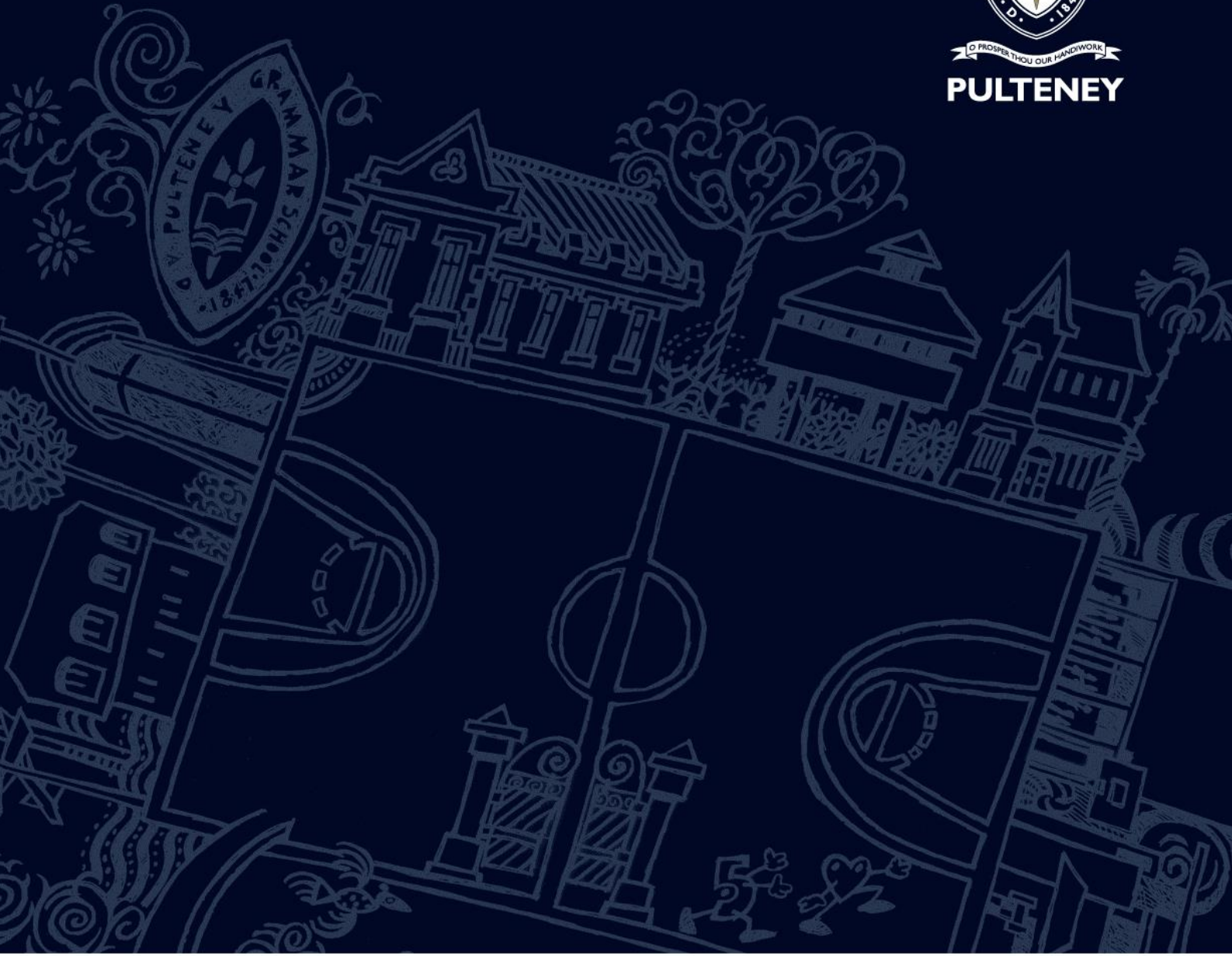




O PROSPER THOU OUR HANDWORK

PULTENEY



**CURRICULUM GUIDE – *one ninety*
2022
YEAR 10**

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NOTE: It is compulsory that students undertake a full year English subject

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NOTE: It is compulsory that students undertake a full year Mathematics subject

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NOTE: This subject is undertaken within the Year 10 Wellbeing Program

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Welcome to one ninety

Our young people are graduating into a world that is rapidly changing. To prosper, young people need more than just knowledge and skills, rather the initiative and innovative thinking to be able to demonstrate *what they can do with what they know*. The learning experience at Pulteney Grammar School is designed so that in all subjects, immersive experiences and co-curricula activities, students are developing the capacity to transfer their learning into skillful and purposeful action while cultivating a sense of belonging and connection to the world around them.

Our teaching staff are inspired by the belief that our students will leave us with a vision of a boundless future. We are confident that they will be able to use what they have learned with us, to be innovative and creative in their thinking and empathetic, thoughtful and ethical in deed. With a strength of character, our hope is that our students step into their chosen fields, as leaders who will make an impact on their world. And by this, prosper by their handiwork.

In *one ninety*, we are proud to build on the excellent academic foundations and values established in the first three phases of life at Pulteney – Kurrajong, Prep School and the Middle School.

Staff members in *one ninety* are enthusiastic and committed to providing quality education while striving for academic excellence. We proudly deliver the South Australian Certificate of Education (SACE). A certificate which through a wide range of subjects, has at its core, the knowledge, skills and capabilities to thrive in an ever-changing world.

It is the expectation that each student will achieve his or her individual best, not only academically but also in the wide variety of co-curricular activities available, thus gaining valuable leadership experience, learning the benefits of a balanced lifestyle and valuing the pursuit of passion.

