

Curriculum

Handbook

GOLDEN GROVE HIGH SCHOOL

2022 - Year 10



Respect - Equality - Pride - Integrity - Resilience

"Success for all"



Government of South Australia
Department for Education

2022 Golden Grove High School Year 10 Curriculum Handbook

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Year 10 Compulsory Subjects

English

Subject	English	Year Level	10
	English	SACE Credits	Nil
Learning Area	English	Length	Full year
Career Chart			
Course Outline	<p>Students will study a range of texts, both written and visual, which will include classic and contemporary literature such as novels, short stories, plays, films and poems. They will also examine popular literature in the form of song lyrics, comics, television serials, cartoons, magazines and other similar texts.</p> <p>Students will examine the language used in the media and in everyday life, using a variety of texts such as, policies, discussions, debates, talk-back radio, newsletters and various electronic communications.</p> <p>They will develop their reading, listening, speaking, writing, viewing, investigating, researching and thinking skills by finding information, analysing texts and by producing a large variety of their own texts, in oral, written and multimodal forms.</p> <p>All students will participate in a Short Story Writing program in class and as part of an inter-class competition.</p> <p>They will further extend their reading experience during a weekly silent, sustained reading session</p>		
Topics Included	<ul style="list-style-type: none"> • Text Analysis: Novel, Film, Poetry, Everyday texts • Text Production: Narrative, Persuasive, Recount 		
Assessment	<ul style="list-style-type: none"> • Text Production 50% • Text Analysis 50% 		
Additional Cost	\$10.00 for performance (compulsory)		
Recommendation /Prerequisites			

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Subject	English Accelerated (Only by Selection Process)	Year Level	10
Learning Area	English	SACE Credits	Nil
Career Chart	English	Length	Full year
Course Outline	<p>Students will study this subject as prescribed by the Australian Curriculum. Students will be invited to join these classes on the basis of their performance in Year 9 English and teachers' recommendations. Students in accelerated classes will deal with a number of texts of a more challenging nature and in greater depth than those being studied in other English classes.</p> <p>Students will continue to develop their English language skills by studying a range of texts, both written and visual, which will include classic, contemporary and popular literature. At least one play by Shakespeare will be studied.</p> <p>Students will also examine the language used in the media, and in everyday life, and will present personal viewpoints in discussions, debates and expository writing. They will develop their reading, listening, speaking, writing, viewing, investigating, researching and thinking skills by analysing texts and by producing a large variety of their own texts, in oral, written and multimodal forms. All students will participate in a Short Story Writing program in class and as part of an inter-class competition. They will further extend their reading experience during a weekly silent, sustained reading session.</p>		
Topics Included	<ul style="list-style-type: none"> • Text Analysis: Novel, Film, Poetry, Everyday texts • Text Production: Narrative, Persuasive, Recount 		
Assessment	<ul style="list-style-type: none"> • Text Analysis 50% • Text Production 50% 		
Additional Cost Recommendation /Prerequisites	\$10.00 for performance (compulsory)		

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Subject	Essential (Support) Literacy (Years 8 -10)	Year Level	10
Learning Area	English	SACE Credits	Nil
Career Chart	English	Length	Full year
Course Outline	<p>Students will undertake a modified program to cater for individual literacy needs. Identified students will have either a One Plan or an Individual Education Plan.</p> <p>Students will build on their existing knowledge, skills and experience to improve their English skills. Assessment will be based on the completion of a range of tasks, assignments, investigations and projects.</p>		
Topics Included	<ul style="list-style-type: none"> • Functional Literacy • Spelling, Grammar • Creative Writing • Reading a variety of texts • Report Writing • Resume Writing • Application Writing 		
Assessment	<ul style="list-style-type: none"> • Text Analysis • Text Production 		
Additional Cost Recommendation /Prerequisites	Students are included in this course via teacher recommendation, and NAPLAN data.		

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Subject	Essential English	Year Level	10
	English	SACE Credits	Nil
Learning Area	English	Length	Full year
Career Chart			
Course Outline	<p>Students will study this subject as prescribed by the Australian Curriculum. Students will be recommended to join these classes based on their performance in Year 9 English and teachers' recommendations.</p> <p>This course is designed to improve the literacy skills of students who are below benchmark in NAPLAN or PATR testing. Students will undertake work that is explicitly designed to improve writing skills and reading comprehension skills. Students will have the opportunity to progress into mainstream English classes if their results show they have improved beyond required benchmarks.</p> <p>Assessment will be based on a range of written tasks.</p> <p>This course leads on to Essential English at Stage 1 level.</p>		
Topics Included	<ul style="list-style-type: none"> • Students will study this subject as prescribed by the Australian Curriculum. 		
Assessment	<ul style="list-style-type: none"> • Text Analysis • Text Production 		
Additional Cost	Nil		
Recommendation /Prerequisites			

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Year 10 Compulsory Subjects

Mathematics

Subject	Pre-General Mathematics	Year Level	10
	Mathematics	SACE Credits	Nil
Learning Area		Length	Full year
Career Chart	Mathematics		
Course Outline	Content explored within the topics will prepare students for Stage 1 General Mathematics.		
Topics Included	<ul style="list-style-type: none"> • Money and Financial Mathematics • Patterns and Algebra • Using Units of Measurement • Linear and Non-linear Relationships • Geometric Reasoning • Pythagoras and Trigonometry • Chance • Data Representation and Interpretation 		
Assessment	<ul style="list-style-type: none"> • Structured Assessment Tasks (Tests and Assignments) • Investigations 		
Additional Cost	Students require a scientific calculator (the Casio fx 82 AU PLUS is recommended \$22.00 GST incl).		
Recommendation /Prerequisites	Students will be placed into this course based on performance and achievement in Year 9, as well as teacher recommendations.		

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Subject Learning Area	Pre-Mathematical Methods	Year Level	10
	Mathematics	SACE Credits	Nil
Career Chart	Mathematics	Length	Full year
Course Outline	Content explored within the topics will prepare students for Stage 1 Mathematical Methods.		
Topics Included	<ul style="list-style-type: none"> • Patterns and Algebra • Using Units of Measurement • Linear and Non-linear Relationships • Geometric Reasoning • Pythagoras and Trigonometry • Chance • Data Representation and Interpretation • Real Numbers 		
Assessment	<ul style="list-style-type: none"> • Structured Assessment Tasks (Tests and Assignments) • Investigations 		
Additional Cost	Students require a scientific calculator (the Casio fx 82 AU PLUS is recommended \$22.00 GST incl).		
Recommendation /Prerequisites	Students will be placed into this course based on performance and achievement in Year 9, as well as teacher recommendations.		

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Subject	Pre-Numeracy	Year Level	10
	Learning Area	Mathematics	SACE Credits
Career Chart	Mathematics	Length	Full year
Course Outline	Content explored within the topics will prepare students for Stage 1 Numeracy.		
Topics Included	<ul style="list-style-type: none"> • Money and Financial Mathematics • Using Units of Measurement • Linear Relationships • Pythagoras and Trigonometry • Geometric Reasoning • Data Representation & Interpretation • Chance 		
Assessment	<ul style="list-style-type: none"> • Structured Assessment Tasks (Tests and Assignments) • Investigations 		
Additional Cost	Students require a scientific calculator (the Casio fx 82 AU PLUS is recommended \$22.00 GST incl).		
Recommendation /Prerequisites	Students will be placed into this course based on performance and achievement in Year 9, as well as teacher recommendations.		

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Subject Learning Area	Numeracy (One Plan)	Year Level	10
	Mathematics	SACE Credits	10
Career Chart	Mathematics	Length	Full year
Course Outline	<p>This course does not lead to any further study in Mathematics. Successful students will achieve 10 credits towards the SACE and satisfy the compulsory SACE Numeracy requirement.</p> <p>Students will extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts.</p>		
Topics Included	<ul style="list-style-type: none"> • Calculations, Time and Ratio • Earning and Spending • Measurement 		
Assessment	<ul style="list-style-type: none"> • Skills and Application Tasks • Mathematical Investigations 		
Additional Cost	Students require a scientific calculator (the Casio fx 82 AU PLUS is recommended \$22.00 GST incl).		
Recommendation /Prerequisites	Students who complete the Year 9 Numeracy program will undertake this course in Year 10.		

