



Gawler & District College B-12



Year 10 Curriculum Guide 2023

# From Our Principal

We believe that:

- Learning is a partnership to be shared by the student, the school and their parents/ caregivers.
- Our objective is to provide a supportive School environment in which students can achieve their greatest potential.
- This will be achieved if students, supported by their families, always strive for excellence and give of their best and view learning as a lifelong process.
- Every endeavour should be made to make learning engaging for students.

Angie Michael, Principal

## Course Selection

Making choices of subjects is very important. Every student should make a serious effort to plan their curriculum pathway to enable them to follow their chosen career path and interests.

In selecting a course students should consider:

- The curriculum pattern
- Student interests
- Career choices and/or post school options
- Parent wishes
- Current subjects and progress
- Subject teacher recommendations

Students can get help to choose the most appropriate course by talking to:

- Parents and/or their friends
- Home Care Teacher
- Subject Teachers
- Year Level Manager

Parents can help by:

- Being positive, supportive and encouraging
- Assisting in finding information

Remember:

- Subject choices must be based on as much information as possible.
- YOU are responsible for YOUR subject choices.
- Subjects must be selected for the whole year.
- Choose carefully. Selections are considered to be FINAL and it may not be possible to make changes.
- The school will make every effort to offer the subjects that you select. However, this may not be possible.

You will be consulted if changes need to be made.



## Introduction & Content

### Choosing Subjects

Carefully read the subject descriptors before selecting your units.

We suggest you keep this Curriculum Guide for all of next year so that you may refer back to this information in discussing study plans for next year and beyond.

Progression to the next level of study is dependent upon students meeting the work and assessment requirements to a satisfactory (C grade) standard. Promotion and course selection may have to be negotiated individually if student achievement is not satisfactory.

Additional information is available to students through sessions with Home Care teachers, year level assemblies, special assemblies for particular topics and discussions with subject teachers. Students are also encouraged to access other sources of information.

Whilst there is a set curriculum pattern of required subjects at Years 8-10, some flexibility is possible to meet individual student needs.

Students, with assistance from parents/caregivers and counselling from Home Care teachers and/or counselling personnel, nominate their subject preferences.

The school timetable is constructed on the basis of student choices within the constraints of staffing and school resources.

Although every effort is made to accommodate all student preferences this is not always possible. Where students are unable to study their selected subjects they are re-counselled to enable them to select appropriate replacement subjects.

Students, with support from parents, will have limited opportunities to make changes to the chosen course.



### Year 10 Curriculum

Year 10 is structured to support students through adolescence and ensure that learning occurs in an environment that promotes enthusiasm, commitment and continuous improvement, so that students achieve their greatest potential.

#### **WE OFFER:**

A broad and balanced curriculum across the 8 areas of study  
Extensive access to computers throughout the school  
Access to a broad range of sporting and other extra-curricular activities  
Celebration of student success

A comprehensive pastoral care program and encouragement of student leadership and participation in decision-making.

#### **Year 10**

- All students will complete compulsory subjects of:
- English
- Mathematics
- Science or Science Advanced
- Health and Physical Education
- History
- PLP
- Research Practices
- Students will also study elective subjects (descriptions of these subjects are in this booklet)



### Health and Physical Education

1 Unit - COMPULSORY

**Choose 1 (either Core A or Core B)**

#### **CORE A**

This course will support students to develop the knowledge, understanding and skills they require to improve their own and others' health and wellbeing, movement and participation in physical activity. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services. This course includes both theory and practical activities. This course will cover the focus areas of Relationships and Sexuality and Mental Health and Wellbeing combined with the practical focus areas of Softball, Basketball, Games Creation and Futsal.

#### **CORE B**

**Core Choice 2: Health, Wellbeing and Active Lifestyle** This course is an alternative HPE Core Course that places less emphasis on team and competitive games. It explores recreation and healthy lifestyle activities that have lower intensities while also having a greater focus on Health and Wellbeing. The course has a more balanced time allocation for practical and theory tasks with more time offered to Health and Wellbeing theory than practical tasks. Examples of practical activities may include walking to be active, individual and low intensity games such as lawn bowls, yoga, team building, fitness and other recreational and active pursuits. This is guided by student interest. Theoretically, students will cover similar topics to those in HPE Core but more time is offered for deeper discussion and further study on these or other areas of interest. Although HPE is a Core subject the course is designed to improve educational outcomes for those students who typically may not have enjoyed HPE Core sports. Students will still address all Australian Curriculum requirements.

A large, faded version of the school crest is centered in the background. It features a tree with a white trunk and green foliage, set against a light blue background. Below the tree, there is a white book icon. The entire crest is set within a shield-shaped frame.

# ELECTIVES



### Psychology

#### 1 Units

Students of Psychology investigate and learn about thoughts, feelings and behaviour and factors that influence these. Students will explore how Positive Psychology is used to assess and maintain mental wellbeing in a variety of contexts. Students will explore Psychology as a Science by participating in a research program and reporting their findings, collating data on relevant social issues and using 21st century skills to present their conclusions. There are no prerequisites for this course, however, higher grades in both English and Science will be an advantage.

