the past and the present by developing historical skills including research, analysis, communication and interpretation of different perspectives.

Topics:

- World War II
- Rights and Freedoms
- The Globalising World

MATHEMATICS

Subject Description: Learning in Mathematics is a full year of study structured around the strands:

- Number and Algebra,
- Measurement and Geometry,
- Statistics and Probability.



It is an active process where students acquire and practise skills, whilst developing their understanding, fluency, problem solving and reasoning in the three strands. Learning is enhanced by the use of appropriate technology; scientific and graphic calculators and computer software.

Topics covered include: Algebra; Measurement; Trigonometry; Linear Relationships; Probability; Geometry; Statistics; Financial Maths; Algebra; Non-Linear Relationships; Advanced Trigonometry.

Selected students are able to undertake modified Mathematics programs, designed to support and extend their Mathematics learning.

Extra Costs: All students need a Scientific Calculator (approx. \$25 from the book room). Students are also encouraged to take part in the Australian Mathematics Competition and the UNSW International Mathematics Competition, and other Maths related events as advertised throughout the year.

PERSONAL LEARNING PLAN (PLP)

Subject Description: The Personal Learning Plan is a compulsory SACE Stage 1 subject undertaken as part of the Home Group programme in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out the future. Students identify goals and plan how to achieve them through school and after finishing the SACE. They understand and develop their capabilities (Critical and Creative Thinking, Personal and Social).

Students must achieve a C grade or higher to complete the subject successfully and gain their SACE. The Personal Learning Plan contributes 10 credits towards the SACE.

The Personal Learning Plan helps students to:

- Identify and research career paths and options, including further education, training and work
- Choose appropriate SACE subjects and courses based on plans for future work and study

- Consider and access courses and subjects available in and beyond school
- Review their strengths and areas they need to work on to develop their capabilities
- Gain skills for future employment
- Identify goals and plans for improvement
- Review and adjust plans to achieve goals

Assessment:

Students will complete 5 assessment tasks, providing evidence of the following:

- Understanding the capabilities;
- Developing personal and learning goals;
- Reviewing the learning.

Extra Costs: May arise through excursions.

SCIENCE

Subject Description: Learning in Science is a full year of study structured around the disciplines:

- Biology
- Chemistry
- Physics
- Earth Science

Students study the Australian Science Curriculum where they acquire knowledge and understanding of scientific concepts whilst exploring how and where they relate to everyday life. Students develop their inquiry skills and see how concepts, and related technologies, have been developed by scientists. Practical investigations allow students to discover or test theories by undertaking relevant experiments.

Some students may be recommended to undertake a modified Core Science programme better suited to their learning needs.

Topics: DNA and Genetics; Geological Time; Natural Selection and Evolution; The Periodic Table; Chemical Reactions; Global Systems; The Universe; Motion and Energy; and Structures.

Extra Costs: Students are also encouraged to take part in the ICAS Competition and the RACI Chemistry Competition.



CHOICE SUBJECTS

Students are required to select 5 additional semesters of study from the choice subjects.

Agriculture - Horticulture
Agriculture - Mallee Farming
Business Studies
Computer Applications
Design & Technology – CADD (Computer Aided Design & Drawing)
Digital Technology (2019)
German
H&PE - Canoeing/Recreation
H&PE - Sports Coaching
H&PE – Volleyball/Exercise Physiology
Home Economics - Creative Textiles
Home Economics - Food Specialisation
Media Arts - Multimedia
Performing Arts - Drama
Performing Arts - Music
Pedal Prix
SAASTA – Power Cup & SAASTA Shield (ATSI students only)
Technology - Focus on Metal
Technology - Focus on Wood
Technology - Practical Technology for Girls
Visual Arts - Art
Visual Arts - Design

These subjects are one semester each.

Students must choose **five** of these subjects.

The flow charts at the end of the booklet illustrate subject pathways.