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Subject	Numeracy	Year Level	10
	Learning Area	Mathematics	SACE Credits
Career Chart	Mathematics	Length	Full year
Course Outline	<p>This course does not lead to any further study in Mathematics. Successful students will achieve 10 credits towards the SACE and satisfy the compulsory SACE Numeracy requirement.</p> <p>Students will extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts.</p>		
Topics Included	<ul style="list-style-type: none"> • Calculations, Time and Ratio • Earning and Spending • Measurement 		
Assessment	<ul style="list-style-type: none"> • Skills and Application Tasks • Mathematical Investigations 		
Additional Cost	Students require a scientific calculator (the Casio fx 82 AU PLUS is recommended \$22.00 GST incl).		
Recommendation /Prerequisites	This course will be offered to a cohort of students based on teacher recommendations.		

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Year 10 Compulsory Subjects

Science

Subject	Science	Year Level	10
Learning Area	Science	SACE Credits	Nil
Career Chart	Biology Chemistry Environmental Science Psychology	Length	Full year
Course Outline	Year 10 Science exposes students to many concepts and content from the various science disciplines. It is a mixture of theory, group work and practical lessons in the STEM Centre.		
Topics Included	<p>Genetics: Students describe the role of DNA and use models to represent the relationship between DNA, genes and chromosomes. They investigate mutations in DNA, as well as learn how to represent patterns of inheritance in dominant/recessive characteristics.</p> <p>The Periodic Table: Students learn how to recognise which elements have the same properties and therefore are able to describe the structure of atoms in terms of electron shells. They explain how the electronic structure of an atom determines its position in the periodic table, as well as its properties.</p> <p>Motion: Students use data to analyse everyday motions produced by forces. They investigate distance, time, speed, mass and acceleration. Students also learn about Newton's three laws.</p> <p>Evolution: Students learn about the processes involved in natural selection. They describe biodiversity and relate genetic characteristics to survival and reproductive rates.</p> <p>Reactions: Students investigate how chemistry can be used to create and produce useful substances such as fuels, metals and pharmaceuticals. They learn how to predict products in chemical reactions, how to use words and symbols to represent these reactions, and what speeds them up.</p> <p>Energy: Students learn about the Law of Conservation of Energy and explain how it is maintained in energy transfer and transformation. They learn about energy efficiency and use models to describe how energy is transferred and transformed within systems.</p>		
Assessment	<ul style="list-style-type: none"> • End of topic tests • Science as a human endeavour tasks • Investigations 		
Additional Cost Recommendation /Prerequisites			

Year 10 Compulsory Subjects

Health and Physical Education

Subject	Health and Physical Education (Sport Focus)	Year Level	10
Learning Area	HPE	SACE Credits	Nil
Career Chart	Outdoor Ed Physical Education Health	Length	1 Semester
Course Outline	<p>Students studying Health and Physical Education will engage in learning in an experiential environment that is contemporary, relevant and actively engaging. The practical component of this course will provide a focus on lifestyle-based activities that provides an alternative to ‘traditional’ sports. This course will promote the knowledge, skills and understanding necessary for students to pursue lifelong physical activity. In the theory component of this course, students will study a range of relevant health topics, building upon knowledge gained in previous years. Students will delve deeper into a wide range of issues, proposing initiative and practices that can be used to improve their own health and that of the community</p>		
Topics Included	<p>Practical Topics:</p> <ul style="list-style-type: none"> • Touch Football • Badminton • Netball • Archery • Cricket <p>Theory Topics:</p> <ul style="list-style-type: none"> • Relationships and Sexuality - Students investigate what makes a healthy vs unhealthy relationship and explore a range of issues related to this (eg. power, abuse, consent etc.). They also investigate the role that stereotypes can have on individuals and the community and ways in which these can be broken down. • Health Benefits of Physical Activity - Students investigate the benefits of an active lifestyle at an individual, community and national level and investigate strategies to involve themselves and promote active lifestyles within the community 		
Assessment	Assessment will be based on both practical and theory assessment aligned to the Australian Curriculum		
Additional Cost	Nil		
Recommendation /Prerequisites	All students will study either Health and Physical Education (Sport Focus) OR Health and Physical Education (Lifestyle Focus)		

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Subject	Health and Physical Education - (Lifestyle Focus)	Year Level	10
Learning Area	HPE	SACE Credits	Nil
Career Chart	Outdoor Ed Physical Education Health	Length	1 Semester
Course Outline	<p>The practical component of this course will provide a focus on lifestyle-based activities that provides an alternative to ‘traditional’ sports. This course will promote the knowledge, skills and understanding necessary for students to pursue lifelong physical activity.</p> <p>In the theory component of this course, students will study a range of relevant health topics, building upon knowledge gained in previous years. Students will delve deeper into a wide range of issues, proposing initiative and practices that can be used to improve their own health and that of the community</p>		
Topics Included	<p>Practical Topics:</p> <ul style="list-style-type: none"> • Group Dynamics - Students participate in a range of active challenges that improve their communication, collaboration and teamwork skills. • Outdoor Fitness Pursuits - Students engage in a range of outdoor recreational activities (eg bushwalking), exploring ways they can be physically active within the greater outdoors. • Recreational Activities - Students individually participate in 2 x 3 week blocks of activities that can be played socially and recreationally as well as competitively (eg archery). • Fitness Activities - Students participate in a wide range of personal fitness activities which link to local community-based activities and develop plans to improve their own and others’ fitness. <p>Theory Topics:</p> <ul style="list-style-type: none"> • Relationships and Sexuality - Students investigate what makes a healthy vs unhealthy relationship and explore a range of issues related to this (eg. power, abuse, consent etc.). They also investigate the role that stereotypes can have on individuals and the community and ways in which these can be broken down. • Health Benefits of Physical Activity - Students investigate the benefits of an active lifestyle at an individual, community and national level and investigate strategies to involve themselves and promote active lifestyles within the community. 		
Assessment	Assessment will be based on both practical and theory assessment aligned to the Australian Curriculum		
Additional Cost	Excursions will attract an extra cost – approximately \$50.		
Recommendation /Prerequisites	All students will study either Health and Physical Education (Sport Focus) OR Health and Physical Education (Lifestyle Focus)		

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Subject	Physical Education - (Special Focus Touch) (by invitation only)	Year Level	10
Learning Area	HPE	SACE Credits	Nil
Career Chart	Outdoor Ed Physical Education Health	Length	1 Semester
Course Outline	<p>Students are required to have successfully participated in previous Touch Football focus classes and have displayed a positive approach to the practical program and the related theoretical concepts. Students are expected to wear the correct GGHS sports uniform for all practical activities.</p> <p>Students study concepts relating to exercise physiology and apply them to their own and others' participation in Touch Football practical-based lessons. Students also use a range of methods to collect and analyse data (including heart rate monitors, GPS units, taking of game statistics etc.) relating to their participation in sport or physical activity and utilise their knowledge of theoretical concepts to draw conclusions about specific activities and evaluate their own strengths and weaknesses</p>		
Topics Included	<ul style="list-style-type: none"> • Application of energy sources affecting physical performance • Application of the effects of training on physical performance • The effect of training on the body • Physiological barriers and enablers to physical activity 		
Assessment	<ul style="list-style-type: none"> • Type 1: Performance Improvement Task • Type 2: Physical Activity Investigation 		66% 34%
Additional Cost Recommendation /Prerequisites	Nil Selection in this course will be by invitation only with the majority of students continuing on from the Year 9 program. This Touch Football focus course counts as the selected students' Optional PE unit at Year 10.		