Authentic relationships are at the heart of the Pulteney Experience. Each student belongs to one of the four houses: Bleby-Howard, Cawthorne-Nicholls, Kennion-Miller and Moore-Sunter. Each house is divided into Tutor groups according to year level.

Parents are encouraged to contact Heads of House, Tutors and Subject Teachers if they are concerned about any aspect of their child's life at school. Tutors and Heads of House are the conduit between school and home for the wellbeing and academic needs of students.

We welcome you to our senior community in *one ninety* and assure you that, at all times, the very best interests of each individual student are of the greatest importance to us.

We commend this Year 10 Curriculum Guide to both parents and students as a valuable resource, as together you make the subject choices to ensure a robust foundation for a prosperous future.

Rebecca Baker
Head of one ninety

The SACE

Although Year 10 students are not entering the SACE, it is important to have an understanding of what a secondary school education entails and what students are working toward attaining at the completion of Year 12.

What is the SACE Board of South Australia?

The SACE Board is an independent body formed by the State Government and it is responsible for:

- The development of subject outlines for a wide range of subjects designed to cater for a diversity of abilities and interests at Stage 1 and II (Years 11 and 12).
- The assessment of subjects for which it provides or approves curriculum statements.
- The issuing of the South Australian Certificate of Education (SACE) to all students in South Australia who satisfactorily complete the requirements of the SACE.

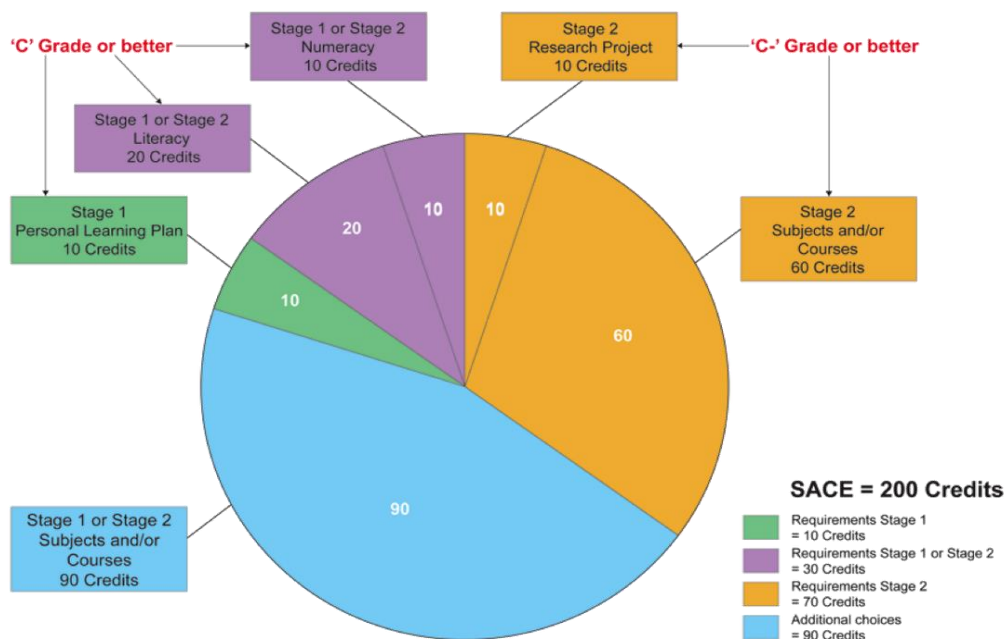
What is the SACE?

The SACE is the South Australian Certificate of Education awarded to students who successfully complete their secondary school education.

The SACE has been designed to enable students to:

- Develop the capabilities to live, learn, work and participate successfully in a changing world.
- Plan and engage in a range of challenging achievable, and manageable learning experiences, taking into account their goals and abilities.
- Build their knowledge skills and understanding in a variety of contexts (e.g. schools, workplaces, and training and community organisations).
- Gain credit for their learning achievements against performance standards.

For more information regarding studying in the SACE and **detailed discussion regarding assessment** please visit the SACE Board [website](#).



VET Information: Year 10

Vocational Education and Training (VET) courses allow students to achieve a nationally- accredited qualification, whilst also studying subjects within SACE. Most Pulteney students who are looking to undertake a VET program, will do so in Year 11 or Year 12. Year 10 students may undertake a VET course in **Semester 2**.

VET courses can be a valuable part of a student's secondary education, but it is important for both students and parents to carefully consider the reasons for undertaking a VET course whilst at school, and to research the requirements, so that informed decisions can be made, as not everyone is suited to studying a VET course.

The Pulteney VET program operates with a **lower level of direct supervision of students** than if they were in a classroom, and therefore relies on students to be responsible and to manage their time well.

A VET course might be a good choice if:

- A student has a clear idea about their career pathway and the VET course is going to give them skills and a qualification towards their goal **OR** they are keen to pursue a VET course to explore an identified industry area as a possible career option **AND**
- The student has a real talent and/or interest in a particular practical area **AND**
- The student is good at managing their time, staying organised and focussed, and learning independently

A student should think twice about doing a VET course if:

- They need to keep their options open by doing a range of school subjects. In this case, more traditional school subjects might better suit the needs of the student **OR**
- They are considering a VET course because they think it will be easier than a subject at school

There are a range of courses available to students wishing to pursue VET options, including (but not limited to):

- Animal Studies
- Automotive
- Beauty Services
- Business/Business Administration
- Childcare
- Construction
- Electrical
- Fitness
- Hospitality
- Information Technology
- Photography
- Plumbing
- Screen Media (Game Art)

For further information about **VET at Pulteney**, please visit the Pulteney Futures [website](#) and click on the **red** button.

For further information about **VET in SACE**, please click [here](#).

