

Curriculum Guidelines

Year 10

Faith Lutheran College

Senior School

2018



Curriculum Guidelines - Year 10



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Contacts

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Listed below are key staff who can assist you with your subject selections.

Key Staff:

Mr Daniel Amey	Head of College	damey@faith.sa.edu.au
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Mr Neil Jaensch	SACE Coordinator	njaensch@faith.sa.edu.au
Ms Trish Cirillo	Pathways Coordinator	tcirillo@faith.sa.edu.au
Mrs Dianne Sanders	VET Coordinator	dsanders@faith.sa.edu.au
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Mr Nick Schmidt	Year 11 Wellbeing Leader	njschmidt@faith.sa.edu.au
Ms Judy Minge	Year 10 Wellbeing Leader	jminge@faith.sa.edu.au
Mr Joel Darling	Year 9 Wellbeing Leader	jdarling@faith.sa.edu.au
Mrs Michelle Schwarz	Year 8 Wellbeing Leader	mschwarz@faith.sa.edu.au

Key Websites:

SACE Board	www.sace.sa.edu.au
SATAC	www.satac.edu.au
Charles Darwin University	www.cdu.edu.au
Flinders University	www.flinders.edu.au
The University of Adelaide	www.adelaide.edu.au
University of South Australia	www.unisa.edu.au
TAFE SA	www.tafesa.edu.au



Summary of Subjects

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Learning Area	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	CONTACT
Agriculture	• Agriculture	• Agriculture	• Agriculture	• Agriculture	• Agricultural Systems	Bob Mitchell
Creative Arts	• Drama	• Drama	• Drama	• Creative Arts – Drama	• Creative Arts – Drama	Colin Davis
English	• English	• English	• English	• English • Essential English	• English • Essential English • English Literary Studies	Lisa Norwood
Health & PE	• Health & Physical Education	• Health & Physical Education	• Health & Physical Education	• Health & Physical Education	• Health & Physical Education	Ashley Clarke
Hospitality & Textiles Technology	• Food & Hospitality Textiles	• Food & Hospitality Textiles	• Food & Hospitality • D & T - Textiles	• Food & Hospitality • Material Products - Textiles	• Food & Hospitality • Material Products - Textiles	Bronwyn Young
Humanities & Social Sciences	• Business & Economics • Civics & Citizenship • History • Geography	• Business & Economics • Civics & Citizenship • History • Geography	• History • Geography	• Accounting • Ancient Studies • Business & Enterprise • Modern History • Information Processing & Publishing • Geography • Psychology • Workplace Practices	• Accounting • Ancient Studies • Business & Enterprise • Modern History • Information Processing & Publishing • Geography • Psychology • Workplace Practices	Michelle Schwarz
Languages	• Japanese • German	• Japanese • German	• Japanese • German	• Japanese • German	• Japanese • German	Kirsty Hansen
LIFE	• LIFE	• LIFE	• LIFE	• LIFE	• LIFE	Craig Chidgey
Maths	• Mathematics	• Mathematics	• Mathematics • Applied Mathematics	• Essential Mathematics A&B • General Mathematics A&B • Mathematical Methods A,B&C • Specialist Mathematics D	• Essential Mathematics • General Mathematics • Mathematical Methods • Specialist Mathematics	Michael Nokes
Music	• Music	• Music	• Music	• Music	• Music - Composing & Arranging • Music - Ensemble Performance • Music - Musicianship • Music - Music Individual Study • Music - Music Technology • Music - Performance Special Study • Music - Solo Performance	Frank Cammans
Personal Learning Plan			• Personal Learning Plan			Christine Mardle
Research Project					• Research Project	Alison McLean
Science	• Science	• Science	• Science	• Chemistry • Biology • Physics	• Chemistry • Biology • Physics	Louise Pumpa
Technologies	• Digital Technologies • Design & Technologies	• Design & Technologies	• D&T – Metal • D&T – Wood • D&T – Electronics	• Material Products – Metal • Material Products – Wood • Systems & Control Products Electronics	• Material Products (Metal/Wood) • Systems & Control Products Electronics	Jason Rosenzweig
Visual Arts	• Art	• Art	• Art • Design	• Art • Design	• Art • Design	Cherie O’Dea
VET			• Certificate II Creative Industries	• Certificate II in Construction (partial) • Certificate II in Creative Industries • Certificate III in Christian Ministry • Certificate III in Fitness	• Certificate III in Fitness	Dianne Sanders

Faith College is committed to designing learning experiences that create 'world ready' students.



World Ready

The term 'world ready' describes the deeper learning attributes, capabilities and skills that Faith College is committed to developing in every graduate. It is widely accepted that deeper learning or 21st century skills include...

LIFELONG LEARNERS	<ul style="list-style-type: none">• Have a love of learning• Are curious, interested and problem-solvers• Are self-motivated and independent• Are creative and collaborative• Are analytical and reflective• Are globally aware and internationally minded
SELF-CONFIDENT AND SELF-AWARE	<ul style="list-style-type: none">• Are actively developing personal strengths and talents• Are resilient and balanced in their approach• Are developing a sense of meaning and purpose• Can see beyond self and have a care for humanity• Are able to take responsibility and ownership
COMMUNICATORS AND COLLABORATORS	<ul style="list-style-type: none">• Value teamwork• Work collaboratively• Are relational and empathetic• Are effective communicators across a range of mediums• Are developing local, national and global cultural awareness and networks
CREATORS AND INNOVATORS	<ul style="list-style-type: none">• Are flexible thinkers• Are generators of ideas and solutions• Are risk takers, willing to try new things• View failure as a learning opportunity• Are users of latest technology

South Australian Certificate of Education (SACE)

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Overview:

The SACE is awarded to students on the successful completion of 200 credits of study. There are a range of compulsory subjects across Stages 1 and 2, which must be completed at a C standard in order for the certificate to be awarded. There are a range of SACE Board approved complimentary programs which can contribute towards SACE achievement, such as VET and school based apprenticeship programs. Approved Community Learning programs, such as the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service can also contribute SACE credits. Further details can be found at

<https://www.sace.sa.edu.au/learning/community-learning> and the application for additional credit needs to be discussed with our College SACE Coordinator.

The following table shows what will be required as a minimum to achieve the SACE, however many students will choose to study more subjects than the minimum required at Stage 2 in order to also be eligible for an Australian Tertiary Admission Rank (ATAR). Students receive an A to E grade at Stage 1 and Stage 2 subjects are Graded A+ to E-.