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Year 10 Compulsory Subjects

Humanities and Social Sciences (HASS)

Subject Learning Area	History	Year Level	10
	HASS	SACE Credits	Nil
Career Chart	History	Length	1 Semester
Course Outline	<p>In their final compulsory semester of History, students consolidate the historical knowledge, understanding and skills gained since Year 7 by studying the 20th and 21st centuries. They focus on the modern world and Australia from 1918 to the present, which provides an excellent basis for continuing to study Modern History and other HASS subjects for the SACE.</p> <p>Students continue to apply the concepts that make the discipline of history unique: significance, continuity and change, cause and effect, evidence, perspectives and interpretation. They make connections between the world today, our recent past, and possible futures.</p>		
Topics Included	<ul style="list-style-type: none"> • World War II, including the Holocaust and use of the atomic bomb at Hiroshima and focussing on the experiences of Australians at war • Rights and Freedoms, including the Universal Declaration of Human Rights and Aboriginal and Torres Strait Islander peoples' ongoing struggle for equality and reconciliation. 		
Assessment	Includes an essay, sources analysis and examination.		
Additional Cost	Nil		
Recommendation /Prerequisites	Nil		

Year 10 Compulsory Subjects

Personal Learning Plan

Subject Learning Area	Personal Learning Plan	Year Level	10
	Personal Learning Plan	SACE Credits	10
Career Chart	Any Career from Art to Textiles and Design	Length	Semester
Course Outline	<p>The Personal Learning Plan (PLP) is a compulsory subject which all Year 10 Students will study as part of the SACE.</p> <p>Students will be developing an understanding of the 7 SACE Capabilities by sharing their current understanding and personal experience of them. The activities involved will assist them in identifying their personal strengths and areas for development, creating goals and connecting them to the SACE Capabilities. The PLP will help students to plan their SACE studies, map out their future, and identify personal and learning goals needed to achieve progress towards work, training or higher education.</p> <p>Students review their personal and learning goals and reflect on the effectiveness of the strategies they developed to achieve their goals.</p> <p>They also review:</p> <ul style="list-style-type: none"> • how they developed their selected capability or capabilities • how the development of their selected capability or capabilities helps to achieve their goals 		
Topics Included	<ul style="list-style-type: none"> • Understanding and Explaining the Capabilities. Students identify their personal strengths and areas for development, creating goals and connecting them to the SACE Capabilities • SMART Goal setting • Pathways planning • Entrepreneurship • Design Thinking process • Review and Reflection 		
Assessment	<p>Assessment Type 1: Folio</p> <ul style="list-style-type: none"> • Personal Development through the Capabilities 25% • Goal Setting and Pathway Planning 30% • Entrepreneurship Passion Project or Negotiated Investigation [Career Investigation] 20% <p>Assessment Type 2: Review</p> <ul style="list-style-type: none"> • Review and Reflection 25% 		
Additional Cost Recommendation /Prerequisites	Students may be involved in excursions for which additional costs may be incurred.		
	Students must pass PLP with an A, B, or C grade to fulfil the requirements of the SACE (South Australian Certificate of Education).		

Year 10 Choice Subjects

The Arts

Subject	Visual Art - Art	Year Level	10
	Learning Area	The Arts	SACE Credits
Career Chart	Art Industrial Arts	Length	Semester or Full Year
Course Outline	<p>The school yearbook is produced by students enrolled in this semester course. There are limited places available, which may result in a selection process being used to identify those students most suited.</p> <p>Students will develop their graphic design skills through the collecting, collating and production of the school yearbook. This is a student-driven project with the class involved in every aspect of management and production including theme development, layout, photography, editing and proofing to produce a print ready product.</p> <p>While this course has a strong practical component, students will also expand their knowledge of graphic design theory. They will develop an understanding about how visual conventions are used to convey meaning and create aesthetic value. Students will also evaluate the effect of culture/time and place on graphic design and be able to understand the purpose of design work.</p>		
Topics Included	<ul style="list-style-type: none"> • Visual Elements • Analysis • Compositional Principles • Tonal Value 		
Assessment	<ul style="list-style-type: none"> • Folio 30% • Practical 30% • Visual Study 40% 		
Additional Cost Recommendation /Prerequisites	\$10 per semester		

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Subject	Visual Art - Design	Year Level	10
	Learning Area	The Arts	SACE Credits Nil
Career Chart	<u>Art</u> <u>Industrial Arts</u>	Length	Semester or Full Year
Course Outline	<p>It is recommended that students have completed at least one semester of Art in the Middle School.</p> <p>Students develop and refine practical skills used in graphic, environmental and product design industries including software techniques, publishing and prototype production. The development and use of a design brief assists student in justifying a purpose for their work.</p> <p>Students will analyse connections between design pieces within movements and understand how visual conventions are used to convey meaning and create aesthetic value. They will also evaluate the effect culture, time and place have on design work</p>		
Topics Included	<ul style="list-style-type: none"> • Visual Elements • Analysis • Design Principles 		
Assessment	<ul style="list-style-type: none"> • Folio 30% • Practical 30% • Visual Study 40% 		
Additional Cost Recommendation /Prerequisites	\$10 per semester		

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Subject	Creative Arts – Design (Yearbook)	Year Level	10
Learning Area	The Arts	SACE Credits	10
Career Chart	Art Industrial Arts	Length	Semester
Course Outline	<p>The school yearbook is produced by students enrolled in this semester course. There are limited places available, which may result in a selection process being used to identify those students most suited.</p> <p>Students will develop their graphic design skills through the collecting, collating and production of the school yearbook. This is a student-driven project with the class involved in every aspect of management and production including theme development, layout, photography, editing and proofing to produce a print ready product.</p> <p>While this course has a strong practical component, students will also expand their knowledge of graphic design theory. They will develop an understanding about how visual conventions are used to convey meaning and create aesthetic value. Students will also evaluate the effect of culture/time and place on graphic design and be able to understand the purpose of design work.</p>		
Topics Included	<ul style="list-style-type: none"> • Visual Elements • Design Principles • Theory 		
Assessment	<ul style="list-style-type: none"> • Folio • Practical • End product 		
Additional Cost Recommendation /Prerequisites	Nil		

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Subject	Dance	Year Level	10
	Learning Area		The Arts
Career Chart	Performing Arts	Length	Semester or Full Year
Course Outline	<p>The performance component will require evening attendance. Appropriate dance wear is essential.</p> <p>This course is designed to build fundamental skills in the areas of technique, composition and performance. Students are also exposed to the history of dance, stagecraft skills, safe dance practices and varying dance styles.</p>		
Topics Included	<ul style="list-style-type: none"> • History of Dance • Composition • Performance • Technique 		
Assessment	<ul style="list-style-type: none"> • Performance 30% • Reflection 20% • Analysis 20% • Composition 30% 		
Additional Cost Recommendation /Prerequisites	Nil		

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Subject	Dance – Special Interest Dance	Year Level	10
Learning Area	The Arts	SACE Credits	Nil
Career Chart	Performing Arts	Length	Full Year
Course Outline	<p>The performance component will require attendance during the evening. Appropriate dance wear is essential.</p> <p>This course is designed for students with established skills. Core subjects are classical and modern technique, theory, performance and composition with extension topics in stagecraft, jazz technique and anatomy.</p> <p>Students currently in Year 9 Special Interest Dance have the option of continuing with Special Interest Dance at Year 10 level, or changing to general Year 10 Dance. If sufficient places are available general students who have studied Dance privately, may audition for a place in the Special Interest class.</p>		
Topics Included	<ul style="list-style-type: none"> • History of Dance • Composition • Performance • Technique 		
Assessment	<ul style="list-style-type: none"> • Performance 30% • Reflection 20% • Analysis 20% • Composition 30% 		
Additional Cost Recommendation /Prerequisites	Nil		

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Subject	Drama	Year Level	10
	Learning Area	The Arts	SACE Credits
Career Chart	Performing Arts	Length	Semester or Full Year
Course Outline	<p>Students will view at least one live production, which could be a production performed by Golden Grove High School Performing Arts classes or an external professional production. Some costs may be involved for viewing live performances or attending events. Some out of hour's commitment may be required.</p> <p>Students will be required to take part in Production Week where they will miss scheduled lessons to prepare for the production</p> <p>This course focuses on skill development in performance, stagecraft, the history of Drama and writing for Drama. Some students might begin to study and specialise in technical and design aspects of theatre. Students will be involved in individual and small group performances and full class performances. Performances will be devised to reflect and encompass a range of target audiences.</p> <p>Focus in all areas will be on the student as a performer and/or designer and as a spectator. The course will culminate in a group production each semester. Written assessment includes review and script writing, research and design projects, and a report on the major group production. Practical assessment includes skills learned, individual and group work, and the student's role in the class production.</p>		
Topics Included	<ul style="list-style-type: none"> • Stagecraft skills • Improvisation • Text Analysis • Group Production 		
Assessment	<ul style="list-style-type: none"> • Stagecraft/Improvisation 30% • Text analysis 20% • Reflection 20% • Group Production 20% • Group Production Reflection 20% 		
Additional Cost Recommendation /Prerequisites	\$20 for viewing performances		