All students have different talents, skills and aspirations for their future, and we are committed to working with individual students and their families to assist them in developing an appropriate study plan for *one ninety*. If you or your child are considering a VET course, please contact the Coordinator of Futures to discuss further.

Frequently Asked Questions

How many subjects do I study in Year 10?

At Pulteney Grammar, students traditionally undertake 7 subjects per semester within Year 10.

Are there any subjects which I must study in Year 10?

It is an expectation that all Year 10 students at Pulteney Grammar will undertake the following subjects:

- A Mathematics subject
 - Either Mathematics **OR** Core Mathematics
- An English subject
 - Either English **OR** Essential English **OR** English as an Additional Language
- History
- Physical Education
- Science
- Personal Learning Plan (undertaken within Wellbeing)

Can I withdraw from a subject and, if so, by when?

It is an expectation that students will undertake 7 subjects for the duration of both semesters. This will ensure that students have the best opportunity to meet Pulteney Grammar, Australian Curriculum and SACE expectations.

Alleviations to subject loads in Year 10 would only be considered in exceptional circumstances in consultation with the Head of Inclusive Education and the Head of *one ninety* and a formal exemption from study. They are more readily considered should a student be undertaking (or have undertaken) a VET course or other external course(s) which will award (or have awarded) SACE credits.

Can I change subjects after beginning a course?

Students have the opportunity to change from one subject to another at the beginning of the

individual semesters. However, this change must take place before the end of the second week of Term 1 and Term 3. Following this, changes will not be considered.

Should a student wish to make the decision to change subjects, they are to approach their subject teacher and Head of House to have detailed discussion regarding the potential consequences. Following this discussion, students must obtain written parent approval for the final decision to be considered and potentially approved.

Students are, however, encouraged to plan their subjects carefully the year before and avoid disruptions to the start of studies by requesting changes at the start of the year.

How do I know what subjects to choose so as to qualify for a potential tertiary degree or course?

Tertiary course prerequisites are different for each individual institution. Further differences exist from state to state. Students are therefore highly encouraged to visit or contact the individual institutions they are considering. However, to assist, you may wish to visit the following sites:

- [South Australian Tertiary Admissions Centre \(SATAC\): Undergraduate Courses](#)
- [Australian Tertiary Institutions](#)

Disclaimer

The information found within this guide concerns subject choices and further tertiary studies. Every effort has been made to obtain up-to-date and correct information. However, details for courses, at Pulteney, at tertiary institutions and offered through the SACE Board, are subject to change. Students are advised to contact the relevant Pulteney Learning Area Leader, SACE or tertiary institution to verify any information contained in this curriculum guide.



LEARNING AREA: CREATIVE INDUSTRIES

Subject Name:	Creative Industries
Level of Study:	Year 10
Length of Course:	Semester or Year
Mandatory / Elective:	Elective

What will be in the course?

This new Creative Industries course uses the Design Thinking process to provide students hands-on experience across a variety of creative industries. In this course the ‘classroom’ becomes ‘real life’, utilising the recently renovated Osmond Street Precinct’s Café, Atelier and Innovation Hub.

The course embraces real life applications, with students learning alongside experts and specialised teaching staff in a range of modules that may encompass café and barista skills, entrepreneurial applications, graphic design and packaging, and the applied design fields of ceramics, textiles, fashion or jewellery design. Students move through several modules, or electives, within the course and work together to develop creative real-world outcomes.

In this course students drive their own learning, developing transversal skills including creative and entrepreneurial thinking; personal and social skills, while building agency to prosper in a variety of future pathways.

As this course involves working in real world situations, such as running a functioning café or pop up events, some out of hours commitment is required.



LEARNING AREA: DIGITAL TECHNOLOGIES

Subject Name:	Digital Technologies
Level of Study:	Year 10
Length of Course:	Semester or Year
Mandatory / Elective:	Elective

What will be in the course?

Year 10 Digital Technologies is built around developing the digital literacies essential to the modern workforce as students work collaboratively to innovate, problem solve and develop real-world solutions.

In Semester One, students participate in the National Computer Science School competition to learn programming. They are supported through tutorials, teacher guidance and a series of challenges as they become more proficient in the Python programming language. Students also learn how to build an interactive web application like Twitter using HTML, CSS, Python and the Flask web development framework. Finally, they create their own 3D game using the Unity game engine.

In Semester Two, students explore how data can be transformed into useful and interesting information for the public. They use technologies such as Microsoft Excel, Linux, Raspberry Pi, customisable LED strips and arcade buttons to develop a light-up interactive display panel so that they can share their results. Students prove their understanding of compression, network speed and the command-line interface of Linux computers through a practical task: the operating system challenge. Finally, for those students with an aptitude for hands-on activities, this subject offers the opportunity to create a robot in a project that combines skills from programming, 3D modelling, mechanical engineering and electronics.



LEARNING AREA: DIGITAL TECHNOLOGIES

Subject Name:	Robotic Engineering
Level of Study:	Year 10
Length of Course:	Semester
Mandatory / Elective:	Elective

What will be in the course?

Robotic Engineering is a highly innovative field. Robots are used on production lines, to explore hidden environments, defuse bombs and traverse other planets. Each robot is built for purpose and then programmed to complete its task.

The first term, students will use Lego Mindstorm kits to build their own robot. Each unit will have a series of challenges that they need to try to complete. Mission to Mars, Down on the Farm, Jewel Heist, Soccerbots and Battlebots. Some students elect to engineer their robot by constructing complex Lego apparatus, others will choose to do more advanced programming, and some will use trial and error to solve the problems. Engineering is about coming up with a solution through the design cycle: Plan, construct, test, evaluate, try again.