Requirements	Credits	Compulsory Element at Minimum C Grade Standard
Year 10 (Stage 1)		
PLP (Personal Learning Plan)	10	Yes
Year 11 (Stage 1)		
Literacy (from a range of English subjects and courses)	20	Yes
Numeracy (from a range of mathematics subjects and courses)	10	Yes
Year 11 (Stage 1) or Year 12 (Stage 2)		
Other subjects and courses of the students choice	90	
Year 12 (Stage 2)		
Research Project	10	Yes
Other Stage 2 subjects and courses	60 or more	Yes
Total	200	

Special Provisions in Curriculum and Assessment

Students who have learning or health difficulties can apply for special provisions to complete the SACE. It is important that our SACE Coordinator is notified as soon as possible to assist in the application process which will require specific professional evidence often combined with teacher consultation and formal academic testing. Further details on special provisions in the SACE can be found at

<https://www.sace.sa.edu.au/web/special-provisions>

Students Online

Students can log in to Students Online to review their courses and results using their SACE registration number and pin at: <https://apps.sace.sa.edu.au/students-online/login.do> The student's four digit pin is set to a default code for their first access based on their birthday. The pin works as follows:

Birthday	Pin
1st January	0101
16th June	1606

Once the student has logged on for the first time they will be asked to change their pin. If a student loses their pin they will need to contact the SACE Board who will re-set the password. This request can be done through the website.

South Australian Certificate of Education (SACE)

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Students are encouraged to work with parents and the College for guidance regarding careers and post school pathways. The SACE provides a framework through which students can strengthen their capabilities through the five key areas of;

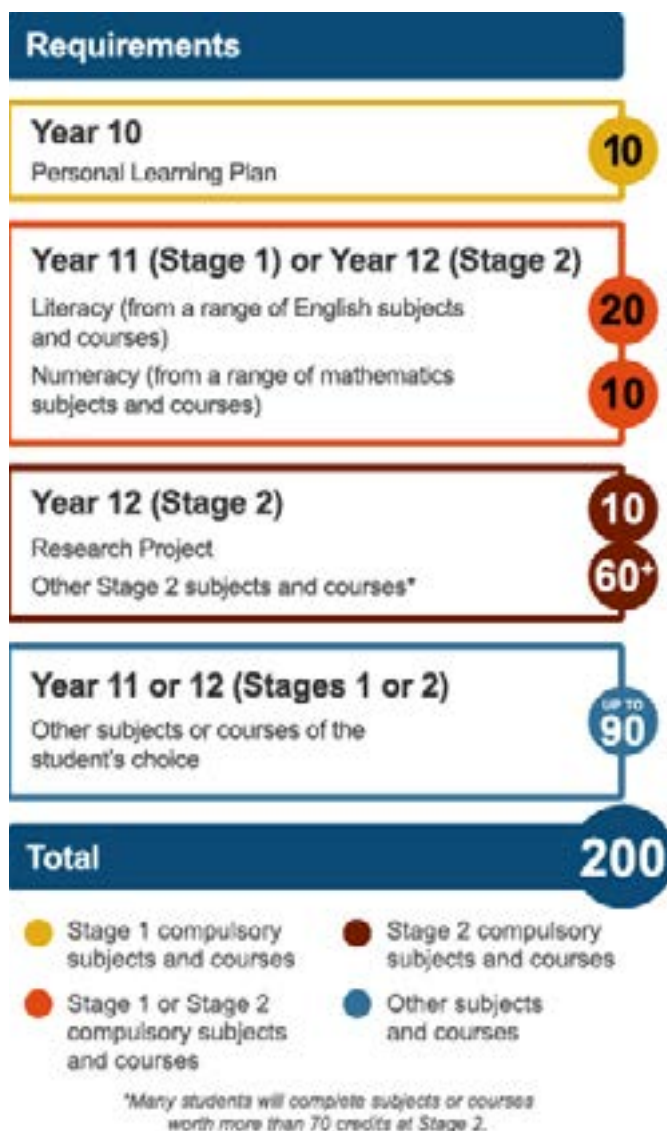
- Communication
- Citizenship
- Learning
- Personal Development
- Work

In order to achieve SACE, students will complete a minimum of 200 Credits of study which will enable them to achieve the SACE certificate. There are a number of compulsory elements in completing the SACE. We would encourage you to consider viewing the PowerPoint on 'Starting the SACE' which is found on the SACE Board website at <https://www.sace.sa.edu.au/schools/sace-overview/course-counselling>.

Faith Lutheran College offers the Personal Learning Plan as the first compulsory SACE unit offered as part of the curriculum. This is a Stage 1 subject - [See page 26](#).

The following graphic gives a breakdown of the requirements:

Achieving the credits you need



Picture courtesy of the SACE Board of SA

Vocational Education & Training (VET)

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VET is education and training that gives students skills for work. VET operates through a national training system and is delivered, assessed and certified by Registered Training Organisations. It is an excellent choice of study for many students. VET includes practical, hands-on learning and can lead to excellent jobs. Studying VET as part of SACE gives students a head-start on a qualification, which is a great way to fast-track progress towards a rewarding career.

SACE - VET can contribute up to 150 SACE credits of the 200 credits required to achieve SACE.

ATAR - Fully completed Certificate III qualifications and above can be used in the Australian Tertiary Admission Rank (ATAR) calculation.

Some VET courses are delivered at Faith, others require students to study off campus or online or as School Based Apprenticeships or Traineeships (SBATs).

School Based Apprenticeships or Traineeships (SBATs) – Students can commence an apprenticeship or traineeship which contributes towards their SACE. Students attend paid work and training for a minimum of eight hours per week while continuing to meet their SACE and Faith College commitments. SBATs convert to full-time apprenticeships once the student leaves school.

Work Placement is an integral part of VET. Faith students arrange and undertake structured work placement in many businesses in the Barossa and beyond. Successful work placements can lead on to apprenticeships and traineeships.

Application Process – Students apply for VET at the Future Pathways Office. The application process includes student interview, parent consultation and teacher reference to determine the student's suitability for VET programs.

Cost - VET tuition costs vary. Certificate II and III courses delivered at Faith cost \$200 plus any short course costs. Off-campus VET courses are more expensive, and parents pay training costs over \$600. Training costs for apprentices are the responsibility of the employer.

Short Courses

At various times during the school year, short courses will be on offer for students. These are arranged in accordance with the school timetable and are paid for by participants who choose to take part. These courses may support VET training.

- Barista
- Bar and Service of Drinks
- Forklift Licence
- Senior First Aid
- Cellar Operations – Vintage
- White Card (Construction Induction)
- Yellow Card (Vertical Lifter)



Vocational Education & Training (VET)

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Examples of VET qualifications completed in the Faith VET program:

Please Note: Actual SACE credits depends on the units of competency completed.