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Subject	Media Arts (formerly Digital Imaging)	Year Level	10
Learning Area	The Arts	SACE Credits	Nil
Career Chart	Art Industrial Arts	Length	Semester
Course Outline	<p>In this course, students develop practical digital skills whilst exploring, manipulating and integrating various forms of media including images, text, video and basic animation.</p> <p>This course has a strong practical component.</p> <p>Students design and create media artworks using digital media technologies. This includes producing a series of Photoshop images in response to given design briefs, creating animated gifs and video production.</p> <p>This subject leads to Stage 1 and 2 Digital Multimedia and Music Technology as well as Creative Art – Design (Yearbook Production).</p>		
Topics Included	<ul style="list-style-type: none"> • Visual Elements • Photoshop • Adobe • Design 		
Assessment	<ul style="list-style-type: none"> • Visual Elements • Design process and production • Reflection 		
Additional Cost Recommendation /Prerequisites	Nil		

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Subject	Music	Year Level	10
Learning Area	The Arts	SACE Credits	Nil
Career Chart		Length	Full Year
Course Outline	<p>Students will have Music classroom lessons and instrumental lessons for the whole year. Instrumental tuition is provided at the school with group lessons provided by the Education Department music instructors at no cost.</p> <p>Please note that keyboard, vocal and guitar lessons are not available at school.</p>		
Topics Included	<p>Students:</p> <ul style="list-style-type: none"> • undertake instrumental lessons • participate in class ensemble • are encouraged to participate in ensemble and solo performances • study aural, theory and analysis • study music in its historical and social context • use computers to arrange music 		
Assessment	<ul style="list-style-type: none"> • Music Theory • Performance • Reflection 		
Additional Cost	\$120 fee per semester for hire of an instrument if required.		
Recommendation /Prerequisites	It is preferable for students to be able to play an instrument.		

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Year 10 Choice Subjects

Capabilities Pathway

Subject	Academic Extension (Semester one)	Year Level	10
Learning Area	Capabilities Pathway	SACE Credits	Nil
Career Chart	Any Career from Art to Textiles and Design	Length	Semester
Course Outline	<p>This is a cross-disciplinary extension course, which may be completed initially as a SACE Stage 1 Integrated Learning Unit, receiving 10 SACE Credits. Students compete in teams in the World Scholars' Cup and the Ethics Olympiad. Then students pursue their own chosen Personal Venture/s.</p> <p>Upon successful completion of <i>this</i> SACE Stage 1 Unit, Year 10-12 students may choose to complete <i>this</i> course at SACE Stage 2.</p>		
Topics Included	<p>World Scholars' Cup Students develop their Critical and Creative Thinking skills by preparing for the World Scholars' Cup. Teams of three compete for individual and team medals in this two-day interschool team competition, which is based on six subjects: Art and Music, History, Literature and Media, Science and Technology, Social Studies and a different Special Area each year. Students participate in four events:</p> <ol style="list-style-type: none"> 1. Team Quiz (analytical/multi-media challenges) 2. Collaborative Writing (on one of the six subjects) 3. Multiple-choice Test (awarding each subject) 4. Secret Topic Debates (behind closed doors). <p>Ethics Olympiad (Semester One) Students develop both their Ethical Understanding and their Critical Thinking Skills in the Ethics Olympiad: an eight-case challenge for teams of five students. They must demonstrate their reasoning skills by applying the ethical theories they have learnt to current real-world ethical dilemmas, in an attempt to answer the question: "<i>What is the right thing to do in this situation, and why?</i>" Students may be selected to represent GGHS in the annual interschool Middle School Ethics Olympiad and the annual Philosothon.</p> <p>Personal Venture Students choose their own Personal Venture, eg.</p> <ul style="list-style-type: none"> • Critical and Creative Thinking: Debating SA • Ethical Understanding: Philosothon • ICT Capability: Bebras/CAT/OUCC Competitions • Intercultural Understanding: Evatt Diplomacy • Literacy: Poetry/Play/Story-Writing Competitions • Numeracy: MASA Maths Competition • Personal and Social Capability: Public Speaking Competitions, YMCA Parliament. 		
Assessment	<p>SACE STAGE 1 ASSESSMENT Students demonstrate the development of their Capabilities through these three assessment types:</p> <ul style="list-style-type: none"> • Practical Exploration (World Scholars' Cup) 35% • Connections (Ethics Olympiad Teams): 35% • Personal Venture (Choose your own.) 30% 		

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Additional Cost Recommendation /Prerequisites	SACE STAGE 2 ASSESSMENT Students demonstrate the development of their Capabilities through these four assessment types: <ul style="list-style-type: none">• Practical Exploration (World Scholars' Cup) 25%• Connections (Ethics Olympiad Teams) 25%• Personal Venture 1 (Choose your own.) 25%• Personal Venture 2 (Choose your own.) 25%
	TBA
	An application form must be completed, as places for this course are limited. NOTE: Academic Extension: Semester One <i>may be completed more than once, since the challenges set, and the topics addressed, change every year.</i> Application Form Click here or Application Forms



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Subject	Academic Extension (Semester two)	Year Level	10
Learning Area	Capabilities Pathway	SACE Credits	Nil
Career Chart	Any Career from Art to Textiles and Design	Length	Semester
Course Outline	<p>This is a cross-disciplinary extension course, which may be completed initially as a SACE Stage 1 Integrated Learning Unit, receiving 10 SACE Credits. Students compete in teams in the World Scholars' Cup and the Ethics Olympiad. Then students pursue their own chosen Personal Venture/s.</p> <p>Upon successful completion of <i>this</i> SACE Stage 1 Unit, Year 10-12 students may choose to complete <i>this</i> course at SACE Stage 2.</p>		
Topics Included	<p>Tournament of Minds (TOM) Students develop their Creative Thinking Skills in the Tournament of Minds: a six-week challenge for teams of seven Year 8-10 students. There is a Long-term Challenge in either the Arts, Language/Literature, Social Sciences or STEM (Science, Technology, Engineering, Maths) and a Spontaneous Challenge. For the Long-term Challenge, each team must create: their own play addressing the challenge criteria, their script, and all sets, props and costumes (on a limited budget). Then they present their play at Flinders University one Sunday in September. The unseen Spontaneous Challenge on Tournament Day requires the rapid interchange of ideas, the ability to think creatively and great group work skills.</p> <p>Ethics Olympiad (Semester Two) Students develop both their Ethical Understanding and their Critical Thinking Skills in the Ethics Olympiad: an eight-case challenge for teams of five students. They must demonstrate their reasoning skills by applying the ethical theories they have learnt to current real-world ethical dilemmas, in an attempt to answer the question: "What is the right thing to do in this situation, and why?" Students may be selected to represent GGHS in the annual interschool Senior School Ethics Olympiad and the annual Philosothon.</p> <p>Personal Venture Students choose their own Personal Venture/s, e.g.</p> <ul style="list-style-type: none"> • Critical and Creative Thinking: Debating, ICAS Science, Poetry Magazine Cover <p>Art Competition</p> <ul style="list-style-type: none"> • Ethical Understanding: Philosothon • ICT Capability: Bebras and ICAS Competitions • Intercultural Understanding: UN Youth's 'Voice' Public Speaking Competition <p>and Forums</p> <ul style="list-style-type: none"> • Literacy: ICAS English, Spring Poetry and Eden Prize Essay Competition • Numeracy: ICAS Maths Competition • Personal and Social Capability: First Aid Training, Leadership Conference, Legacy's Plain English Speaking Award, YMCA Parliament 		
Assessment	<p>SACE STAGE 1 ASSESSMENT Students demonstrate the development of their Capabilities through these three assessment types:</p> <ul style="list-style-type: none"> • Practical Exploration (Tournament of Minds) 35% • Connections (Ethics Olympiad Teams) 35% • Personal Venture (Choose your own.) 30% 		

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Additional Cost Recommendation /Prerequisites	SACE STAGE 2 ASSESSMENT Students demonstrate the development of their Capabilities through these four assessment types: <ul style="list-style-type: none">• Practical Exploration (Tournament of Minds) 25%• Connections (Ethics Olympiad Teams) 25%• Personal Venture 1 (Choose your own.) 25%• Personal Venture 2 (Choose your own.) 25%
	TBA
	An application form must be completed, as places for this course are limited. NOTE: Academic Extension: Semester Two <i>may be completed more than once, since the challenges set, and the topics addressed, change every year.</i> Application Form Click here or Application Forms