AGRICULTURE – HORTICULTURE

Subject Description: The semester is divided into two topics:

- Growing Tree Crops (olives, almonds, apples and citrus)
- Value-adding and Marketing Produce

Students gain an understanding of the practical aspects of tree crops (olives, almonds, apples and citrus) and irrigation. They focus on growing and marketing produce on the Agriculture block, and by value adding to agricultural products for sale. Students have the opportunity to develop and market their own value-added products.

The class visits many orchards and local businesses to be exposed to best practices occurring in the Riverland.

AGRICULTURE - MALLEE FARMING

Subject Description: This semester is divided into two topics:

- Dry-land Mallee Farming
- Beef Cattle Production

Students focus on the management skills needed in Mallee farming. They learn about crop types and rotations, weed/disease control, and machinery.

Beef Cattle Production includes breeds, nutrition and day-to-day management of the led steers. Students have the opportunity to attend the Live Steer Competition at the Adelaide Show. The class visits local farms and businesses to be exposed to best-practices occurring in the Riverland.

Extra Costs: Adelaide Show Led Steer Competition \$80 (optional).



BUSINESS STUDIES

Subject Description: Students undertake and develop the knowledge and skills of running a business. This involves developing a business, applying for a position within the business and undertaking a range of tasks for the business to be successful. Students develop a range of practical work skills and work collaboratively to make informed decisions.

DESIGN AND TECHNOLOGY

Studies in Design and Technology provide students with the opportunities to develop technological capabilities, through planning, developing and refining design concepts, selecting appropriate materials, analysing and providing the correct information, carrying designs through systems to completion and appraising the outcome.

COMPUTER AIDED DESIGN & DRAWING (CADD)

Subject Description: This introductory course centres on using computers for design and drawing. The software used is *Autodesk Inventor*, an industry standard computer application. Both 2-D and 3-D drawing skills and processes are explored.

Assessment, in the main, is by practical assignments supported with some written documentation. Drawings can be modelled using the 3D printer or associated CAM machines.

COMPUTER APPLICATIONS

Subject Description: Students are given the opportunity to advance their skills in the use of computer applications. This involves studies in creating and using databases. Database software is used extensively in business and is the foundation to studies in SACE Information Technology. Students also explore and develop skills in the use of presentation software such as Dream Weaver and HTML (Web pages). Students will also develop skills in animation using Adobe Flash Professional. Theory work centres on building computer literacy.

Students are assessed on individual improvement throughout the semester.

GERMAN

Subject Description: Students continue to develop their oral and written skills in German to enable them to communicate effectively. Topics may include: Shopping, the House, Health and Illnesses and Holidays. Students are assessed on their listening, speaking, reading and writing skills.

Additional Information:

Students are given the opportunity to enter the National German Film Competition.

Students who continue with German have the opportunity to participate in a student exchange program in Year 10/11.

Additional Costs: Possible excursion; approximate cost \$25-\$30.

H&PE – CANOEING AND RECREATION

Subject Description: This semester course focusses on Canoeing and Physical Recreation. In one half of the semester students undertake a practical kayaking course in basic skills on the river. Theory lessons develop their skills/knowledge in canoeing safety, navigation, leadership and expedition planning. This part of the semester culminates in a canoeing expedition down Katarapko Creek.

In the other half of the semester students plan, organise and conduct indoor and outdoor sporting and physical recreation activities in both the school and the community.

Assessment consists of observation checklists for kayaking and practical skills, written assignments on personal and community recreation and written reports of canoeing practical lessons and the expedition.

Extra Costs: Approx. \$20 for expedition

H&PE - SPORTS COACHING

Subject Description: This semester course provides students with the opportunity to develop their coaching and leadership skills. Students develop an understanding of the principles of



coaching, skill acquisition and stages of learning through theory and practical activities.

Students have the opportunity to apply the theory components learnt in class to a practical situation through peer coaching and primary school coaching sessions.