Topics may include:

- Introduction to Psychology
- Sport Psychology
- Forensic Psychology
- Mental wellbeing

### Conservation Land Management

#### 1 Unit

This may be offered as a one semester course at Stage 1 and will be open to students from both Year 10 and Year 11. Students may have the opportunity to complete competencies from VET units from Certificate I and II Land Management (Wetlands), Certificate I in Conservation Land Management (Agriculture) or Certificate I in Agriculture (Agriculture). This may enable students to undertake further studies either at TAFE or possibly at school. Students will be given the opportunity to undertake the following:

- Weed identification and weed control measures – spray application, manual removal, competition
- Lawn and ground maintenance – mowing, edging, fertilising
- Planting in the Wetlands – ground preparation, mulching, planting, monitoring growth
- Maintenance of native vegetation areas
- Maintenance of water and soil quality

Students will have the opportunity to receive training for the safe use of equipment and machinery: such as mower – ride on and push; brush cutter; mulcher / chipper; leaf/ grass blower; water pump.

Students will complete a range of assessment tasks.

### STEM

#### 1 Unit

Preference will be given to students who have achieved a 'B' or better in both Maths and Science in the previous year. This SACE Stage 1 subject can be selected by both Year 10 and Year 11. This course is designed to offer extra opportunities in Science, Technology, Engineering, Mathematics and is excellent exposure for those interested in developing a level of thinking promoted by universities. Students will work to solve real-world issues within the community and will have the opportunity to engage with industry professionals.

Assessment: Students will engage in a collaborative investigation, involving the identification and deconstruction of a problem, designing and testing a possible solution, documenting the outcomes and finally presenting this to an audience.

Students will investigate the impact of Science as a Human Endeavour in a relevant field of their choosing (e.g. The effect of 3D printing on accessibility to prosthetic limbs).

Tasks assessing practical scientific inquiry skills. Example activities may include: developing a filter for safe drinking water, utilising hydroponic systems to efficiently grow produce, creating a low-cost bionic hand.

### History

#### 1 Unit

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. Students investigate wartime experiences through an in depth study of World War II. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. Students can expect to examine the significant events of World War II, including the Holocaust and use of the atomic bomb. Students will also get the opportunity to look at life for a range of people in the aftermath of World War II.



### Geography

1 Unit

There are two units of study in the Year 10 curriculum for Geography: 'Environmental change and management' and 'Geographies of human wellbeing'. While studying 'Environmental change and management', students will explore human-induced environmental changes that challenge sustainability. Further, they will investigate how we can manage these changes. The 'Geographies of human wellbeing' unit provides students with the opportunity to examine the concept of human wellbeing, and explore programs designed to reduce the gap between differences in wellbeing. Students will develop many of the skills required for the study of Geography in Stage 1 and Stage 2.

### Photography

1 Unit

### Video Production/Effects

1 Unit

### Music - Experience

2 Units Full Year

Prerequisite: 'C' grade or better in Year 9 Music or by interview with The Arts Coordinator.

### Music - Advanced

2 Units Full Year

Prerequisite: 'C' grade or better in Year 9 Music or by interview with The Arts Coordinator.

### Sound Technology

1 or 2 Units

Prerequisite: 'C' grade or better in Year 9 Music or by interview with The Arts Coordinator.

### Visual Arts: Art

1 OR 2 UNITS

It is assumed that students are interested in developing their skills and will be prepared to work in a range of media.

Students will complete the following tasks:

1. Visual Study: Written (250 word) and practical exploration and investigation into Artists and Art Styles.
2. Art Folio: Explore creative 2D and 3D ideas, methods, media, techniques based on research and inspirations.
3. Practicals: Produce and exhibit final art works. Write an artist's statement (250 word) which reflects on the development and outcome of their artworks.

Students will be given the opportunity to attend excursions to view artworks.



### Visual Arts: Design

1 OR 2 Units

Students will learn to negotiate a 'Design Brief', research and gather ideas to generate original and practical solutions to design problems including Graphic, Product and Environment Design.

Students will undertake the following tasks:

1. Visual Study: Written (250 word) and practical exploration and investigation of a Design Style.
2. Design Folio: Develop and follow design briefs that allow for research, visual thinking and creative problem solving, using a range of media including computer software to develop concepts in Architecture, Product and Graphic Design.
3. Practicals: Produce final presentations derived from the folio. Write (250 word) a statement which reflects on their own design works.

Students will be given the opportunity to travel outside of the school to view design works.

### Drama

1 OR 2 Units

The Year 10 Drama program focuses on performance. Students create their own significant works within drama and use the theories and scripts of others to begin this work.

Assessment includes:

Performance 40%

- Performance techniques, script writing and Interpretation in a group production

Ensemble 15%

- Rehearsal process and participation in performance.

Folio 20%

- Review Writing the works of others, (professional and within school). The opportunity to view professional work will incur a small fee.

- An evaluation on a group performance.