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Subject	Entrepreneurship (Self-Directed Leadership)	Year Level	10
Learning Area	Cross Disciplinary	SACE Credits	10/20(Self Directed Program)
Career Chart	Any Career from Art to Textiles and Design	Length	Semester / Full Year
Course Outline	<p>This 'subject' may be undertaken as part of the Student Voice, Peer Support, Club Sport, coaching, leadership in the workforce /sports or social club.</p> <p>Using a real world, self-directed learning model, students will undertake an inquiry to determine a solution, idea or issue that aligns with their leadership area of interest. Students will undertake the design process where they will work independently and collaboratively, undertake peer and self—review and explore and examine different contexts and applications of entrepreneurial skills sets and dispositions. Students will demonstrate their learning through an evidence folio and interview.</p> <p>Depending on the focus of their leadership interest, students will engage with critical and creative thinking, problem solving and personal development.</p> <p>This subject is well suited for students who are interested in leadership, are part of a social enterprise or are a volunteer and want to build their organisational, presentation and collaborative skills</p> <p>NOTE: this subject may be undertaken 'offline' by negotiation with the teacher.</p>		
Topics Included	<p>The Entrepreneurial endeavour will be self-directed and chosen by the student</p> <ul style="list-style-type: none"> • The Design Process • The pitch/prototype • Capabilities in Action 		
Assessment	<ul style="list-style-type: none"> • Knowledge and Application • Reflection and Critical Thinking <p>Students will be assessed against predetermined Essential Requirements and Indicators Students need to submit an application form and attend an interview with their teacher to have their self-directed community learning recognised as part of their SACE Stage 1 as either 10 or 20 credits.</p> <p>Recognition application — Self-directed Community Learning Form</p>		
Additional Cost Recommendation /Prerequisites			

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Subject	Entrepreneurship (Social/Financial)	Year Level	10
Learning Area	Cross Disciplinary	SACE Credits	10/20 (Self Directed Program)
Career Chart	Any Career from Art to Textiles and Design	Length	Semester / Full Year
Course Outline	<p>Using a real world, self-directed learning model, students will undertake an inquiry to determine a solution, idea or issue that aligns with their leadership area of interest. Students will undertake the design process where they will work independently and collaboratively, undertake peer and self—review and explore and examine different contexts and applications of entrepreneurial skills sets and dispositions. Students will demonstrate their learning through an evidence folio and interview. Depending on the focus of their venture [social or financial], students will engage with critical and creative thinking, problem solving and personal development. This subject is well suited for students who are interested in creating a product or service. Or you have an amazing idea for a business/product that you want to augment [Bring to life] NOTE: this subject may be undertaken 'offline' by negotiation with the teacher.</p>		
Topics Included	<p>The Entrepreneurial endeavour will be self-directed and chosen by the student</p> <ul style="list-style-type: none"> • The Design Process • The pitch/prototype • Capabilities in Action 		
Assessment	<ul style="list-style-type: none"> • Knowledge and Application • Reflection and Critical Thinking <p>Students will be assessed against predetermined Essential Requirements and Indicators Students need to submit an application form and attend an interview with their teacher to have their self-directed community learning recognised as part of their SACE Stage 1 as either 10 or 20 credits.</p> <p>Recognition application — Self-directed Community Learning Form</p>		
Additional Cost Recommendation /Prerequisites			

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Subject Learning Area	Peer Support – Pre	Year Level	10
	Capabilities Pathway	SACE Credits	Nil
Career Chart	Community Services Social Science	Length	Semester
Course Outline	<p>This course is via an application process and will lead to SACE Stage 1 Integrated Learning in 2023 for Semester 1</p> <p>Students will be actively involved in the Year 7 Transition Program for 2023. This will include Primary School visits, Parent Information Night, School Tours and Transition Days to build strong connections and relationships with our Primary School students prior to them beginning.</p> <p>Working closely with Year 7 teachers, students will be supported to act as mentors to our incoming Year 7 students. They will learn a range of skills around leadership, communication, conflict resolution and problem solving. Students will develop a deeper knowledge and understanding of our school values and processes and induct the new students into our school.</p>		
Topics Included	Leadership Mentorship Building relationships Building School Culture		
Assessment	<ul style="list-style-type: none"> • Practical involvement in the Transition Program and Folio • Leadership Research Assignment • Video Reflection Assignment 		
Additional Cost Recommendation /Prerequisites	Application Form Click here or Application Forms		

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Subject Learning Area	STEM	Year Level	10
	Cross Disciplinary	SACE Credits	10
Career Chart	Any Career from Art to Textiles and Design	Length	Semester
Course Outline	<p>Skills and knowledge will be drawn from Science, Technologies, Mathematics and the Engineering design processes. There will be integration from different disciplines into a unified curriculum offering that prepares students for a rapidly changing world. Electives will be thematic, rather than content driven,</p> <p>Industry focused, solutions based, underpinned by sustainability and shaped by student. Students draw on their mathematical and scientific knowledge and use design thinking/engineering processes to individually, or collaboratively create innovative and imaginative design solutions to real world problems in a Makerspace.</p> <p>Investigation is an integral part of the learning and understanding of concepts, using scientific methods and/or engineering design processes to test ideas and develop new knowledge, with the possible inclusion of scientific methods used by other cultures.</p> <p>Practical investigations will involve a range of both individual and collaborative activities, during which students extend their inquiry skills to think critically, collaborate with others, and solve real world</p>		
Topics Included	<ul style="list-style-type: none"> • Introduction to STEM for humanity • Water: safety, hygiene and filtration systems • The Design Process Introduction • The Design Process 		
Assessment	<p>Students will undertake assessments based on problems and challenges underpinned by a real world context. Through this course they will develop skills through Science as a Human Endeavour as well as developing their Science Inquiry skills.</p> <p>Assessment Type 1: Inquiry Folio</p> <ul style="list-style-type: none"> • Science Inquiry Skills Tasks • Science as a Human Endeavour Investigation <p>Assessment Type 2: Collaborative Inquiry</p> <p>The collaborative inquiry has two parts:</p> <ul style="list-style-type: none"> • Collaborative inquiry design • Collaborative inquiry evaluation 		
Additional Cost Recommendation /Prerequisites			

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Subject	SAASTA Program Yrs 10 & 11 - (South Australian Aboriginal Sports Training Academy)	Year Level	10
Learning Area	Capabilities Pathway	SACE Credits	Nil
Career Chart	Any Career from Art to Textiles and Design	Length	Full Year
Course Outline	<p>The Aboriginal Power Cup subject has been developed using the SACE Aboriginal Studies & Integrated Learning frameworks and culminates in the annual Aboriginal Power Cup carnival, a three-day sporting event focusing on cultural activities, career pathways and the nine-a-side round robin AFL competition.</p> <p>Leading up to the carnival, students are required to work both individually and as part of their team to complete a series of curriculum tasks specifically designed around learning about their culture.</p> <p>SAASTA Shield has been developed using the SACE Cross Disciplinary Studies & Scientific Studies' frameworks and culminates in a two-day multi-sport event with teams competing to claim the annual SAASTA Shield.</p> <p>A major focus for the curriculum is for students to gain an understanding of sports science principles through the use of the latest testing equipment such as VX trackers and Heart Rate Monitors.</p> <p>Aboriginal Education</p>		
Topics Included	<p>SAASTA Information Guide Lifestyle, culture and health topics</p>		
Assessment	<p>Semester 1 10 CREDITS Aboriginal Power Cup Stage 1 Aboriginal Studies/Integrated Learning</p> <p>Semester 2 10 CREDITS SAASTA SHIELD Stage 1 Cross Disciplinary/ Scientific Studies</p>		
Additional Cost Recommendation /Prerequisites	<p>Application Form Click here or Application Forms</p>		

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Year 10 Choice Subjects

Cross-Disciplinary Studies

Subject	Entrepreneurship - (Social/Financial)	Year Level	10
Learning Area	Cross-Disciplinary Studies	SACE Credits	10/20
Career Chart	Any Career from Art to Textiles and Design	Length	Semester / Full Year
Course Outline	<p>Using a real world, self-directed learning model, students will undertake an individualised inquiry to determine a product, solution, idea or issue that aligns with their area of interest.</p> <p>Students will undertake the design process where they will work independently and collaboratively, undertake peer and self-review and explore and examine different contexts and applications of entrepreneurial skills sets and dispositions. Students will demonstrate their learning through an evidence folio and interview.</p> <p>Depending on the focus of their venture (social or financial), students will engage with critical and creative thinking, problem solving and personal development. This subject is well suited for students who are interested in setting up a business, are looking at designing a product, interested in the STEM design thinking process or shaping an idea and want to build their organisational, presentation and collaborative skills.</p> <p>NOTE: this subject may be undertaken 'offline' by negotiation with the teacher.</p>		
Topics Included	<p>The Entrepreneurial endeavour will be self-directed and chosen by the student</p> <ul style="list-style-type: none"> • The Design Process • The pitch/prototype • Capabilities in Action 		
Assessment	<ul style="list-style-type: none"> • Knowledge and Application • Reflection and Critical Thinking <p>Students will be assessed against predetermined Essential Requirements and Indicators Students need to submit an application form and attend an interview with their teacher to have their self-directed community learning recognised as part of their SACE Stage 1 as either 10 or 20 credits.</p> <p>Recognition application — Self-directed Community Learning Form</p>		
Additional Cost Recommendation /Prerequisites			