The second term we will switch to battle-bots. 3D designs are prototyped, printed, and then analysed, before electronics are added and tested. The students will then use their ant-weight robot to fight for dominance in our battle arena. We will finish the term with quadcopter flying, both handheld and programmed.

The nature of this subject is that every student is challenged through hands on problem-based learning. This is a great pathway into engineering, design or robotics.



LEARNING AREA: ENGLISH

Subject Name:	English
Level of Study:	Year 10
Length of Course:	Year
Mandatory / Elective:	It is mandatory for a student to study an English subject

What will be in the course?

Through their study and use of texts and language, as per the Australian Curriculum guidelines, by the end of Year 10 students should be able to:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- Develop an interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Note: A school issued examination exists for this subject

Subject Name:	English as an Additional Language (EAL)
Level of Study:	Year 10
Length of Course:	Year
Mandatory / Elective:	It is mandatory for a student to study an English subject

What will be in the course?

This subject is designed to improve students' general proficiency in the English language. There is an emphasis on communication, comprehension, analysis, and text creation. This subject leads to Stage I English as an Additional Language, which has a focus on developing students' academic literacy skills.

Note: A school issued examination exists for this subject



LEARNING AREA: ENGLISH

Subject Name:	Essential English
Level of Study:	Year 10
Length of Course:	Year
Mandatory / Elective:	It is mandatory for a student to study an English subject

What will be in the course?

This subject is designed to improve students' general proficiency in the English language. There is an emphasis on communication, comprehension, analysis, and text creation. This subject leads to Stage I Essential English, which has a focus on developing students' academic literacy skills, and may also lead to other Stage II English subjects.

Subject Name:	Media Studies
Level of Study:	Year 10
Length of Course:	Semester or Year
Mandatory / Elective:	Elective

What will be in the course?

Media relates to the study and use of film texts and film language and techniques, in order to enhance students' appreciation of film and media texts. Students explore the historical and socio-cultural contexts of film and media, as well as the narrative and stylistic features of different genres.

Through their study and use of media texts and language and techniques, by the end of each unit students should be able to:

- Show a developing proficiency in thinking, writing and speaking about film and media.
- Consider critically a range of film and media texts across a range of contexts and genres.
- Demonstrate an understanding of the variety of ways film and media create meaning.
- Demonstrate an ability to use knowledge, skills, research and experience and apply them analytically to evaluate film and media texts.
- Demonstrate a critical understanding of the historical, socio-cultural contexts of film and media.
- Develop and apply an understanding of film language and style.
- Produce a media product of their choice demonstrating their knowledge and understanding of the art of film-making.

Students will critically study a range of media texts to enhance their appreciation of film and media. They will explore the historical and socio-cultural contexts of film and media, as well as the narrative and stylistic features of different genres. They will apply their learning in practical tasks.



LEARNING AREA: HEALTH AND PHYSICAL EDUCATION

Subject Name:	Outdoor Education
Level of Study:	Stage 1 (can be studied by Year 10 students)
Length of Course:	Semester or Year
Mandatory / Elective:	Elective

What will be in the course?

Outdoor Education is the study of the human connection to natural environments through outdoor activities. Students focus on the development of awareness of environmental issues through observation and evaluation. Assessment for this is through a research folio piece.

Practical components include bushwalking, kayaking, sailing and rock climbing as day programs and an extended overnight journey. Through outdoor activities students develop specific activity skills and reflect on their personal, group, and social development. They develop skills and increase their effectiveness in leadership, self-reliance, group management, planning, reflection, managing risks and minimising environmental impacts for sustainable futures. Students are assessed on their planning, practical skill development and reflections.

What specific topics will be covered?

Skills, knowledge, and understanding for learning in natural environments including:

Semester 1

- Preparation and planning
- Managing risk
- Teamwork and decision-making

Semester 2

- Preparation and planning
- Managing risk
- Teamwork and decision-making

Semester 2 is a progression from Semester 1, developing analysis in folio tasks self-reliant and skills in journeys. This can be completed as a stand-alone semester or as a sequence subject for Stage 2 Outdoor Education.

How will I be assessed?

School Assessment (100%)

- Two About Natural Environment Tasks (50%)
- Two Experience in Natural Environments Tasks (50%)

Students undertake:

- 4 activity days per semester
- 1 Journey preparation day
- 1 three-day outdoor journey in natural environments



LEARNING AREA: HEALTH AND PHYSICAL EDUCATION

Subject Name:	Physical Education
Level of Study:	Year 10
Length of Course:	Year
Mandatory / Elective:	Mandatory

What will be in the course?

Students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues related to exercise physiology, fitness, training, skill acquisition and first aid. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations that include but are not limited to, volleyball, netball, table tennis, softball, target games and recreational pursuits.

Subject Name:	Sports Science
Level of Study:	Year 10
Length of Course:	Semester or Year
Mandatory / Elective:	Elective

What will be in the course?

Year 10 Sports Science is a course designed to give students with a passion for Health and Physical Education the opportunity to pursue contemporary issues within the field of exercise and sports science. The major focus of the course and learning is to improve performance, health and participation of individuals, athletes and teams through training, coaching and performance analysis. This course has been designed to help students develop the expertise to become a leader in exercise and sport science, and have the opportunity to study in the fields of biology, technology, behaviour and best practices that underpin exercise and sport science.

At the end of this course students should be able to:

- Demonstrate practical skills and strategies in a variety of sporting contexts
- Gather, investigate, interpret data and apply this to identify Key Performance Indicators within a range of sports
- Reflect upon and critically analyse their own performances in both theoretical and practical contexts
- Use some of the most contemporary sports technology to analyse and enhance performance
- Identify key leadership strategies
- Ascertain possible tertiary study and career opportunities within the exercise and sport science field
- Effectively communicate with peers in a group environment to work towards a shared goal.