Qualification	SACE Credits	
	Stage 1	Stage 2
VET courses delivered at Faith College		
Certificate I in Agrifood Operations	5-20	
Certificate I in Hospitality	15-35	
Units from Certificate II in Construction Pathways	20	
Certificate II in Creative Industries (Technical Theatre)	30	
Certificate III in Christian Ministry (Vetamorphus)		55
Certificate III in Fitness		95
VET courses off campus or through School Based Apprenticeships and Traineeships		
Certificate III in Agriculture		55
Certificate III in Agricultural Mechanical Technology*		140
Certificate II in Animal Studies	50	
Certificate III in Animal Studies		60
Certificate II in Automotive Servicing Technology		35
Certificate III in Beauty Services		65
Certificate III in Business		45
Certificate III in Business Administration		50
Certificate III in Cabinet Making*		150
Certificate III in Carpentry*		115
Certificate III in Early Childhood Education and Care		110
Certificate II in Electrotechnology	50	
Certificate II in Engineering	45	
Certificate III in Engineering (Fabrication)*		135
Certificate II in Hairdressing	45	
Certificate III in Hairdressing*		95
Certificate III in Hospitality	5	40
Certificate III in Individual Support		95
Certificate III in Information, Digital Media and Technology	10	85
Certificate III in Live Production and Services		70
Certificate II in Retail Make-Up and Skin Care	55	

Learning Support

Philosophy:

To provide structures and supports to help students overcome barriers to accessing the curriculum

Services

Organisational and time management skills

Provide support to small groups with homework, assignments and test revision.

Liase with classroom teachers to target required support

Further explicit teaching of concepts encountered in class as required.

Guidelines for placement

Students may be considered for this subject if they have an identified learning difficulty/disability or who have not reached benchmark in Reading, Writing or Numeracy in NAPLAN.

Gifted and Talented

Philosophy:

The Faith Gifted Education Program provides an array of services and a variety of challenging experiences and opportunities that aid gifted and talented students in discovering and fully developing their unique talents and abilities.

Services Available

- Differentiated instruction within classrooms
- Classroom cluster grouping by readiness
- Short-term pull-out groups focused on critical & creative thinking
- Advanced, accelerated and/or enriched course in various subject area
- Social and emotional support and guidance

Guidelines for placement

- Classroom performance on summative measures
- Standardised test data
- Teacher observations
- Individual learning characteristics including those that are directly observed and/or self, parent, teacher reported.

Year 10 Subject Selection

The Year 10 Curriculum Guide provides information about each subject, the key contact for each subject area, refer pag 4 and potential pathways that lead from these courses.

Subject teachers have provided a recommendation for studies based on student performance and aptitude. This is a useful guide to help shape the final subject selection decision.

YEAR 10				
Compulsory Subjects	Term	Semester	Year	Page
English			✓	17
History			✓	21
LIFE (Learning in Faith Education)		✓		23
Mathematics			✓	24
Personal Learning Plan (PLP)		✓		26
Physical Education - CORE			✓	27
Science			✓	28
Choose 5 Elective Subjects	Term	Semester	Year	
Agriculture		✓	✓	13
Design & Technologies - Metal/Wood/Electronics		✓		14
Design & Technologies- Textiles		✓		15
Drama (Creative Arts)		✓	✓	16
Food & Hospitality		✓	✓	18
Geography		✓	✓	19
German		✓	✓	20
Japanese		✓	✓	22
Music			✓	25
Physical Education - ELECTIVE		✓		27
VET - Certificate II in Creative Industries		✓		28
Visual Arts - Art		✓	✓	29
Visual Arts - Design		✓	✓	29
Learning Support (Selection in consultation with Learning Support staff)				10

Tertiary Information

In addition to the information in the Curriculum Guide, parents and students are encouraged to refer to the SATAC website and download the SATAC Tertiary Entrance booklet which is no longer published but available on their website. http://www.satac.edu.au/documents/teb_2018.pdf . This booklet details how students achieve a University Aggregate, Prerequisite and Assumed Knowledge subjects and other important information about SACE.

University Entry

To obtain a university aggregate and an Australian Tertiary Admission Rank (ATAR) a student must:

- qualify for the SACE
- comply with the rules regarding precluded combinations
- comply with the rules regarding counting restrictions
- complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2 in a maximum of three attempts
- of the 90 credits of study a minimum of 60 credits of study must be from 20 credit Tertiary Admissions Subjects (TAS) and a maximum of 30 credits can be Recognised Studies

Prerequisite Subjects and Assumed Knowledge Subjects

Please Note: Subject choices in Year 10 must consider the pathways to Year 11 & 12 subjects.

Many tertiary courses require Prerequisite Subjects, subjects that you must study in Year 12 for entry into that course. The Universities may also recommend subjects to support your success in that particular course and they are referred to as Assumed Knowledge Subjects. These subjects are highly recommended for your Year 11 or Year 12 study.

Year 10 Agriculture A (1 Semester) (Leads to Agriculture Stage 1)

Essential Knowledge:

It is highly recommended Year 9 Agriculture or Science satisfactory achievement is attained.

Content:

Agriculture is a Year 10 elective subject which follows the ACARA curriculum with capabilities from the Science, Geography, and Design and Technology Learning Areas. The course aims to stimulate the interest, awareness and relevance of viticulture and the associated wine industry.

Topics taught:

Vineyard Management

- Crop monitoring for ripeness
- Vine disease management
- Crop harvest options

Winemaking Principles

- Crushing
- Fermentation
- Pressing
- Racking
- Wine Chemical Analysis
- Wine Storage & Maturation
- Clarifying & Fining of Wine
- Wine styles

Practical Activities:

- Hand picking white or red varieties
- Faith College Winemaking involving a vintage crush of more than 15 tonnes and the making of white, red and rose wines

Assessment:

- Topic Tests
- Assignments
- Practical Activities
- Work Habits



Year 10 Agriculture B (1 Semester) (Leads to Agriculture Stage 1)

Essential Knowledge:

It is highly recommended Year 9 Agriculture or Science satisfactory achievement is attained.

Content:

Agriculture is a Year 10 elective subject which follows the ACARA curriculum with capabilities from the Science, Geography and Design and Technology Learning Areas. The course focusses on plant and animal enterprises commonly undertaken in districts served by the College. It enables students to develop initiative and responsibility whilst teaching them major principles and relevant practical skills.

Topics taught:

Viticulture - Vineyard Investigation Project

- Innovation and Technology
- Cover cropping
- Frost Management

Dairy Cattle and Beef Cattle Management

- Dairy Breeds and their Role
- Cow Reproduction
- Breeding Technologies
- Dairy Shed Design
- Alternative Agricultural Enterprises

Practical Activities:

- Taking and preparing vine cuttings
- Excursion - Milking a 200 cow herd using a Rotary Dairy

Assessment:

- Topic Tests
- Assignments
- Practical Activities
- Work Habits



Design & Technologies - Metal/Wood/Electronics

Year 10 Design and Technologies Metal (1 Semester)

(Leads to Stage 1 Design and Technology, Material Products - Metal)

Essential Knowledge:

It is highly recommended that a satisfactory completion of a Year 9 Design and Technologies course is achieved. Otherwise by negotiation with the Design and Technology Coordinator.

Content:

The Design process is used to investigate and plan in response to a given Design brief.

Students will be introduced to a range of metal working processes that will be used within the construction of a project.