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Subject	Peer Support – Integrated Learning	Year Level	10
Learning Area	Cross-Disciplinary Studies	SACE Credits	10
Career Chart	Community Services Social Science	Length	Semester
Course Outline	<p>Students will be placed in Year 7 Home Groups in Semester 1. All Peer Support students are expected to attend the Year 7 Camp as this is a major component of the course.</p> <p>Students will study topics such as communication and conflict resolution in class, and then use their knowledge to plan activities for the younger students.</p> <p>Students will:</p> <ul style="list-style-type: none"> • develop leadership and mentoring skills • develop communication, group planning and group decision making skills • be involved in planning and designing activities for Year 8 students • reflect verbally and in writing on personal identity and group performance to identify strengths and weaknesses 		
Topics Included	<ul style="list-style-type: none"> • Communication • Conflict Resolution Leadership • Mentorship • Building relationships • Building School Culture 		
Assessment	<ul style="list-style-type: none"> • Assessment Type 1 – Practical Exploration 40% • Assessment Type 2 - Connections 40% • Assessment Type 3 – Personal Venture 20% 		
Additional Cost Recommendation /Prerequisites	<p>Compulsory Year 7 camp (subsidised amount \$190.00 GST incl)</p> <p>This subject is only available to the students who have successfully completed Peer Support Pre in the previous year or by special consideration by Mr Davis or Miss Noack.</p> <p>Application Form Click here or Application Forms</p>		

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Year 10 Choice Subjects

Health and Physical Education

Subject	Physical Education - Second Semester	Year Level	10
Learning Area	Health and Physical Education	SACE Credits	Nil
Career Chart	Outdoor Ed Physical Education Health	Length	Semester
Course Outline	<p>Students studying an optional semester of Physical Education will engage in a course which will allow them to develop and build upon skills that will be necessary for future study in the field of Physical Education at SACE level. Students will participate in a range of practical and theory lessons where they will learn how to collect, interpret and analyse data in order to evaluate the quality of movement skills, patterns, concepts and strategies.</p> <p>Students will use technological (GPS, HR, Video footage etc.) and manual (statistic collection, movement tracking maps etc.) methods of evidence collection to develop informed and in-depth understanding of how a wide range of concepts can impact the performance of, and participation in, physical activity. Students present their learning for each of the assessment tasks in a range of ways including written, video, oral or a combination of all of these.</p>		
Topics Included	<ul style="list-style-type: none"> • SEPEP (Sport Education Physical Education Program) - Students are placed into teams for the duration of a 6-week unit and participate in a mini in-lesson competition which is completely student organised and lead. Students take on a range of coaching and administrative roles, working towards building their communication and collaboration skills in order to achieve the ultimate goal of their team winning the class premiership. • Performance Improvement- Students undertake learning around practice strategies and methods that can be implemented to improve physical performance. They then implement their own strategies to improve their own personal performance within a practical unit in the sport of Hockey and collect evidence to evaluate their effectiveness. • Physiological Demands of AFL 9's - Students engage in learning around the different ways the body creates energy for movement (Energy Systems) and how this can affect performance in sport. They participate in the sport of AFL 9's and collect data which allows them to evaluate their own performance and use of energy systems within the game. 		
Assessment	Assessment will be based on the multimodal and written evaluations submitted for each topic. Each topic is weighted equally.		
Additional Cost Recommendation /Prerequisites	Nil		

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Subject	Health - Female Focus	Year Level	10
	Learning Area	Health and Physical Education	SACE Credits
Career Chart	Outdoor Ed Physical Education	Length	Semester
Course Outline	Health		
Course Outline	Students will engage in study around health issues specific to females. They will develop knowledge and skills relating to healthy lifestyles and decision making. There is an option for students to also investigate parenting issues using the baby simulator program.		
Topics Included	<ul style="list-style-type: none"> • Focus issues include: • Women’s history • Gender and sexuality • Relationships • Sexual health • Body image and self-esteem • Physical and mental wellbeing 		
Assessment	Assessment tasks may include worksheets, oral presentations, interviews, research assignments and group/collaborative work.		
Additional Cost Recommendation /Prerequisites	Additional costs may be incurred to cover practical activities or excursions		

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Subject	Health - Male Focus	Year Level	10
	Learning Area	Health and Physical Education	SACE Credits Nil
Career Chart	Outdoor Ed Physical Education Health	Length	Semester
Course Outline	<p>Students develop knowledge and skills to make responsible decisions related to sexuality, relationships and other health issues.</p> <p>There is also the option to look at parenting issues in adolescence using the Baby Simulator program.</p> <p>Weight training is also undertaken as part of the course.</p>		
Topics Included	<ul style="list-style-type: none"> • 'Men of Honour' program • 'Rock & Water' 		
Assessment	Assessment tasks may include worksheets, oral presentations, interviews, research assignments and group/collaborative work.		
Additional Cost Recommendation /Prerequisites	Nil		

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Year 10 Choice Subjects

Humanities and Social Sciences (HASS)

Subject Learning Area	Geotourism	Year Level	10
	HASS	SACE Credits	
Career Chart	Geography Environmental Science Rural Studies	Length	Semester
Course Outline	<p>This elective course follows the Australian Geography Curriculum and is a pathway to SACE Tourism and/or Environmental Studies at GGHS, or Geography as cross-campus study, in Years 11 and 12.</p> <p>Key inquiry questions are:</p> <ul style="list-style-type: none"> • How can the spatial variation between places and changes in environments be explained? • What management options exist for sustaining human and natural systems into the future? • How do world views influence decisions on how to manage environmental and social change? <p>Students participate in a compulsory field trip excursion along Adelaide’s coastline.</p>		
Topics Included	<p>Environmental Change and Management enables students to investigate specific physical environments, including the coast. They look at the impact and management of human activities such as development, tourism, and pollution in Australia and around the world.</p> <p>Geographies of Human Wellbeing focuses on the influence of tourism on human wellbeing at the global, national and local scale. Students investigate issues such as cultural sustainability and ethical tourism.</p>		
Assessment	Includes fieldwork and an examination.		
Additional Cost	\$15 compulsory field trip		
Recommendation /Prerequisites	Year 9 Geography is recommended but not a pre-requisite		

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Subject	Law and Society	Year Level	10
	Learning Area	Humanities	SACE Credits
Career Chart	Social Sciences	Length	Semester
Course Outline	<p>This elective subject follows the Australian Civics and Citizenship Curriculum and is a pathway to SACE Legal Studies and/or Society and Culture in Year 11 and 12.</p> <p>Students extend their learning from Year 9 Social Studies to the global stage. They compare Australia’s system of government with another country in Asia and consider what it takes to sustain democracy in the long term. Students learn about Australia’s commitment to global agreements such as the Universal Declaration of Human Rights. They understand the role of the High Court in interpreting Federal laws and being the final court of appeal in Australia.</p> <p>Key inquiry questions are:</p> <ul style="list-style-type: none"> • How is Australia’s democracy defined and shaped by the global context? • How are government policies shaped by Australia’s international legal obligations? • What are the features of a resilient democracy? 		
Topics Included	<ul style="list-style-type: none"> • Ethical tensions in Australia and Asia • SA Commissioner for Young People’s yChange program • UN Youth – Sustainable Development Goals • Media Literacy 		
Assessment	Includes social action, an inquiry, and an examination.		
Additional Cost	Nil		
Recommendation /Prerequisites	Nil		

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Year 10 Choice Subjects

Languages / EALD

Subject Learning Area	Japanese	Year Level	10
	Languages / EALD	SACE Credits	Nil
Career Chart	Languages	Length	Full Year
Course Outline	Students will continue to build fluency in written and spoken Japanese. They will continue to develop an awareness of the diversity of languages, cultures, and forms of intercultural communication. They will consider future pathways and prospects, including how Japanese may feature in these.		
Topics Included	This course further develops an understanding of the language and culture while focusing on communication skills in writing, speaking, listening and reading Japanese.		
	<ul style="list-style-type: none"> • Growing up • Nationalities • Famous Japanese people • Popular fast food in Australia and Japan • Shopping • Making plans with friends • City and country living • Giving directions 		
Assessment	Assessment is based on two strands, communicating and understanding. Student achievement is determined through a range of formative and summative tasks including oral, written and multimodal.		
Additional Cost Recommendation /Prerequisites	This course assumes successful completion of Japanese in Year 9. This subject must be studied as a full year course.		