Students will complete the online course *Community Coaching General Principles*, which has been developed to assist coaches to learn the basic skills of coaching, particularly those coaches working with children. The course contains four modules, covering a range of general coaching topics including; the role and responsibilities expected of a coach, planning, safety, working with parents, communication, group management and inclusive coaching practices. The course is currently free of charge to Australian coaches.

Assessment: Consists of journal writing, completion of online course and observation checklists for practical coaching sessions.

H&PE – VOLLEYBALL / EXERCISE PHYSIOLOGY

Subject Description: This semester course is designed for students with a special interest in Volleyball. It is an intensive focus on individual skills, game strategies and umpiring. Students undertake topics in Exercise Physiology including; Energy nutrients, energy systems, sports nutrition and training methods. The theory components develop an understanding of human physical performance.

Assessment consists of observation checklists of skill performance, journal writing, written assessment tasks on game strategies and exercise physiology tests.

HOME ECONOMICS - CREATIVE TEXTILES

Subject Description: This course is very practical in nature and is designed for students who wish to further develop their sewing skills. Students produce samples of various construction/decoration techniques.

They make two minor sewing projects during the first term to develop their skills and allow them to experiment with a range of textile technologies.

During the second term students make a free choice textile project which is negotiable but may involve:

- Making an item of clothing
- Home wares e.g. cushions, bean bags
- Quilting or patchwork
- Constructing a bag

Theory work will involve students investigating 'an era of fashion', cultural influences on clothing and creating a 'mood board' for their free choice project.

Assessment: Students need to complete the required practical pieces, including sample work, plus written evaluations.

Extra Costs: Fabric for two projects will need to be purchased. Basic notions and fabric for small projects and samples will be supplied.

HOME ECONOMICS - FOOD SPECIALISATION

Subject Description: This subject develops students' practical skills in the areas of food preparation and presentation. The scope of practical experience relates to the impact of culture on food styles, the sustainability of food, methods of cookery and the chemistry of food.

Assessment: Students undertake investigative research in relation to topics studied, participate in weekly practicals and, as a group member, are involved in a major food challenge.

Extra Costs: Food items are required to supplement weekly practical lessons and complete assessment tasks. There are two assessment tasks to complete, approximately \$20.00 per practical.

MEDIA ARTS - MULTIMEDIA

Subject Description: This course uses and extends upon digital photography and introduces students to film making skills whilst working in production teams. It focusses on digital media



products ranging from photo manipulation to video production. Students also learn a number of computer software applications that enable them to view and manipulate images, edit video footage, compile sound tracks, record sound effects and create animations. Final results can be used in presentations such as photography exhibitions, animation, film making and multi-modal texts.

This subject forms a good foundation for further study in the Creative Arts at Stage 1 and Stage 2.

Assessment: Students are assessed on their individual improvement throughout the course.

Extra Costs: Students may need to spend a small amount, or supply items, to assist in the production of photos, filming and web publishing.

PERFORMING ARTS - DRAMA



Subject Description: This subject is suitable for all students who would like to extend their Drama skills and advance their skills in the areas of improvisation, acting of character as well as writing and devising their own scripts.

The course focuses on writing Drama and performing, as well as extending improvisation, with the following topics:

- Improvisation extension
- Non-naturalistic improvisation
- Writing/devising our own plays
- Monologues
- Masks
- Commedia
- Lighting and digital projection for off-stage crew.
- Opportunity to attend & review a live theatre performance

Extra Costs: Small cost for possible local theatre excursions or travelling performances.

PERFORMING ARTS – MUSIC

Pre-requisites:

Students have undertaken Music study either at Year 9 at school or to Grade 2 AMEB standard practical

Subject Description:

Music-making: Students will be involved in the following areas, and will choose two from the three areas for assessment:

- Solo music-making
- Small band music-making
- Large ensemble music-making

Composition: Song-making and mixing or Soundtracks: Students will choose between:

- Using technology and live instruments to create and mix a soundtrack for either a movie trailer or an advertisement.
- Creating songs using live instruments & then recording and mixing.