LEARNING AREA: HEALTH AND PHYSICAL EDUCATION

The Sports Science course includes a core of knowledge and understanding that will be applied to sporting contexts. Below is a list of potential topics to be studied throughout the course of the semester. The following content would be addressed within Sports Science:

- Use of GPS tracking and analysis in different sports
- Planning and implementation of training programs for athletes
- Theories and practices of leadership and coaching in a sports setting
- Scientific principles of sports nutrition
- Analysis of elite sports performances
- Energy system applications to sport and exercise
- Sport and exercise careers investigation



LEARNING AREA: HUMANITIES

Subject Name:	Business Innovation
Level of Study:	Stage I (can be studied by Year 10 students)
Length of Course:	Semester or Year
Mandatory / Elective:	Elective

What will be in the course?

In Stage I Business Innovation, students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. In a time when design-led companies outperform other companies, students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. The customer is at the centre of the innovation process and the generation of viable business products, services, and processes.

At Pulteney Grammar School, Stage I Business Innovation will be delivered via the Shark Tank eSchool program provided via Adelaide University.

In this subject, students are expected to explore problems and generate possible solutions to meet customer problems or needs using a customer-focused approach. They develop and apply financial awareness and decision-making skills using assumption-based planning tools and respond to and apply business and financial information to develop and communicate business models. Students will analyse and evaluate the effectiveness of business models, explore and analyse opportunities presented by digital and emerging technologies in business contexts, and apply communication and collaborative skills in business contexts.

Subject Name:	Commerce
Level of Study:	Year 10
Length of Course:	Semester or Year
Mandatory / Elective:	Elective

What will be in the course?

Year 10 Commerce explores Australia's economic, legal and financial world and the ways in which households, businesses and government's make decisions that affect the allocation of scarce resources both nationally and globally. Students receive an introduction to how the economy operates, as well the role of the government in dealing with issues. Key concepts of the Legal System will be studied with reference to past and contemporary events.

They develop knowledge and understanding of financial information and transferable skills that enable them to contribute to society. Students will learn the importance of money in an economy, personal finance and how credit and debt impact young people. Students investigate and analyse real-world economic, legal and business issues to develop problem solving, collaboration and critical thinking skills. This will enable them to be better placed to successfully participate as adults in economic and business activities which helps them to improve their future financial well-being.

Year 10 Commerce is an excellent choice for students who wish to study Accounting, Economics, Legal Studies, or Business Innovation in Years 11 and 12.

Note: A school issued examination exists for this subject



LEARNING AREA: HUMANITIES

Subject Name:	Geography
Level of Study:	Year 10
Length of Course:	Semester
Mandatory / Elective:	Elective

What will be in the course?

Geography helps students shape their thinking about local and global issues which affect their future. In our increasingly globalised world, a deep understanding of current affairs — deforestation, ageing and youthful populations, engagement with our neighbours in Asia – is critical. The contemporary course studied at Pulteney Grammar will prepare students for an uncertain future and equip them with the skills and knowledge to help solve the ‘wicked problems’ facing not only Australia, but the world.

Year 10 Geography is an excellent choice for students who wish to study Geography, Biology, Legal Studies, Tourism, or Economics in Years 11 and 12.

Geographies of Human Wellbeing

- Measuring wellbeing and development
- Case study: Life in the slums of Mumbai
- Population and demographics

Environmental Change and Management

- Fieldwork: Managing Australian woodlands
- Case study: Deforestation in Costa Rica and the Amazon
- Environmental world views

Note: A school issued examination exists for this subject



LEARNING AREA: HUMANITIES

Subject Name:	History
Level of Study:	Year 10
Length of Course:	Semester
Mandatory / Elective:	Mandatory

What will be in the course?

The History curriculum is organised into two interrelated strands: historical knowledge and understanding and historical inquiry and skills. The curriculum includes personal, family, local, state or territory, national, regional and world history as well as a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day.

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

Students will study History in either Semester 1 or 2 based on their other elective choices.

What will be studied in the course?

- The Modern World and Australia
- World War Two
- The War in the Pacific: WWII Depth Study
- The Globalising World: Popular Culture
- Indigenous Rights and Freedoms

Note: A school issued examination exists for this subject



LEARNING AREA: HUMANITIES

Subject Name:	Human Rights
Level of Study:	Year 10
Length of Course:	Semester or Year
Mandatory / Elective:	Elective

What will be in the course?

Through Human Rights, students can become more informed about the social, political, economic, and cultural factors that affect, or have affected, different societies both past and present. Students develop skills to investigate, research, and analyse aspects of different societies.

Students will gain an understanding of how human rights impact culture, value and belief systems, and political and social structures. They will develop an understanding of individual societies and the interdependence of societies, and the skills to reflect on differences and similarities of different societies to the Australian context.

Human Rights also offers student an opportunity to reflect critically upon the significance of factors such as class, ethnicity, power and gender and other factors that affect the individuals and groups within a range of societies.

This subject will develop students' communication skills, and, in particular, their abilities to read critically, write in clear prose, make relevant and informed contributions to class discussions, reference correctly, and present ideas in a variety of ways.

This subject offers students the opportunity to study a range of societies and aspects defining those societies, both in the past and in the present. This may include:

- History
- Culture and cultural diversity
- Social, economic and political structures

- Issues affecting those societies
- Future implications for these societies
- The impact of social justice on national identity

Year 10 Human Rights is an excellent choice for students who wish to study Legal Studies, Geography, or Economics in Years 11 and 12.