Projects will require the fabrication and machining of components according to given design specifications. Students will explore the environmental sustainability of their completed products. Some CAD work will be included.

Assessment:

- Folio
- Production
- Evaluation
- Workshop Safety

Year 10 Design and Technologies Wood (1 Semester)

(Leads to Stage 1 Design and Technology, Material Products - Wood)

Essential Knowledge:

It is highly recommended that a satisfactory completion of a Year 9 Design and Technologies course is achieved. Otherwise by negotiation with the Design and Technology Coordinator.

Content:

The Design Process will be introduced, where the students will be required to design and construct a small table or similar piece of furniture.

Students will investigate a range of possible materials, joining systems and finishes. On completion, students will evaluate the quality and finish of their work and discuss whether they have met the requirements of their original design brief. Students will explore the environmental sustainability of their completed products.

Students will develop their drawing skills through the production of isometric drawings. Students also develop their Computer Aided Design skills through the development of 3-dimensional models and orthographic drawings and of their final design.

Assessment:

- Folio
- Production
- Evaluation
- Workshop Safety

Year 10 Design and Technologies Electronics (1 Semester)

(Leads to Stage 1 Design and Technology, Systems & Control Products - Electronics)

Essential Knowledge:

It is highly recommended that a satisfactory completion of a Year 9 Design and Technologies course is achieved. Otherwise by negotiation with the Design and Technology Coordinator.

Content:

This unit combines Electronic and Mechanical Systems along with the use of 3D design and printing technologies.

Students will explore electronics, micro controllers and a variety of inputs and outputs. The knowledge gained will then be used to design and produce an autonomous model vehicle. Students will explore the environmental sustainability of their completed products.

Students may use 3D modeling software to design components and print them for use on their vehicle.

Students work in a collaborative environment to undertake most tasks.

Assessment:

- Folio
- Production and Programming
- Evaluation
- Workshop Safety

Design & Technology - Textiles

Year 10 (1 Semester)
(Leads to Stage 1 Material Products - Textiles)

Essential Knowledge:

It is highly recommended that Year 9 Hospitality and Textiles has been completed.

Content:

Students will have the opportunity to build their manipulative skills through the use of lateral thought and technology. Knowledge of the processes involved in construction, design, pattern use and fabric types form an integral part of this course.

Practical Application:

Articles: To help students develop basic construction processes and skills.

Garments: further develop the above skills and interpret directions through the use of commercial patterns.

Theory:

Assignment Tasks - to develop an understanding of the processes of design construction, qualities of fabric, uses of fabric.

Textiles Technology Emphasis:

- This course is designed to give students practical opportunities, through the use of machines and overlockers, for garment and product construction.

Assessment:

- Homework
- Design Assignments
- Construction Projects



Year 10 Drama A (1 Semester) (Leads to Creative Arts Stage 1)

Essential Knowledge:

It is highly recommended that Year 9 Drama is achieved.

Content:

Compare and Contrast (Shakespeare to Stanislavski)

Practical

In Year 10 Drama, students further develop their acting skills. They analyse scripts to present student-directed scenes in different theatrical styles and perform in four assessment tasks.

Practical Focus

- Acting skills, characterisation, directing skills
- Textual analysis for performance
- Stagecraft skills and theatre design
- Presenting scripted and non-scripted drama scenes
- Responding to and analysing performances

Content - Theory

Focus A - As well as performance work, theoretical studies involve history and styles of theatre, focusing on Shakespeare and Stanislavski.

Focus B - Students negotiate a chosen area of study and develop a folio of evidence demonstrating skill development in their specialisation.

Assessment:

Making: Individual and Group Performances

Responding: Folio of evidence documenting performance process.

Making: Individual Skills Extension – creating a dramatic product.

Responding: Folio of evidence supporting individual process.

Year 10 Drama B (1 Semester) (Leads to Creative Arts Stage 1)

Essential Knowledge:

It is highly recommended that Year 9 Drama is achieved.

Content:

Style and Influence (Artaud and Brecht)

Practical

Students examine two genres of Twentieth Century Theatre, identifying trends and the historical and cultural contexts in which new theatrical styles developed. Students examine excerpts or concepts from modern practitioners in a series of workshops exploring voice and physicality.

Practical Focus

- Acting skills, characterisation, directing skills
- Textual analysis for performance
- Stagecraft skills and theatre design
- Presenting scripted and non-scripted drama scenes
- Responding to and analysing performances

Content - Theory

Focus A - As well as performance work, theoretical studies involve history and styles of theatre, focusing on Artaud and Brecht. Students research the development and impact of these practitioners on theatre and performance.

Focus B - Students negotiate a chosen area of study and develop a folio of evidence demonstrating skill development in their specialisation.

Assessment:

Making: Individual and Group Performances

Responding: Folio of evidence documenting performance process.

Making: Individual Skills Extension – creating a dramatic product.

Responding: Folio of evidence supporting individual process.

Year 10 (Full Year) (Leads to Stage 1 English)

Essential Knowledge:

Nil

Content:

This course has a different focus for each term. Novels, film, plays and poetry are studied, with attention given to theme, characters, plot and setting.

Examples of topics covered include:

- (a) Short stories
- (b) The nature and evolution of comedy
- (c) Shakespearean plays
- (d) Film Study with an Indigenous focus.

Responses are based on literary perception, text analysis and imaginative work. Language skills, oral language and writing in appropriate forms for particular purposes are also an important part of the course.

Assessment:

The following areas are regularly assessed:

- Responses To Literature
- Text Production
- Reading Comprehension
- Language Skills And Oral Skills.

Note: At the completion of Year 10 all students undertake a full year of English at Stage 1.



**Year 10 Food and Hospitality A (1 Semester)
(Leads to Food and Hospitality Stage 1)**

Essential Knowledge:

It is highly recommended that Year 9 Hospitality and Textiles is completed.

Content:

TAFE: Certificate 1 in Hospitality

Through the successful completion of 6 units within Year 10 and Year 11 Stage 1 Food and Hospitality, students can obtain the TAFE qualification: Certificate 1 Hospitality from the National Hospitality Training Package.

Practical tasks may include:

- Orange and almond syrup cake
- Pad Thai
- Salt and pepper squid
- Chicken parmigiana
- Caesar salad
- Pulled pork sliders
- Catering activities

Assessment:

Theory assessments and practical tasks

Practical

- Practical Skills
- Safe management practices
- Presentation methods

Year 10 students may complete both or either Semesters.



**Year 10 Food and Hospitality B (1 Semester)
(Leads to Food and Hospitality Stage 1)**

Essential Knowledge:

It is highly recommended that Year 9 Hospitality and Textiles has been completed.

Content:

TAFE: Certificate 1 in Hospitality

Through the successful completion of 6 units within in Year 10 and Year 11 Stage 1 Food and Hospitality, students can obtain the TAFE qualification: Certificate 1 Hospitality from the National Hospitality Training Package.