Studying and Playing the Greats:

- The world's greatest songs and how they are arranged: Bacharach to Pink Floyd and the Classics to Rap.

How Music works:

- How to create your own arrangements
- How do Latin rhythms work

Live performance

- Students will have the opportunity to hear a live performance.

Additional Costs:

- Small costs for performances.
- Instrument hire if the student doesn't own the instrument being studied
- Instrumental lesson fees if private lessons are undertaken



Special Consideration and Information about Instrumental Tuition:

- It is recommended that all students studying Music are learning an instrument from a recognised instrumental teacher.
- The school makes every effort to facilitate access to these lessons for students who select Music as part of the curriculum. Students who do not select Music as a subject will be ineligible for Instrumental lessons offered by the Instrumental Music Service.
- Instrumental lessons are provided in the area of Brass, Woodwind, Guitar and Percussion. These lessons are provided by qualified teachers from the DECD Instrumental Music Service.
- Other options may include students arranging their own private tuition at their own expense. A number of private providers offer their services during school time. Further information is available from the music teacher if required.

PEDAL PRIX

Subject Description: The Pedal Prix class is the development branch of Loxton High School's Pedal Prix program. This single semester subject runs in Semester 1, with a focus on assisting in preparations for the Blur Racing Team to compete in the Australian International Pedal Prix Series.

There is a huge advantage to riders who complete this course, but there is not an expectation on class members to be riders. Class members have the opportunity to take on roles such as managers, mechanics, technicians and support crew who are important members of our team. Students are able to choose an area of interest within the program on which to focus their individual development. Focus areas may include: Advertising and Marketing, Vehicle Construction and Design, Vehicle Maintenance, Data and Performance Analysis, Team Management aspects relating to race preparations, or other related areas by negotiation. Riding positions within the team are open to all students within the school. Anyone wishing to be considered for a riding position must actively involve themselves in an aerobic fitness program and document their progress in a fitness diary.

Extra Costs: Students may choose to purchase a team T-shirt, approximate cost \$40

SOUTH AUSTRALIAN ABORIGINAL SPORTS TRAINING ACADEMY (SAASTA)

This course is a choice subject for Aboriginal & Torres Strait Islander students only. Typically students are enrolled to study in **two** SAASTA subjects which have been developed specifically for them. All subjects count toward the SACE. Interested students are invited to attend an information session in Term 3 when they will receive a SAASTA application form. Students will also be able to indicate their interest in SAASTA through their web preference subject selection form.

SAASTA curriculum is delivered in a structured and highly supported environment which includes the use of mentors, coaches, key teachers and industry experts.

For more information please visit: www.saasta.sa.edu.au

Integrated Learning Units

Students undertaking the SAASTA program complete two semester long subjects; The Aboriginal Power Cup (APC) and the SAASTA Shield.

Aboriginal Power Cup (Integrated Learning Unit 1) Stage 1 (10 Credits)

Aimed at both male and female students, the APC subject offers a dynamic curriculum which culminates in the annual Aboriginal Power Cup Carnival. The three-day event focusses on cultural activities, health, career and tertiary pathways and the much hyped 9-A-Side football competition which is hotly contested. Each academy receives expert coaching, mentoring and support by players from the Port Adelaide Power Football Club. In the lead-up to the carnival students are required to work both individually and in teams to complete a series of set curriculum tasks. All tasks are judged on a points system with the highest ranked male and female teams earning the right to play in the Grand Final at Adelaide Oval before a Port Adelaide Power home game.

For more information, please visit: www.aboriginalpowercup.com.au

SAASTA Shield (Integrated Learning Unit 2) Stage 1 (10 Credits)

This subject has been developed to follow on from the Aboriginal Power Cup. Like the APC, this subject culminates in a two-day sporting carnival



where academies compete in a round-robin format to claim the SAASTA Shield. In the lead up to the carnival, students receive advice, mentoring and coaching from industry experts to develop their skills in a variety of sports, recreational and health activities.