Investigation and Presentation 25%

- A topic from the history of drama and theatre will be studied to extend the student's appreciation of the role of drama in culture.

### Specialist PE

1 Unit

This course will support students to develop the knowledge, understanding and skills they require to improve their own and others' health and wellbeing, movement and participation in physical activity.

Senior PE concepts and assessment strategies will be introduced to best prepare students for future success. Students will demonstrate a range of roles within the organisation of games and sport especially skill learning and coaching. This course includes both theory and practical activities.

Students will cover the focus areas of Benefits of Physical Activity and skill acquisition combined with the practical areas of Touch, Badminton, Netball and Futsal. Prerequisite: Compulsory 'B' or better in Year 9 and/or 10 Core HPE.

### Specialist Sport - Baseball

1 or 2 Units

Entry into the course will be determined by a skills and understanding assessment along with academic and behavioural eligibility criteria being met. This course will be taught over a full year and can be completed in subsequent years by successful participants. The course will develop high-level skills and understandings of Baseball and include the support of the Gawler Rangers Baseball Club and Baseball SA. Students will complete the compulsory HPE core requirements of the Australian curriculum within the course and therefore will study it in place of usual core classes. Students involved in the program will receive a specialist Baseball uniform and compete in a range of state based and possibly national competitions. The Baseball program will also award students with presentation nights, community engagement, visits to club and elite level facilities and access to a range of specialist guest coaching.



### Food (Home Economics)

1 or 2 Units

This course is ideal for students who enjoy food, cooking and entertaining. Practical work will focus on the development of food preparation and presentation skills as well as planning social occasions. Students will be given the opportunity to participate in the National McCormack flavour competition.

### Child Studies

1 or 2 Units

The knowledge gained in this course will give students an understanding of child development. Students will link this knowledge to practical activities across a range of projects including food, play and safety.

### Food & Nutrition

1 Unit

This course will investigate aspects of Food and Nutrition with a focus on healthy eating. Students will participate in investigating, planning, preparing and presenting a range of dishes suitable for breakfast, lunch, dinners and snacks. Students will work individually and in groups.

### Textiles

1 Unit

The fashion industry will be the focus of this course. Students will explore current fashion trends and their impact on society. Students will negotiate a project or projects of interest to them. Students will model creations and participate in 'Wool for School' a national fashion garment designing competition. Students may be required to purchase some of their materials.

### Japanese

2 Units / FULL YEAR

Students will build upon their prior knowledge to extend their ability to use and understand Japanese. Using an extensive range of written and spoken texts, students develop a wide range of communication skills which enable them to interpret and further express thought, feelings and experiences in

Japanese. Through learning multiple languages students develop a capacity for learning that can be applied to other learning areas and wider community experiences. Students continue to work within a social learning environment where they support each other's learning, and develop confidence, risk-taking skills, and self-esteem. The use of Information Technologies is still highly valued in Year 10 and students will continue to produce documents in

Japanese and access interactive websites to support their learning. Students are assessed against a criteria relevant to an extended level of study.

Differentiation of learning supports students with varying levels of prior knowledge, skills and abilities. Prerequisite: Achievement of 'C' grade or better in Year 9 Japanese.



### **Metalwork**

1 Unit

Students will develop their skills and understanding in: Gas Welding, Metal Cutting & Forming, and Basic Metal Machining. Students will use these skills to design, fabricate and then evaluate a product, in alignment with the Australian Curriculum.

Recommended for students considering careers in metal fabrication industry and desiring to participate in Stage 1 & 2 Metalwork. A charge will be levied at the start of the course to cover the cost of materials used.

### **Try a Trade (Tech Studies)**

Units -

### **Computer Aided Design (CAD)**

1 Unit

Students will use a computer aided design program to develop skills and knowledge of basic drawing techniques and CAD. They will develop designing and planning skills within a structured design exercise and demonstrate manufacture their product using computer-controlled 3D printer. Recommended for students interested graphic and product design, students considering entering any construction trades and following the Industry Pathways Program and students desiring to participate in Stage 1 CAD.

### **Jewellery Making**

1 Unit

Students will develop an understanding of jewellers and how they approach design work for different customers and how material can impact design decisions. This will involve investigating and critiquing different designs while creating their own through the semester in line with the Australian Curriculum.

Students will use a variety of hand skills and workshop machines to create small pieces of jewellery with a variety of materials such as; timber, acrylic and soft metals.



### Food (Home Economics)

1 Unit

### Information Processing and Publishing

1 Unit

This course is for students to enhance skills in production of desktop publishing and digital presentations. Students design publications such as magazine pages, menus, invitations and brochures applying the principles of design.

Digital presentations include interactive quizzes, unattended kiosk displays and blogs. Students also develop keyboarding skills and learn touch typing techniques as per Australian standards.

Adobe InDesign CC is the preferred software.

Students may develop publications for real life tasks.

Health and posture issues in relation to computer work are also discussed throughout the course.

Assessment consists of a formative folio of work, publications such as menu, poster, recipe book etc, and touch typing progress.

This course leads on to Information Processing and Publishing at Stage 1 and Stage 2.