Practical tasks may include:

- Chocolate lava cake
- Satay chicken with fried rice
- Chicken & basil springrolls
- Balsamic onion tart
- Club sandwich
- Catering activities

Assessment:

Theory assessments and practical tasks

Practical

- Practical Skills
- Safe management practices
- Presentation methods



Year 10 Geography A (1 Semester) (Leads to Geography Stage 1)

Essential Knowledge:

It is highly recommended that C grade or better in Year 9 Geography is achieved.

Content:

Environmental Change and Management

- Human interaction with the environment
- Issues with land degradation
- Inland water resources
- Coastal studies
- Human well-being - Australia

This course tackles both environmental management and social management issues on a local, national and global basis, and seeks to show students the consequences of decision making on both the environment and in the lives of people.

Assessment:

A variety of assessment methods are used in each unit including: inquiry tasks, field work, video analysis, group tasks, assignments; including net research, oral presentations and a 90 minute examination at the end of each unit.

Year 10 Geography B (1 Semester) (Leads to Geography Stage 1)

Essential Knowledge:

It is highly recommended that C grade or better in Year 9 Geography is achieved.

Content:

Geographies of Human Well-being

- Defining human well-being
- Human well-being and change
- Issues of equality
- Trapped by conflict
- Forest ecosystems/biodiversity

This course tackles both environmental management and social management issues on a local, national and global basis, and seeks to show the student the consequences of decision making on both the environment and in the lives of people.

Assessment:

A variety of assessment methods are used in each unit including: inquiry tasks, field work, video analysis, group tasks, assignments including; net research, oral presentations and a 90 minute examination at the end of each unit.

Year 10 German A (1 Semester) (Leads to German B)

Essential Knowledge:

It is highly recommended that a satisfactory pass of Year 9 German is achieved.

Content:

Students continue to develop language skills within the areas of communicating and understanding of the German language and culture.

Topics include, but are not limited to; travel arrangements and media. Students also produce a short film for the Goethe Institute's German School Film Festival.

Assessment:

Assessments for this semester include: vocabulary tests, letter writing, comprehension tasks, postcard writing, script writing, film making and oral conversations.

There are written, oral and aural examinations at the end of this semester.

Year 10 German B (1 Semester) (Leads to German Stage 1)

Essential Knowledge:

It is highly recommended that a satisfactory pass of Year 9 German is achieved.

Content:

Students continue to develop language skills within the areas of communicating and understanding of the German language and culture.

Topics include, but are not limited to; travel arrangements and media. Students also produce a short film for the Goethe Institute's German School Film Festival.

Assessment:

Assessments for this semester include: Vocabulary tests, letter writing, comprehension tasks, postcard writing, script writing, film making and oral conversations.

There are written, oral and aural examinations at the end of this semester.

Year 10 (1 Semester) (Leads to History Stage 1)

History - CORE

Essential Knowledge:

Nil

Content:

History is a core subject to Year 10 and follows the ACARA curriculum. In Year 10 students are required to complete one semester of compulsory History.

Topics:

World War Two

- A study of World War Two, with a focus on Australia's role in this global conflict.

Rights and Freedoms (1945 to present)

- A study of the Civil Rights movement in the USA and the background of the struggle for equality under the law by Aboriginal Australians.

Popular Culture

- A study of Popular Culture in Australia post World War Two.

Assessment:

Assessment includes: sources analysis, essays, tests and an exam.

Year 10 (1 Semester) (Leads to History Stage 1)

History - ELECTIVE

Essential Knowledge:

Nil

Content:

History through Film is an elective course. Students must have studied or be currently studying the compulsory ACARA unit of History.

Three films will be viewed and used as the spring board for the study of the time periods, events and people depicted in the film. A study of the historical accuracy of the film will also be undertaken.

Three films will be chosen by the teacher based on the classes interest and the availability and suitability of the film. Examples of films that could be selected are; Amelia, The Monument's Men, Valkerie, Forrest Gump and Argo.

Students also choose one film as their focus for an Individual Investigation.

Assessment:

Assessment includes: sources analysis, essays, tests and an Individual Investigation.

Year 10 Japanese A (1 Semester) (Leads to Japanese B)

Essential Knowledge:

It is highly recommended that a satisfactory pass of Year 9 Japanese is achieved.

Content:

The continued development of all language skills within the areas of: socialising, translating, informing and creating.

Topics covered include, but are not limited to School Life and My Neighbourhood.

Assessment:

Throughout each unit there are assessments such as vocabulary tests, text productions, oral interactions and text analysis.

Year 10 Japanese B (1 Semester) (Leads to Japanese Stage 1)

Essential Knowledge:

It is highly recommended that a satisfactory pass of Year 9 Japanese is achieved.

Content:

The continued development of all language skills within the areas of: socialising, translating, informing and creating.

Topics covered include, but are not limited to Myself and My Family, Future Plans and Daily Routines.

Assessment:

Throughout each unit there are assessments such as vocabulary tests, text productions, oral interactions and text analysis.



Year 10 (1 Semester)

Essential Knowledge:

Nil

Content:

Students will explore the following topics:

1. Human Life – You do matter.

Human Life: The value of it and what it means for us. Students will develop a greater understanding of the worth of human life and how to promote this. Students will explore the concepts of Sin and Grace and investigate the value of goodness over evil.

2. Putting myself in your shoes - Valuing others:

What does it mean to value others and why is this important in a world often consumed by materialism and self? This unit will use the Good Samaritan story as a key focus. The nature of serving and caring for others is explored in detail.

3. Worldviews, what are the different beliefs and why is it important for understanding, empathy and acceptance – A Global Perspective:

Understanding Belief Systems, Faith and Identity and the impact this has on developing Global citizenship. An investigation of what it means to be a person of faith in today's world. This topic will succinctly explore 5 major religions (Christianity, Islam, Hinduism, Buddhism and Judaism) to allow students to develop a greater understanding of worldviews and the impact they have on self, others and the wider global community.