TECHNOLOGY - FOCUS ON METAL

This unit introduces students to square tubing as the predominant material. Welding techniques concentrate on Bronze & Fusion Gas welding. Students are also introduced to principles of electric welding, MIG welding and the use of power tools and machines.

Students design and make a small welded item that would be of use around the home or farm. Advanced students are introduced to the metal lathe.

Extra Costs: Students are required to pay for materials used in the production of their major project. The cost will vary depending on size, complexity and materials used. Approximately \$25 - \$60.

TECHNOLOGY - FOCUS ON WOOD

This unit introduces students to a range of power tools and machines that are commonly used in the production of small-framed items of furniture such as tables and stools. Students are introduced to the latest production processes including the CNC router and CAD. After producing a skills task, students design and make a small-framed project.

Extra Costs: Students are required to pay for materials used in the production of their major project. Costs vary depending on size, complexity and materials used. Approximately \$25 - \$60.

TECHNOLOGY - PRACTICAL TECHNOLOGY FOR GIRLS

This unit is designed to give a broad exposure to fabrication techniques using timber, metal and plastic. Students will use the CAD package to design their work. Practical outcomes are the production of a minor materials project e.g. a jewellery chest, as well as a self-designed project made from a range of materials. There will also be a basic car care module involving simple safety

checks; what to do in an emergency and how to safely change a flat tyre. This unit will enable students to choose Technology subjects at Stage 1.

Extra Costs: Students are required to pay for materials used in the production of their major project. Costs vary depending on size, complexity and materials used. Approximately \$15 - \$45. Students will have control of this at the design stage.

VISUAL ARTS

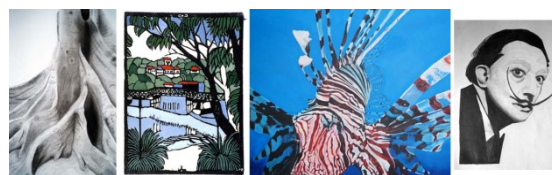
Students have the opportunity to specialise in either Art and/or Design. Specialised skills and concepts appropriate to each area are explored further, forming the basis for SACE. It is strongly recommended that students wishing to continue with their studies in either Art or Design for their SACE undertake a semester of each.

VISUAL ARTS – ART

Subject Description: Students extend skills developed in Year 9 through the further investigation of:

- **Drawing** (Graphite, Charcoal, Colour Pencil Media study and techniques to build toward a major piece)
- **Painting** (Watercolour & Acrylic Media testing, major canvas piece)
- **Relief Printing** (Lino-printing)
- **Ceramics** (Pinch, coil, slab and hand sculpting techniques)
- **Art Appreciation** (Artists/Movement study, linked to all units)
- **Digital Design** (using Photoshop for concept development)

Students study key concepts and terminologies to enhance their Art appreciation. Students will study composition, colour theory, drawing and painting techniques to complete major art pieces. A study of how other artists express meaning and represent culture through their work is also embedded into this course with a series of media focussed tasks.



VISUAL ARTS – DESIGN

Subject Description:

Students extend upon the skills developed in Year 9 through the further investigation of

- **Graphic Design** (branding using Adobe Photoshop and Illustrator)
- **Product Design** (properties of paper - homewares)
- **Fashion Design** (recycled dress construction)
- **Interior Design** (teen retreat – floorplan, mood board and perspective view)
- **Digital Design** (folio of Illustrator skills and techniques)

Students are introduced to the Design Elements and Principles as the foundation for all Art and Design and apply this knowledge to learn from other practitioners and expand upon the refinement of their own work. Graphic Design, Fashion Design and Architecture/Interior Design are a focus and students will be working through the design process to resolve a series of set briefs. Skills in using Photoshop and Illustrator are refined for students to use as presentation tools, along with more traditional forms of visual communication.