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Subject Learning Area	Spanish	Year Level	10
	Languages / EALD	SACE Credits	Nil
Career Chart	Languages	Length	Full Year
Course Outline	<p>Students will continue to build fluency in written and spoken Spanish. They will continue to develop an awareness of the diversity of languages, cultures, and forms of intercultural communication. They will consider future pathways and prospects, including how Spanish may feature in these.</p> <p>This course develops an understanding of the language and culture while focusing on communication skills in writing, speaking, listening and reading in Spanish. The ability to speak fluently and with confidence is developed through school-based practice and shared learning with other schools, such as a visit to Flinders University. This course provides a solid base in preparation for Spanish at SACE level.</p> <p>ACCELERATION</p> <p>An accelerated program is available in Year 10 for high achievers. Students are required to take an exam to assess knowledge and skill level. Successful students are accelerated to a Year 11 SACE class. This provides an opportunity for more academic students to be extended. For further information, please contact the Languages Learning Area Leader.</p>		
Topics Included	<ul style="list-style-type: none"> • Personal Experiences • Future plans and future tense • Holidays • Health • Films, music, TV and novels including a visit to the Spanish Film Festival • Giving opinions • Social and environmental issues including visits to local primary school • Visit to Flinders University 		
Assessment	<p>Assessment is based on two strands, communicating and understanding. Student achievement is determined through a range of formative and summative tasks including oral, written and multimodal.</p>		
Additional Cost			
Recommendation /Prerequisites	<p>This course assumes successful completion of Year 9 Spanish. This subject must be studied as a full year course .</p>		

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Subject	English as an Additional Language or Dialect (EALD)	Year Level	10
Learning Area	Languages / EALD	SACE Credits	Nil
Career Chart	Languages English	Length	Full Year
Course Outline	<p>This course will develop communicative competence in written and spoken English, particularly in preparation for senior school and future employment opportunities. Students will learn to search for, extract and analyse information from a wide range of text types. Students will read widely and write extensively for different purposes and audiences and present ideas and opinions on various issues in group discussion and extended talks.</p> <p>Assessment will be based on the completion of a range of tasks, assignments, investigations and projects.</p>		
Topics included	<p>Topics will vary but may include</p> <ul style="list-style-type: none"> • Personal Experiences • Future plans • Holidays • Health • Films, music, TV and novels • Giving opinions • Social and environmental issues 		
Assessment	<p>Student achievement is determined through a range of formative and summative tasks including oral, written and multimodal.</p>		
Additional Cost Recommendation /Prerequisites	<p>This course is available to students previously identified as learning English as an Additional Language or Dialect.</p>		

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Year 10 Choice Subjects

Science

Subject	Engineering - (Year 10 Shared Campus Subject)	Year Level	10
Learning Area	Science	SACE Credits	Nil
Career Chart	Engineering	Length	Semester
Course Outline	<p>(Potential to be completed as a Stage 1 Scientific Studies Unit receiving 10 SACE Credits) **This is a shared campus subject and will have students from Gleeson College, Golden Grove High School and Pedare Christian College. ** This subject is particularly useful for students hoping to undertake Physics and or Chemistry at Stage 1.</p> <p>This course is designed for Year 10 students with an interest in a career in Engineering. To secure a place in this class students must be passing Year 10 Mathematics and Science.</p> <p>The school-based assessments and the external assessment will be marked with reference to the performance standards.</p> <p>The study of Scientific Studies (Engineering) includes an overview of the matter that makes up materials, and the properties, uses, means of production and reactions of these materials as well as the study of motion in two dimensions.</p> <p>Students work in small groups as an Engineering team whilst studying the elements of Chemistry, Physics and Mathematics to design and make a sports shoe. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective and critical thinkers.</p> <p>The focus capabilities for this subject are communication and learning.</p>		
Topics Included	<p>Area of Study</p> <p>Carbon Chemistry</p> <p>Two-dimensional Motion Skills</p>	<p>Topics</p> <p>Hydrocarbons</p> <p>Organic nomenclature</p> <p>Materials</p> <p>Forces</p> <p>Movement in 2D</p> <p>Experimental design</p> <p>Graphing</p>	
Assessment	<p>Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:</p> <ul style="list-style-type: none"> • Investigations Folio • Skills and Application Tasks 		
Additional Cost Recommendation /Prerequisites			

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Subject Learning Area	STEM	Year Level	10
	Science	SACE Credits	10
Career Chart	Any Career from Art to Textiles and Design	Length	Semester
Course Outline	<p>Skills and knowledge will be drawn from Science, Technologies, Mathematics and the Engineering design processes. There will be integration from different disciplines into a unified curriculum offering that prepares students for a rapidly changing world. Electives will be thematic, rather than content driven, Industry focused, solutions based, underpinned by sustainability and shaped by student. Students draw on their mathematical and scientific knowledge and use design thinking/engineering processes to individually, or collaboratively create innovative and imaginative design solutions to real world problems in a Makerspace.</p> <p>Investigation is an integral part of the learning and understanding of concepts, using scientific methods and/or engineering design processes to test ideas and develop new knowledge, with the possible inclusion of scientific methods used by other cultures. Practical investigations will involve a range of both individual and collaborative activities, during which students extend their inquiry skills to think critically, collaborate with others, and solve real world problems.</p>		
Topics Included	<ul style="list-style-type: none"> • Introduction to STEM for humanity • Water: safety, hygiene and filtration systems • The Design Process Introduction • The Design Process 		
Assessment	<p>Students will undertake assessments based on problems and challenges underpinned by a real world context. Through this course they will develop skills through Science as a Human Endeavour as well as developing their Science Inquiry skills.</p> <p>Assessment Type 1: Inquiry Folio</p> <ul style="list-style-type: none"> • Science Inquiry Skills Tasks • Science as a Human Endeavour Investigation <p>Assessment Type 2: Collaborative Inquiry</p> <p>The collaborative inquiry has two parts:</p> <ul style="list-style-type: none"> • Collaborative inquiry design • Collaborative inquiry evaluation 		
Additional Cost Recommendation /Prerequisites			

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Year 10 Choice Subjects

Technologies – Design, Digital, Food and Child Studies

Subject Learning Area	CAD (Computer Aided Design)	Year Level	10
	Technologies	SACE Credits	10/20 Credits
Career Chart	Engineering Computing & IT	Length	Semester/ Full Year
Course Outline	<p>Students at year 10 will gain 10 SACE Credits completing this course.</p> <p>This subject provides a flexible framework that encourages students to be creative and innovative, apply critical problem-solving skills and incorporate technologies to address problems and challenges that may occur while designing and engineering plans and products.</p>		
Topics Included	<p>Students will be exploring 2 areas of Computer Aided Design within their tasks.</p> <p>Solid Modeling and Design Architecture and Designing</p> <p>Students develop knowledge and skills through these topics and apply these to inform their design development in their seconded assessment.</p> <p>Students will select an area of CAD that they wish to further develop through a Design Process and Issues Study where they justify materials selected. Students will work through and create their own design process. Investigate and Analyse existing products to inform Design Development and Planning, they will then showcase their skills gained in their first tasks to produce a product or solution. Students will keep detailed records of their Design Process and Evaluate this at the end.</p>		
Assessment	<ul style="list-style-type: none"> Specialised Skills Task Solid Modeling and Designing Architecture and Planning Design Process and Product Guided design process to produce their own design or solution Evaluation Guided evaluation of their design and manufacture process 		
Additional Cost Recommendation /Prerequisites	<p>It is recommended that you have confidence in using CAD Software programs. 3D printers will be utilised during this course.</p>		