Semester 1

- The Genesis of Human Rights
- The Exploitation of Human Rights
- The Transatlantic Slave Trade to the Civil Rights Movement
- Asylum Seekers, Australia, and the Global Context

Semester 2

- The "History Wars"
- Closing the Gap
- Dumb, Drunk, and Racist: Australia, multiculturalism, and national identity

Note: A school issued examination exists for this subject



LEARNING AREA: LANGUAGES

Subject Name:	Chinese (first language pathway)
Level of Study:	Year 10
Length of Course:	Year
Mandatory / Elective:	Elective

What will be in the course?

Students are immersed in Chinese and continue to develop their bilingual and bicultural identities. They explore how their identities are changing through their lived experience in Australia, identifying points of difference between their own values and those around them. This subject leads to Stage I Chinese at the Background Speakers level, which has a focus on the understanding of Chinese language and culture in the context of Australia.

In Year 10, students will:

- use language in a range of contexts across family, school, community and social situations to further develop their skills in communicating with range of audiences and contexts.
- experiment with western genre conventions in their Chinese speech and writing and with ways of expressing and developing their perspectives effectively for diverse audiences.
- Continue their comparative language studies of English and Chinese.
- Further their understanding of the differences and similarities between Chinese and Australian culture.
- gain a clear understanding of what is expected of them in SACE Chinese at the background speakers level.

At the end of the Year 10 Chinese program, students should be able to:

- sustain extended interactions with diverse individuals and groups
- collate and evaluate a range of spoken, written and multimodal sources to convey different perspectives to different audiences
- respond to authentic texts and create a range of persuasive, informative and imaginative texts
- reflect on their own experiences of interacting across diverse linguistic and cultural contexts, and move readily between languages and cultures.

Note: A school issued examination exists for this subject



LEARNING AREA: LANGUAGES

Subject Name:	Chinese (Second Language Learner Pathway)
Level of Study:	Year 10
Length of Course:	Year
Mandatory / Elective:	Elective

What will be in the course?

Students strengthen their language and cultural understanding through the lens of various themes such as; personal identity, the environment, schooling, travel and daily routine. Students use language in and beyond the classroom to interact with others in person and via digital communication tools. They respond to a variety of multimodal, spoken and written texts, and apply what they learn about how language works to experiment with language structures and create their own texts.

In this course, students will:

- Acquire a deeper understanding of how language works, in the key areas of listening, speaking, reading and writing.
- Develop the ability to communicate with more complex Chinese language constructions.
- Continue their comparative language studies of English and Chinese.
- Further their understanding of the differences and similarities between Chinese and Australian culture.
- Gain a clear understanding of what is expected of them in SACE Chinese at the Continuers' level.

At the end of the Year 10 Chinese program, students should be able to:

- Initiate and maintain interactions in written and spoken Chinese
- Interact with others to make decisions, solve problems, and negotiate
- Use both rehearsed and spontaneous language when interacting
- Locate, analyse and record information, feelings and opinions from a range of texts
- Reflect on their own cultural identity in light of their experience of learning Chinese

Note: A school issued examination exists for this subject



LEARNING AREA: LANGUAGES

Subject Name:	German (continuers)
Level of Study:	Year 10
Length of Course:	Year
Mandatory / Elective:	Elective

What will be in the course?

Students strengthen their language and cultural understanding through the lens of various themes such as; personal identity, the environment, schooling, travel and daily routine. Students use language in and beyond the classroom to interact with others in person and via digital communication tools. They respond to a variety of multimodal, spoken and written texts, and apply what they learn about how language works to experiment with language structures and create their own texts.

In this course, students will:

- Acquire a deeper understanding of how language works, in the key areas of listening, speaking, reading and writing.
- Develop the ability to communicate with more complex German language constructions.
- Continue their comparative language studies of English and German.
- Further their understanding of the differences and similarities between German and Australian culture.
- Gain a clear understanding of what is expected of them in SACE German.

At the end of the Year 10 German program, students should be able to:

- Initiate and maintain interactions in written and spoken German
- Interact with others to make decisions, solve problems, and negotiate
- Use both rehearsed and spontaneous language when interacting
- Locate, analyse and record information, feelings and opinions from a range of texts
- Reflect on their own cultural identity in light of their experience of learning German

Note: A school issued examination exists for this subject



LEARNING AREA: LANGUAGES

Subject Name:	Japanese (continuers)
Level of Study:	Year 10
Length of Course:	Year
Mandatory / Elective:	Elective

What will be in the course?

The Year 10 students will explore the linguistic and cultural components that surround learning Japanese at this level. They will be encouraged to reflect on their language learning and explore connections between their own culture and Japanese culture. They will develop the ability to communicate in Japanese using more complex grammar structures and vocabulary. Skills will be enhanced across speaking, listening, reading and writing and they will be prepared for the Stage I SACE Course.

At the end of the course in Japanese at Year 10 level, students should be able to:

- Listen and respond to texts and interpret meaning
- Develop thinking skills and make connections between a range of texts
- Identify and analyse patterns and systems of language in Japanese
- Engage in conversations to exchange information.

Course content is organised in a manner that demonstrates a range of grammatical tasks, cultural assignments and speaking activities. Themes of work are studied covering many topics and sub-themes.

- Growing up in Japan and Australia – Past Tenses, particles and Katakana revision
- School and Study – Negative Form of Adjectives and Te Form
- Leisure Time – Plain Form of verbs
- Excursions and Outings – Location Words, giving directions
- Modern and Traditional Japan, clothing and housing

Note: A school issued examination exists for this subject



LEARNING AREA: MATHEMATICS

Subject Name:	Core Mathematics
Level of Study:	Year 10
Length of Course:	Year
Mandatory / Elective:	It is mandatory for a student to study a Mathematics subject

What will be in the course?