4. Values: LOVE, COMPASSION and FORGIVENESS – what the world needs NOW!

Love and Forgiveness:

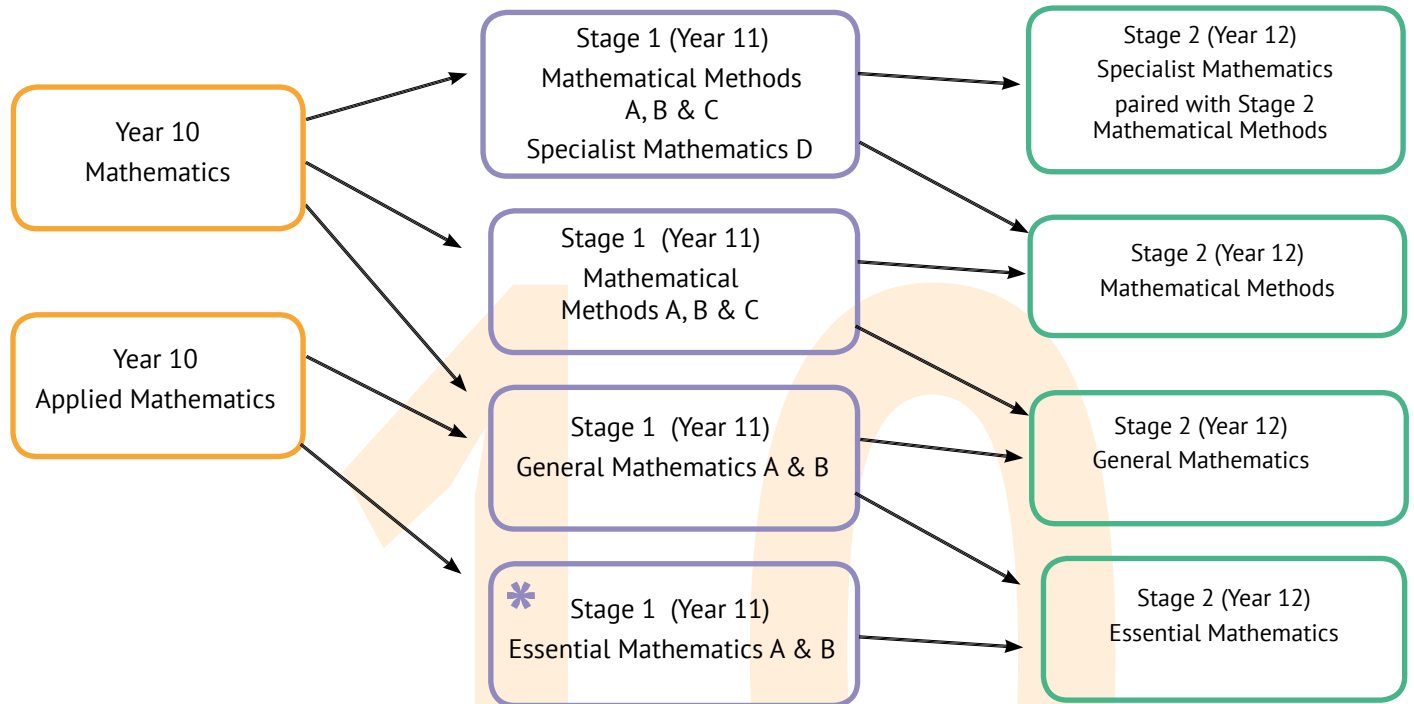
Why are these values so important to individuals and the wider community. Prejudice, Hate, Love, Compassion and Forgiveness - This unit will involve investigating human condition and the transforming power of love and forgiveness.

Reporting and Assessment:

LIFE is an assessed subject. Students undertake a range of creative, analytical and descriptive tasks that are assessed against selected and relevant criteria. Assessment tasks do not attempt to measure the faith of any individual.



Mathematics - Pathway Flowchart



* Entry into Stage 1 Essential Mathematics is by teacher recommendation only.

Mathematics is a compulsory subject of the Australian Curriculum. To meet the SACE compulsory numeracy requirement, students are required to study, AND PASS, one semester of Mathematics (10 credits), preferably at Stage 1. A PASS means they must achieve a C grade or better. If students do not meet this requirement in Semester 1 then they will need to continue to study Mathematics in Semester 2 (or even into Year 12) until this requirement is met. Most students study two or four semesters of Stage 1 Mathematics in preparation for Stage 2 Mathematics. Please refer to the summary below and the following page for information on Stage 2 Mathematics courses and their intended cohort.

Year 10 Mathematics (Full Year) (Leads to All Stage 1 Subjects)

Essential Knowledge:

It is highly recommended that a sufficient level of achievement in Year 9 Mathematical or a high level in Applied Mathematics is achieved.

Content:

There are a range of specific topics that are covered, such as:

- Financial Mathematics
- Patterns and Algebra
- Linear, Quadratic and Exponential relationships
- Measurement
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance and Data

Enrichment activities will be provided for students requiring extension beyond the core course content.

Year 10 Applied Mathematics (Full Year) (Leads to Stage 1 General Mathematics and/or Stage 1 Essential Mathematics)

Essential Knowledge:

It is highly recommended that a completion of either Year 9 Mathematical or Applied Mathematics is achieved.

Content:

There are a range of specific topics that are covered, such as:

- Money and Financial Mathematics
- Patterns and Algebra
- Linear relationships
- Measurement
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance and Data

Year 10 Music A (1 Semester) (Leads to Music Stage 1)

Essential Knowledge:

It is highly recommended that a satisfactory pass in grade and application in Year 9 Music or demonstration of skills equal to AMEB Grade 2 level is achieved.

Content:

Musicianship:

Student understanding and knowledge of theoretical concepts and aural awareness is developed through a range of written tasks and investigations of topics equivalent to AMEB Grade 3 theory.

Performance:

Solo: Students prepare solo repertoire in preparation for performances. Emphasis is on developing skills and confidence as a soloist through a range of performance opportunities throughout the semester.

Ensemble:

Students participate in large ensembles to develop skills in technique, performance and musical styles. Students are encouraged to participate in whole school co-curricular vocal or instrumental ensembles to further develop specific instrument techniques. Students have opportunity to participate in live concerts and showcase performances.

Please note: Students must attend instrumental lessons on an instrument or voice at College or elsewhere.

Music Technology:

Using music technology, students create loop based compositions based on modern and traditional genres using basic techniques and processes.

Assessment:

- Class tasks and homework
- Performance – solo and ensemble
- Musicianship written and computer (aural) tests
- Music Technology Tasks

Year 10 Music B (1 Semester) (Leads to Music Stage 1)

Essential Knowledge:

It is highly recommended that a satisfactory pass in grade and application in Year 9 Music or demonstration of skills equal to AMEB Grade 2 level is achieved.

Content:

Musicianship:

Student understanding and knowledge of theoretical concepts and aural awareness is developed through a range of written tasks and investigations of topics equivalent to AMEB Grade 3 theory.

Performance:

Solo: Students prepare solo repertoire in preparation for performances. Emphasis is on developing skills and confidence as a soloist through a range of performance opportunities throughout the semester.

Ensemble:

For this semester students are encouraged to form small ensemble groups and explore a varied range of contrasting styles and techniques. Students are encouraged to then present their pieces in live concerts and showcase performances throughout the semester

Please note: Students must attend instrumental lessons on an instrument or voice at College or elsewhere.

Music Technology:

Major music technology folio consists of demonstrated skill tasks, worksheets, planning and review and major project. The major project can be in the form of a composition, recording of a live group or a loop based remix project.

Assessment:

- Class tasks and homework
- Performance – solo and ensemble
- Musicianship written and computer (aural) tests
- Music Technology Folio
- Major Music Technology Project

The Personal Learning Plan (PLP) is a compulsory 10-credit practical subject in Semester 2.