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Subject	Design Technology - Furniture Design and Manufacture	Year Level	10
Learning Area	Technologies	SACE Credits	Nil
Career Chart	Construction Industrial Arts Engineering Metalwork and Engineering Building and Construction	Length	Semester or Full Year
Course Outline	<p>In Semesters 1 and 2 students engage with Safety expectations and Safe Working Practices as they are introduced to a range of new machines and power tools.</p> <p>The course is focused on building skills in Furniture Construction and Workshop safety, using tools and begins the process of advancing them in machinery throughout the room. This course is centered on the development of an understanding of joining timber using framing and/or carcass joints in a small project.</p> <p>Issues such as Sustainability and Economics relating to the use of Timber and Furniture Production are explored throughout the course.</p> <p>This course will enable students to extend skills in the subject of Design and Technology; it allows for guided creativity and a flexible framework for learning. Students will have to use CAD programs to help aid in their manufacture of a product through guided design.</p>		
Topics Included	<ul style="list-style-type: none"> • Safe Operating Procedures for tools and machinery • Skills tasks <ul style="list-style-type: none"> Construction Joints Framing Joints Joining Methods • Table Project <ul style="list-style-type: none"> Joining Methods Finishing Methods • Guided Design Project Evaluations 		
Assessment	<p>Assessment tasks include exercises to demonstrate skill development, a Design Folio and a written reflective component. A CAD (Computer Assisted Design) component may also be offered. Assessment will be theory and practical based tasks.</p>		
Additional Cost Recommendation /Prerequisites	<p>An interest in designing and making products from timber as well as applied mathematics would be an advantage.</p>		

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Subject Learning Area	Digital Technologies	Year Level	10
	Technologies	SACE Credits	Nil
Career Chart		Length	Semester / Full Year
Course Outline	<p>Digital Technologies provide students an opportunity to extend their understanding in using programming language to solve problems. Students use different software packages to create digital solutions to practice and improve their computational thinking skills. Students must work collaboratively through the course.</p> <p>Students may explore how data can be secured through various methods such as access controls, virus checking, encryption, backups, data masking, and data erasure. Students examine malicious code such as computer viruses, malware, adware, Trojans and spyware that are used to commit cyber-attacks. Students explore how to manage data, store data and retrieve data efficiently by using database. Students use a programming language to solve real world problems. Students discover the ways that Augmented Reality impact on modern life.</p> <p>Internet credits are required through the course. It is essential to have access to the internet outside class time.</p>		
Topics Included	<ul style="list-style-type: none"> • Excel • Using social media for collaboration & engagement • Augmented Reality • Website Programming • Programming 		
Assessment	<ul style="list-style-type: none"> • Individual Assessment Task • Group Assessment Task • Research and Analysis • Digital Project • Digital Solution 		
Additional Cost Recommendation /Prerequisites			

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Subject Learning Area	Electronics	Year Level	10
	Technologies	SACE Credits	Nil
Career Chart	Electro-technology Engineering	Length	Semester
Course Outline	<p>This course suits students who are interested in Mathematics and applied Physics and who are considering a career or further study in electro technology or electrical engineering.</p> <p>Confidence in researching, writing, and performing mathematical calculations is essential for this course.</p> <p>Students are introduced to theory concepts, electrical components and calculations for circuit design activities using manual and software-based prototyping methods. Practical tasks may include circuit board manufacture using a CNC engraver, solder-based assembly techniques and introductory programming of microprocessors.</p>		
Topics Included	<ul style="list-style-type: none"> • Mathematical Electronic Concepts • Electronic Equations and Calculations • Solving problems using mathematical equations • Circuit Board Design and manufacture • Solder-based assembly Techniques • Introductory programming. 		
Assessment	Tasks will be assessed against the Australian Curriculum Achievement standard for Design and Technologies.		
Additional Cost Recommendation /Prerequisites	An interest in Mathematics and Applied Physics would be an advantage.		

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Subject	Food Technology	Year Level	10
	Technologies	SACE Credits	Nil
Learning Area			
Career Chart	Home Economics , Food Studies	Length	Semester or Full Year
Course Outline	<p>This is an introductory course to enable students with an interest in Food and Hospitality to further extend their skills. Students will work individually and collaboratively to design, make and critique a range of foods. In semester 1, the collaborative task will see students invite family members to the school to take part in a morning or afternoon tea to showcase skills gained throughout the course. Semester 2 collaboration involves the production of a gift hamper.</p>		
Topics Included	<p>Semester 1</p> <ul style="list-style-type: none"> • Garnishing and presentation • Sustainability and the future of food • Collaborative entertaining <p>Semester 2</p> <ul style="list-style-type: none"> • Indigenous foods • Cultural Influences on Australian foods • Sustainable practices in food choices • Collaborative gift basket 		
Assessment	<ul style="list-style-type: none"> • Research Task • Practical Application • Workflow Plan • Evaluation • Action Plan • Collaborative Task 		
Additional Cost	<p>Students are advised that there are additional costs involved of \$60.00 per semester which are related to practical activities. This may be subject to change.</p>		
Recommendation /Prerequisites	<p>Completing a semester of year 9 Food and Textiles would be an advantage.</p>		

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Subject	Design Technology - Metal Design and Manufacture	Year Level	10
Learning Area	Technologies	SACE Credits	Nil
Career Chart	Construction Industrial Arts Engineering Metalwork and Engineering	Length	Semester or Full Year
Course Outline	<p>In Semesters 1 and 2 students engage with Safety expectations and Safe Working Practices as they are introduced to a range of hand tools, new welding and metal machines that they will use to manufacture products.</p> <p>The course is focused on building skills in the use of hand tools and static machinery associated with metal, the use of different types of welding machines and metal machinery. It centres around developing students techniques in welding and applying those to creating a range of small products.</p> <p>Issues such as Sustainability and Economics relating to the Metalworking industries are explored throughout the course.</p> <p>This course will enable students to extend skills in the subject of Design and Technology; it allows for guided creativity and a flexible framework for learning. Students will have to use CAD programs to help aid in their manufacture of a product through guided design.</p>		
Topics Included	<ul style="list-style-type: none"> • Safe Operating Procedures for tools and machinery • Skills tasks using <ul style="list-style-type: none"> Hand tools Static Machinery Welding Techniques using Oxy-Acetylene and MIG Welders. (TIG as an extension where appropriate) • Projects Showcasing skills gained in Welding and Metal Machining. • Guided design and evaluation 		
Assessment	<p>Assessment tasks include exercises to demonstrate skill development, a Design Folio and a written reflective component. A CAD (Computer Assisted Design) component may also be offered. Assessment will be theory and practical based tasks.</p>		
Additional Cost Recommendation /Prerequisites	<p>An interest in designing and making products using metal as well as applied mathematics would be an advantage.</p>		

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Subject Learning Area	Child Studies	Year Level	10
	Technologies	SACE Credits	Nil
Career Chart	Community Services	Length	Semester
Course Outline	This is an introductory course to the world of early childhood and childcare which leads students to both Stage 1 and Stage 2 Child Studies. The course is designed for students interested in working with children 0-8 years. It aims to introduce students to the knowledge and skills required to care for children. It also focuses on local and global issues relating to children in the home and the wider community.		
Topics Included	<ul style="list-style-type: none"> • The use of screen time and the affects it has on young children. • Nutritional meals suitable for young children with a focus on ‘fussy eaters’. • Interacting with children and creating positive relationships. • Celebrating cultural diversity with young children by exploring cultural events collaboratively. 		
Assessment	<ul style="list-style-type: none"> • Investigation: Students will investigate the question ‘How can television enhance a child's cognitive development? 600 words or 4 minutes for an oral presentation or the equivalent in multimodal form. Referencing required. 25%. • Practical: Students will create an action plan to plan and justify a healthy snack for a child who is a fussy eater. Prepare and present the healthy snack within a double lesson. Reflect using 400 words or multimodal equivalent. 25%. • Practical: Students will complete a research task based on how to create positive relationships with young children. This can be presented as an essay or multimodal option. Students will plan and create a range of items for a child to play with. Students will evaluate their items either written 400 words or multimodal equivalent. 25%. • Collaboration: Students will work as a group to plan a mini lesson based on a chosen cultural event. They will create a lesson plan that involves a practical activity and make a PowerPoint to go with it. Students will then present this lesson to a group of children. Students will individually evaluate their performance through 400 words or multimodal equivalent. 25%. 		
Additional Cost	Students are advised that there are additional costs involved of \$60.00 per semester which are related to practical activities. This may be subject to change.		
Recommendation /Prerequisites	An interest in becoming a childcare worker or working with young children is recommended. Completing a semester of year 9 Food and Textiles would be an advantage.		

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