This course is developed to cater for students who require additional support in Mathematics. They cover the same topics and content as the Year 10 Australian Curriculum but with a practical interpretation to help students meet the minimum requirements of the achievement standards. It focuses on consolidating core mathematical concepts and developing vital literacy and numeracy skills. Content in the second semester may be adjusted to suit the cohort of students.

Note: A school issued examination exists for this subject

Subject Name:	Mathematics
Level of Study:	Year 10
Length of Course:	Year
Mandatory / Elective:	It is mandatory for a student to study an Mathematics subject

What will be in the course?

The mathematics content includes number and algebra, measurement and geometry, and statistics and probability. The mathematics content also includes the proficiency strands of understanding, fluency, problem-solving and reasoning. The proficiencies are integral components of the mathematics content and support and enhance the learning of concepts as mathematical skills are developed and refined.

At the end of the Year 10 Mathematics, students will have:

- Developed skills in computation and problem solving.
- Developed the ability to apply Mathematical ideas, rules and procedures to particular situations and problems.
- Developed an appreciation of Mathematics as a relevant and useful activity.
- Acquired a background of mathematical knowledge, concepts, symbolic representation and terminology appropriate to their stage of mathematical development.
- Developed positive attitudes towards Mathematics.

Please note that calculators are a compulsory item. Their use is introduced in a number of contexts during the year.

Note: A school issued examination exists for this subject



LEARNING AREA: MATHEMATICS

Subject Name:	Mathematics 10A
Level of Study:	Year 10
Length of Course:	Semester
Mandatory / Elective:	Elective (only available Semester 2)

What will be in the course?

Mathematics 10A is for those students who have a developing interest and passion for mathematics.

The course will run adjunct to the Mathematics (*not* Core Mathematics) course.

Although not a prerequisite course, this subject leads into Specialist Mathematics in Stages 1 and 2.

- To continue the preparation for future study in Mathematics by emphasising setting out and presentation of work and an understanding of the basic principles, including logical thinking.
- To develop confidence in the students' ability to do Mathematics.
- To develop positive attitudes to Mathematics as an interesting, enjoyable and challenging subject.
- To develop skills in computation and problem solving.
- To develop an ability to recognise mathematical patterns and relationships.
- To develop students' ability to apply mathematical knowledge and skills to solving problems in familiar and unfamiliar situations.

Please note that graphic calculators are a compulsory item. Their use is introduced in a number of contexts during the semester.

Note: A school issued examination exists for this subject



LEARNING AREA: PERFORMING ARTS

Subject Name:	Dance
Level of Study:	Stage I
Length of Course:	Year
Prerequisite:	NA

What will be in the course?

In this course, there are four main areas of study. Technique is where the students will develop the ability to demonstrate, within regular dance classes, dance skills through known and unknown combinations of movements. In composition the students will create an original composition using problem solving skills with additional stimuli as well as create a journal of 500 words. In performance, a rehearsed and developed dance will be created and performed in front of a live audience under performance conditions. Lastly, a response will be created (max. 800 words) that is a researched analysis and evaluation of a dance. This course is strongly rooted in the practical aspects of dance from performance to technical development and understanding to analysis and choreographic composition.

How will I be assessed?

School Assessment (100%)

- Performance. 1 x public performance of approx. 2 - 4 minutes per semester. (30%)
- Technique. Demonstrate skills through dance classes (20%)
- Composition. 1 x new work plus 500 word paper per semester (25%)
- Response/analysis of a significant contemporary dance work (per semester) of a maximum (25%)

Subject Name:	Drama
Level of Study:	Year 10
Length of Course:	Semester or Year
Mandatory / Elective:	Elective

What will be in the course?

Students acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual. Students analyse texts and other materials, performances, and their own learning. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in their own ideas.



LEARNING AREA: PERFORMING ARTS

Course Description Learning Outcomes

- Demonstrate skills and imagination in physical and vocal expression
- Demonstrated understanding of dramatization techniques and strategies
- Demonstrated understanding of the 'page to stage' process
- Understanding of Drama in an historical context
- Demonstrated understanding of the importance of theatre in the community
- Collaboration and co-operation skills

Content Summary

- Group performance of a devised work
- Dramatizing of text through research, rehearsal and performance
- Theatre in context
- History of Drama (20th Century) and style
- Excursions to live theatre events

Note: A school issued performance examination exists for this subject



LEARNING AREA: PERFORMING ARTS

Subject Name:	Music
Level of Study:	Year 10
Length of Course:	Year
Mandatory / Elective:	Elective

What will be in the course

In this course there four distinct elements which are solo performance, arranging/composing, theory/aural/harmony and analysis.

In solo performance the students will perform twice in a public concert context two programs of 5 – 6 minutes each. In arranging/composition students will learn techniques of arranging a composition and apply them to an arrangement or their own creation using a specific instrumentation and other inclusions.

In theory/harmony/aural study students will further develop their understanding of these literacy aspects of music and develop increased skills, knowledge and understanding of them including all intervals, triads, 7th chords, diatonic 7th chords, the jazz vehicle and harmonising a melody, cadences, rhythmic and melodic dictation, all common time signatures, all key signatures, modes and scales.

Finally, the course will look at two periods of musical history in the context of analysing two seminal 20th Century musical works created by iconic musicians. In Semester 1 we look at the development of Jazz and Duke Ellington in particular, while analysing his work, Koko. In Semester 2 we look at the life and music of Leonard Bernstein and his work, West Side Story.



LEARNING AREA: PERSONAL LEARNING PLAN

Subject Name:	Personal Learning Plan
Level of Study:	Year 10
Length of Course:	Full Year
Note:	The Personal Project is a compulsory SACE 10-credit subject. Students must achieve a passing grade or better to complete the subject successfully and gain their SACE. This subject is delivered within the Year 10 Wellbeing Program.