It allows students to plan for their future by:

- Identifying possible career choices
- Making decisions about future SACE subjects and beyond
- Analysing skills, needs, goals and learning style

Year 10 (1 Semester) (Compulsory SACE Subject)

Essential Knowledge:

Nil

Content:

- Career research
- Investigating capabilities such as: literacy, numeracy, information and communication technology, critical and creative thinking, personal and social understanding, ethical understanding, intercultural understanding
- Resume writing skills
- Preparing for and completing a mock job interview
- Goal setting for the future

Assessment:

- School-based, but subject to external moderation
- Oral and written assessment encompassing:
 - career research
 - group presentations
 - mock interviews
 - reflections on Work Experience and Retreat
- Students need to achieve a C grade or better to qualify for their SACE Certificate

Year 10 Physical Education CORE (Full Year) (Leads to Physical Education Stage 1)

Essential Knowledge:

Nil

Content:

Physical Education CORE is a compulsory subject for all Year 10 students. Students undertake a variety of activities including team sports and recreational pursuits. The aim is to promote the enjoyment of physical activity and the pursuit of an active and healthy lifestyle beyond school.

Semester 1:

Students undertake three different practical units. The focus is on participation and being physically active. Students develop the motor skills and confidence to participate successfully in a variety of physical activities.

Topics may include:

- Table Tennis
- Netball
- Squash
- Futsal
- Basketball
- Recreational Football

Semester 2:

Bushcraft

Students undertake a basic bushcraft unit in preparation for the Year 10 Retreat. Activities include: Trangia cooking, menu planning and selection of appropriate equipment.

Exercise and Fitness

Students are introduced to a variety of exercise types. The aim is to provide students with a basic understanding of different training methods.

Activities may include:

- Interval training
- Group fitness
- Circuit training
- Yoga

Assessment:

Semester 1

- Three practical units

Semester 2

- Bushcraft Planning Booklet
- Participation in Exercise and Fitness units

Year 10 Physical Education ELECTIVE (1 Semester) (Leads to Physical Education Stage 1)

Essential Knowledge:

An interest in pursuing further studies in Physical Education

Content:

Offered as an elective in either Semester 1 or 2. This course introduces students to concepts that are explored further in Stage 1 and 2 Physical Education.

Practical component

Students complete 3-4 practical units. The focus is on skill development and the formation of strategies and tactics.

Topics may include:

- Touch
- Badminton
- Volleyball
- Netball
- Basketball

Theory component

Students explore body systems, nutrition and physical performance, and concepts related to the learning of physical skills.

Topics may include:

- Fitness components
- Anatomy and Physiology
- Issues Study

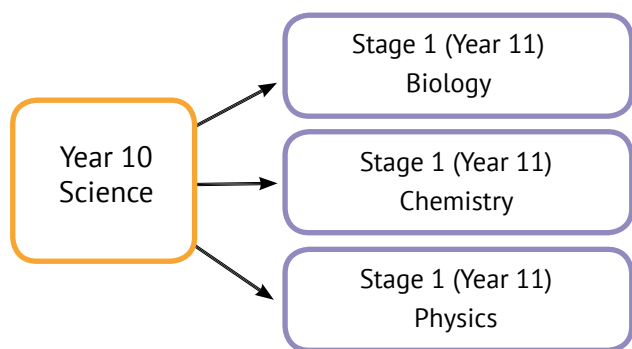
Assessment:

Practical 60%

- 3-4 practical units

Theory 40%

- Anatomy Test
- Fitness Test assignment
- Issues Analysis
- Exam



Year 10 (Full Year) (Leads to Biology, Physics, Chemistry Stage 1)

Essential Knowledge:

Nil

Content:

The emphasis in science is students developing an understanding of the physical, chemical, geological and biological world in which they live. They are encouraged to apply the concepts of the course to the world around them and also to develop their skills in scientific procedure.

The course will follow the Australian Curriculum and is organised around the following units: DNA and Genetics; Geological time; Natural Selection and Evolution; The Periodic Table; Chemical Reactions; Global Systems; The Universe; and Motion and Energy.

Assessment:

Continuous assessment is based on topic tests, assignment/research work, book-work and practical work. In addition to this, an examination is held at the end of first semester.

Extension Opportunities:

The College offers a number of activities to enable students to extend their knowledge and understanding of the subject as well as opportunities to display the skills developed:

- Science and Engineering Challenge
- Forensic Science Workshop
- Guest Speakers
- Science Competitions

Technical Theatre

Year 10 Certificate II in Creative Industries (1 Semester)

Credits: 30 (Stage 1)

Essential Knowledge:

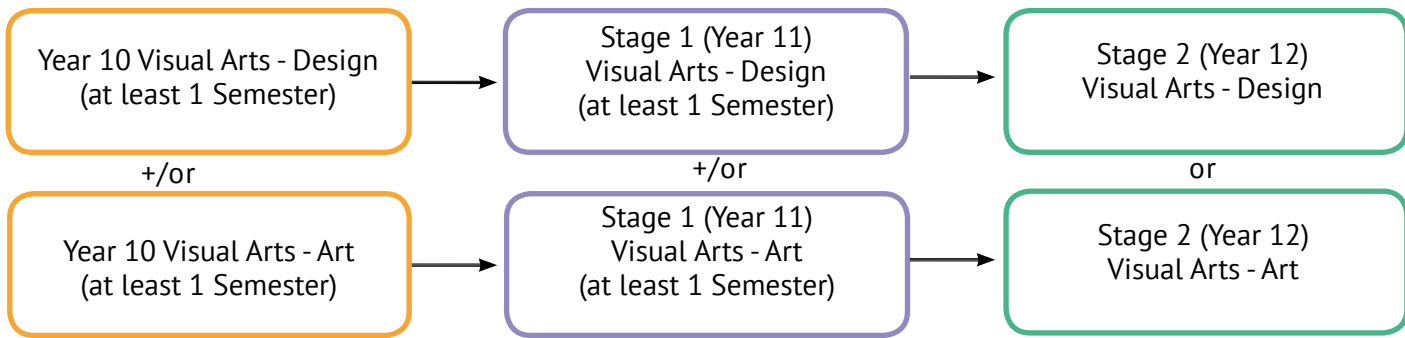
Nil

The course uses the facilities of the Barossa Arts and Convention Centre. Students maintain and develop their skills by assisting with the technical requirements for school and community events.

Content:

- Work effectively with others
- Work safely in the construction industry (White Card)
- Develop and apply creative arts industry knowledge
- Follow occupational health and safety procedures
- Develop basic audio skills and knowledge
- Develop basic staging skills
- Develop basic vision system skills
- Develop basic lighting skills and knowledge
- Use hand and power tools
- Assist with bump-in and bump-out of shows
- Operate elevating work platform (Yellow Card)





Year 10 Visual Arts: Art and Design are separate choice subjects in Years 10-12. Students may study 1 or 2 semesters of either.

**Year 10 Visual Arts: Art (1 Semester)
(Leads to Visual Arts: Art Stage 1)**

Essential Knowledge:

Satisfactory completion of one semester of Year 9 Visual Arts.

Content:

The course offers students 2D and 3D Practical experiences in Art as a means of personal expression and creative thinking, with the development of a proficient level of practical skill with various media, subjects and themes.

- Semester 1: Drawing, mixed media and painting
- Semester 2: Drawing, sculpture and printmaking
- Students are given a choice of topics to pursue in the Visual Study research. Topics include Modern European art styles as well as Australian Art from historical and contemporary contexts.
- Collaborative art making and Exhibition opportunities are offered in each semester

There is no written examination in Year 10 Art.

Assessment:

- Folio: Documentation of preparatory work including media and theme exploration and conceptualisation and planning of Practical work
- Practical Application: Art making using various media in resolved art works and skills development.
- Analysis & Response: Research and response to various artists and the student's own work.

**Year 10 Visual Arts: Design (1 Semester)
(Leads to Visual Arts: Design Stage 1)**

Essential Knowledge:

Satisfactory completion of one semester of Year 9 Visual Arts.

Content:

An introduction to the world of design with a focus on Graphic Design and concept development. Students follow the design process to complete their own practical work.

- Semester 1: Brand identity and Album cover design.
- Semester 2: Magazine cover design and an exploration of ethics.
- Visual research, idea generation and graphic applications are utilised to complete each practical task. The theoretical component comprises of analysing a variety of designers and their work as well as the history of design.

There is no written examination in Year 10 Design.

Assessment:

- Folio: Documentation throughout the design process to show skill development and thinking process
- Practical Application: Concept sketches, idea generation and use of the computer graphics programs
- Analysis & Response: Visual research, analysis and response to a variety of theoretical tasks

ATAR – Australian Tertiary Admission Rank	This is used by universities to determine entrance and cut off scores to a particular course. It is comparable nationally. The ATAR is reported to students on a percentile scale, ie on a range 0-99.95 with intervals of 0.05. (eg If you have an ATAR of 80 you are in the top 20% of the state.) See page 11 for more detailed explanation.
Apprenticeship	Australian Apprenticeships encompass all apprenticeships and traineeships. They combine time at work with training and can be full-time, part-time or school-based. Apprenticeships are available in a variety of certificate levels in more than 500 occupations across Australia, in traditional trades, as well as a diverse range of emerging careers in most sectors of business and industry.
SBAT - Australian School Based Apprenticeship or Traineeship	This is a programme of study where students have the opportunity to complete SACE Stage 1 and Stage 2 and, at the same time, complete part-time, the first year of an industry level apprenticeship / traineeship. See page 10 for more information.
Assumed knowledge	Background knowledge in a SACE Stage 1 or Stage 2 subject or an identified skill, that a student is expected to have grasped. This knowledge enhances the understanding of the Content: of a given tertiary course. You will still be considered for a course if you have not studied this subject, but you may find that you need to do a bridging course.
Completion and Successful Completion of Subjects	Subject completion means achieving a grade of E or better. Successful completion means achieving a grade of C or better.
Credits	Students earn credits for a completed subject. One semester or 6 months study in a subject is worth 10 credits. Students must complete all 200 credits to gain their SACE.
MER – Minimum Entry Requirements	This is what an applicant must meet in order to be eligible for selection to TAFESA Courses. It varies according to the different level of courses.
Precluded Combination	A named pair of SACE Stage 2 subjects which cannot both be counted when calculating the university or TAFE aggregate. If you do a precluded combination you will not get an ATAR.
Pre-Vocational Course	Courses run by a Registered Training Provider (RTO) / TAFE in the trade areas. Usually fulltime for 6 months - one year. Successful completion gives credit towards the first year of an Apprenticeship.
Pre-requisite	A TAS subject in which a student must gain a minimum grade of 'C' or better in order to be eligible for selection in the university course for which the prerequisite is nominated.
Preferred Knowledge & Skills	A preferred standard to be achieved to enable continued success in the subject area at a more advanced level.
Recognised Subjects	These are those International Baccalaureate, interstate Year 12, higher education or VET awards deemed by the SACE Board, the universities and TAFESA as being eligible to be included in the calculation of the ATAR.
SACE	South Australian Certificate of Education
SATAC - South Australian Tertiary Admissions Centre	SATAC receives and processes applications from persons seeking admission to the courses, at tertiary institutions, listed in the SATAC guide.
Scaling	The mathematical process which provides a basis for comparing performance in different SACE Stage 2 subjects which have different objectives, Content: and assessment processes. The 'raw scores' are scaled to ensure they are comparable before they are added together to produce university aggregate.
Semester	A period of half a school year eg. 50 - 60 hours of programmed learning in a subject. Usually this takes the form of a half year period of study but it may also be a full year course with less time per week. Each semester unit generally attracts 10 credits.
SACE Board	This is the controlling body of assessment procedures for SACE. At the end of Stage 2, a Record of Achievement is issued which will contain a transcript of all results achieved including the ATAR.
STAT – Special Tertiary Admissions Test	This test is used by universities to assess a range of competencies commonly considered important for success in tertiary study. Applicants need to turn 18 by February of the year they wish to enter university.
Subject Achievement Score	A score which represents the assessment of a student's achievement in a SACE Stage 2 subject as measured against the objectives of the subject syllabus. It is a number from 0 (lowest) to 20 (highest) and a letter from E (lowest) to A (highest) which gives a rank order of performance in that subject.
TABS – TAFESA Assessment of Basic Skills	This is a series of multiple choice tests addressing literacy and numeracy administered on a specific date. It is an alternative way for applicants to demonstrate they meet the MER for application into a TAFESA course.
TAS – Tertiary Admissions Subjects	These are SACE Stage 2 subjects which have been approved by the universities and TAFESA as providing appropriate preparation for tertiary studies.
Traineeship	Government subsidised training and employment for up to 18 months. Traineeships are now being offered in an ever increasing variety of areas, such as office work, computing, retail, sport, IT etc.
TGSS – Training Guarantee for SACE students	The Training Guarantee for SACE Students (TGSS) scheme supports selected students who are at least 16 years of age to commence a 'Certificate III completion pathway' as an integrated part of their South Australian Certificate of Education (SACE).
University Aggregate	The University Aggregate is calculated from the best scaled score from three 20 credit TAS plus the best outcome from a fourth subject. See Page 11 for more details.
VET - Vocational Education and Training	Vocational Education and Training (VET) is education and training that gives students skills and knowledge for work. VET operates through a national training system and is delivered, assessed and certified by Registered Training Organisations (RTOs).
VET Recognition	The SACE Board's recognition arrangements enable students to include VET in their SACE studies. Students are encouraged to complete, or make significant progress towards completing, VET qualifications while completing the SACE.



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