What will be in the course?

The Personal Learning Plan (PLP) is a subject designed to help students make informed decisions about their personal development, education, and training. A programme of learning is a key component of the PLP and provides students time to work together with their teachers and other experts to develop knowledge and skills for planning their own personal pathway. The aim is for each student to achieve success in the SACE and to prepare for work, further study, and community life.

Specifically, the PLP is designed to develop students' capabilities and to focus their learning goals. It is a programme that helps students make, review, and adjust their personal plans and decisions about learning choices in order to best prepare them for their education, career pathways and future life.

The PLP aims to involve students in a programme of learning so that they develop knowledge and skills that will enable them to:

- Identify appropriate future options
- Choose appropriate subjects and courses for their SACE
- Review their strengths and areas for development
- Identify goals and plans for improvement
- Monitor their actions, review, and adjust plans as needed to achieve their goals.

Students are required to demonstrate their learning by providing evidence of their performance. Students will be required to undertake between 4 assessment tasks, and must achieve a C grade or better to be successful in this subject and meet the requirements of the SACE.



LEARNING AREA: SCIENCE

Subject Name:	Science
Level of Study:	Year 10
Length of Course:	Year
Mandatory / Elective:	Mandatory

What will be in the course?

The Science content includes the three strands of science understanding, science inquiry skills and science as a human endeavour. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The Science curriculum encourages the students' intrinsic curiosity as they ask questions, test their ideas, and use their senses to observe the world around them.

Students will be encouraged to:

- Develop a range of concepts, processes and skills such as designing investigations.
- Obtain information from a variety of sources and critically analyse and evaluate information.
- Apply knowledge to solve a variety of problems
- Develop an understanding of the diverse applications of science in the modern world.
- Develop informed decisions on socially relevant issues related to science.

The course includes a core knowledge which consists of the following three units and topics.

- Biology
 - Genetics
 - Evolution
- Chemistry
 - Periodic Table
 - Carbon Chemistry
- Physics
 - Forces and Motion

Students also select one of the following options:

- Robotics
 - Construct a robot from the LEGO Mindstorm kit
 - Design modifications, algorithms and strategies to overcome engineering challenges
- Psychology
 - Scientific approach to investigating and explaining human behaviour
 - Memory

Each unit takes eight weeks and is taken by a specialist teacher.

Note: A school issued examination exists for this subject



LEARNING AREA: SCIENCE

Subject Name:	Extension Science
Level of Study:	Year 10
Length of Course:	Semester or Year
Mandatory / Elective:	Elective

What will be in the course?

Extension Science is for those students who have a developing interest and passion for Science. The course will run adjunct to the mandatory Science course. Students will be encouraged to:

- Develop observational and research skills
- Improve their use of scientific language in verbal and written communication
- Increase their understanding of Occupational Health and Safety Issues
- Develop and improve lateral thinking and problem-solving skills
- Develop their understanding of the interrelationships within the sciences
- Develop an understanding of the interrelationships between Science and Technology

The course includes a core of knowledge but has a strong emphasis on scientific discovery, interpretation and application to a wide range of problems.

Potential topics include

- Practical Science
- Forensic Science
- Cosmology
- Qualitative Analysis
- Cells
- Relativity
- Molecular Gastronomy



LEARNING AREA: VISUAL ARTS

Subject Name:	Art 2D/3D
Level of Study:	Year 10
Length of Course:	Semester or Year
Mandatory / Elective:	Elective

What will be in the course?

The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, exploration, experimentation with media and technique, through to the resolution and production of practical work. Art engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking, investigation, the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Subject Name:	Design
Level of Study:	Year 10
Length of Course:	Semester or Year
Mandatory / Elective:	Elective

What will be in the course?

The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions. Design engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking, investigation, the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Students gain an appreciation of the role of the design cycle in design conceptualisation, research and production. A more advanced investigation of the design process in relation to product design is undertaken and a problem solving approach is adopted to develop and communicate solutions visually. The role of technology, traditional drawing and model making techniques are given equal emphasis in the development of design concepts. Students are encouraged in their use of appropriate language and terminology, while also appreciating the role of design in society (past and present).



LEARNING AREA: VISUAL ARTS

Subject Name:	Photography and Multimedia
Level of Study:	Year 10
Length of Course:	Semester or Year
Mandatory / Elective:	Elective

What will be in the course?

Photography and Multimedia is a learning area that draws together related but distinct art, photography and digital media forms. While these forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts and photographic practices across a range of cultures and places, with a particular focus on creative photography. In Visual Arts, students experience and explore the concepts of photographic practitioners, photographic and digital media works, world and audience. Students learn in, through and about creative photographic practices. Students develop practical skills and critical thinking which inform their work as a practitioner and audience.

This course builds on elements of photography but with greater emphasis upon camera skills and creative photographic techniques. In addition emphasis will be placed on the use of contemporary digital, computer, film, video and multimedia technology and its creative application in the arts. Students will be required to use written language and terminology, plan and document processes while also gaining an appreciation of the role photography plays in the Visual Arts.

At the end of the programme in Year 10 Photography and Multimedia, students should be able to:

- Conceive, develop and create art works within a photographic medium
- Demonstrate individuality, creativity and presentation skills in their photography
- Show evidence of the development of ideas in a visual form; demonstrate knowledge of, and facility in, the skills, techniques and technologies associated with creating photographic image-making
- Demonstrate knowledge of photographers, artists and their works through investigation, writing, discussion and visual representation
- Describe, analyse and respond to art works in their social, historical or cultural context.



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